

Table 34

Variation in Mean Frequencies of Colleague Contacts In Relation to Formal  
Contacts with Department Head

Types of Colleague Contact	Level of Formal Contact with Department Head*				F (F in parentheses)
	Lowest	Moderate	Frequent	Highest	
Informal Contact with Department Head	13.45	23.58	27.52	46.21	18.24 (<.001)
Informal Contact with Vice President	3.56	3.55	3.66	8.39	
Informal Contact with "Others"	2.50	.64	1.41	5.02	
Formal Contact with Dean	5.62	2.82	5.02	21.22	20.97 (<.001)
Formal Contact with Senior Professors	8.93	6.54	7.23	41.76	51.41 (<.001)
Formal Contact with Vice President	2.08	2.20	2.43	10.77	9.85 (<.001)
Formal Contact with President	1.63	2.12	1.87	8.61	6.77 (<.001)
Formal Contact with "Others"	.81	1.34	.24	5.00	3.17 (<.05)

\*Note: Lowest = 0 to 2 Contacts; Moderate = 3 to 6 Contacts; Frequent = 7 to 18 Contacts; Highest = 19 or More Contacts During the Academic Year.

- Ratings of salary appropriateness
- Reception of a respondent's input into departmental matters
- Departmental encouragement of interpersonal relations among colleagues
- Fairness and equity of performance evaluations by respondent's supervisor
- Ease of developing good working relationships in department.

When ANOVA'S were performed with the preceeding variables as dependent variables, and formal contacts with the department head as the independent variable, two main effects resulted for reception of input and good working relations ( $F = 3.29$ ;  $P < .05$  and  $F = 2.69$ ,  $P < .05$ , respectively). These results indicate that Black faculty members who had higher levels of formal contact with the department head were more likely to report that their department encouraged collegial relations and was an easy place to develop good working relationships. However, frequent formal contact with the department chair did not translate into increased satisfaction with salary or performance evaluations, areas that would seem to be directly controlled by the department head.

### Productivity

Measures of productivity analyzed in this study were hours spent on professional tasks, the number of publications authored in refereed journals since hire date and number of professional papers presented since hire date. Productivity variables tend to be difficult to interpret because of the subjective value placed on scholarly accomplishments. Furthermore, it is difficult to equate the sheer quantity of accomplishments with the quality of accomplishments. In the present study, respondents were asked only to provide numbers of papers and articles. In another response category, they were asked to list up to five additional "other" types of scholarly accomplishments. Further analyses of the latter responses might provide useful information about productivity patterns.

Table 35 presents a summary of the reported number of hours that Black faculty members spend on various professional tasks. For all of the categories except teaching (research, community service, committees, advising, minority affairs and administration), the majority of respondents reported spending an average of 10 hours or less per week. Teaching, by far, consumed more time than any other task. Research activity appears to be a distant second followed by administrative duties. Minority affairs activity, for 96.8 percent of the sample, did not consume more than 10 hours per week on the average.

The data on publication records of Black faculty show that approximately 50 percent of the sample have not published since being hired in their present positions. Fifty-seven (57) percent of the unpublished faculty members have five years or less of service at their institutions. Approximately 28 percent of the sample has six or more publications since hire date. Associate and full professors appeared to produce proportionally more publications than faculty at other ranks. Males consistently reported larger numbers of publications than did females. This disparity is less apparent in the area of paper presentations. Here, males and females were similar in levels of productivity. Associate professors reported, in greater proportions and often in greater absolute numbers, more paper presentations of 10 or more.

Table 36 presents data on the number of hours spent by white faculty in the target state on various professional tasks. A larger proportion of the white sample reported greater numbers of hours spent on teaching when compared to the total Black sample. On the other measures, the patterns were fairly similar for Black and white faculty.

The data on the publication records of white faculty show that approximately 46 percent of the white faculty have not published since being hired in their present positions; a percentage similar to the total Black sample. However, there are fewer white faculty with no paper presentations (25.9 percent) than Black faculty with no paper presentations (33.5 percent). White females show a similar pattern of productivity as Black females, in comparison to their male counterparts.

Table 35

## Number of Hours Spent By Black Faculty on Various Professional Responsibilities

Number of Hours	Teaching		Research		Service		Community Committees		Advising		Minority Affairs		Administration	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Up to 10	145	33.2	329	75.8	422	96.8	424	97.7	415	95.6	419	96.8	359	82.2
10 to 20	112	25.6	60	12.7	10	2.3	7	1.6	12	2.8	10	2.3	27	6.2
20 to 30	93	21.3	26	5.5	1	.2	1	.2	3	.7			25	5.8
30 to 40	56	12.8	13	2.7	1	.2					2	.5	14	3.2
40 or More	25	5.7	6	1.3	2	.4	2	.5	4	.9	2	.5	7	1.6

Table 36

Number of Hours Spent By White Faculty on Various  
Professional Responsibilities

<u>Number of Hours</u>	<u>Teaching</u>	<u>Research</u>	<u>Community Service</u>	<u>Committees</u>	<u>Advising</u>	<u>Administration</u>
Up to 10	7.1	78.3	97.6	95.1	93.9	94.0
10 to 20	26.2	15.7	2.4	4.9	4.9	6.0
20 to 30	35.7	4.8				
30 to 40	23.8	1.2				
40 or More	3.6					

## Perceptions and Attitudes

The perceptions and attitudes of Black faculty members are examined as a means for gauging levels of satisfaction as well as for determining the types of behaviors and factors that they believe are important to career development. For several of these items, respondents are asked to rate the degree of equity that prevails in their situations.

### Salary, Promotion and Tenure

Salary, promotion and tenure are the essential career barometers for faculty. Table 37 presents the responses of Black faculty on seven items that measured their perceptions of salary, promotion, and tenure issues. The items where respondents expressed the highest levels of satisfaction ("Strongly Agree") related to appropriateness of tenure status and fairness of student and supervisor evaluations. Items that elicited the highest levels of dissatisfaction ("Strongly Disagree") related to appropriateness of salary, equitable rewards for research and teaching, and appropriateness of tenure status. When all "disagree" responses ("Strongly Disagree" and "Disagree with Reservations") and all "agree" responses are compared, the highest levels of satisfaction are expressed for fairness of student and supervisor evaluations, and highest levels of dissatisfaction are expressed for appropriateness of salary and equitableness of promotion and tenure procedures.

Among respondents who strongly agree that tenure and promotion procedures are equitable, there are fewer instructors and more full professors. This finding might be expected, as most professors in this study have achieved tenure while most instructors are not tenured. In most of the items related to tenure, promotion and salary, faculty at the higher ranks and with more years of experience expressed a higher degree of satisfaction. For example, ANOVA's of items dealing with promotion and tenure equity and student evaluations indicate that

Table 37

## Black Faculty Attitudes and Perceptions About Salary, Tenure, and Promotion

Item	Strongly Disagree	Disagree With Reservations	Agree With Reservations	Strongly Agree	n
Salary is Appropriate for Rank and Experience	23.0	18.5	37.7	20.8	443
Compared to Colleagues, Research Rewarded Equitably	14.0	20.8	38.6	26.6	394
Compared to Colleagues, Teaching Rewarded Equitably	13.6	18.1	39.4	28.9	426
Promotion and Tenure Procedures are Equitable	12.8	23.9	43.1	20.3	439
Tenure Status is Appropriate	15.9	11.3	31.4	41.3	433
Student Evaluations Fair and Equitable	8.2	11.2	37.6	43.0	428
Supervisor Evaluations Fair and Equitable	7.0	9.3	40.7	43.0	440

full professors have significantly higher levels of satisfaction than those faculty members at other ranks (Table 38). An additional ANOVA of the items on fairness of student evaluations yielded a significant effect for rank ( $F = 3.72$ ,  $p < .01$ ). The crosstabulation data indicate that assistant professors are less satisfied with student evaluations than faculty members at other ranks.

There are additional factors that are related to differences in faculty perceptions in this area. An ANOVA with salary satisfaction as the dependent variable and length of service, research faculty status and rank as independent variables yielded significant effect for length of service ( $F = 2.51$ ;  $p < .05$ ) and research faculty status ( $F = 3.11$ ;  $p < .05$ ). Analysis of the cell means reveal that both faculty members who must publish to gain tenure (research faculty) and those who need not publish (non-research faculty) are more satisfied with their salaries than faculty members who were not clearly in either category. A similar effect occurred in an ANOVA using the item on the equitableness of tenure and promotion procedures. Again, those groups who strongly agreed and strongly disagreed that they must publish for tenure and promotion had a more favorable view of tenure and promotion procedures ( $F = 4.39$ ;  $p < .01$ ). The relationship of length of service and salary satisfaction also proved to be curvilinear; faculty members with the least (0 to 3) and the most (15 or more) years of service in an institution were significantly more satisfied with their salaries than faculty members in the middle with 7 to 10 years of service (Figure 5).

### Work Environment

A major concern in this study is to gain an understanding of the quality and level of professional assimilation of Black scholars in predominantly white work environments. The cluster of items presented in Table 39 assess Black faculty members' levels of satisfaction with the work environment and the degree to which they feel that they are in the professional mainstream at their



Table 38

Variation in Mean Ratings on Items Measuring Perception of  
Salary, Promotion, and Tenure Issues

Item	Instructors	Assistant Professors	Associate Professors	Full Professors	F
					(P in Parentheses)
Promotion and Tenure Procedures are Equitable	2.70	2.59	2.55	3.33	8.29(<.001)
Student Evaluations are Fair	3.28	2.99	3.12	3.51	4.03 (<.01)

Figure 5

Degree of Satisfaction With Salary by Length of Service

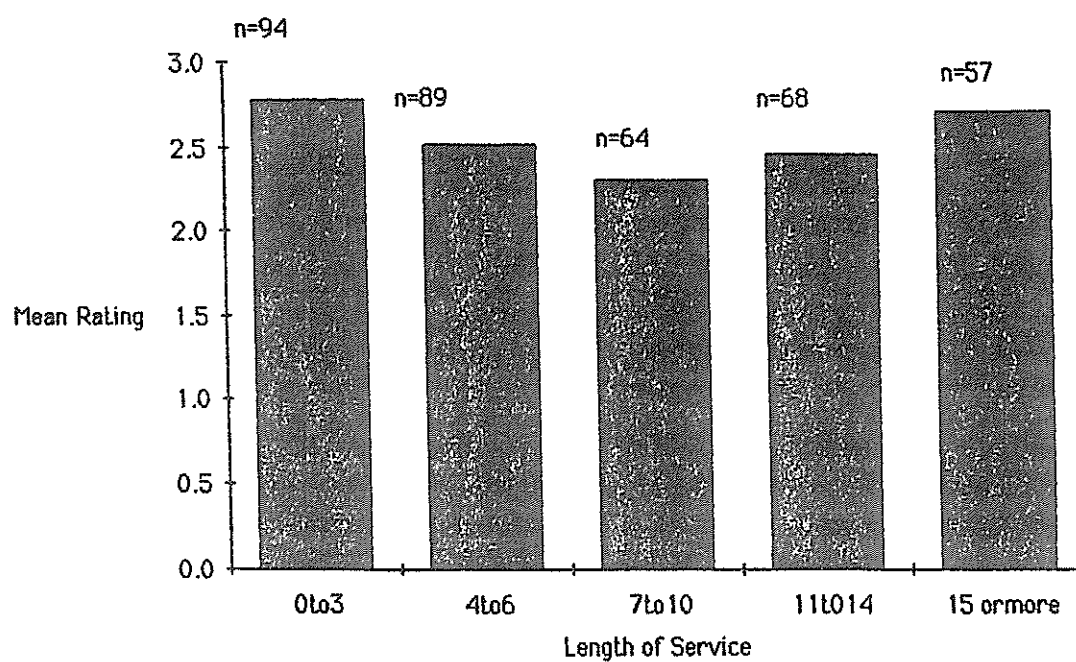


Table 39

## Black Faculty Attitudes and Perceptions About Work Environment

Item	Strongly Disagree	Disagree With Reservations	Agree With Reservations	Strongly Agree	n
Professional Ambition Achievable at Present Institution	18.4	18.2	35.3	28.1	456
Good Working Relationships Easily Developed in Department	9.9	17.7	37.1	35.2	463
Good Working Relationships Easily Developed in Institution	10.2	29.5	45.1	15.2	461
Skills and Experiences Could be Better Utilized	9.1	17.8	34.7	38.4	450
Input in Department Matters Well Received	8.3	15.5	39.6	36.5	457
Have Real Sense of Identification with Department	11.3	17.4	36.2	35.1	459
Have Real Sense of Identification with Institution	13.9	25.7	41.6	18.7	459
Have Had Opportunities to Serve on Important Committees	10.4	13.2	32.1	44.3	461
Difficult to Be Appointed to Important Committees	25.2	33.4	25.9	15.9	452
Difficult to be Elected to Important Committees	19.5	29.6	31.6	19.3	446

institutions.

The overall assessment of the work environment tended to be more positive than negative. Negative responses tended to be approximately in the 25 to 40 percent range. Items that got the most negative responses concerned developing good working relationships in the institution, having a sense of identification with the institution, and being able to better utilize skills. The largest percentages of positive responses were on items concerning opportunities to serve on important committees, input into department matters, ease of developing good working relations in department, and sense of identity with the department.

One of the factors that appears to be significantly related to faculty members' assessment of the work environment is the amount of formal contact with the department head. A series of ANOVA's using formal contacts with the department head as the independent variable, yielded significant main effects for the following dependent variables: ease of good working relationships in the department ( $F = 2.61$ ;  $p < .05$ ); sense of identity with the department ( $F = 5.42$ ,  $p < .001$ ) and ease of election to important committees ( $F = 5.06$ ;  $p < .01$ ). These results suggest that the amount of contact with the department head in the work setting can play a significant role in the professional assimilation of the Black faculty member.

Other factors that appear to be related to the sense of identification with the department are gender and research faculty status. An ANOVA using an item measuring sense of identity as the dependent variable, and gender and an indirect measure of teaching faculty status as dependent variables yielded a main effect for teaching faculty status ( $F = 2.72$ ;  $p < .05$ ) and an interaction ( $F = 3.25$ ;  $p < .05$ ). These findings suggest that faculty members whose teaching performance is weighted as much as research performance have a strong sense of identity with their department, and that this effect is largely (if not wholly) due to female faculty members. An additional factor that seems related to perceptions of the work environment is faculty rank. The results of the crosstabulation of the variables listed in Table 39 with rank and length of service show a consistently high proportion of

associate professors whose levels of satisfaction with the work environment are proportionally lower than faculty in other ranks. These trends appear to be more pronounced among associate professors with 10 years or more length of service at their institutions.

#### Factors Important to Career Advancement

The relatively recent entry of Black faculty members into predominantly white institutions suggests that Black faculty may be relatively inexperienced in the strategies for career advancement in those settings. Therefore, the present study was concerned with identifying and describing the factors that Black faculty members believe to be valuable for their advancement and promotion. Some of these factors have already been discussed in the section on Mentoring. The additional factors addressed in this section of the report concern committee work or community service, access to informal networks, specific kinds of research or publications, meeting tenure and promotion requirements and serving on selected committees. In Table 40, results of faculty responses are presented, indicating the percentages who placed no value, little value, considerable value, or maximum value on the specific factors. Meeting tenure and promotion requirements, and doing research in specific categories or publishing in selected journals were clearly seen by the majority of faculty as having maximum value. However, approximately 21 percent of the respondents saw little or no value in research or publication; suggesting that their professional responsibilities are exclusively teaching. Respondents were nearly evenly divided on the value of committee work or community service, but over two-thirds did see service on selected committees as having considerable or maximum value. A similar number (62%) viewed access to informal networks as valuable. The informal network has been viewed as an important dimension in career advancement in academia that may be more difficult for Black faculty members to access. In comparing the responses of Black and white faculty

Table 40

Black Faculty Attitudes and Perceptions About Factors Important  
to Career Advancement

<u>Item</u>	<u>No Value</u>	<u>Little Value</u>	<u>Considerable Value</u>	<u>Maximum Value</u>	<u>n</u>
Committee Work or Community Service	14.4	31.1	36.7	17.8	444
Access to Informal Networks	13.4	24.7	37.2	24.7	441
Research in Specific Categories or Publication in Selected Journals	6.5	14.7	28.1	50.7	430
Meeting Tenure and Promotion Requirements	3.7	8.4	26.7	61.7	431
Serving on Selected Departmental and Institutional Committees	7.3	25.5	46.9	20.3	439

members in the target state, 60 percent of Black respondents and 69 percent of white respondents view access to informal information networks as valuable. The Black respondents who saw no value at all totalled 14 percent; compared to 7 percent of the white respondents. Chi-square analysis did not yield a significant difference between the races on this measure.

Other factors that appear to be related to Black faculty members' perceptions of career advancement factors are research faculty status and attitude toward the value of close contact with the department chair. Non-research faculty (those indicating that they don't have to publish for tenure or promotion) felt most strongly that service on selected committees was valuable to their career ( $F = 7.16$ ;  $p < .001$ ). Faculty members who do not value close contact with the department head as important to their careers were less likely than those who value such contact to view the following as important to their careers: committee work or community service ( $F = 16.25$ ;  $p < .001$ ); service on selected committees ( $F = 15.55$ ;  $p < .001$ ); access to informal information networks ( $F = 26.34$ ;  $p < .001$ ); and social contacts with colleagues ( $F = 20.88$ ;  $p < .001$ ).

### Job Security

The way that Black faculty members feel about their prospects for success in their institutions is a significant component in evaluating their status. Three items on the survey directly assessed the job security attitudes of respondents, and those findings are presented in Table 41. These findings indicate that the majority of Black faculty members feel that they have control over their career development, that their present position has career potential and that they will hold on to their jobs if there is retrenchment at their institutions. On the latter finding, respondents were less certain (only 18.3 percent strongly agree). On the career control and career potential items, 34.7 and 51.4 percent, respectively, indicated the highest level of response certainty ("definitely" or "strongly agree").

Table 41

## Black Faculty Attitudes and Perceptions About Job Security

Item	Strongly Disagree (Other)*	Disagree With Reservations (Is Temporary)	Agree With Reservations (Possibly)	Strongly Agree (Definitely)	<u>n</u>
I Have Control Over Development of my Professional Career	6.3	16.5	42.3	34.7	(461)
My Position is Secure if There Is Need for Retrenchment	21.1	14.5	46.0	18.3	(454)
Present Position Has Career Potential*	(9.6)	(5.8)	(33.2)	(51.4)	(467)

\* Note: Scaling on this Item differed from other items: see parentheses for applicable response categories.



The results of the comparisons of Black and white faculty members on job security items reveal minor differences on the measure of career control and larger differences on the measures of position security and career potential (Figure 6). Thus, Black faculty members feel no differently than white colleagues about the degree of control that they have over their professional career development. However, Black faculty members who agreed that their position was secure in the event of retrenchment totalled 54.8 percent versus 69.4 percent of white faculty members. On the item probing whether present position had career potential, Black faculty agreement was 40.8 percent, compared to white faculty agreement of 66.3 percent.

There were also differences on the position security item that were related to gender and race. White males were most secure, followed by white females, Black females, and Black males (Table 42).

#### Racial Climate

Table 43 summarizes findings on Black faculty attitudes and perceptions concerning the racial climate at their institutions. On the whole, these findings present a pessimistic view of the status of affirmative action on the campuses of traditionally white institutions in the Adams states. In overwhelmingly large percentages, Black faculty felt that there was insufficient minority faculty representation on faculty search committees, in their academic departments and in the institution as a whole. Respondents also perceived that departments had better minority representation than did the institution. Approximately one-half of the respondents felt that the institution was committed to minority affairs.

Figure 6

## Three Measures of Job Security

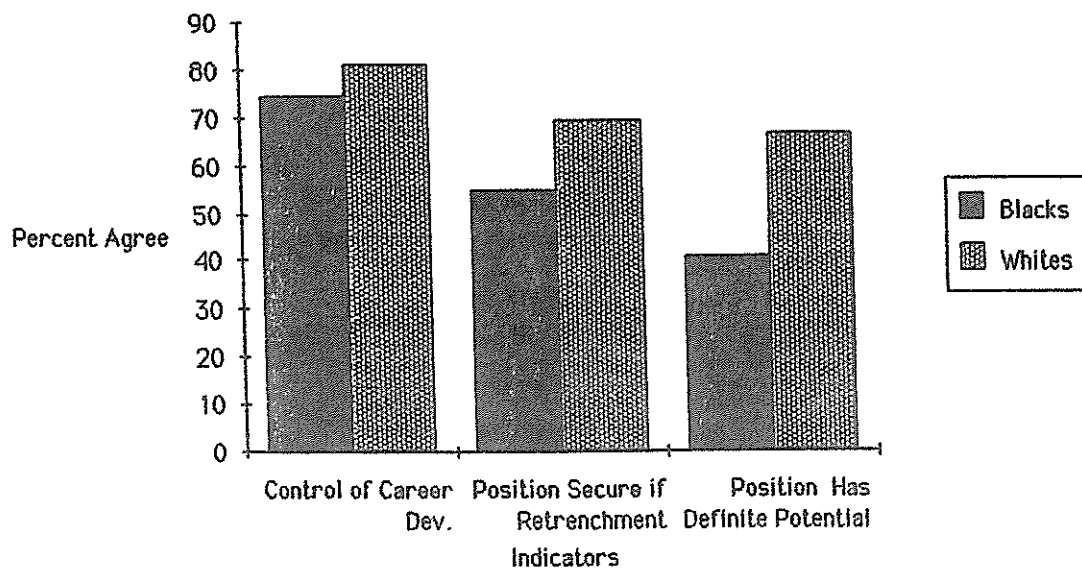


Table 42

Responses to Item: Present Position Is Secure if Retrenchment Occurs

<u>Response Choices</u>	<u>Precent Choosing Response</u>			
	<u>Black Female</u>	<u>Black Male</u>	<u>White Female</u>	<u>White Male</u>
Disagree Strongly	21.6	22.7	20.5	4.5
Disagree With Reservations	19.6	27.3	20.5	15.9
Agree With Reservations	54.9	43.2	38.6	59.1
Strongly Agree	3.9	6.8	30.5	20.5

Table 43

## Black Faculty Attitudes and Perceptions About Racial Climate

<u>Item</u>	<u>Strongly Disagree</u>	<u>Disagree With Reservations</u>	<u>Agree With Reservations</u>	<u>Strongly Agree</u>	<u>n</u>
Institution Committed to Improvement in Minority Affairs	21.8	26.6	39.9	11.8	459
Faculty Search Committees Have Sufficient Minority Membership	41.5	33.4	20.1	5.0	443
Department Has Appropriate Minority Faculty Representation	58.3	21.1	13.6	7.0	456
Institution Has Appropriate Minority Faculty Representation	73.4	17.9	7.2	1.5	458
My Ethnic Background Enhances My Opportunity for Advancement	36.6	38.0	20.1	5.1	453

## Black and White Faculty Comparisons

A target state university system was isolated to compare Black and white faculty on selected characteristics. The process for selecting the white sample has previously been discussed. Rank and teaching disciplines were matched for both Black and white faculty and therefore, discussion will revolve around tenure, salary and length of service. It is clear that despite the matching process, that the Black sample in this comparison study comprises a substantially larger portion of the Black faculty population than does the white sample comprise the white faculty population. Additionally, in terms of the academic market, the Black faculty are a rarer "commodity." Finally, it should be noted that the statistical rarity of the Black faculty may also give rise to skewed characteristics in the Black sample.

### Tenure

The tenure data for Black and white faculty in the target state indicate that 86.7 percent of the white faculty were offered a tenure track position at the initial date of hire, compared to 75 percent of the Black faculty. Of those Blacks offered a tenure track position at hire, 24.6 percent have been tenured compared to 15.1 percent of the whites. Of the 16 Blacks and 10 whites offered a tenure track position since the initial date of hire 7 (47.1 percent) of the Blacks have been tenured, compared to none of the whites. Within the total sample, more Blacks have been tenured than whites, even though, for the most part, a large percentage of both groups have not been tenured (Table 44). Table 45 presents tenure data for Blacks and whites controlled for length of service at the institution.

Looking specifically at the total amount of probationary credit offered to Blacks and whites, it was found that of the faculty offered probationary credit toward tenure, most were granted only one year. More of the Black faculty were offered one or more years of probationary credit than their white

Table 44  
Tenure Status by Race

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<u>Years Tenured</u>	<u>Black</u>	<u>White</u>
0	67.0	83.3
1	5.2	1.1
2	4.1	1.1
3	4.1	1.1
4	3.1	0
5	7.2	2.2
6	1.0	1.1
7	1.0	0
8	1.0	0
9	6.2	10.0

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Table 45  
Years Tenured Controlled for Length of Service  
Target State

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BLACK FACULTY				
<u># Years Tenured</u>	<u>Up to 5 Years</u>	<u>5 to 10 Years</u>	<u>10 to 15 Years</u>	<u>15 or More Years</u>
	(n=43)	(n=17)	(n=25)	(n=13)
0	83.1	76.5	44.0	46.2
1	7.1	0	8.0	0
2	4.8	5.9	4.0	0
3	0	0	8.0	0
4	0	5.9	8.0	0
5	0	5.9	16.0	15.4
6	0	0	4.0	0
7	0	0	4.0	0
8	0	0	0	7.7
9	0	0	4.0	30.8

WHITE FACULTY				
<u># Years Tenured</u>	<u>Up to 5 Years</u>	<u>5 to 10 Years</u>	<u>10 to 15 Years</u>	<u>15 or More Years</u>
	(n=41)	(n=15)	(n=10)	(n=25)
0	100.0	85.7	60.0	64.0
1	0	0	10.0	0
2	0	0	10.0	0
3	0	7.1	0	0
4	0	0	0	0
5	0	0	10.0	0
6	0	0	10.0	0
7	0	0	0	0
8	0	0	0	0
9	0	7.1	0	32.0

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counterparts. It was also found that more Blacks than whites receiving probationary credit toward tenure have actually been tenured (Table 46).

When tenure data are analyzed according to length of service, similar patterns are evident. Most of the respondents in each category are not tenured; however, more Blacks than whites have been tenured. When tenure was considered by rank, the findings were the same.

### Salary

Salary data for the target state suggest that Black faculty received lower salaries than white faculty at the ranks of instructor and assistant professor. However, white faculty received lower salaries than Black faculty at the ranks of associate professor and professor. These differences at the higher ranks could be an artifact of the highly select group that comprise the Black associate and full professor ranks.

At the rank of instructor, the initial and present salaries for Blacks were \$3,800 and \$1,800 less, respectively, than whites at that same rank; and at the rank of assistant professor, the initial and present salaries for Blacks were \$1,100 and \$1,500 less, respectively, than those of whites. The initial and present salaries for Blacks at the rank of associate professor were \$1,300 and \$250 more, respectively, than those of whites at the same rank and the initial and present salaries for Blacks at the rank of professor were \$6,653 and \$6,650 more, respectively, than those of whites at the same rank. These dollar figures represent a re-conversion of the average salary levels reported by respondents; thus are not averages of actual dollar figures, but are reasonable estimates (Table 47).

When salary was stratified only by length of service, it was determined that salaries for Blacks in the categories of "Up to 5 Years" and "15 Years or More" were \$2,100 and \$2,000 less, respectively, than whites with the same length of service. Yet, salaries for Blacks in the middle categories of "5 to 10 Years"



Table 46  
Probationary Credit Toward Tenure  
Target State

<u># Years of Credit</u>	<u>Black</u>	<u>% Tenured</u>	<u>White</u>	<u>% Tenured</u>
0	71.4	11.4	82.2	9.4
1	13.3	92.3	8.9	75.0
3	7.1	71.4	8.9	25.0
4	8.2	100.0	0	0

Table 47  
Initial and Present Salary by Rank

<u>Rank</u>	Initial				Present			
	<u>n=98</u>	<u>Black</u>	<u>n=90</u>	<u>White</u>	<u>n=98</u>	<u>Black</u>	<u>n=90</u>	<u>White</u>
Instructor	17	16,300	5	20,000	17	21,200	5	23,000
Assistant Professor	53	17,500	55	18,600	53	24,700	55	26,200
Associate Professor	22	16,900	25	15,600	22	32,050	25	31,800
Professor	6	21,650	6	14,977	6	42,500	6	35,850

and "10 to 15 Years" were \$550 and \$1,900 more, respectively, than whites in the same categories (Table 48).

The salary data by rank tend to suggest Black associate professors and professors were paid higher salaries than whites at those same ranks. Yet, when the characteristics of faculty members within various salary levels are analyzed, a different view emerges, especially when total experience, initial salary, initial rank and present rank are controlled.

These data indicate that of those faculty members within the same length of service range and the same salary range, Blacks initially brought more experience to the position at hire and were hired at lower ranks than whites with lesser experience. Further, white faculty members tended to advance up the ranks more rapidly. The phenomenon was apparent at each interval of salary range and length of service range. The data support the fact that those few Blacks who were brought in at higher ranks or promoted to higher ranks had more years of experience than their white counterparts (Table 49).

Table 50 provides salary information in ranges for both Blacks and whites. The data in the table show that 55.2 percent of Blacks and 63.6 percent of whites had an initial salary range of less than \$20,000. However, the present salary picture is different: 66.3 percent of Blacks and 52.3 percent of whites have current salary range of less than \$30,000. This trend lends support to the observation that Black faculty are not provided with equitable salary increases over time. Both Black and white faculty salaries have increased, but the rate of increase has been faster for whites.

#### Present Teaching Assignments

The majority of the respondents (58.7 percent) taught only at the undergraduate level. However, 10.8 percent of the respondents had both undergraduate and graduate teaching assignments. Looking at the teaching assignments according to race, the data indicated that 56.6 percent of the Black respondents and 69.2 percent of the

Table 48  
Salary by Length of Service  
Target State

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<u>Length of Service</u>	<u>Blacks</u>	<u>Whites</u>
Up to 5 Years	25,450	27,550
5 to 10 Years	25,900	25,350
10 to 15 Years	28,400	26,500
15 or More Years	29,600	31,600

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Table 49

Comparison of Characteristics of Blacks and Whites Within Same  
Salary and Length of Service Level

<u>Characteristic</u>	<u>Frequency of Higher Level of Characteristic</u>		
	<u>Black</u> <u>Faculty Higher*</u>	<u>White</u> <u>Faculty Higher*</u>	<u>No Difference</u>
Present Rank	5	9	6
Beginning Rank	10	7	4
Initial Salary	11	7	3
Years Experience	12	6	4

\* Based on mean levels

Table 50  
Initial Salary and Present Salary  
Target State

<u>Salary</u>	<u>Initial</u>		<u>Present</u>	
	<u>Black</u>	<u>White</u>	<u>Black</u>	<u>White</u>
Less than 15,000	32.3	31.8	1.0	0
15,000 < 20,000	22.9	31.8	2.0	3.3
20,000 < 25,000	24.0	13.6	28.6	18.5
25,000 < 30,000	10.4	11.4	34.7	30.4
30,000 < 35,000	4.2	6.8	13.3	26.1
35,000 < 40,000	3.1	1.1	12.2	15.2
40,000 < 45,000	1.0	1.1	2.0	3.3
45,000 < 50,000	0	1.1	2.0	1.1
50,000 < 55,000	1.0	1.1	3.1	0
55,000 < 60,000	0	0	1.0	1.1
75,000 < 80,000	0	0	0	1.1

white respondents taught only at the undergraduate level. At the graduate level, 14.5 and 3.3 percent of the Black and white respondents, respectively, indicated they taught exclusively at this level. Also, 19.6 percent of the Black respondents and 26.4 percent of the white respondents indicated that they taught at both the undergraduate and graduate levels. This same pattern was evident when looking at initial teaching assignments.

### Recruitment Patterns

The respondents were asked to rank the most important factors used in locating their present job. In reviewing the factors, ranked first, both the Black respondents and the white respondents most frequently indicated that the most useful factor in finding their present job was a faculty member at the institution. This was the only factor Black and white samples ranked similarly in their five most frequently chosen factors.

The second most frequently chosen factor for Blacks was use of mentor, while the second most frequently chosen factor for the white respondents was the use of journals and ads. Among Blacks, the third most frequently chosen factor used in finding their present job was the use of friends, while the third most frequently chosen factor for whites was the use of a mentor (Table 51).

### Perceptions and Attitudes

Black and white faculty members in the target state were compared using a chi-square analysis to determine if differences existed on measures of attitudes and perceptions. Significant differences existed on several measures and are presented in respect to areas previously discussed.

In the area of mentoring relationships, a larger proportion of white faculty placed greater value on mentoring with the department head and the academic vice-president or dean as

Table 51  
Most Useful Factors in Locating Present Job  
Target State

<u>Factors Ranked First</u>	<u>Percent That Ranked Factor First</u>		
	<u>All Respondents</u>	<u>Blacks</u>	<u>Whites</u>
Faculty at Institution	20.5	20.4	20.7
Mentor	15.8	19.4	12.0
Friends	12.6	14.3	10.9
Advertisement	10.5	11.2	9.8
Journals and Ads	10.0	7.1	13.0
Networking	5.3	3.1	7.6
Institutional Placement Office	1.1	0	2.2



important to their career advancement and promotion. In the area of collegial relations, white faculty saw more value in close personal contact with senior professors and the department head. Though not statistically significant, a larger proportion of Black faculty members (20 percent) judged on-campus and off-campus social contacts to be of no value at all, compared to their white colleagues (9 percent).

In the areas of salary, tenure, and promotion attitudes and perceptions, more white faculty members felt that tenure status was appropriate and that students evaluated fairly. (Although there were differences on other related measures, these were not statistically significant.) In the area of work environment, fewer Blacks felt that their ambitions were achievable at their institutions and more whites had a stronger sense of identity with their departments. (Though not statistically significant, more Black faculty indicated that their skills and experiences were not maximally used.) In areas that relate to factors important to career development, more Black faculty indicated that research in specific journals or categories was most important.

An interesting finding emerged from the data on the reported frequency of contacts with colleagues. No significant differences existed between whites and blacks in the number of formal contacts that they made. White faculty, however, made significantly more informal contacts with the dean, senior professors and the vice-president.

Finally, in the area of racial climate, some of the most polarized perceptions of the entire study were reported. In substantial and significant proportions, more whites felt that their institution was committed to minority affairs improvement; and that minority representation on search committees was appropriate. Black faculty members disagreed that minority representation was appropriate in their departments and institutions in far larger numbers than did whites. There was no substantial difference in the perception of the two groups about expectations that they were to help with affirmative action.

## CHAPTER 4. DISCUSSION

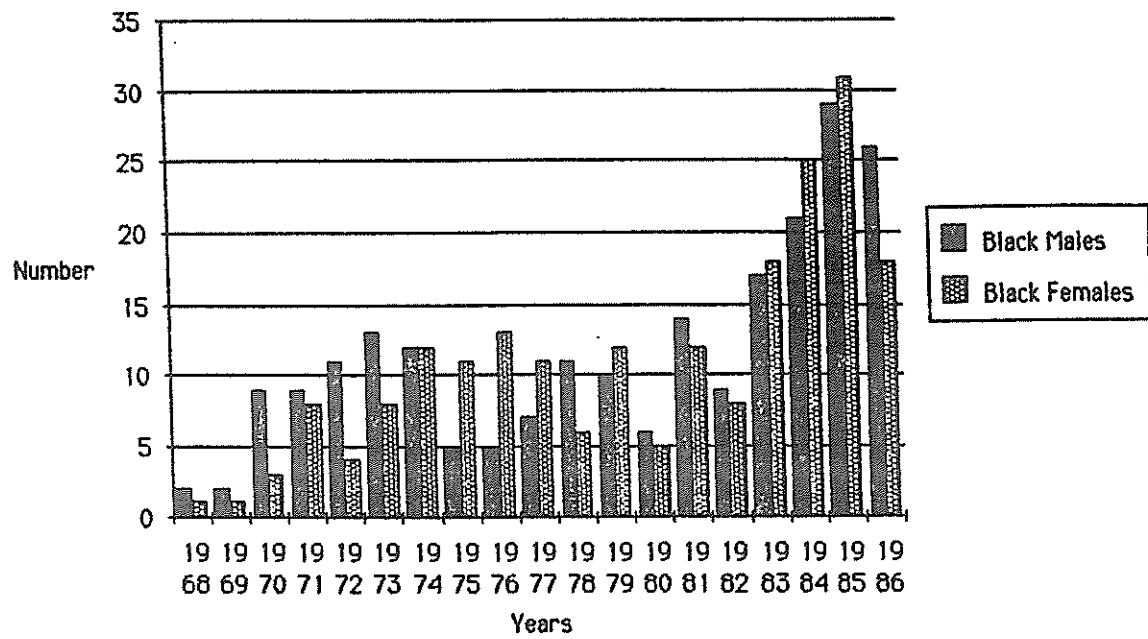
### Characteristics

Hiring patterns of the past 20 years reveal that at TWIs, there has been a shift in focus from the Black male to the Black female (see Figure 7). Black females could possibly be seen by TWIs as solving two affirmative action problems by simultaneously increasing numbers of both females and Blacks, or there might also be "systemic" factors that hinder the hiring of Black males. Recent reports indicate that Black males are not entering the prerequisite pipelines of education in the same numbers as they have in the past. Recent data published by the National Research Council show that the overall number of Blacks awarded Ph.D.s has decreased 26.5 percent over the last ten years. Further, the number of Black males awarded Ph.D.s has decreased 47 percent over the last ten years and the number of Black females awarded Ph.D.s has increased 15 percent during this same period.

TBIs awarded a majority of the degrees the respondent population received at the undergraduate level. Many of the TBIs producing these graduates have a tradition of providing quality education and preparing students for the world of work. Those TBIs producing five or more of the respondent population, for the

Figure 7

## Year by Year Analysis of Male and Female Hires



most part, have reputations for sound management and steady enrollments.

Another finding that needs attention is the pattern of degree selection--Blacks are getting degrees in areas where demand and salary are lower, and the possibility for mobility is limited. As suggested earlier, they are not receiving degrees in the natural sciences, engineering, computer science and the languages in any large numbers.

This fact complicates the recruitment of Black faculty in these high demand areas. The irony of this pattern, however, is that even though Blacks are represented in greater numbers in the areas of education, English, nursing, business, and social work, their presence in the various departments at TWIs representing these fields of study is not representative of the numbers. This reality puts the Black faculty at a double disadvantage in the hiring process. On the one hand, they are not being hired at TWIs in disciplines where they hold degrees and on the other hand, not enough Blacks are getting degrees in the disciplines of high demand. The consequence of this phenomenon is that, by and large, Black faculty represent a tiny percentage of the employment ranks at TWIs.

Those Black faculty who are able to obtain jobs at TWIs, however few, have not been employed for any great length of time. This report has documented that 49.3 percent of the respondents had less than five years of service. It follows that significant numbers of Black faculty in the TWIs are not secure in their jobs. This conclusion can be reached because they have not been employed at their present institution of employment long enough to obtain tenure. Additionally, not being initially hired at the higher ranks, they would not have been employed long enough to be considered for promotion. The results clearly demonstrate, in fact, that Blacks perceived a lesser degree of job security than did whites (Figure 6).

Evidence has been presented elsewhere in this study which suggests that TWIs made greater efforts to hire Black faculty only when an "outside" stimulus, such as Congress or the courts, intervened. When the courts were most active in their

deliberations and more pointed in their directions, strategies, goals and timetables, the Adams states responded with better results. Given this reality, and given the recent ruling by Judge Pratt effectively removing the courts from their previous role of enforcer, we might expect little or no activity from TWIs relative to the hiring and retention of Black faculty. This contention could be supported by arguing that even with mandates from the courts, the TWIs have not in any significant manner diversified their workforce relative to race.

Other issues impacting upon job security and Black faculty employment experience at TWIs revolve around the questions of academic rank and tenure. Departments or institutions that are adverse to cultivating a Black faculty presence by sincere recruitment efforts, may have the same adverseness to promoting and awarding tenure to Black faculty. Data have been presented to affirm that the large majority of Black faculty are initially hired at the lower ranks (approximately 85 percent in the sample in this study). Earlier it was suggested that the scrutiny one must endure to advance up the professorial ranks may be just as rigorous as the initial hiring process. Usually the same people involved in the initial hiring of new faculty are also involved in determining who is promoted (i.e., department chairs, selected members of the department, deans and other administrators). Black faculty members who are brought in at the lower ranks, such as lecturers, instructors and assistant professors, must face this process at least two or three times should they decide to stay at a given institution. The faculty members in the present study have shown some facility in negotiating the steps to promotion, if not tenure. Figure 8 shows the relative proportions of the Black faculty sample at each rank at their initial hiring. Figure 9, depicting present rank, shows how the instructor ranks have decreased from 32 percent to 14 percent; associate and full professor ranks having increased. These data, of course, do not document the attrition rate of Black faculty.

If, as the data suggest, the bulk of Black faculty has only been employed at their present institution for less than five years, then large percentages of Black faculty members will be

Figure 8

Proportion of Black Faculty at Each Rank at Initial Hire

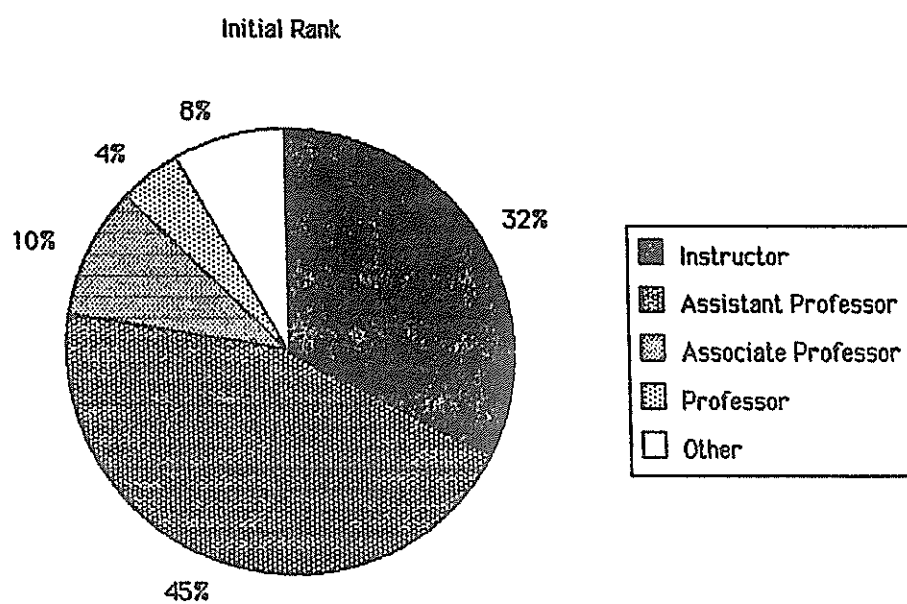
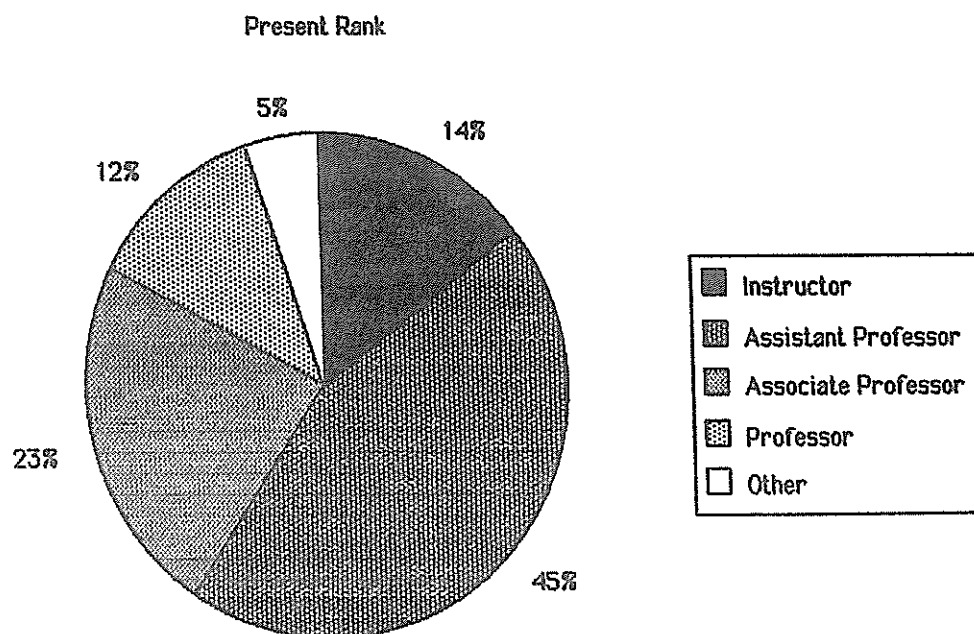


Figure 9

Proportion of Black Faculty at Each Rank



eligible for promotion (and tenure) at about the same time. On the surface this should not be of any great concern, but given the realities at many TWIs, it more than likely will cause some stress to decision makers. Hopefully, the campus will prepare itself to act in an affirmative and appropriate manner before this decision has to be made. Results of this study suggest that certain perceptions, attitudes, and behaviors are related to a more successful experience for Black faculty. Institutions could take an active role in developing these factors in their novice Black faculty members.

If institutions are consciously or unconsciously following a recruitment pattern that lends itself to recruiting inexperienced Black faculty candidates in the lower ranks, they face the responsibility of cultivating the success skills that will result in the ultimate retention of these Black faculty members. Part of the reason that Black faculty are hired at the lower ranks is because TWIs focus their recruitment efforts mainly on recent graduates who have not had prior experience. These young faculty members may be less experienced in assimilating into the professional mainstream, and may be naive about campus politics and the unwritten rules for advancement. In the wake of the Adams case, many experts thought that TBIs would be raided of their faculty in an attempt to increase the number of Black faculty at TWIs. Yet, the data indicate that 71 percent of the respondents had no prior experience at a TBI.

The data also reveal that a large percentage of Black faculty have not been awarded tenure. Even when controlled for length of service, the facts remain the same, despite majority of the respondents indicating they were aware of the tenure requirements. Earlier it was asserted that institutions could entice faculty to join their ranks by awarding probationary credit toward tenure. The majority of the respondents offered probationary credit toward tenure were awarded only one year and they, by and large, have not yet received tenure.

It must be emphasized that awarding probationary credit toward tenure does not assure the actual attainment of tenure. It does, however, make one eligible for tenure within a shorter



period of time. This shorter period can be both positive and negative, given the climate of a particular institution and the productivity level of the individual being considered. If tenure is indeed a collegial process which is subjected to political and economic forces, as Pruitt suggests, then the question becomes, "Do Black faculty control any of the forces?" If they do not, then Black faculty may need some time to cultivate these requisite influences.

### Experiences

The present analyses of data from this study indicate that aside from the number of reported hours spent on teaching, there were no significant differences in the average number of hours that Black and white faculty members spent on various academic responsibilities. These results, however, belie the assertions of the on-site interviewees, who report increased burdens on their time because of minority affairs related tasks. These include counseling students, serving on committees, and community service. More sensitive analyses of the data and perhaps more specific questionnaire items could serve to resolve the discrepancy. For instance, Black faculty are frequently involved in the recruiting of other Black faculty and students, either because of a sense of duty or a personal commitment to diversifying the campus. Administrators sometimes consciously or unconsciously "pigeon hole" Black faculty as the caretaker of minority affairs. These Black faculty members are expected to be present at events involving the minority community and are sometimes expected to be the "point person" whose responsibility is to break the ice for white representatives from the college or university. In addition to these responsibilities, some of these Black faculty members are expected to become mentors of Black students once these students are on campus. Again, all of these activities are very time consuming. Yet, many Black faculty members willingly assume these responsibilities because they feel they are providing a service to the institution and may be fulfilling a sense of personal

commitment.

Several faculty in the on-site research sample argued that engaging in the previously mentioned activities do not, in most cases, yield positive rewards. When being considered for promotion and tenure, involvement in minority affairs is not heavily weighted in the promotion and tenure equations. Hard choices must be made by Black faculty members who invest time in minority affairs. Some of them find the consequences of these choices are extremely painful.

It is questionable whether some TWIs are serious about recruiting Black faculty. Institutions that have good intentions in recruiting Black faculty may also be victims of a faulty strategy. These institutions may put a great deal of sincere energy into a process that is encumbered by an inadequate approach or procedure; yet they follow this approach year after year, documenting that the process has been followed, even though it may not have yielded the desired results. The findings show that the nontraditional recruitment methods, such as ads and journals, have provided an increasingly significant portal for Black faculty candidates entering academia. These methods could be studied and improved, and as a core of Black faculty develops at TWIs, the traditional recruitment methods (e.g., friends and mentors) should also be evaluated.

The data show that 53.6 percent of the respondents indicated that the most useful factors in locating their present positions was either a faculty member at the present institution, a mentor or a friend. These factors suggest a person to person approach has a great deal of appeal to Black faculty candidates. Furthermore, they suggest a need for TWIs to take a look at how present faculty, particularly Black faculty, view the institution and the kinds of experiences they are encountering. Black faculty candidates often place a great deal of weight on the racial and professional climate of the campus, and will ask Black faculty at the institution for their perceptions. Faculty members, in turn, tend to describe an institution based upon their own perceptions. Their perceptions are usually influenced by personal experiences. Black faculty members who do not feel that they are treated

fairly, in most cases, will not be an ambassador for the institution.

If Black faculty members are used in the recruiting process, not only must they portray the institution in a positive manner, but they are also putting their own integrity on the line. If the institution does not live up to this portrayal, the recruit may sometimes vent frustration not only at the institution, but at the individual who persuaded them to come. Silver (1987) argues that:

. . . The trademark of success in the hiring of minority (Black) faculty on a predominantly white campus centers around an environment that is inviting, attitudes that are positive, search committees that are committed, and a recruitment theory that is intrinsically linked to retention (p. 7).

Silver (1987) points to one institution that followed the above paradigm and met with successful results. For this model to be successful, commitment needs to start at the top of the administrative hierarchy with the president and his or her executive staff setting the tone. On-site interviewees substantiated the important role of top administrators and stressed the need to prevent bottlenecks by resistant mid-level administrators. If traditionally white institutions create a campus environment where Black faculty can feel welcome, secure, and have opportunities for professional growth, recruitment would then only be limited by the availability of candidates.

The institution cited above, as well as other institutions that have progressive recruitment records, have not achieved success because they have increased numbers of Black faculty on their campuses. Silver (1987) indicates that despite gains in recruitment efforts engineered by moving from passive resistance to active results, TWIs face an equally challenging task of ensuring the retention of their Black faculty.

Another issue in the recruitment process is the sentiment among some academic departments that "we have a Black faculty in a given department, therefore our job is completed." About 77.1 percent of the respondents indicated that they had at least twenty total faculty members in their respective departments. Yet, 43.5

percent asserted that they were the only Black faculty member in their department and 32.6 percent said there was one other Black faculty member other than themselves. These realities have consequences for comfortable cultural and social interactions and recruitment.

If TWIs recruit across the ranks, provide probationary credit toward tenure, recruit more than the token one or two Black scholars per department, then positive results should follow.

### Perceptions and Attitudes

The experiences of Black faculty members at TWIs are related to their perceptions and attitudes in complex ways that may not be deciphered from the current study. Important areas and topics, however, have been clarified in this research. The survey item asking the Black faculty if tenure status was appropriate received a large percentage of agreement responses, but it also elicited one of the largest percentage of "strongly disagree" responses. Predictably, associate and full professors with 10 to 15 years of service represent a large portion of those who strongly agreed with this item. These are faculty members who should have been tenured for the most part. Because most of the faculty in our sample are in the pre-tenure phase of their careers (less than five years of service at the institution), they have not faced a negative tenure decision. They tend, therefore, to be cautiously optimistic. The younger faculty members appeared to be most optimistic, and expressed more faith in the objectivity of the system and the value of merit. This attitude seemed to moderate among those who were nearer to the tenure decision time. Several faculty members in the on-site study who had not yet been tenured did not appear to be certain about the outcome. Those who had already been tenured frequently expressed dissatisfaction or reservations with the procedures for tenure and promotion. Although the system worked for them, it was not perceived to be a totally objective or fair system. This dichotomous attitude is apparent when reviewing the finding presented in Table 37.

Although 41.3 percent of the sample strongly agreed that their own tenure status was appropriate, only 20.3 percent strongly agreed that the procedures were equitable.

While some of the interviewees expressed praise for the tenure and promotion process, many expressed a sentiment similar to the faculty member who stated that it was an "ill-defined combination of research record and the extent to which you are perceived to 'fit in' to the department." Several interviewees described the process as being subjective; some noting that the criteria were not stringently applied if you were "liked," while others likened the process to joining a club. In the words of one faculty member, "there is no question about the subjectivity. The final question is, 'Do I want this person in the department with me for the next 20 to 30 years?'"

Even in acknowledging the biases of the tenure and promotion process, most of the faculty in the interviews agreed that meeting the basic requirements were essential. The survey data show that faculty who were very clear about the requirements to publish were more satisfied with their salaries and the equity of tenure and promotion procedures than faculty members who were not definitely clear about their need to publish. These results suggest that the Black faculty in these institutions may need more guidance, direction, and explicit delineation of the "rules" for advancement and retention.

In addition to understanding the objective or explicit rules for success in academia, faculty members must also learn the unwritten rules. The interviewees frequently indicated that it was important to "rub shoulders" with colleagues, to "promote" oneself, and to be visible in important campus positions. Many felt that it was especially important for Black colleagues to be "seen as a person," to be "personable," to demonstrate "commitment" to the institution and the capacity to "function with whites." Black faculty in the survey indicated, in large percentages, that selected committee service and access to informal networks were valuable. In the comparison study, there were more whites who viewed informal networks as important. It is not clear whether fewer Blacks understand the importance of this

network or whether larger proportions feel that gaining access is a futile effort. The on-site results reveal that both circumstances existed.

Another area that appears to be pivotal in advancement and retention in the academy is the degree of contact with influential colleagues. A larger percentage of white faculty in the comparison study placed greater value on close personal contact with the senior professors and the department head. This attitude also has a strong positive relation to other attitudes such as the importance of committee service, access to informal networks, and social contact with colleagues. Furthermore, the actual numbers of formal contacts with the department head has been demonstrated in this study to be significantly related to the professional assimilation of the Black faculty member. It is not clear whether the department chair is a guide or facilitator; or whether the faculty member with the savvy to cultivate contacts with the department head is also skillful at developing good collegial relations, committee assignments and other adaptive strategies.

Black faculty in this study did not give an overwhelming endorsement to the value of mentorship. This particular survey finding is discrepant with the results of the on-site interviews; and points to a limitation of the on-site data. Specifically, the on-site interviews were all conducted at research universities, where the dynamics for advancement and retention may be different in some critical areas. For example, at research universities, mentoring is an important process because of its role in assisting research and publication opportunities. At predominantly teaching universities, a mentor may be important as an advisor on the unwritten rules, but does not control grants or productivity. This interpretation of the mentor role is supported by survey findings that show that faculty who must publish to gain tenure place significantly more value in mentoring with senior professors for career advancement.

Results of the comparison study could provide additional clues to Black faculty, however. In addition to valuing mentoring with senior professors, white faculty placed more value (than the Black faculty) on mentoring with the department head and academic

vice-president and dean. Perhaps more importantly, white faculty had more informal (social) contacts with the dean, senior professors, and the academic vice-president.

In assessing the data on work environment, it is clear that contact with the department head is an important factor. Again, it is difficult to ascribe causation, since the faculty member who makes appropriate contacts or has certain personal qualities may also be more likely to come into contact with the department head. One trend that is clear, however, is that Black faculty members are more satisfied with their departments than their institutions. Considering other survey measures and on-site interview responses, it appears that departments, not institutions, are the nexuses that propel the implementation of affirmative action. Thus, attitudes and behaviors at the department level are critical for the successful recruitment and retention of Black faculty.

Even when departments succeed in hiring Black faculty members, the data show that only one Black will be hired. White colleagues, for the most part, seem to feel that the hiring of a few Blacks sufficiently demonstrates commitment to improving minority affairs. Black faculty, on the other hand, were quite emphatic about their dissatisfaction with minority representation. One Black interviewee pointed to the implicit quota mentality when recounting the response of a white colleague who was asked about the need for more Black faculty to recruit and mentor Black graduate students: "His reply was, 'We've got to find another solution--we've got all the Negro faculty we're going to have.'" Despite such anecdotes from Black faculty, there was no clear indictment that racism was the overriding variable in the career obstacles faced by Black scholars. Many interviewees were clear about the discriminatory effects of entrenched the "old-boy" network, but were not as clear about racial motivations for such discrimination; thus reflecting the ambiguity Blacks feel in other areas of the larger society. As a result, many Black faculty felt the need to assume a diligence about their performance and interactions that would eliminate any ambiguity about their achievements, and therefore leave racism as the only factor in negative evaluations or personnel decisions.

### Summary and Recommendations

Despite the efforts of the courts, racial diversity at TWIs has not been achieved to any substantial degree. On the other hand (apparently because of the Adams case mandates), some Blacks have gained access to the TWI workforce as a result of legal intervention. The reported numbers of Black faculty are not as large as some institutions and states have reported, according to the findings in this study. The external pressure on the closed market employment system of higher education has created changes to the entrenched methods for recruiting faculty, as evidenced by the increase over the years in the proportion of Black faculty candidates who found out about their positions through methods other than personal networks.

The Black faculty at TWIs tend to be untenured, relative newcomers, educated at TBIs in their undergraduate years and received their graduate degrees at TWIs. The proportion of females in the Black professoriate has increased dramatically resulting in slightly more Black females than males being hired in the past few years. The disciplines of Black faculty members in the study are concentrated in education and social sciences, as opposed to natural sciences and technical fields. According to the measures of productivity employed in this study, there were no substantial differences between Blacks and whites but noticeable differences in the publication records of Black males and females. Black males published more than Black females; however, the number of paper presentations were fairly even for the two groups. There was evidence from the on-site research that Blacks spend a large portion of their time on minority affairs activities; however, the survey results did not indicate that the time spent on minority affairs exceeded time spent on other major responsibilities like committees, research and advising.

Recruitment of Black faculty is clearly influenced by professional contacts and relationships; yet, non-networking pathways into academia (ads, journals, newsletters) play an important role. Once Black faculty arrive on campus, they may frequently find that their pay increases lag behind their white



counterparts, even when they bring more experience and higher rank. Only a small elite group of Black scholars at high ranks command higher salaries than whites of the same rank.

While large proportions of Black faculty at TWIs appear to be cognizant of the value of collegial relations for their professional advancement, there still needs to be additional efforts to acculturate Black faculty members, particularly the novice professor, to the formal and informal requirements for advancement in their institutions. Black faculty tend to place less value on certain types of professional networking than do their white colleagues, even though some of these networking behaviors are clearly related to their degree of satisfaction and involvement in activity that leads to professional advancement and rewards. This study cannot conclude about the extent to which the professional networks are closed to the Black faculty member.

In areas of perceived equity, job satisfaction and collegial relations, Black faculty in the Adams states appear to feel more positive than negative. However, these attitudes and perceptions seem related in complex ways to the duties and expectations placed upon the scholar, the distance from tenure decision and their patterns of interactions with colleagues. The Black professor feels less job security than white counterparts, and is emphatically more dissatisfied with the status of affirmative action and Black representation on campus.

### Recommendations

Given the wide scope of this study, the range of the findings and the aspects of the data yet to be analyzed, the following recommendations are offered with the qualification that they be viewed as preliminary:

1. There is a critical need to get more Black scholars into the pipeline, especially in disciplines where there are critical shortages. Institutions must begin to devise ways to "grow their own" as well as develop other creative strategies.

2. The dramatic reversal of Black male presence at TWIs must be more carefully studied to uncover the factors that contribute to the problems.
3. Because of the preponderance of junior faculty members at TWIs, these institutions should devise strategies to recruit experienced black faculty members who can be awarded senior rank. These senior members can then serve important networking and mentoring functions.
4. Take productive steps to acculturate Black faculty at TWIs to the formal and informal requirements for success.
5. Because of a large cohort of new Black hires in the past five years, Adams states' TWIs must prepare themselves for the tenure and promotion of this cohort.
6. Both Black faculty and TWIs should be responsible for securing appropriate credit and rewards for minority affairs activities.
7. Build upon the interpersonal methods for recruiting, but also review the effectiveness of other significant methods such as advertisements, journals, and newsletters.
8. TWIs must create an inviting campus environment for recruitment/retention that starts at the top, must be focused on the department and discourages tokenism.
9. Be explicit about tenure and promotion requirements. Institute training/workshops, etc. to substitute for the mentoring and informal networks that may not exist for Black faculty members.
10. Encourage more Black faculty to increase contact with the department head and cultivate contacts with other administrators.

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# **QUESTIONNAIRE FOR FACULTY OF PUBLIC HIGHER EDUCATION INSTITUTIONS**

Your assistance is needed to collect data on faculties at Public Higher Educational Institutions. It takes 10-20 minutes of your time to complete the following questionnaire. Data will be used in summary analyses and statistical reports. Individual information will be kept confidential. Thank you for your assistance.

Many of the questions will have specific directions for their completion. If no directions are given, circle the number or letter of the most appropriate response. Please use a pencil for easy erasure of errors.

- |                                                                                                                                                                                                                                                                                                                 |                                                    |                                                                                                                                                                                                                                               |      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1a. What is your gender?<br>1—Female<br>2—Male                                                                                                                                                                                                                                                                  | 11                                                 | c. Level of satisfaction with my graduate preparation:<br>4—Highly satisfied<br>3—Generally satisfied<br>2—Generally dissatisfied<br>1—Very dissatisfied                                                                                      | 3    |
| b. What is your citizenship status?<br>1—U.S. citizen<br>2—Other                                                                                                                                                                                                                                                | 12                                                 | d. My graduate preparation for my present work was of:<br>4—Very great value<br>3—Considerable value<br>2—Some value<br>1—Very little value                                                                                                   | 3    |
| c. If U.S. citizen, what is your ethnic background?<br>1—American Indian<br>2—Asian<br>3—Black<br>4—Hispanic<br>5—White<br>6—Other _____                                                                                                                                                                        | 13                                                 | 3a. What is the total number of years you have held a faculty position at the following:<br>a) All colleges or universities _____<br>b) Traditionally Black college or university _____<br>c) Traditionally White college or university _____ | 35-4 |
| d. What is your age classification?<br>1—Under 25<br>2—At least 25 but under 30<br>3—At least 30 but under 35<br>4—At least 35 but under 40<br>5—At least 40 but under 45<br>6—At least 45 but under 50<br>7—At least 50 but under 55<br>8—At least 55 but under 60<br>9—At least 60 but under 65<br>10—Over 65 | 14                                                 | b. At how many institutions of higher education have you been employed? _____                                                                                                                                                                 | 41-  |
| 2a. Please write in the year that you received any of the following degrees:<br>1—Bachelor's _____<br>2—Master's _____<br>3—Doctorate _____<br>4—Professional _____<br>5—Other _____                                                                                                                            | 15-16                                              | 4a. How many publications have you authored that have appeared in refereed journals since being in your present employment? _____                                                                                                             | 43-  |
| b. Please insert the names (and locations) of the institutions from which you received any of these degrees and the year received.<br>1—Bachelor's<br>from: _____<br>2—Master's<br>from: _____<br>3—Doctorate<br>from: _____<br>4—Professional<br>from: _____<br>5—Other<br>(Specify) _____                     | 17-18<br>19-20<br>21-22<br>23-24<br>25-26          | b. How many professional papers have you presented since being in your present employment? _____                                                                                                                                              | 45-  |
| c. What were your majors and minors at the following levels?                                                                                                                                                                                                                                                    | 27-30                                              | c. How many scholarly activities were submitted for publication but were not accepted? _____                                                                                                                                                  | 47-  |
| 1—Undergraduate<br>2—Last degree                                                                                                                                                                                                                                                                                | Major<br>_____<br>_____<br>Minor<br>_____<br>_____ | d. List other scholarly accomplishments (e.g., number of books published, amount and number of research grants) you have attained since being in your present employment.<br>a) _____<br>b) _____<br>c) _____<br>d) _____<br>e) _____         | 49-  |
| d. Evaluate your undergraduate and graduate preparation.                                                                                                                                                                                                                                                        | 31                                                 | 5a. My present assignments are in:<br>1—Undergraduate divisions<br>2—Graduate divisions<br>3—Undergraduate and graduate divisions<br>4—Other (developmental, etc.):<br>(Specify): _____                                                       |      |
| a) Level of satisfaction with my undergraduate preparation:<br>4—Highly satisfied<br>3—Generally satisfied<br>2—Generally dissatisfied<br>1—Very dissatisfied                                                                                                                                                   |                                                    | b. My present teaching assignments are in the following department(s):<br>1. _____ 2. _____                                                                                                                                                   | 5-   |
| b) My undergraduate preparation for my present work was of:<br>4—Very great value<br>3—Considerable value<br>2—Some value<br>1—Very little value                                                                                                                                                                | 32                                                 | c. My present position at this institution:<br>1—Definitely has career potential<br>2—Has possible career potential<br>3—Is temporary until I decide what I want to do<br>4—Other _____                                                       |      |

- 5d. My present salary for the academic year (9 months) is (circle one):  
 1—less than 15,000    6—35,000 to 39,999    11—60,000 to 64,999  
 2—15,000 to 19,999    7—40,000 to 44,999    12—65,000 to 69,999  
 3—20,000 to 24,999    8—45,000 to 49,999    13—70,000 to 74,999  
 4—25,000 to 29,999    9—50,000 to 54,999    14—75,000 to 89,999  
 5—30,000 to 34,999    10—55,000 to 59,000    15—90,000 or more
- 59    6a. What is the approximate number of faculty in your academic department? \_\_\_\_\_ 61-63
- b. How many of the faculty in your academic department are of your ethnic background? \_\_\_\_\_ 64-65
- e. My present rank is:  
 \_\_\_\_\_ Instructor;    \_\_\_\_\_ Asst. Prof.    \_\_\_\_\_ Assoc. Prof.  
 \_\_\_\_\_ Professor;    \_\_\_\_\_ Part-time \_\_\_\_\_
- 60    7. To the best of my knowledge my institution is presently under a judicial mandate to implement Affirmative Action guidelines. \_\_\_\_\_ Yes \_\_\_\_\_ No 66

Consider your present position and experiences and rate the following statements as they relate to you and your present academic department or the institution. (1-4, with 4 being the highest)

	Disagree strongly	Disagree with reservations	Agree with reservations	Agree strongly	
	1	2	3	4	
8a. I am clearly aware of my progress toward promotion and tenure.	1	2	3	4	67
b. Promotion and tenure procedures are clearly outlined.	1	2	3	4	68
c. Promotion and tenure procedures are equitable.	1	2	3	4	69
d. My present tenure status is satisfactory.	1	2	3	4	70
e. My present salary is appropriate for my rank and experience.	1	2	3	4	71
f. My professional ambition can be achieved at this institution.	1	2	3	4	72
g. My input in departmental matters is well received.	1	2	3	4	73
h. My department encourages interpersonal relationships among colleagues.	1	2	3	4	74
i. My performance evaluations by students are fair and equitable.	1	2	3	4	75
j. My performance evaluations by my supervisor are fair and equitable.	1	2	3	4	76
k. Good working relationships are easily developed in my department.	1	2	3	4	77
l. Good working relationships are easily developed in my institution.	1	2	3	4	78
m. I have control of the development of my professional career.	1	2	3	4	79
n. I have a real sense of identification with my department.	1	2	3	4	80
o. I have a real sense of identification with my institution.	1	2	3	4	81
p. I have had opportunities to serve on important committees.	1	2	3	4	82
q. It is difficult to be appointed to important committees.	1	2	3	4	83
r. It is difficult to be elected to important committees.	1	2	3	4	84
s. I am presently serving on at least one important committee.	1	2	3	4	85
t. The institution provides opportunity for community service.	1	2	3	4	86
u. I have ample opportunity for consulting with pay.	1	2	3	4	87
v. This institution is committed to improvement in the area of Minority Affairs.	1	2	3	4	88
w. I am expected to help in the area of Affirmative Action.	1	2	3	4	89
x. Faculty search committees have sufficient minority memberships.	1	2	3	4	90
y. Departmental minority faculty representation is at an appropriate level.	1	2	3	4	91
z. Institutional minority faculty representation is at an appropriate level.	1	2	3	4	92
aa. My skills and experiences could be better utilized by the institution.	1	2	3	4	93
bb. My ethnic background enhances my opportunity for advancement at this institution.	1	2	3	4	94
cc. If I hope to gain tenure then I must publish.	1	2	3	4	95
dd. Compared to my colleagues in my department, I am rewarded equitably for my research.	1	2	3	4	96
ee. Compared to my colleagues in my department, I am rewarded equitably for my teaching.	1	2	3	4	97
ff. Teaching is regarded as highly as research for promotion and tenure.	1	2	3	4	98
gg. Teaching is regarded as highly as publishing for promotion and tenure.	1	2	3	4	99
hh. Research is regarded as highly as publishing for promotion and tenure.	1	2	3	4	100

Consider your present position and indicate the value or validity of the following statements with respect to advancement and promotion at your institution.

Maximum value  
Considerable value  
Little value  
No value

- |                                                                                                                                                                           |   |   |   |   |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---------|
| 9a. Mentoring relationship with a senior professor                                                                                                                        | 1 | 2 | 3 | 4 | 101     |
| b. Mentoring relationship with the chair or head of the department                                                                                                        | 1 | 2 | 3 | 4 | 102     |
| c. Mentoring relationship with an academic dean or vice president                                                                                                         | 1 | 2 | 3 | 4 | 103     |
| d. Mentoring relationship with the president                                                                                                                              | 1 | 2 | 3 | 4 | 104     |
| e. Close personal affiliations with senior professors                                                                                                                     | 1 | 2 | 3 | 4 | 105     |
| f. Close contact with the head of the department                                                                                                                          | 1 | 2 | 3 | 4 | 106     |
| g. Committee work or community service                                                                                                                                    | 1 | 2 | 3 | 4 | 107     |
| h. Access to informal information networks                                                                                                                                | 1 | 2 | 3 | 4 | 108     |
| i. Research in specific categories or publication in selected journals                                                                                                    | 1 | 2 | 3 | 4 | 109     |
| j. On campus and off campus social contact with colleagues                                                                                                                | 1 | 2 | 3 | 4 | 110     |
| k. Meeting promotion and tenure requirements                                                                                                                              | 1 | 2 | 3 | 4 | 111     |
| l. Serving on selected departmental and institutional committees                                                                                                          | 1 | 2 | 3 | 4 | 112     |
| m. Of the choices above, (a-l), write the letter of the one statement with the greatest value _____; the second greatest value _____; and the third greatest value _____. |   |   |   |   | 113-115 |

10. Approximately how many formal and informal contacts with the following personnel have you had during the last academic year? Please write in the appropriate number.

	Formal Contacts	Informal Contacts	
a. Department Head	_____	_____	116-118
b. Dean of the School	_____	_____	119-121
c. Senior Professors	_____	_____	122-124
d. Vice Presidents	_____	_____	125-127
e. Presidents	_____	_____	128-130
f. Other (specify): _____	_____	_____	

11. Check the answers that apply to you on most contacts with institutional personnel:

	Yes	No	
a. Formal contacts with Whites have been non-hostile	_____	_____	131
b. Informal contacts with Whites have been non-hostile	_____	_____	132
c. Formal contacts with Blacks have been non-hostile	_____	_____	133
d. Informal contacts with Blacks have been non-hostile	_____	_____	134

12. Compare your time on tasks for present year with time on tasks for initial year of hire. Please give the approximate number of hours you normally spend per week on each of the following tasks.

Task	Present (1986-87)	Initial Year of Hire (19 ) (fill in)	
a. Teaching (preparation, classroom, office hours, etc.)	_____	_____	135-136
b. Research (writing, presenting papers)	_____	_____	137-138
c. Administration	_____	_____	139-140
d. Community service	_____	_____	141-142
e. Committee work	_____	_____	142-143
f. Academic advisory	_____	_____	144-145
g. Minority Affairs support	_____	_____	146-147
h. Consulting with pay	_____	_____	148-149
i. Consulting without pay	_____	_____	150-151
j. Other (specify)	_____	_____	152-153



UPON COMPLETION OF THIS QUESTIONNAIRE, PLEASE ENCLOSE IN THE ENVELOPE PROVIDED AND MAIL TODAY.  
YOU MAY ALSO ENCLOSE ANY COMMENTS, SUGGESTIONS, OR REQUESTS.  
THANK YOU VERY MUCH FOR SHARING YOUR TIME AND EFFORT!!

Black Faculty Interview Questions

1. What is the actual number of black teaching faculty at this institution?
2. What school or department has the greatest number of black teaching faculty?
3. What has been the most successful way to attract black teaching faculty?
4. How is the affirmative action mandate viewed officially and unofficially (perceptions and discrepancies)?
5. Is your institution under an affirmative action mandate?
6. How do you view the promotion and tenure process at this institution?
7. What are the percentages of black faculty in each rank?

8. What are the rewards for assisting in the affirmative action activities at this institution?
9. Are your skills used to the maximum at this institution?
10. Explain the access that you have to the formal network in your department or institution.
11. Explain the access that you have to the informal network in your department or institution.
12. Do you have the occasion for social contact with black faculty?
13. Do you have the occasion for social contact with white faculty?
14. How does social contact affect tenure and promotion?

15. Do you feel that your salary is equal to white faculty at the same rank and experience?
16. Which level of administration impacts upon the tenure and promotion decision the greatest?
17. Do you identify with your department?
18. Do you identify with your institution?
19. How were you recruited to this institution?
20. Do you view the tenure process as an objective process or a subjective process?
21. What is tenure really based on in your opinion?

22. How important is it to have a mentor or sponsor?
23. How do white faculty perceive you in your department and at this institution?
24. Do you feel that black faculty are represented at an appropriate number at this institution?
25. Do you have any questions that you would like to ask me relating to any of the questions that we have discussed?
26. Are there questions that you would like to raise concerning anything that we have not discussed?

## ABOUT THE AUTHORS

Joseph H. Silver Sr., principal author, is currently the Assistant Vice Chancellor for Academic Affairs for the Georgia Board of Regents, University System of Georgia, with responsibilities in the areas of program review, coordination of the academic committee system, external degree programs and oversight of the promotion and tenure process. Silver received the B.A. degree Summa Cum Laude from St. Augustine's College in 1975, the M.A. degree from Atlanta University in 1976 and the Ph.D. degree in Political Science and International Politics from Atlanta University in 1980. Later he completed a post doctoral seminar at Stanford University in the area of the United States Constitution and Black Americans with a grant from the American Political Science Association (Summer 1983). Prior to his present position, Silver served as an instructor, assistant professor and associate professor of political science at Kennesaw State College (1976 to 1986). Silver was cited by Kennesaw State College as a "Distinguished Professor" and for "Distinguished Service." He was named "Educator of the Year" by the Kennesaw Jaycees and the Cobb N.A.A.C.P. in 1984. In 1983 Silver was asked to serve as Director of Minority Affairs at Kennesaw College where he rewrote the Affirmative Action Plan and spearheaded and facilitated the development of Kennesaw College Desegregation Plan. Silver has served on the national Executive Board of the National Council of Black Political Scientists and the national Board of Graduate Assistant Program. He has also received fellowships and grants from the National Fellowship Fund (Ford Foundation), American

Judicature Society, the Freedom Foundation, Board of Regents of the University System of Georgia and Kennesaw State College Faculty Development Fund. During 1985, Silver was selected to the 1985-86 Class of Leadership Cobb and in 1987 was selected for the 1988 Class of Leadership Georgia. Silver is the author of a publication entitled "Minority Faculty Recruitment in Kennesaw College: 1976-1986" which details the strategies used to increase minority participation at the college.

Rodney Dennis is an assistant professor of Psychology at Kennesaw State College where he has served since 1983. Dennis received the B.A. degree in 1973 from Brown University, the M.A. degree in 1978 from the University of Kansas and the Ph.D. degree in Developmental and Child Psychology in 1982 from the University of Kansas. Prior to his service at Kennesaw College, Dennis was a part-time instructor at the University of the District of Columbia and also served as a research consultant and acting director of the Sesame Street Research for the Children's Television Workshop. Dennis has also served as a consultant for Word Craft, Inc., Guardian Legal Service and the New York City Board of Education. Dennis has received grants from the National Fellowship Fund (Ford Foundation), Kennesaw State College Faculty Development Fund and the Georgia Board of Regents.

Curtis Spikes is a professor of Computer Science at Kennesaw State College. Spikes received the B.S. degree in 1960 from Clark College, the M.S. degree in 1963 from Atlanta University and the Ed.D. degree in Mathematics Education in 1979 from the University

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