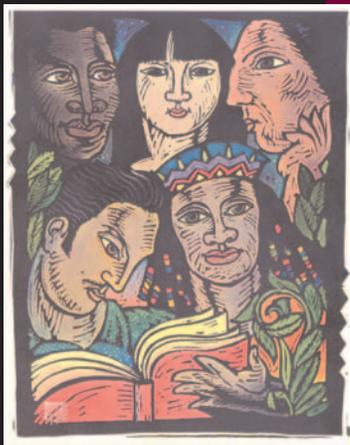


# Reflections



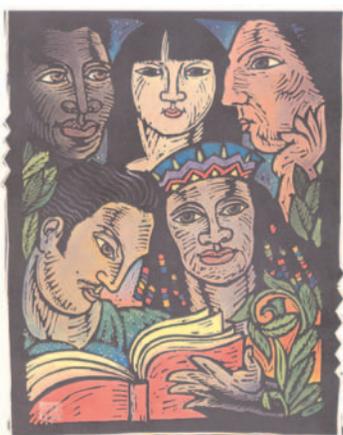
on

20 Years

of Minorities in  
Higher Education  
and the  
ACE Annual  
Status Report



# Reflections



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# Introduction

By John W. Garland  
President  
Central State University

With the publication of the 20th anniversary edition of the *Minorities in Higher Education Annual Status Report*, it is fitting for those persons who were intimately associated with creating the Status Report to reflect on its birth and continuing relevance. Thus, the newly renamed ACE Center for Advancement of Racial and Ethnic Equity (CAREE) asked Reginald Wilson, Sara Melendez, and Robert Atwell to write short reflective pieces that offer their perspectives on the evolution and influence of the report.

In his opening commentary, former ACE President Robert Atwell strikes a chord in a theme common to all of the contributors: “We can rejoice in the progress made but we must persevere, because our work has only begun.” Reginald Wilson, ACE senior scholar emeritus, expresses this theme in another language, *a luta continua* (the struggle continues). And Sara Melendez, professor of nonprofit management at the George Washington University, notes, “The current climate is not a very hospitable one for continued progress.”

The writers also make several other critical observations:

- There has been steady progress in minority completion of undergraduate and terminal degrees. However, the gap between the percentage of Hispanics who hold bachelor’s degrees and the percentage of whites who hold those degrees remains enormous. This gap will significantly affect this country’s future competitiveness, as we become more brown and black.
- The trend away from need-based student financial aid is denying substantial numbers of low-income students access to a college or university education. This, coupled with the rapid and substantial rise in tuition at public institutions, is making higher education affordable only to middle- and upper-class families.
- Because so-called high-risk students come from low-income communities that have poor or failing schools, universities should provide more educational support programs. The canard that remediation should take place at the K-12 level, however, is drawing attention away from this need for academic assistance. Those who argue against university-based remediation continue to support the antiquated local property tax system as a means for funding primary and secondary schools.
- There is a continuing dearth of African-American and Hispanic faculty. And while the number of minority administrators has increased over the years, they are concentrated in the student services and minority affairs divisions of our campuses.

These short, well-written pieces by the creators of the initial *Status Report* give context to its past and, I hope, its future. From its inconspicuous origins, the *Minorities in Higher Education Annual Status Report* has become the guidebook for all in higher education who care about our role in “educating all of one nation.” Over the years, the publication has morphed from its humble typewritten and photocopied beginnings, to a professionally published report that includes a highly useful interactive CD-ROM. It has indeed become one of the most quoted and respected statistical analyses and digests on minorities in higher education.

I am certain that, under the leadership of William B. Harvey, and the very capable research staff of Eugene L. Anderson and Linda D. Mabrey, future editions of the *Status Report*—like all of CAREE’s work—will continue to do the founders proud and serve as a lighthouse, guiding us to a safe port and away from the shoals.

A luta continua.

# The Long Road Ahead: Barriers to Minority Participation Persist

By Robert H. Atwell

**T**he *Minorities in Higher Education Annual Status Report* has, for 20 years, been the centerpiece of continuing efforts by the American Council on Education (ACE) and others to improve minority participation in higher education. In many ways, the report was the inspiration for *One-Third of a Nation*, which called the attention of the nation to the urgent need to address this issue. The past 20 years have seen increased participation, particularly by African-American and Latino students. But the intervening years have also been marked by backward steps that have worsened some of the barriers to participation. We can rejoice in the progress made but we must persevere, because our work has only begun.

The areas in which we have seen little improvement include degree completion and participation in doctoral education, to mention just two. It is increasingly clear that access must be accompanied—in the case of those promising students whose previous educational experiences are lacking—by tutoring, mentoring, and advising services to help them succeed. Too often, these services are either nonexistent or understaffed and underfunded. This also requires closer collaboration between K-12 and higher education to identify problems and needs at a pre-collegiate stage.

We can rejoice in the progress made but we must persevere, because our work has only begun.

As for doctoral education, the pipeline of African Americans and Latinos who might become faculty members is pitifully small and undernourished in many fields. The result is an almost unseemly competition for the relatively few Ph.D.s of color. We accomplish little when these few excellent people move from one institution to another, when we really should be concentrating on expanding the pool.

There are several other disturbing trends. One is the move away from need-based student aid at both the federal and state levels. The Hope Scholarship approach may have increased participation in some respects—although Tom Wolanin’s work casts doubt on that assertion—but it has done so at the expense of need-based aid for the poor, while helping middle- and upper-income families, who could have and would have paid for their sons’ and daughters’ college expenses.

Another problem is the rapid rise in tuition at public institutions. When these increases, driven by falling state appropriations, are unaccompanied by sufficient increases in

need-based aid, both access and completion are adversely affected. The problem is compounded by the rapid growth in merit aid, particularly but not exclusively in the less-selective private institutions as they compete for the “best” students, who are usually defined by high grades and test scores.

Thirdly, there is the attack on affirmative action, starting in California but spreading to Texas, Florida, and other states. Fortunately, the recent Supreme Court decisions on undergraduate and law school admissions at the University of Michigan have preserved the ability of selective institutions to consider race among other factors, thereby upholding the *Bakke* decision of many years ago. However, these recent decisions could be overturned in the future with the appointment of one more conservative to the court. And individual states or institutional governing boards can—as some already have—restrict the ability of selective institutions to consider race in admissions decisions.

In the several states affected by the *Hopwood* decision and in other states, institutions have responded to prohibitions on affir-

mative action by admitting a percentage of the top students in each high school. However well-intentioned, this approach is a poor substitute for affirmative action. It perpetuates the *de facto* segregation of our public schools without addressing the underlying factors accounting for inconsistency in school quality. Such factors as disparities in the tax base—usually the property tax—among school districts and the differences in the proportions of high-risk students account for differing levels of resources between poor and wealthy school districts.

Finally, we are seeing an increased level of attention to testing at all levels of education. I believe that No Child Left Behind has turned out to be little more than a slogan—some would say a campaign slogan—and others would characterize it as an unfunded or underfunded mandate. Simply identifying unsatisfactory performance without developing measures to correct the problems is both cynical and hollow. In higher education, the testing mania takes the form of concentrating more on the inputs—in this case, test scores of entering students—rather than the value added or the outputs. I have always believed that an institution that takes in supposedly high-risk students and adds value to them is arguably a better institution than one that takes in highly qualified students yet adds little value. It is clearly the case that higher education competition on the basis of the test scores of entering students works against low-income and minority students. To determine human potential requires more than testing.

It is clearly the case that higher education competition on the basis of the test scores of entering students works against low-income and minority students.

The focus on the admissions decisions of selective institutions has obscured the reality that most colleges and universities practice open or nearly open admissions. Community colleges, the largest segment of our enterprise, do so proudly while most senior institutions practice minimal selectivity. It would be useful to shift the focus from admissions decisions to retention and completion. Minority students who are admitted have degree completion rates below those of majority students in too many institutions.

I congratulate Reginald Wilson, Sara Melendez, and others for the foresight to begin producing the annual *Status Reports*. And I urge ACE, under the leadership of Bill Harvey, to continue supporting this vital effort and placing minority participation at the top of its priorities.

*Robert H. Atwell is president emeritus of the American Council on Education, having served as executive vice president from 1978 to 1984, and president from 1984 to 1996.*



# From Humble Beginnings Comes Great Achievement

By Sara Melendez

My first assignment as associate director of what was then known as the American Council on Education's Office of Minority Concerns in 1983 was to produce the second *Minorities in Higher Education Annual Status Report*. The first report, released the year before, had been typewritten and photocopied, but it made an impression on the higher education community, and it highlighted the need for such a report on an annual basis.

Reginald Wilson, the first director of the office, understood early on that increasing opportunities for minorities at all levels of higher education would require solid data over time. Institutions needed benchmarks and trend data against which to measure their progress.

I couldn't have asked for a better assignment to give me a quick education as I began my work with the office. I had been a teacher and professor of education and, therefore, was somewhat familiar with the disparities in educational attainment for minorities, as well as their participation in the faculty and administrative ranks. But my knowledge was largely anecdotal, from newspaper accounts and my own experience in higher education.

I remember my surprise at the numbers in the first report. Thirty years after *Brown v. Board of Education*, and more than a decade after passage of the Civil Rights Act, blacks

and Hispanics continued to seriously lag behind whites and Asians at all levels of educational attainment.

and Hispanics continued to seriously lag behind whites and Asians at all levels of educational attainment. I also was surprised that the numbers for Hispanics had only been disaggregated since the mid-1970s, and that there was almost no disaggregating of data for Asians and Native Americans. It was clear that researchers were gathering more data but that those figures were scattered throughout a number of agencies—therefore, very little analysis was available.

The second *Status Report*, thanks to funding from the Fund for the Improvement of Postsecondary Education, was professionally designed and produced, and was presented at a well-attended session at the Annual Meeting of the American Council on Education (ACE). Every year after that, we would receive calls from colleges and universities and members of the press wanting to know when we were publishing the next report. There was no doubt that we had found a significant data gap.

One contributor to the apparent slowing of the rate of growth in minority educational attainment may be the decline in need-based financial aid, particularly full funding.

After the first few reports, it occurred to me that many aspects of the broad issue of minority under-representation were implicit in the data, but needed to be made explicit. We would receive many calls requesting information about model programs, recruiting, financial aid, education support (then known as remediation) programs, and ethnic culture. We decided to look at a particular piece of the puzzle in each successive report.

The 20th anniversary of the *Status Report* presents a retrospective view of the progress that has been made, some observations about the current state of minority higher education, and some speculation about what remains to be done.

## Current Levels of Attainment

Comparing figures in the 1983 report with the 2001-02 numbers, we see that whites, African Americans, and Hispanics all increased high school completion and college participation rates. However, while the gap between African Americans and whites has narrowed considerably, the gap between Hispanics and both whites and all other groups remains unacceptably high. Furthermore, both African Americans and Hispanics continue to trail behind whites and Asian Americans in rates of four-year college completion. For Hispanics, the gap is serious: 9.7 percent, compared with 29.6 percent for whites.

Given the dismantling of legal (and most *de facto*) segregation, and the implementation of education support, financial, ethnic studies, and other programs during the past two to three decades, we expected to have made greater progress. One contributor to the apparent slowing of the rate of growth in minority educational attainment may be the decline in need-based financial aid, particularly full funding. Many low-income students have been seeing greater gaps between costs and their financial aid packages. A number of years ago, former ACE President Bob Atwell called for full funding for the first two years of needy students' enrollments. Instead, the decline in financial aid dollars continued and has been greatly exacerbated recently, particularly at state institutions. In his paper here, Atwell cites several trends contributing to the decreased availability of financial aid for poor students.

This continuing lag of Hispanics in high school and college completion rates represents a major challenge to our higher education institutions and to society. Hispanics now make up the largest ethnic minority group in the country—a group that is growing at a faster rate than either whites or African Americans. Hispanics also represent a significant and disproportionately increasing segment of the labor force, at a time when jobs require higher levels of literacy, numerical ability, and computer literacy. There are more workers in Hispanic homes, and they work more hours than any other group, but they are, on the whole, the lowest earners. The continued health of the U.S. economy, as well as the viability of the Social Security and Medicare systems, will be seriously affected by Hispanics' success, or lack thereof.

In the latest *Status Report*, a surprising figure for me was the still low percentage of full-time African-American and Hispanic

faculty members. Hispanics account for only 2.9 percent and African Americans 5.1 percent of faculty, although Hispanics now represent 12 percent of the total population and African Americans represent 11 percent. In 1989, when ACE published *Minorities on Campus: A Handbook for Enhancing Diversity*, Hispanics and African Americans made up 1.7 percent and 4.2 percent, respectively, of full-time faculty. Even the most charitable review of this increase could not describe it as anything better than “pitiful.”

Higher education needs additional research to help us understand the lack of greater progress in minority representation among faculty. ACE’s *Handbook* presented an extensive list of strategies for increasing the number of minority faculty. It would be helpful to learn to what extent colleges and universities have implemented those and other strategies and what results those institutions have experienced.

While African Americans have made significant progress in increasing their numbers among higher education administration (in 1999, they represented 8.9 percent of administrators), the growth for Hispanics, who represented 3.2 percent of administrators in 1999, has been much more modest. Many of these administrative positions are still in academic support, student services, and diversity, and very few minorities hold the top positions in any of these areas—except diversity. The dearth of minorities is even greater in dean, provost, and vice president positions. After talking with groups around the country in the 1980s, the Office of Minority Concerns determined that positions that involved faculty in screening and hiring (i.e., faculty, deans, and provosts) presented the biggest challenges in appointing African Americans and Hispanics. Indeed, some faculty groups developed criteria for hiring that they themselves may not have been able to meet.

Needless to say, the lag in faculty and administrative ranks is also apparent in the low numbers and percentages of CEOs. Again, minorities have made some progress, but not enough. In 2002, African Americans represented 6.3 percent, and Hispanics just 4 percent, of all institution CEOs.

## Future Prospects

The current climate is not a very hospitable one for continued progress. In recent years, we have seen courts declare affirmative action plans unconstitutional, although the Supreme Court surprised proponents and opponents alike with the recent University of Michigan law school decision. We also have seen four-year institutions move away from education support programs, as states declare that these programs should take place only in community colleges. Some states have banned undocumented alien residents from attending public institutions, thereby creating a barrier for many Hispanic students, who can neither afford private institutions nor receive full scholarships.

The current state of the national economy, with many states experiencing serious deficits, has led some states to increase tuition and fees, effectively closing the door on higher education for many students, particularly Hispanics, who remain among the poorest.

Zealots in several states have successfully banned bilingual education programs, despite

**Higher education needs additional research to help us understand the lack of greater progress in minority representation among faculty.**

good evidence from many graduates of program benefits. For students who immigrate at high school age, the elimination of intelligible education affects their ability to make progress on content areas in their own language while they learn English and causes too many students to drop out and take menial jobs.

Affirmative action programs at state institutions have suffered many setbacks as well. Minority enrollments in Texas and California declined after affirmative action was eliminated there. But affirmative action opponents have yet to present better alternatives.

Some states, such as Texas and Florida, have instituted policies of admitting the top 10 to 20 percent of all high school graduates. While Texas experienced some increases in minority enrollments as a result of its policy, we don't yet know how well students from the poorest-performing schools will fare in the state's colleges. And some argue that this will effectively increase segregation, as minority students may decide not to enroll in high schools with diverse student bodies, where their class rank may be lower.

Even optimists and "glass-half-full" types agree that progress has recently slowed, in

some cases drastically, and that we need dramatic efforts to prevent the loss of many more students. But the dialogue about equal opportunity for minorities has changed. The higher education sector, government at all levels, and civil rights attorneys have changed the terminology from "equal opportunity," "equity," and "discrimination," to "diversity." Many colleges and universities have rationalized their use of race as a criterion for admission on the basis of the benefit of diversity for all students and for society. Recent court cases have used the argument as well. Supreme Court Justice Sandra Day O'Connor's majority opinion in the University of Michigan cases also cited the need for diversity in society.

While it's gratifying to see that the country appears to have moved from accepting exclusionary policies to recognizing the merits of diversity, the danger lies in sending the implicit message that we have won the battle for equity and equal opportunity. Clearly, while we have made progress, much still needs to be done.

The higher education community often cites segregated and inferior schools as the major reason for the underpreparation of minorities for college. There is merit to that position. But the battle for equity and opportunity has not been won in any area of society. We continue to see newspaper accounts of discrimination in housing, in pollution of areas predominately populated by minorities, and in employment. Recent research demonstrated that résumés of applicants with identifiably African-American names, but whose education and experience were comparable to other applicants, received 50 percent fewer invitations to interview.

We have heard the argument that racial disparities are no longer based on discrimina-

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tion, but on class and economics. Yet middle-class and affluent African-American and Hispanic men are subjected to many more police searches than white men, a phenomenon known as “racial profiling.” African Americans and Hispanics accused of crimes comparable to those of whites are more likely to be arrested and convicted, and to draw tougher sentences.

It is too simple to blame residential patterns, class, income, or the crisis conditions of children from single-parent African-American and Hispanic homes. Recently, it’s become popular to encourage single mothers to marry the fathers of their children. While the data show that single-mother homes are disproportionately poor, it does not follow that marriage will make them middle class. In fact, some evidence exists showing that these women don’t marry because there is a shortage of men who could help support the family. Unemployment rates continue to be much higher for African Americans and Hispanics. Marriage does not guarantee jobs—and we know that good-paying jobs allow families to move out of poverty and are the best guarantee of children’s educational success.

## The Role of Higher Education

Clearly, the higher education community cannot solve all the problems that hinder the progress of minorities. But it can do a better job of calling attention to these problems. Social scientists in the academy can remind policy makers that solid policy and program models exist and have proven effective in housing, job training and employment, and education. We need the political will and the courage to expand and fully fund these programs.

## Honesty and integrity dictate that consideration of race and ethnicity must continue to be a part of the design to increase equity and opportunity.

And college and university leaders must join social scientists in calling attention to the fact that race and ethnicity are still factors in the continuing gap in achievement for minorities. Honesty and integrity dictate that consideration of race and ethnicity must continue to be a part of the design to increase equity and opportunity.

I will always be proud of the work of the Office of Minority Concerns, under Dr. Wilson’s leadership and with the support of Bob Atwell and ACE’s other senior staff. And I will always be grateful for the opportunity to have been part of it from the beginning. It’s gratifying to see that the current leadership of ACE continues to recognize that much work remains to be done, and to exercise leadership in undertaking that work.

*Sara Melendez, former director of special minority initiatives at the American Council on Education, is professor of nonprofit management at The George Washington University. She served as president and CEO of Independent Sector from 1994 to 2002.*



# Evolution and Revolution

By Reginald Wilson

**O**n June 23, 2003, the U.S. Supreme Court held that the law school admissions policy of the University of Michigan was constitutional but that its undergraduate school admissions policy was not. The ruling in effect affirmed the lone dictum issued by Justice Lewis Powell (*Bakke v. University of California*, 1978) 25 years ago that “race matters,” and now it represents the perspective of the majority of the court. The ruling means that race can be considered in admissions decisions as one element in a complex of many elements—such as SAT scores and class standing—but that it cannot be the definitive element. At the same time, the court held that the now-defunct undergraduate admissions system, which awarded a numerical weight to race, amounted to a quota system and thus ordered its termination. Moreover, the court envisioned a 25-year time limit to its ruling and warned that a future court probably would look unfavorably on extending that deadline.

It was a narrow victory, but a victory nevertheless. In the words of Pedro Noguera, professor of education at New York University, “The court’s decision does not provide clear guidance on how to admit students, but it does make clear that race can be taken into consideration.” For the American Council on Education (ACE), which has fought for affirmative action and the empowerment of African Amer-

icans, Hispanics, Native Americans, and Asian Americans in higher education for more than 20 years, it provides some breathing room. But those engaged in the effort could well adopt the Portuguese saying, *a luta continua* (the struggle continues), for the period that lies ahead. And one of the tools in that struggle certainly will be the *Minorities in Higher Education Annual Status Report*, which celebrates its 20th publication.

The *Status Report* has tracked the progress and, unfortunately, often the regression of minorities in undergraduate and graduate admissions, faculty and administrative positions, and, occasionally, printed essays on particular challenges confronting minorities. During its history of publication, many administrators have looked upon the *Status Report* as the “bible” that alerts them to the gains and losses of minorities at various levels of higher education and the problems minorities have continued to confront. Undoubtedly, the *Status Report* will continue to play that role in the future.

## The Beginning

When ACE recruited me in 1981, after I had served as the president of a community college for 10 years, the Council asked me to initiate what would be called the Office of Minority Concerns (OMC), recently renamed the Center for Advancement of Racial and Ethnic Equity (CAREE). There were few models to guide the office's formation. James Jordan, assistant to then-ACE President J.W. Peltason, had come to ACE from the Ford Foundation, where he had served as a program officer. He had personally secured a \$300,000 grant from Ford to fund OMC for three years, with no stipulation as to how the grant should be allocated.

Looking to the nation's universities for some guidance, I found them to be, with few exceptions, ethnically divided. There were historically black colleges and universities (HBCUs) and tribal colleges. The predominately white universities offered a number of black studies programs, some Latino or Hispanic studies programs, and a minuscule number of Asian and Native American studies programs. There were few attempts to coordinate the various ethnic studies programs under one umbrella (San Francisco State University and Boston University were among the rare exceptions).

Similarly, there was little coordinated effort to track statistics showing the trends of minorities in higher education. Various magazines and journals either were devoted to one ethnic group or concentrated on one issue (for example, undergraduate education or law school admissions). Although some publications (notably, *Black Issues in Higher Education*, the *Mexican American Journal*, and the *Journal of Navajo Education*) reported statistics for comparative or illustrative purposes, they were mainly concerned with a single ethnic group.

In addition, in 1981, just six years after the *Bakke* decision, college campuses employed literally hundreds of recently appointed affirmative action officers who were trying to educate their campuses about the intricacies of complying with the laws governing the recruitment and retention of minority students, faculty, and administrators.

It became increasingly clear that OMC's mission needed to stress three principal areas of focus in its initial efforts:

1. OMC had to stress its representation of all minorities in its initial presentations to the public to overcome the bifurcated nature of most college and university programs.
2. OMC had to visit college and university campuses to (1) lecture about affirmative action and various issues related to access and climate; (2) empower affirmative action officers in their new role; (3) present definitive statistics on the past and current condition of minorities in higher education; and (4) interpret the complex laws affecting affirmative action—for example, Title IX, which prohibited sex discrimination; the age discrimination act; and Section 504, which covered people with disabilities.
3. The office had to develop a publication presenting statistics that traced the participation of minorities as undergraduate and graduate students, as faculty members, as administrators, and as higher education professionals.

Fortunately, a November 1981 conference scheduled shortly after I came to ACE gave focus to OMC's emerging mandate. Jointly sponsored by the Aspen Institute and ACE, and funded by the Ford Foundation, the conference convened seven college presidents, NAACP lawyers, the U.S. Department of

Education's Office of Civil Rights director, and five distinguished higher education researchers who presented papers on various topics. The conference was closed and off the record to allow participants to speak candidly. Although the conference was titled *Desegregation of Higher Education*, it was evident that its deliberations had much wider implications, which were reflected in this comprehensive statement made by reporter John Egerton in summarizing the deliberations: "Segregation—if not total exclusion of blacks and other minorities—has characterized most of the past decades and centuries of higher education in this country."

I edited the proceedings of the conference in a 1982 volume titled *Race and Equity in Higher Education*, the first publication of OMC.

## The Status Reports

The first *Minorities in Higher Education Annual Status Report* was issued in October 1982 at the ACE Annual Meeting in Minneapolis. It was typewritten, and its distribution was limited to meeting attendees. It bravely stated, "These reports will be issued annually to chart the progress in access/success of minorities in postsecondary institutions. Periodic papers from OMC will identify and analyze barriers to minority progress in higher education and recommend strategies, programs, policies, and legislation to overcome these barriers." Perhaps surprisingly, that promise has been realized every year since.

The first report detailed some trends that, unfortunately, still hold true in 2004. Blacks and Hispanics lagged behind whites and Asian Americans in SAT scores, high school completion rates, and college graduation and attainment of doctoral degrees, and they continue to do so today. These trends represent the

The first report detailed some trends that, unfortunately, still hold true in 2004.

stubborn persistence in our society of poverty, racism, inferior schools, and limited life opportunities. Armed with those initial statistics, I embarked on a two-decades-long journey to hundreds of campuses across the country ranging from Harvard University to Compton Community College to lecture, consult, and advise on the recruitment of minorities, the hiring of faculty, the enhancement of the curriculum, and other methods of empowering minorities and improving their success in postsecondary institutions.

In 1983, OMC was privileged to have Sara Melendez join us as associate director. With the great energy and talent she brought to the position, she was able to secure funding from the Fund for the Improvement of Postsecondary Education to publish the second *Annual Status Report*, and to secure the research skills of Cathy Kisse Sandoval, who organized the report.

The second report pointed to the economic and sociological conditions that were contributing to the under-education of minorities in 1982 and continue to be major impediments today. The report stated: "In 1982, 35.6 percent of black families and 19.6 percent of Hispanic families had incomes below the poverty level. For whites, the figure was 9.1 percent." In addition, the report found that "over half of Hispanic and Native American students and over 40 percent of black and Asian students were enrolled in two-year colleges." Their transfer rate from two- to four-year colleges was particularly low and continues to be a problem today.

## Under President Atwell's leadership, minority issues were given a substantial elevation in stature both within ACE and throughout the larger academic community.

The third report was issued in 1984 at the ACE Annual Meeting in Denver, Colorado. Up to that time, the workshops devoted to minority issues and the status of minorities in higher education had been given very low priority at ACE and little attention in academia as well. The 1984 report, moreover, made particular mention of the lack of minority faculty: "Under-representation of minority academics in the ranks of the tenured elite is doubly disturbing given the low overall percentage of the professoriate composed of minorities."

This was a momentous time for three reasons. The first involved Reverend Timothy Healy, then the president of Georgetown University, who was chair of the ACE Board of Directors that year. We went to him personally and stressed the necessity of securing greater recognition for the plight of minorities at the Annual Meeting. He was so persuaded that he promised to devote his main speech at the Annual Meeting to the topic of minorities in higher education. He gave such an eloquent address that it moved a vice president of the Ford Foundation, who was in the audience, to initiate a minority doctoral program. The program was intended to fully fund 25 minority Ph.D.s each year; these individuals would then be prepared to assume faculty positions. The program ran for five years and was quite successful.

Second, in 1984 Robert Atwell was named president of ACE and initiated a major transformation of the Council. He introduced a matrix-management system, which required the various divisions of the association to work together to strengthen the operation of a single program. He chose OMC as the first program to receive this Council-wide attention. Suddenly, offices that had not seen themselves as particularly related to minority endeavors now gave increased attention to making positive efforts to enhance the operation of OMC. The development office worked to secure funds for OMC; the ACE Fellows Program sought OMC's help in recruiting minority Fellows candidates; the Office of Women worked with OMC to identify and groom minority women for leadership positions; and so forth. Under President Atwell's leadership, minority issues were given a substantial elevation in stature both within ACE and throughout the larger academic community. President Atwell continued to provide leadership and support throughout his tenure in office.

Third, historically black and predominately white colleges in the South were making headlines as a consequence of the *Adams* decision (*Adams v. Richardson*, 1973), which had ordered what was then the Department of Health, Education, and Welfare to demand that 10 predominately southern states develop compliance plans for the desegregation of their dual systems of higher education, as prohibited by Title VI of the Civil Rights Act of 1964, or lose their federal funds. In the 10 years following that order, none of the states had achieved compliance. Thus, in 1984 the desegregation process in southern higher education took on increasing importance. The *Status Report* issued that year gave special attention to the impact of desegregation on black colleges. This special attention

became the first in a series of special focus articles that were included in subsequent *Status Reports* to explore the complexity of historical and social circumstances and barriers that impinged on minorities. For example, a special focus was written on the plight of black males in higher education, followed in later years by other articles addressing minorities in the teaching force, the impact of Asians in higher education, and so forth.

Beginning with the 1984 report, the publication also included a special section devoted to enrollment and degrees granted at historically black colleges. Ultimately, the same was done for Hispanic-serving institutions and tribal colleges.

With its increased technical reporting requirements, the *Status Report* needed additional hands to shepherd it to publication. Among those ACE staff members who gave their time and effort were Ebo Otuya, Lachone Fuquay, Jill Bogard, Boichi San, and Jay Brill. Among those who reviewed the report for accuracy were Charles Andersen, Elaine El Khawas, Art Hauptman, Clair Knowles, David Merkwitz, Cecilia Ottinger, Donna Shavlik, and Barbara Turlington.

Other important events occurred in 1987 and 1988. “The continued decline of blacks and Hispanics in proportional representation in collegiate student bodies is a crisis of substantial dimensions for American society,” reported the *Status Report* in 1987. This crisis spurred three key persons—James Murray (then the director of development and publications at ACE), Manuel Justiz (dean, College of Education, University of Texas, Austin), and myself—to bring this to the attention of Frank Rhodes, president of Cornell University and chair of the ACE board. Rhodes felt that the issue was so important that he convened a special joint meeting of the ACE board and

the ACE Commission on Minorities in Higher Education. As a result of that meeting, the Council launched an ambitious project with several components.

To give stature and emphasis to the project, ACE, together with the Education Commission of the States, appointed a blue ribbon commission of national leaders—co-chaired by former U.S. Presidents Gerald Ford and Jimmy Carter—to review, endorse, and publicize the project’s findings in a document that would be titled *One-Third of a Nation: Minorities in the United States*. The findings were publicized nationally, with a major press conference for radio and television media held at the National Press Club.

Second, that publicity resulted in initiating the first One-Third of a Nation conference, which continues biennially today as the Educating All of One Nation conference. In turn, this heightened recognition increased demand for the *Status Report*.

Third, to help colleges and universities seize the opportunity to combat the declining participation of minorities in higher education, ACE developed *Minorities on Campus*, a detailed handbook that provided an explicit guide for institutions seeking to recruit and retain more minority students, faculty, and administrators. In addition, it gave the names and telephone numbers of institutions that had initiated exemplary practices. Madeleine Green, now vice president and director of ACE’s Center for Institutional and International Initiatives, served as editor of that publication. ACE provided free copies to all its member institutions and made additional copies available for sale. Since that time, several thousand copies have been sold.

This major initiative caused some rethinking of the mission and focus of OMC. I had become a significant presence in the field, consulting on college campuses and

writing articles for many campus publications. My title was thus changed to senior scholar, and I was freed of administrative duties, except for the continued supervision of the *Status Report*. A director of OMC had to be hired. ACE was very fortunate to recruit Blandina Ramirez, an outstanding educator and a member of the U.S. Civil Rights Commission, as the director. Sara Melendez's talent and energy propelled her to oversight of a special project in ACE and later to several higher-level jobs, culminating in her selection as president of Independent Sector.

Succeeding Melendez as the principal researcher on the *Status Report* was Deborah Carter, an excellent organizer and researcher, who began as research associate and whose outstanding work soon propelled her to assistant director of what was now called the Office of Minorities in Higher Education (OMHE). She was aided in the increasingly complex work of producing the report by Charles Devarics, Eileen O'Brien, and Linda Mabrey.

Because of the size and increasingly wide distribution of the report, increased grants and funds were required to keep it going. OMHE was ably assisted in securing grants through the efforts of James Murray. Aetna, Bell Atlantic, the GE Fund, Phillip Morris, and Coca-Cola have been among the generous contributors.

Hector Garza, a notable educator from Eastern Michigan University, succeeded Ramirez as director of OMHE and was subsequently promoted to vice president, before leaving to become the president of the National Council for Community and Education Partnerships.

With the publication of the *17th Annual Status Report*, I retired from ACE and was given the title of senior scholar emeritus by then-president Stanley Ikenberry and the Board of Directors.

Succeeding Garza as vice president is William B. Harvey, former dean of the College of Education, University of Wisconsin, Milwaukee, and a longtime friend and contributor to ACE.

## The Future

With the publication of the *Minorities in Higher Education 20th Annual Status Report*, the report reaches a momentous and authoritative milestone. It is still the only publication that combines in a single volume all statistics on the annual progress of minorities from high school graduation to graduate school and on to significant administrative positions. It has published in-depth special studies on African Americans, Hispanics, Native Americans, and Asian Americans. It publishes discrete statistics on HBCUs, HSIs, and tribal colleges. It is regarded as *the* publication of record by many scholars and researchers, as well as by recruitment officers, affirmative action personnel, and admission directors. The *Status Report* is widely distributed to nearly every campus, news media outlet, and higher education organization in the country.

During the course of my years at ACE, I authored or co-edited four books, wrote numerous articles, presented many papers at national conferences, and visited nearly 1,000 higher education institutions. During that time, the annual *Status Report* has been an indispensable part of my work. I am pleased and proud to have been associated with the report since its beginning.

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