

FINAL REPORT
3RD ANNUAL CIC SUMMER INSTITUTE
FOR
SOCIAL SCIENCE FACULTY FROM HISTORICALLY
BLACK COLLEGES

Research on Social Change and The Black Experience

held at
University of Illinois: Urbana
June 14-26

directed by
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1. Introduction

The 1982 Summer Institute was the third program of its kind funded by the Lilly Endowment. The grant was made to the Committee on Institutional Cooperation, and the Summer Institute was conducted by CIC faculty-staff under the Directorship of Gerald A. McWorter, University of Illinois. The Summer Institute was held at the University of Illinois, from June 14-26, 1981. This is the final report.

Following the pattern of the previous reports, our concern here is to summarize the experience of the Summer Institute and to present recommendations based on the participants' evaluation and the views of the Institute Director. All of the relevant documents of the 1982 Summer Institute are included in the appendix of this report.

The first Summer Institute (1979) was directed by Professor Donald R. Deskins, Jr. at the University of Michigan (Ann Arbor). The theme was "Current Trends and Perspectives in Social Science Research: Their Consequences for Black America." Professor Deskins summed up the backgrounds of the participants as follows:

Nearly forty percent of the participants were women. The group had two white participants and median age of 31 years ranging from 24 to 65 years. Sixty-one percent of the participants hold Ph.D. degrees with another 22 percent at the doctoral candidacy stage. The participants by discipline were distributed as follows: Anthropology (1), Sociology (4), History (4), Political Science (8), Psychology (3), Urban Planning (1) and Social Science (2). The median years of teaching experience for this group was five years and ranged from one to twenty-five years.

The second Summer Institute (1980) was directed by Professor James P. Pitts at Northwestern University. The theme was "The Intersection of Race and Class: Implications for Black America." Professor Pitts summed up the backgrounds of the participants as follows:

The 22 participants came from 19 different Historically Black Institutions. Seventeen of them were minorities, and 13 were male. Fourteen had doctoral degrees, nine of whom had earned them since 1975. They represented a wide range of social science fields.

Overall the thrust of the first two years stressed the interaction between faculty from CIC member institutions and the historically Black institutions, Deskins put it this way:

The goal of the Institute was to establish, stimulate and promote more regularized scholarly contact between social science faculty from the respective CIC member institutions and the historically black institutions fully recognizing the important role black institutions have played and continue to play in American higher education. The increased interaction between these respective faculties can be mutually beneficial.

Pitts makes the same point:

The basic assumptions, goals, and strategies of the 1980 Institute were the same as those which characterized the first CIC Summer Institute held in 1979 at the University of Michigan. The major assumption built into the Institute is that faculty who are successful in research-focused universities have something valuable to contribute to faculty and curriculum on traditionally Black campuses. The goals of the Institute follow accordingly: 1) to encourage continuing networks among faculties in the CIC and predominantly Black schools; and 2) to offer assistance to staff in the Black schools in their efforts to strengthen social science programs there. The basic strategy is to expose Institute participants to CIC scholars, particularly Blacks, who address the Institute through active involvement in social science research. The expectation is that faculty from the teaching/service institutions will extract immediate instrumental as well as normative support from CIC faculty, and that some of these exchanges may result in longer lasting relationships which benefit the faculty and programs at Black schools.

This position was criticized both positively and negatively by the participants of 1979 and 1980. The strengths of the CIC faculty and host institution were recognized but problems remained. Status problems reflected a rejection of the "junior brother model" wherein the Black college faculty is given "second class status" although frequently they are trained at the same institutions as CIC faculty but merely happen to work at smaller liberal arts institutions that focus on teaching and not research. Profound differences have been adequately analyzed by Blau and others. (See Peter Blau, *The Organization of Academic Work*, 1973). Material problems were also present that represented an interest in a larger grant to extend the time for research and to make the living accommodations more suitable for such a faculty institute.

All of these criticism were taken into account in the planning of the 3rd Institute (1981). McWorter made this clear in the letter of announcement:

The goals of the Institute are to: (1) encourage more regularized scholarly contacts between social science faculty of the CIC member institutions and historically black institutions; and (2) provide peer support and encouragement for faculty working to enhance social science teaching and research in historically black institutions. The CIC member institutions fully recognize the important role that historically black institutions have played and continue to play in American higher education and believe that increased interaction between the faculties of the respective sets of institutions can be mutually beneficial.

This report will go further into the experience of the 1981 Summer Institute. It includes the following sections:

2. Theme of the 1981 Summer Institute
3. Selection Process
4. Summer Institute Program
5. Support of Host Institution
6. Staff and Participants
7. Evaluation
8. Budget
9. Summation and Recommendation
10. Appendix

2. Theme of the 1981 Summer Institute

Each year a theme is chosen by the Director in cooperation with the CIC Institute Committee. This is a useful process of targeting a major theme for the selection of the Institute faculty as well as appealing to potential Institute participants. However, the Institute is not the principal organizing mechanism for the initiation, development, and execution of research projects so the theme is merely a general focus and can not be expected to have a tight one-to-one correspondence with every presentation or research project associated with the Institute.

Over the last three years there has been a progression from theme to theme. The first Institute (1979) had a general theme, a sort of summary category in which one could have the maximum diversity of interests and approaches: "Current Trends and Perspectives in Social Science Research: Their Consequences for Black America." This theme brought together the notion that the CIC schools could present the state of the art, i.e., "current trends", with the concern for the utility of social research for Black America. The second Institute (1980) had as a theme "The Intersection of Race and Class: Implications for Black America." This was a more focused theme that pointed to the material basis for the oppression of Black people in American society. This is perhaps the most controversial issue facing social science research today. Further, the theme was highlighted by a keynote presentation by William Wilson, author of the controversial book, The Declining Significances of Race.

The third Institute (1981) took a theme that focused on the logical development of the problems targeted in the second Institute: "Research on Social Change and the Black Experience." This was articulated in the letter announcing the institute:

The theme of this summer's institute is "Research on Social Change and the Black Experience." It seems clear that the history of the Black community has been one major change after another, if one focuses on the forms of social organization and style of life, or a remarkably consistent pattern of oppression. Further, the current period is one in which most people anticipate more changes. Government subsidized programs that originated as far back as the New Deal era are being challenged--a situation that will make new adjustments necessary for major sectors of the Black community, including people from all classes. Most social sciences include the analysis of social change as a major area of concern, especially as it is related to that aspect of social experience most central to their overall focus. Our Institute staff will include senior social researchers who will talk about the research on social change in their respective fields, as well as engaging in detailed discussion of their own specific research projects. There will be contributors from the fields of History, Political Science, Sociology, Developmental Psychology, Economics and Black Studies.

3. Selection Process

In order to find good candidates for the Institute, a letter was drafted and sent to the chief academic officer of all historically Black Institutions as well as the coordinator or director of the Social Sciences. For our purposes here, the most pertinent parts of the letter are the following:

Presidents, deans, or other academic officers may wish to nominate and/or write letters of support for faculty, but any social science faculty currently employed at a historically black institution may apply directly. There is no limit to the number who can apply from any one institution, but since the Institute hopes to draw upon a wide range of skills, disciplines, and institutions, it is unlikely that more than three persons will be selected from a single school.

A total of 25 participants will be chosen from among those who apply. The selection of successful applicants is not a "competition". Selection will be made by a committee of social science faculty from CIC universities. The major criteria for selection will be the teaching and research interests of each applicant and an estimation of how much the Institute will benefit each applicant. In addition, the committee will attempt to ensure that there is a diversity among the participants according to discipline, institution, and seniority. We hope to select a group of participants that will include both senior and junior scholars from a number of social science disciplines who will represent several different historically black institutions.

The application process called for four kinds of material (see appendix):

- A. application form
- B. three letters of reference
- C. vitae
- D. examples of written work

A total of 59 written applications were received, along with 29 additional requests by mail and 19 inquiries made by phone (total = 107). Of the 59 completed applicants, 24 (40%) had the Ph.D. degree.

A final list of 22 applicants was accepted, 37% of the total. Five of these 22 (22%) had the Ph.D., while all the others except one were engaged in doctoral research. The other person was a specialist in social science computer operations and central to data processing at her institution. A total of seven out of 22 were women (31%).

4. Summer Institute Program

A letter of acceptance was sent to each successful applicant. It pointed to three key objectives:

1. PRODUCTIVITY: Each participants should have a specific project to carry out. Enclosed find a form to present your plans in a detailed form. Please return this form by June 7. We would like everyone to form their project on a written product, preferably something already started that can be finished or major aspects finished in and/or shortly after the Institute. Our measure of success is how many concrete products are produced.
2. PEER ROLE MODELING: On six of the ten weekday mornings (a full schedule will be available when you arrive) Black research faculty at CIC schools will present their research to stimulate discussion of current research trends and issues. Much of this research will be published, but some will be work in progress.
3. NETWORKING: Certainly the Institute will provide an opportunity to build contacts between the participants and staff. However, special attention is being given to funding sources and publication outlets. Come prepared to network and jump into the competitive fray.

To facilitate their involvement in research, each participant was given a packet of material on the first day of the Institute.

CIC SUMMER INSTITUTE CONTENTS OF RESEARCH PACKETS

<u>Organization</u>	<u>Publications</u>
Carnegie Corporation	General Information List of Grants, 1980
National Science Foundation	Minority Research Initiation Grants for Scientific Research Applying for Grants Directorate for Biological, Behavioral, and Social Science Research
National Endowment for the Humanities	Program Announcement, 1981-1982 Humanities, Vol. 2, No. 1, Feb., 1981 Program Summaries and Application

4. Summer Institute Program (7)

Rockefeller Foundation	Research Fellowship Program for Minority Group Scholars, 1981 The President's Review and Annual Report, 1980
U.S. Department of Health and Human Services	National Institute on Aging Homicide Among Black Males, 1980
National Institute of Mental Health	The Center for Minority Group Mental Health Programs
Ford Foundation	President's Review, 1980 Letter, Vol. 12, No. 1, Feb., 1981 Letter, Vol. 12, No. 1, June, 1981
National Institute on Aging	Current Program Announcements and Grant Mechanisms, Sept., 1980
Campus Wide Research Service Office (University of Illinois)	Preparation of a Proposal to an External Sponsor Why Applications Fail Resources for Research Obtaining External Support for Projects
American Council of Learned Societies	Aid to Individual Scholars
Social Science Research Council	Fellowships and Grants for Research, 1980-81

All but one of the organized sessions during the first week were devoted to current research opportunities. One aspect of this was to bring in representatives from two major federal agencies to make reports on the budget situation for research and the current priorities of their respective agencies. We heard from representatives of the National Science Foundation and the National Endowment for the Humanities. Each speaker gave a presentation which was followed by a question and answer session. Afterwards, a series of individual sessions were scheduled so that Institute participants could discuss their individual research interests with the agency representatives.

The other aspect of the research focus was on the facilities at the University of Illinois. (See next section of this report.) Especially important were the two research facilities that enabled the participants to become familiar with state-of-the-art technology as well as to get concrete research output related to their specific research interests:

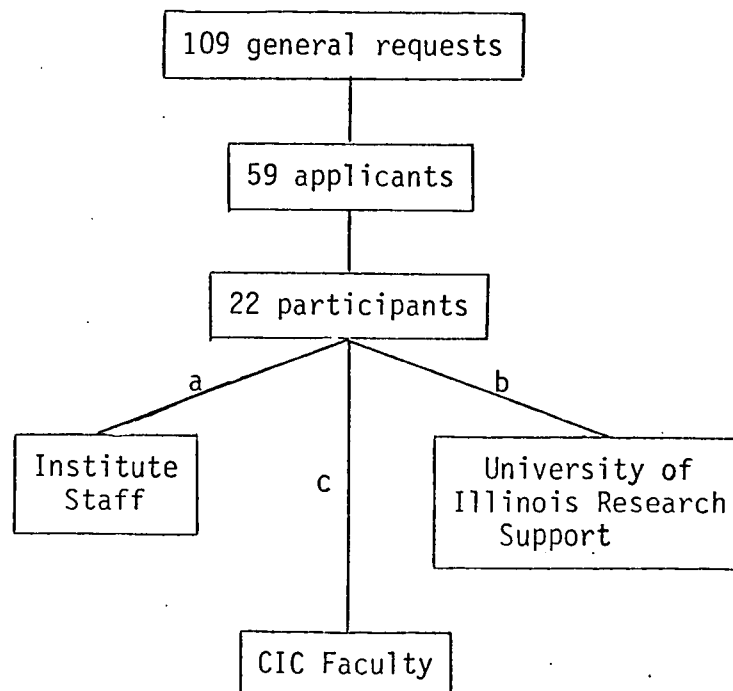
1. A bibliography from the Library Computer System (LCS), an "on-line system for identifying and charging out library materials from 17 academic libraries in Illinois";
2. A listing of funding sources from the Illinois Retrieval Information Service, a computer service that provides up-to-date information on a wide-range of funding sources.

Lastly, the research effort of Institute participants was facilitated by cooperation of the University of Illinois library staff, and other faculty, especially the staff of the Institute. Also, several electric typewriters were made available for use in the housing units to encourage writing. About 50% of the entire Institute time was set aside for individual research, including one entire day.

The "peer-role modeling" concept was developed as an alternative to the "junior brother" concept. Faculty from CIC institutions were presented as peers, sharing information and engaging in critical dialogue. This process was supplemented by informal interaction as the guest presentors typically arrived the afternoon before making a presentation so an evening could be spent in a "rap session" with Institute participants. Also they ate with participants and in a few cases actually discussed research projects in a formal manner.

Another key interest during the Institute concerned publication opportunities for social science research. We assembled a packet of information from major publishers (e.g., Greenwood, Howard, Academic Press, South End, Peoples College Press, etc.). The University of Illinois Press set up a display of a selected number of titles and arranged for participants to purchase any titles at a substantial discount. Also, each participant received a research monograph entitled, A Guide to Scholarly Journals in Black Studies (1980). Finally, the last session of the Institute was a panel on book publishing (by Richard Wentworth, Director of University of Illinois Press) and article publishing (by Wilbur Watson, Editor of PHYLON).

Within this framework, a great deal of networking was possible. There was a flow of contact as follows:



4. Summer Institute Program (9)

After the final selection was made by the full-time staff of the Institute, each participant had three avenues for networking:

- A. with the Institute staff
- B. with the research community of the University of Illinois
- C. with the CIC faculty

At the end of the Institute a list of all persons associated with the Institute was distributed with addresses so that future contact would be facilitated.

5. Support of host institution

To achieve the Institute's objective, the Afro-American Studies and Research Program cooperated, often quite closely, with a number of other campus units:

1. Campus Recreation. Institute participants desiring access to recreational activities were able to use the facilities of the Intramural Physical Education complex via an arrangement with the Division of Campus Recreation. Temporary passes were made available.
2. Campus Wide Research Services Office (CWRSO) Several members of the CWRSO staff introduced Institute participants to the Illinois Information Service (IRIS). As CWRSO describes it, IRIS is "a computer-based system which makes available in capsule form current information on funding opportunities matched to faculty (or other related) interests through searches initiated by the individual users themselves." Institute participants initiated individual searches to identify potential funding sources for projects of interest to them.
3. Carpool. A van was made available via the University carpool office for use in transporting participants as necessary during the Institute.
4. Computer Based Educational Research Laboratory (CERL). Institute participants were introduced to PLATO by Dr. Donald Bitzer, Director of CERL. There was some subsequent discussion, among participants and Institute staff, about the possibility of making PLATO more accessible to historically Black colleges, Afro-American Studies Programs and other sectors of the Black community. That dialogue continues and is expected to result in specific proposals to funding agencies.
5. Office of Continuing Education and Public Service: Division of Conferences and Institutes. Initially, we had planned to turn much of the administration of the Summer Institute (including pre-Institute mailings, post-Institute questionnaires and so forth) over to the conferences and Institutes Office. However, given the relatively small size of the Institute and the more than adequate resources of our staff, we decided to directly assume the bulk of the administration. Moreover, we developed a good working relationship with them in the process, and Edward Kalb, Assistant Director of Conferences and Institutes, provided some key support for the program.
6. Graduate College. The keynote speech at the opening banquet was given by Dr. Richard K. Barksdale, Associate Dean, Graduate College. (He replaced the scheduled keynote speaker, Dr. Daniel Thompson, Vice President, Dillard University, who was unable to attend due to illness). The Dean of the Graduate College, Dr. Theodore Brown, who was away fulfilling a previously scheduled commitment, conveyed his warmest wishes for the success of the Institute. Dr. Elaine J. Copeland, Assistant Dean in the Graduate College and Director of the Minority Affairs Office, assisted us in the preparation of materials for the participants and attended several of the Institute-related activities.

7. Housing Division and Illinois Street Residence. The participants were housed in the Illinois Street Residence. The staff of the Housing Division and the Illinois Street Residence worked closely with us to insure that potential room and board problems were kept to a minimum. We were, e.g., able to secure some small additions to the menu that allowed us to better accomodate our guests, to arrange for space for an evening seminar, etc.
8. Office of Instructional Resources. The addresses at the opening banquet and selected other presentations were videotaped. The videotape equipment was made available by the Office of Instructional Resources. That office also trained a member of our staff to operate the equipment (thus cutting down on costs, etc.).
9. Levis Faculty Center. Most of the structured activities of the Institute were held in the Levis Faculty Center. The professional services of Sandra Roberts and other Levis staff members were key in the program's success. We also worked closely with the two catering services that provide food and beverages at the Levis Center, Catering Plus and Lox, Stock and Bagel.
10. Library. Kay Langstrom, Social Science Bibliographer (now relocated in another state) and Rosemary Stevenson, Afro-American bibliographer, provided an introduction to research tools and services at the University of Illinois Library. Subsequent to this, a number of Institute participants worked closely with Library staff on their developing projects.
11. McKinley Hospital. Temporary insurance was provided for participants via an arrangement with McKinley Hospital.
12. Photographic Services. Temporary identification cards were made available to participants (for check-cashing, use of the Library, etc.) via an arrangement involving Photographic Services and the Office of Continuing Education and Public Services: Division of Conferences and Institutes. Group pictures were taken by a staff member of the Photographic Services Office.
13. Office of the President. Due to a previously scheduled engagement, Dr. Stanley O. Ikenberry, President of the University of Illinois-Urbana, was unable to attend the opening banquet. Dr. Ikenberry personally wrote a welcome to the Institute participants. It was read during the banquet. A copy is appended to this report.
14. University of Illinois Press. The University of Illinois Press provided a book display during the Institute. Mr. Richard Wentworth, Director of the Press, attended many of the sessions, and served as a panelist in the session on "Publishing Social Science."
15. School of Social Sciences. Dr. Robert Crawford, Director of the School of Social Sciences, delivered the opening welcome to the participants. He also expressed an interest in the continuation of such activities. The Institute utilized a number of services that fall under the purview of the School of Social Sciences.

16. Social Science Quantitative Research Laboratory. Carolyn White, Manager of Consulting and Archival Services, School of Social Sciences, introduced participants to the services available at the Social Science Quantitative Research Laboratory. Some participants subsequently utilized some of these services.
17. Survey Research Laboratory. Participants were made aware of the range of services offered by the Survey Research Laboratory, and were encouraged to use these as appropriate. One participant got the data for his dissertation "cleaned" and analyzed as a direct result of his association with the Survey Research Laboratory.

6. Staff and Participants

The staff of the Institute was first rate. They combined high quality research backgrounds with compassionate commitment to work with faculty participants in the Institute.

- A. Dr. Diana Slaughter: a specialist in Human Development, currently an Associate Professor at Northwestern University. During academic year 1980-81 Dr. Slaughter served as Visiting Research Professor in Afro-American Studies at the University of Illinois.
- B. Dr. Ronald Bailey: a specialist in political History, currently an Assistant Professor at Northwestern University.

Both staff faculty joined the Director in reviewing plans for the Institute, making some recommendations and serving as all around supportive peers for the Institute participants. The staff was a critical factor in the success of the Institute. They were good listeners, and a good source of criticism and social-moral support. Going out to dinner or to a play proved to be an essential relief to the otherwise demanding schedule.

The participants were a hard working conscientious group in which a social mechanism was quick to form and began to take on a life of its own. People became interested in each other, and began to share on both a scholarly and personal level.

One very significant demonstration of the initiative and commitment of the participants was the development of evening sessions which were their own creation. During the second week of the Institute a need was felt to have collective open discussions about the general theme of the Institute and in this context to share the insights coming from each participant's specific research project. Prior arrangements had been made to insure their accommodation in case evening sessions became necessary. Thus, an air conditioned conference room was available with comfortable soft chairs. These discussions were uneven but extremely useful because they demonstrated that while the CIC faculty had a definite and special role to play, the participants had a role to play in the "peer-role modeling" process as well.

THIRD CIC SUMMER INSTITUTE PARTICIPANTS

<u>NAMES</u>	<u>INSTITUTIONS</u>	<u>FIELDS</u>
Michael Adams	Jackson State University	Political Science
Russell Adams	Howard University	History, Afro-Amer. Studies
Ernestine Brittingham	Delaware State College	Sociology
Lawrence Dalzine	Central State University	Sociology
Daniel Houston	St. Augustine College	Social Science
JoAnna Howard	Langston University	Social Science
Lee Ingram	Central State University	Social Theory
Margaret James	Lemoyne-Cwens College	Sociology
Cecil Josiah	Univ. of the D.C.	Social Theory
Nancy Kelley	Albany State University	Child Development
Debra Moore	Tennessee State Univ.	Computer Science
Neville Morgan	Kentucky State Univ.	Sociology
Thandekile Mvusi	Edward Waters College	Social Science
Artis Pruitt	Tougaloo College	Public Affairs
Maurice St. Pierre	Morgan State University	Sociology
Gregory Scott	Delaware State College	Sociology
Robert Smith	Morgan State University	Psychology
Dorothy Stewart	Tennessee State Univ.	Psychology
Ato Stovall	Rust College	Sociology
Sharon Tucker	Albany State College	History & Political Sci.
James Van Matre	Florida A & M	Sociology
Roosevelt Wade	Coahoma Junior College	Social Science
Charles Wadelington	St. Augustine College	History



7. Evaluation

The evaluation aspect of the Institute was planned to include three written self administered questionnaires, and one taped exit interview. As it turned out the participants themselves initiated some action that was a pleasant surprise to all.

1. Questionnaire Number 1: Entry

Each participant was asked to fill out a questionnaire (see below) in an attempt to identify their key expectations. In general they were an enthusiastic hard working group with positive expectations. The expectation receiving the lowest positive response rate (but nonetheless an 80% positive response) was that of the Institute leading the participant to get an article published.

Expectations on Summary of (Total N = 20) Entry Questionnaire

	<u>Number Positive</u>
1. Improve research skills	20
2. Obtain valuable research material	20
3. Get significant work done	20
4. Be intellectually stimulated	20
5. Get information on grants	19
6. Become part of a research network	18
7. Get an article published	16

2. Questionnaire Number 2: Mid-Institute

The course of the Institute was without serious problems. However, we decided that a one page questionnaire might yield something through three open ended responses.

Typical responses are as follows:

1. Evaluate your progress. Are you on target, behind or ahead of schedule?
 - a. "I'm a little behind. But only because, through the services of library personnel, I've been able to discover a wealth of new material."
 - b. "Progress has been phenomenal. The resources and intervention have provided impetus. I have been looking for some time."
 - c. "I am essentially on target, realizing that I had to start from point one. I attribute this progress to the well organized program of action sponsored by the Institute."
 - d. "I am on target. However, I could accomplish more if the institute were extended over another week."

- e. "I am just a little behind on my writing schedule but ahead on reference materials."
- f. "As of now I am behind relative to my projected progress... Perhaps we need to free-up our afternoons and weekend activities."

2. What part of the Institute has been particularly helpful to you?

- a. "The orientation to the resources of the library was good, of course, in that it reduced my search time. The stimulating ideas of colleagues have been particularly helpful. (The two banquet/receptions, no doubt, integrated our group much more quickly.) The posture of CIC staff and activities in regards to the provision of assistance is of great help."
- b. "The totality of the program has been the key. I don't think that I can separate it into parts and assign some degree of superiority to anyone. The chronology and thoroughness has impressed and assisted me most."
- c. "Explanation of funds available through NSF and NEH helped narrow my proposal perspective. IRIS was immensely useful, particularly in specifying sources on funding for my personal research. Information on use of computers for obtaining (PLATO) and running (Quantitative) data was also useful."
- d. "The grantsmanship segment and generally the interaction with colleagues who have previous experience with grants."
- e. "The facility with which resource material are made available, meeting people who are concerned about the overall education of Black people and having some free time to get the materials for my research project."
- e. "1. exposure to modern data processing; 2. funding possibilities; and 3. research time."

3. What improvements would you suggest be made in order for the second week to be more successful?

- a. "I can think of none. The balance between formal sessions and research time is good. I think the strong point of the Institute has been the original 'guided tour' and the subsequent liberal allowance of free research time."
- b. "To group persons with similar research interest so that an exchange of ideas can be presented--to share some of the projects completed in previous CIC conferences to be used for information. To have a review of 'basic research' methods."
- c. "Provide our stipends!"

- d. "I would suggest that more time be given to the conference participants to work on their individual research projects."
- e. "That more "free time" be made available. I usually get a lot more accomplished in "morning" library hours."
- f. "Not necessarily formal and required, but the encouragement of discussion groups in the dorm."

3. Questionnaire Number 3: Exit

The final questionnaire combined open ended questions with pre-coded questions (see appendix). However, all 22 questions could be collapsed into four main subject areas that can best be analyzed by looking at overall positive answers, either yes of the yes/no variety, or excellent and good, versus fair and poor.

Summations of Final Evaluation

	(% Excellent and Good)*
1. Accommodations (items 17, 18 and 19)	67% (60)
2. Research Technology (items 13, 14, 15 and 16)	73% (80)
3. Institute Program (items 8, 9, 10 and 11)	86% (80)
4. Personal Benefit (items 1, 2, 3, 4, 5, 6, 7 and 12)	88% (160)

The cost of improved housing was beyond the scope of the Lilly Endowment grant. However, meals cafeteria style in an air conditioned dorm across the street from the Institute meeting facilities was not seriously objected to by anyone.

While most people were greatly stimulated by the research facilities of the University of Illinois, some were not. The main reason seems to be an anti-quantitative orientation by a few Institute participants who had more of a humanistic orientation. This seems to be a methodological problem of great importance.

*Numbers in parentheses refer to total number of responses in each of the four categories.

The program and personal gains seems to have been the major success from the stand point of the participants.

Further, the participants took the initiative of using their own time and money to give tokens of their appreciation. A deluxe wall plaque was given to Dr. McWorter and the Lilly Endowment, each appropriately engraved with words of appreciation. Also, each staff member was given a personal gift and cards were given signed by all participants. This is the first time this has happened. It speaks for itself.

8. Budget

An overview of Institute expenditures is provided in the following chart.

Summary of Total Expenditures for Third Annual CIC Summer Institute
for Social Science Faculty from Historically Black Colleges

I. Support for staff

A. Core faculty: salaries	6,519.00
B. Ad hoc faculty and guests: honoraria	1,200.00
C. Ad hoc faculty and guests: travel-related expenses	1,744.84
C. Consultants: honoraria	<u>1,000.00</u>
Total	10,463.84

II. Support for participants

A. Transportation	6,966.16
B. Room and Board	6,342.90
C. Stipends	<u>6,300.00</u>
Total	19,609.06

III. Administrative and program expenses

A. CIC administrative and clerical support	2,000.00
B. U of I administrative and clerical support	3,378.68
C. Program expenses	
1. Supplies	307.03
2. Duplicating	297.27
3. Telephone	107.80
4. Postage	105.60
5. Computer and other research support services	586.72
6. Banquet, receptions, catering, group meals	1,970.56
7. Equipment rental: video, typewriters, slide projector	206.75
8. Recreation: use of gym facilities	130.00
9. Temporary health-care plan	138.00
10. Books and journals	643.25
11. Transportation: car rental, limo service, chartered bus	761.36
12. Photographic services	49.21
13. Facilities use: Levis Faculty Center	94.00
14. Rental of films	300.00
Total	<u><u>11,076.23</u></u>

IV. GRAND TOTAL FOR Third CIC Summer Institute 41,149.13

9. Summary

The Institute in 1981 was a tremendous success and has set the basis for future Institutes of this type. In general, the Institute demonstrated that it is the people involved that matter the most. Paying attention to the needs of the people involved and facilitating their needs on an individual basis was a key to the success of this year's program. Also, putting concrete resources into the hands of these researchers was of great value. We put together packets of written material from a variety of sources, brought officials from funding agencies and officials from professional publishers of books and journals. All of this strengthened the hand of the Institute participants and gave them the material basis for motivation within the context of the Institute.

Further, the CIC faculty had a significant role to play, both for positive and negative reasons. Most of the speakers did an extremely high quality job of presenting the material. This was a lesson on the positive side. On the other hand, the negative lesson had to do with the perception by the Institute participants that they were as good as the CIC faculty. Whether this was true or not (and in some cases it was obviously true and in other cases not) the impact of this belief put more pressure on the Institute participants to perform at a high level and that turned out to be a good thing.

Several recommendations come out of the experiences of the 3rd Institute:

1. The Institute should be funded for several years at a time to allow for adequate planning.
2. If possible the Institute should either be held in the same place for two years or in the case of a positive experiences be allowed to repeat under those circumstances.
3. A limited extended stay should be allowed particularly interested individuals based on their submission of a short proposal during the second week of the institute.
4. The 3rd Institute should be used as a model for all future Institutes.

10. Appendix

1. CIC Planning Committee for Summer Institute.
2. Letter announcement of the CIC Summer Institute.
3. Application for CIC Summer Institute.
4. Letter requesting information.
5. Essential facts on the CIC Summer Institute.
6. Request for more information.
7. Banquet invitation.
8. Reception invitation.
9. Letter to local community families serving as summer hosts.
10. Letter to unsuccessful applicants.
11. Letter to accepted applicants.
12. Plan of work form.
13. Travel plan form.
14. University of Illinois Press Release.
15. Letter of welcome from University of Illinois President Stanely O. Ikenberry.
16. Program.
17. Evaluation Questionnaire.
 - a. Pre-Institute
 - b. Mid-Institute
 - c. Post-Institute
18. The Institute Voice (a newsletter).
 - a. #1 - June 22, 1981
 - b. #2 - June 23, 1981
 - c. #3 - June 24, 1981
 - d. #4 - June 25, 1981
 - e. #5 - June 26, 1981

Planning Committee for Summer Institute for Social
Science Faculty from Predominantly Black Institutions

The University of Chicago

Dr. Dolores Norton
School of Social Service
Administration
969 East 60th Street
Chicago, Illinois 60637
(312) 324-4636

University of Illinois

at Urbana-Champaign

Professor Gerald A. McWorter
Director of Afro-American Academic
Programs
1205 West Oregon Street
Urbana, IL 61801
(217) 333-7781

at Chicago Circle

Dr. Twiley Barker
Political Science Department
Box 4348
Chicago, Illinois 60680
(312) 996-8660

Indiana University

Associate Dean William H. Harris
The Graduate School
Kirkwood Hall 111
Bloomington, IN 47405

The University of Michigan

Dr. Donald R. Deskins, Jr.
Associate Dean
Horace H. Rackham School of
Graduate Studies
The University of Michigan
Ann Arbor, MI 48109
(313) 764-9477 (Grad. School)
(313) 764-0342 (Geog. Dept.)

Michigan State University

Dr. Harry Reed
Department of History
318 Morrill Hall
East Lansing, MI 48824
(517) 353-9475

Northwestern University

Dr. Sterling Stuckey
Department of History
College of Arts & Sciences
Harris 201-C
Evanston, Illinois 60201
(312) 492-3154

The Ohio State University

Dr. William E. Nelson, Chairperson
Department of Black Studies
486 University Hall
230 N. Oval Mall
Columbus, OH 43210
(614) 422-3700

Purdue University

Dr. Darlene Hine
Department of History
West Lafayette, Indiana 47907
(317) 463-5682

The University of Wisconsin-Madison

Dr. Franklin D. Wilson
Center for Demography & Ecology
Social Science Building
Madison, Wisconsin 53706
(608) 262-2182

The University of Wisconsin-
Milwaukee

Dr. Harold Rose
Dept. of Urban Affairs
Milwaukee, Wisconsin 53209
(414) 963-4370

University of Illinois at Urbana-Champaign

Afro-American Studies and Research Program
1205 West Oregon
Urbana, Illinois 61801
(217) 333-7781

It is a pleasure to inform you that the third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities is scheduled to be held at the University of Illinois in Urbana, Illinois from June 14 to June 26, 1981. The Institute will be sponsored by the Committee on Institutional Cooperation, the academic consortium of the Big Ten universities (University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Purdue University and the University of Wisconsin) and the University of Chicago. The Institute is funded by a grant from the Lilly Endowment, Inc.

The goals of the Institute are to: (1) encourage more regularized scholarly contacts between social science faculty of the CIC member institutions and historically black institutions; and (2) provide peer support and encouragement for faculty working to enhance social science teaching and research in historically black institutions. The CIC member institutions fully recognize the important role that historically black institutions have played and continue to play in American higher education and believe that increased interaction between the faculties of the respective sets of institutions can be mutually beneficial.

The theme of this summer's institute is "Research on Social Change and the Black Experience." It seems clear that the history of the Black community has been one major change after another, if one focuses on the forms of social organization and style of life, or a remarkably consistent pattern of oppression. Further, the current period is one in which most people anticipate more changes. Government subsidized programs that originated as far back as the New Deal era are being challenged--a situation that will make new adjustments necessary for major sectors of the Black community, including people from all classes. Most social sciences include the analysis of social change as a major area of concern, especially as it is related to that aspect of social experience most central to their overall focus. Our Institute staff will include senior social researchers who will talk about the research on social change in their respective fields, as well as engaging in detailed discussion of their own specific research projects. There will be contributors from the fields of History, Political Science, Sociology, Developmental Psychology, Economics and Black Studies.

While all aspects of social research will be touched on, it is hoped that the participants in the Institute will have some interest in carrying out research on some aspect of social change and the Black experience.

Participants from the historically black institutions will be encouraged to bring to the Institute any theme related work-in-progress on course outlines, research designs, and papers for professional meetings or publications. Institute staff will make every effort to assist the participants with their work-in-progress.

Air conditioned, single occupancy accommodations will be available in University of Illinois housing and each participant will be provided with a stipend of \$300 for the 12-day Institute. In addition, room and board and transportation costs will be covered. We cannot give consideration to applicants desiring to stay for a shorter period of time.

Presidents, deans, or other academic officers may wish to nominate and/or write letters of support for faculty, but any social science faculty currently employed at a historically black institution may apply directly. There is no limit to the number who can apply from any one institution, but since the Institute hopes to draw upon a wide range of skills, disciplines, and institutions, it is unlikely that more than three persons will be selected from a single school.

A total of 25 participants will be chosen from among those who apply. The selection of successful applicants is not a "competition." Selection will be made by a committee of social science faculty from CIC universities. The major criteria for selection will be the teaching and research interests of each applicant and an estimation of how much the Institute will benefit each applicant. In addition, the committee will attempt to ensure that there is a diversity among the participants according to discipline, institution, and seniority. We hope to select a group of participants that will include both senior and junior scholars from a number of social science disciplines who will represent several different historically black institutions.

Will you please circulate information about the Institute and copies of the enclosed applications to prospective participants? Completed application should be returned to Dr. Gerald A. McWorter, Afro-American Studies and Research Program, University of Illinois, Urbana, Illinois 61801 by May 1, 1981 so that the final selection of the participants can be made. Late applications will be considered on a space-available basis.

If you need any additional information, you or any of your faculty may contact me at the above address or by calling (217) 333-7781.

Thank you very much for your cooperation.

Sincerely,



Gerald A. McWorter
Director, Afro-American Studies
and Research Program
Director, 1981 Institute

GM:sb

Enclosure

APPLICATION FOR PARTICIPATION

CIC Summer Institute For Social Science Faculty at Historically Black Institutions
University of Illinois

June 14 - June 26, 1981

"Research on Social Change and the Black Experience"

Sponsored by
Committee on Institutional Cooperation

Funded by
Lilly Endowment, Inc.

1. Name

_____ last _____ first _____ middle

2. Residence

_____ no. & street _____ Phone _____ area _____ number

_____ city _____ state _____ zip code

3. Institution
where employed

_____ (1) _____ Public Phone: _____
name of school or inst. (2) _____ Private _____
area number

Mailing address

_____ department _____ no. & street

_____ city _____ state _____ zip code

4. (1) _____ Male Date of Birth _____ 19 _____ Social
(2) _____ Female _____ mo _____ day _____ yr Security
Number

5. Major Responsibility (check only one)

(1) _____ Teaching (3) _____ Research
(2) _____ Administration (4) _____ Other (specify)

6. Number of Years of Teaching Experience:

(1) College Level _____
(2) Other (specify) _____

CIC Summer Institute Application

-2-

7. Highest Degree Earned:

(1) Bachelor's _____

(3) Doctorate _____

(2) Master's _____

8. College or university education

Institution	Years		Degree	Major Field	Minor Field(s)
	19__	to __			

9. Employment Record. List professional experience of the past 5 years in teaching and work related to teaching. (List present or last position first. Add separate sheet if necessary.)

DATES	EMPLOYER	JOB TITLE	NATURE OF ACTIVITY

10. I am presently teaching the following courses:

- (a) _____
- (b) _____
- (c) _____
- (d) _____

I plan to teach the following courses next fall:

- (a) _____
- (b) _____
- (c) _____
- (d) _____

11. State briefly, in terms of your own future plans, your reasons for wishing to participate in this institute.

12. Date of application _____ 13. Signature _____

Return to: Dr. Gerald A. McWorter, Afro-American Studies and Research Program
University of Illinois, Urbana, IL 61801
(217) 333-7781

University of Illinois at Urbana-Champaign

Afro-American Studies and Research Program
1205 West Oregon
Urbana, Illinois 61801
(217) 333-7781

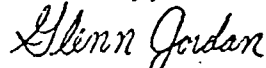
From June 14 to June 26, 1981 we are hosting the Third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities. The Institute is sponsored by the Committee on Institutional Cooperation (the academic consortium of the Big Ten universities and the University of Chicago) and funded by the Lilly Foundation. One of the goals of the Institute is to provide peer support and encouragement for faculty working to enhance social science teaching and research in historically black institutions. The two previous Institutes were held at the University of Michigan and Northwestern University respectively.

The theme of this summer's institute is "Research on Social Change and the Black Experience." Our staff will include senior social science researchers who will talk about the research on social change in their respective fields and engage in detailed discussion of their own specific research projects. There will be researchers from the fields of History, Political Science, Sociology, Developmental Psychology, Economics and Black Studies.

Some of the sessions in the program will focus on fund-raising, especially, grantsmanship, for monies to pursue research, publishing and related activities in the social sciences and Afro-American Studies. Would you kindly insure that our office is sent thirty copies of the following "package" of information regarding your agency's programs: (1) a list of recent (e.g., 1980-1981) grants, (2) a description of your agency's funding interests in the social sciences and relative to the "Black experience," and (3) a program description and application form. As our program commences in mid-June, we need to receive the requested information as soon as possible.

The participants in the Third Summer Institute for Social Science Faculty at Historically Black Colleges will come from a variety of institutions. Thus, the information requested will go a long way toward "spreading the word" about potential funding sources. Your assistance is greatly appreciated. Thank you.

Sincerely,



Glenn Jordan
Staff Associate, Afro-American
Studies and Research Program

CIC Summer Institute For Social Science Faculty at Historically Black Institutions
University of Illinois - June 14 - June 26, 1981

ESSENTIAL FACTS

1. Travel: We are arranging flights for all participants to arrive on June 14th between 10:00 a.m. and 4:00 p.m., economy class. (Britt Airlines and Ozark fly into Champaign-Urbana).
2. Housing: Everyone will be housed (single occupancy) in a modern air conditioned high rise dorm used for summer conferences. We will take some meals there (with salad bar, etc). There will be daily maid service.
3. Stipend: Everyone will be given a \$300 stipend shortly after arriving.
4. Recreation: A full and comprehensive program is available on campus and in the community at no cost.
5. Evening Relaxation: In addition to the normal possibilities we will arrange one or two relevant films. Also, 2 blocks from the Residence Hall there is a health food (with beer and wine) jazz club. Plus other extras.
6. Your mailing address during Institute:

Your name
c/o CIC Summer Institute
Afro-American Studies and
Research Program
University of Illinois
1205 W. Oregon
Urbana, IL 61801

7. Your telephone during Institute:

(217) 333-7781

8. Daily Schedule (June 14 - June 26, 1981)

7:30 - 9:00	Breakfast
9:00 - 10:15	Research Presentation
10:15 - 10:30	Coffee Break
10:30 - 11:45	Discussion
12:00 - 2:00	Lunch

Afternoon and Evening Individual Research Activity

University of Illinois at Urbana-Champaign

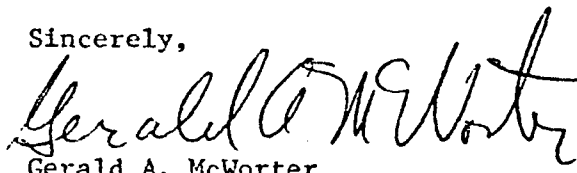
Afro-American Studies and Research Program
1205 West Oregon
Urbana, Illinois 61801
(217) 333-7781

We have received the following items checked off. Please send us the additional information immediately so that you can have full consideration for the Summer Institute.

_____ application form
_____ three letters of reference
_____ vitae
_____ examples of written work

Thank you.

Sincerely,



Gerald A. McWorter
Director
Afro-American Studies and
Research Program

GAM:aw

University of Illinois at Urbana-Champaign

Afro-American Studies and Research Program
1205 West Oregon
Urbana, Illinois 61801
(217) 333-7781

June 3, 1981

Dear Colleagues and Friends:

The opening banquet of the Third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities will take place on the evening of June 14th. You are cordially invited. The event will be held on the third floor of the Levis Faculty Center (919 W. Illinois Street) on the campus of the University of Illinois-Urbana. Free drinks will be served from 5:30 p.m. to 8:30 p.m. The banquet will begin at 6:30 p.m. There is no charge.

The Keynote speaker for the evening will be the noted sociologist, Dr. Daniel Thompson of Dillard University. Dr. Thompson has recently completed an extensive study of the social science research capabilities of Black colleges as these relate to the overall scientific establishment. Commissioned by the National Institute of Education, the background position paper based on this study will be published in 1982, along with papers by several other scholars investigating the research capabilities of Black colleges in other areas.

The Summer Institute is sponsored by the Committee on Institutional Cooperation (CIC) and funded by the Lilly Foundation. We are the 1981 hosts. The theme of the institute is "Research on Social Change and the Black Experience." Staff members will include senior social science researchers from various CIC institutions, in addition to the staff of the Afro-American Studies and Research Program. The twenty-five participants are from a number of historically Black institutions. They will be in residence from June 14th to June 26th.

Please R.S.V.P. at your earliest convenience. Thank you.

Sincerely,



Gerald A. McWorter
Director

Afro-American Studies and
Research Program

University of Illinois at Urbana-Champaign

Afro-American Studies and Research Program
1205 West Oregon
Urbana, Illinois 61801
(217) 333-7781

June 3, 1981

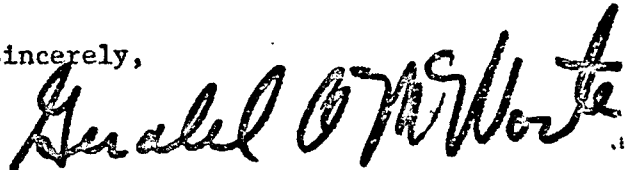
Dear Colleagues and Friends:

You are cordially invited to attend a reception from 4:00-6:00 p.m., June 15th for the twenty-five participants in the Third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities. The reception will be held in the Reading Room of the Levis Faculty Center on the campus of the University of Illinois-Urbana. (Levis Faculty Center is located at 919 W. Illinois, Urbana, i.e., between Goodwin Avenue and Lincoln Avenue.)

The Summer Institute is sponsored by the Committee on Institutional Cooperation (CIC) and funded by the Lilly Foundation. We are the 1981 hosts. The theme of the institute is "Research on Social Change and the Black Experience." Staff members will include senior social science researchers from various CIC institutions, in addition to the staff of the Afro-American Studies and Research Program. The twenty-five participants will be from a number of historically Black institutions. They will be in residence from June 14th to June 26th.

We welcome your attendance.

Sincerely,



Gerald A. McWorter
Director
Afro-American Studies and
Research Program

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University of Illinois at Urbana-Champaign

June 8, 1981

Dear _____:

On behalf of the Afro-American Studies and Research Program of the University of Illinois, I want to sincerely thank you for your willingness to be a Host Family on Sunday, June 21st to participants in the Third Annual CIC Summer Institute. You will be notified by phone by a member of the Host Family Committee on Tuesday, June 16th as to the name of your visitor.

This Summer Institute for Social Science Faculty at Historically Black Colleges and Universities is sponsored by the Committee on Institutional Cooperation (the academic consortium of the Big Ten universities and the University of Chicago) and funded by the Lilly Foundation. The two previous Institutes were held at the University of Michigan and Northwestern University respectively. Our present Institute will extend from June 14-June 26, and will include a staff of senior social researchers and twenty-five participating faculty. The general goals of the Institute are to: (1) encourage more regularized scholarly contacts between social science faculty of the CIC member institutions and historically black institutions; and (2) provide peer support and encouragement for faculty working to enhance social science teaching and research in historically black institutions. The theme of this summer's Third Institute is "Research on Social Change and the Black Experience."

We are hosting an open reception for participants and the neighboring community on Monday, June 15 from 4 to 6 p.m. at the Levis Faculty Center (Gregory and Illinois Streets). It is my sincere hope that you will be able to attend. The reception will better acquaint us at an early point in this effort. I am personally looking forward to meeting you at that time.

Whether or not you can join us at the Monday afternoon reception, I do want to again express my deep appreciation for your efforts to make this occasion at the University of Illinois one which we will all take pride in remembering.

Sincerely,



Gerald A. McWorter
Director, CIC Summer Institute and
Afro-American Studies and Research
Program

Host Family Committee:

Dorothy Vickers Shelley, Chair
Erma Bridgewater
Mildred Barnes Griggs
Lillian Avery Smith
Addie Williams
Diana T. Slaughter (ex-officio)

University of Illinois at Urbana-Champaign

Afro-American Studies and Research Program
1205 West Oregon
Urbana, Illinois 61801
(217) 333-7781

June 10, 1981

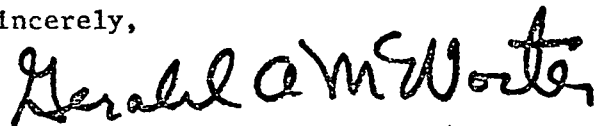
Thank you for your application to the Third CIC Summer Institute for Social Science Faculty at Historically Black Institutions. The number of qualified applicants far exceeded the number of available positions-- a fact that is a tribute to the historic strength of Black institutions of higher learning. We wish you, and the many other qualified applicants like yourself, could have all been included. Perhaps you will want to apply for one of the future CIC Summer Institutes. We encourage you to do so.

Also, I would like to refer you to Dr. William Harris, Coordinator of the CIC (Committee on Institutional Cooperation) Minority Fellowship Program. This program is one of the largest fellowship programs for minority students, and one that needs to be more sufficiently utilized. Should you or any of your colleagues or students be interested in pursuing graduate study at one of the Big Ten schools or the University of Chicago, please feel free to contact:

Dr. William Harris
Coordinator
CIC Minority Fellowships Program
c/o History Department
University of Indiana
Bloomington, Indiana 47405

Again, thank you for your interest.

Sincerely,



Gerald A. McWorter
Director
Third Summer Institute

aw

University of Illinois at Urbana-Champaign

Afro-American Studies and Research Program
1205 West Oregon
Urbana, Illinois 61801
(217) 333-7781

Dear Colleague:

I am pleased to inform you that you have been accepted as a participant in the 3rd CIC Summer Institute for Social Science Faculty at Historically Black Institutions. We look forward to an exciting and productive two weeks.

There are three objectives you should focus on:

1. PRODUCTIVITY: Each participant should have a specific project to carry out. Enclosed find a form to present your plans in a detailed form. Please return this form by June 7. We would like everyone to form their project on a written product, preferably something already started that can be finished or major aspects finished in and/or shortly after the Institute. Our measure of success is how many concrete products are produced.
2. PEER ROLE MODELING: On six of the ten weekday mornings (a full schedule will be available when you arrive) Black research faculty at CIC schools will present their research to stimulate discussion of current research trends and issues. Much of this research will be published, but some will be work in progress.
3. NETWORKING: Certainly the Institute will provide an opportunity to build contacts between the participants and staff. However, special attention is being given to funding sources and publication outlets. Come prepared to network and jump into the competitive fray.

We will be in touch about travel plans, etc. However, if you have any special health or dietary needs please inform us so that we can make arrangements. So, welcome to the Institute.

In unity,



Gerald A. McWorter
Director, Afro-American
Studies and Research Program

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Enclosure

CIC Summer Institute For Social Science Faculty at Historically Black Institutions
University of Illinois - June 14 - June 26, 1981

RETURN BY JUNE 7TH

NAME _____ DEGREE _____
SCHOOL _____ FIELD _____
TOPIC _____

Purpose:

(Check
one)

1. a paper for publication _____
2. a proposal for funding _____

Abstract: (Be as detailed as possible on what you are going to do with your
10 free afternoons and evenings of the Institute).

Week 1

Week 2

(Use other side if necessary)

CIC Summer Institute For Social Science Faculty at Historically Black Institutions
University of Illinois - June 14 - June 26, 1981

NAME _____ DEGREE _____ LOCATION _____

SCHOOL _____ FIELD _____

Travel Alternatives: (All returns are open.)

	Air Line	Flight No.	Time
1. Leave:	_____	_____	_____
Arrive:	_____	_____	_____
2. Leave:	_____	_____	_____
Arrive:	_____	_____	_____
3. Leave:	_____	_____	_____
Arrive:	_____	_____	_____

Accept travel plans _____ Date _____ Initial _____

Travel Cost _____

From the News Bureau
University of Illinois at Urbana-Champaign
807 S. Wright St., Champaign, Ill. 61820
(217) 333-1085

Mailed 6/18/81

URBANA, Ill. -- Scholars from black colleges and universities are meeting at the University of Illinois to survey research on social change in the lives of black Americans.

Twenty-three scholars in the social sciences and related fields are participating in the third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities. The 13-day institute ends June 26.

The institute is sponsored by the Committee on Institutional Cooperation, a consortium of Big Ten universities and the University of Chicago, and is supported by Lilly Endowment Inc. Professor Gerald A. McWorter, director of the U. of I. Afro-American Studies and Research Program, is director of the institute.

Participants are touring U. of I. research facilities, attending lectures and discussions, and conducting research.

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UNIVERSITY OF ILLINOIS

OFFICE OF THE PRESIDENT

364 ADMINISTRATION BUILDING
URBANA, ILLINOIS 61801
(217) 333-3070

June 14, 1981

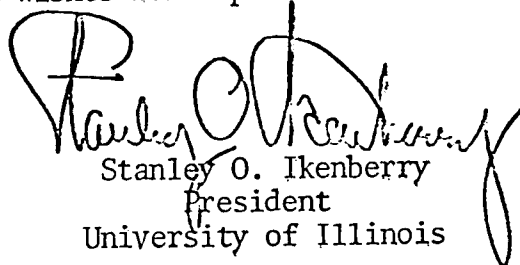
Colleagues and Friends:

It is a distinct pleasure to welcome you to the Urbana campus of the University of Illinois for the Third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities. We are pleased to join in sponsoring this Institute with the Committee on Inter-Institutional Cooperation and the Lilly Endowment. The theme of your Institute, "Research on Social Change and the Black Experience," addresses a topic of vital social and academic interest.

The purpose of the Institute is to provide support, contact, and opportunities for you to advance your teaching and research efforts. You will find, I believe, a remarkable set of resources on this campus and we are pleased to invite you to take the fullest possible advantage of them during your days in our community.

The University of Illinois is strongly committed to the mission common to the Land-Grant universities: excellence in teaching, research, and public service. Historically, we and our colleague institutions have also been at the forefront in providing equal opportunity for higher education to all Americans. It is especially appropriate that this Institute carries forward a real partnership between historically black institutions and some of the nation's major land-grant universities.

I am certain that Professor McWorter, Director of the Afro-American Studies and Research Program and Associate Professor of Sociology, stands ready with assistance and support to make this Third Summer Institute a success. A very warm welcome to you, and best wishes for a productive and rewarding Institute.


Stanley O. Ikenberry
President
University of Illinois

P R O G R A M

"Research on Social Change and the
Black Experience"

Third Annual Institute for Social Science
Faculty at Historically Black Colleges

AFRO-AMERICAN STUDIES AND RESEARCH PROGRAM
UNIVERSITY OF ILLINOIS

JUNE 14

Morning and
Afternoon

1. Participants arrive
2. Check into Illinois Street Residence (ISR)

Contact at ISR: Joanne Shadel
332-4370

(Transportation: Glenn Jordan)

5:30

Cocktail Hour

6:30

Banquet

Moderator: Gerald A. McWorter
Director, CIC Summer
Institute

Welcome: Richard Barksdale
Associate Dean of the
Graduate School

Robert Crawford
Director, School of
Social Science

CIC Fred Jackson

Speaker: Daniel C. Thompson
Vice President
Dillard University

9:00

End

JUNE 15

7:00 - 8:45

Breakfast (Illinois Street Residence)

9:00 - 11:30

Introduction to Research at the University of Illinois Library

Ms. Kay Langstrom, Social Science Bibliography

Ms. Rosemary Stevenson, Afro-American Bibliographer

12:00 - 1:30

Lunch (Illinois Street Residence)

2:00 - 3:00

Introduction to Computer assisted Curriculum
Development: PLATO

Dr. Donald Bitzer, Director
Computer Based Education Research Laboratory

4:00 - 6:00

Reception with University of Illinois faculty
and staff (Levis Faculty Center)

JUNE 16

7:00 - 8:30	Breakfast (Illinois Street Residence)
9:00 - 9:30	Institute Business Session
10:00 - 11:00	Introduction to Research on Research Proposals and Foundation Grants: IRIS (<u>I</u> llinois <u>R</u> esearcher <u>I</u> nformation <u>S</u> ervice) at the University of Illinois Contact: Peggy Lowry. Associate Director Office of Research Services 3-0284
11:30 - 12:45	Lunch (Illinois Street Residence)
1:00 - 2:00	Pictures taken for University of Illinois ID
2:30 - 3:30	Introduction to the Social Science Quantitative Research Laboratory Contact: Carolyn White 3-2094

JUNE 17

FREE RESEARCH DAY

JUNE 18

7:00 - 8:30	Breakfast (Illinois Street Residence)
9:00 - 10:15	National Science Foundation Dr. Robert Rabin Dr. James Zuiches
10:15 - 10:30	Coffee Break
10:30 - 11:45	National Endowment for the Humanities Mr. James Early
12:00 - 1:15	Lunch (Illinois Street Residence)
1:30 - 3:30	Individual Discussions with National Science Foundation and National Endowment for the Humanities representatives
1:30 - 5:00	Research time

JUNE 19

7:00 - 8:30	Breakfast (Illinois Street Residence)
9:00 - 10:15	Dr. William Wiggins Associate Professor of Afro-American Studies University of Indiana "Emancipation Celebrations: Ritualized Days of Black Freedom"
10:15 - 10:30	Coffee Break
10:30 - 11:45	Discussion
12:00 - 1:15	Lunch (Illinois Street Residence)
1:30 - 5:00	<u>RESEARCH TIME</u>
5:00 - 6:15	Dinner (Illinois Street Residence)

JUNE 20

6:30 - 7:30 Breakfast (Illinois Street Residence)

8:00 Bus leaves for Chicago

10:30 - 11:30 Tour of Vivian Harsh Collection of the
Carter G. Woodson Regional Branch of the
Chicago Public Library

Contact: Sharon Scott
Afro-American Bibliographer
312-881-6908

12:00 - 2:00 Lunch

2:00 - 3:30 Tour of Jean Pointe DuSable Museum of
Afro-American History and Culture

Contact: Christine Johnson
Educational Director
312-947-0600

4:00 - 6:00 Reception by Illinois Council for Black
Studies at Timbuktu Bookstore

Contact: Mary Emma Graham
312-842-8242

6:00 - 7:00 Dinner

8:00 - 9:30 Cultural Event

9:30 Leave Chicago

11:30 Arrive at Illinois Street Residence

JUNE 21

FREE DAY

Home Visitation Day

Host Family Committee:

Dorothy Vickers Shelley
Coordinator, 384-0622
Erma Bridgewater
Mildred Barnes Griggs
Lillian Avery Smith
Addie Williams
Diana T. Slaughter (ex officio)

JUNE 22

7:00 - 8:45	Breakfast (Illinois Street Residence)
9:00 - 10:15	Presentation: Dr. Darlene Hine Associate Professor of History Purdue University "Issues in the Research on the History of Black Women in Indiana"
10:15 - 10:30	Coffee Break
10:30 - 11:45	Discussion
12:00 - 1:30	Lunch (Illinois Street Residence)
1:30 - 5:30	<u>RESEARCH TIME</u>
6:00 - 7:30	Dinner (Illinois Street Residence)

JUNE 23

7:00 - 8:45 Breakfast (Illinois Street Residence)

9:00 - 10:15 Presentation: Dr. William Nelson
 Professor of Political Science
 and Afro-American Studies
 Ohio State University

"Issues in Research on Local Urban Black
Politics"

10:15 - 10:30 Coffee Break

10:30 - 11:45 Discussion

12:00 - 1:30 Lunch (Illinois Street Residence)

1:30 - 5:30 RESEARCH TIME

6:00 - 7:30 Dinner (Illinois Street Residence)

JUNE 24

7:00 - 8:30

Breakfast (Illinois Street Residence)

9:00 - 10:15

Presentation: Dr. James Jackson
Survey Research Center,
Institute for Social Research
University of Michigan

"National Survey of Black Americans: A Progress
Report:

10:15 - 10:30

Coffee Break

12:00 - 1:15

Lunch (Illinois Street Residence)

1:30 - 5:00

RESEARCH TIME

5:00 - 6:15

Dinner (Illinois Street Residence)

JUNE 25

7:00 - 8:30	Breakfast (Illinois Street Residence)
9:00 - 10:15	Presentation: Dr. Donald Deskin Professor of Geography University of Michigan "Research Issues in the Geography of the Black Experience"
10:15 - 10:30	Coffee Break
10:30 - 11:45	Discussion
12:00 - 1:15	Lunch (Illinois Street Residence)
1:30 - 5:00	<u>RESEARCH TIME</u>
5:00 - 6:15	Dinner (Illinois Street Residence)

JUNE 26

7:00 - 8:30	Breakfast (Illinois Street Residence)
9:00 - 10:15	Panel: Publishing Social Science "Research By and About the Black Experience" 1. Dr. Richard Wentworth Executive Director University of Illinois Press 2. Dr. Wilbur Watson Editor, <u>Phylon</u> Atlanta University 3. Dr. Donald Deskin Professor of Geography University of Michigan
10:15 - 10:30	Coffee Break
10:30 - 11:45	Discussion
12:00 - 1:15	Lunch (Illinois Street Residence)
1:30 - 5:00	<u>RESEARCH TIME</u>
5:00 - 6:15	Dinner (Illinois Street Residence)

Questionnaire

CIC Summer Institute

University of Illinois

It is important that we have your reactions to the conference. Please answer the following questions by circling your response

1 = yes

2 = no

1. Do you expect to be able to improve your general research skills
as the result of your participation in this conference? 1
..... 2
2. Do you expect to obtain valuable material to help you conduct
research? 1
..... 2
3. Do you anticipate receiving information on how to get a grant?..... 1
..... 2
4. As the result of your participation in this conference, do
you expect to get an article published? 1
..... 2
5. Do you expect to get significant work done? 1
..... 2
6. Is it your expectation that, as the result of involvement in
the CIC conference, you will become part of a network which
will, in turn, be beneficial to your research goals? 1
..... 2
- 7 Do you think that you will be intellectually stimulated? 1
..... 2

CIC Mid-Institute Evaluation

It is important to us that we know how the Institute is progressing for you. Please comment as fully and completely as you wish.

1. Evaluate your progress. Are you on target, behind or ahead of schedule?

2. What part of the Institute has been particularly helpful to you?

3. What improvements would you suggest be made in order for the second week to be more successful?

Summary Questionnaire
CIC Summer Institute
University of Illinois

It is important that we have your reactions to the conference. Please answer the following questions by circling your response

1 = yes

2 = no

1. Were you able to improve your general research skills as the
result of your participation in this conference? 1
..... 2
2. Did you obtain valuable material to help you conduct research?..... 1
..... 2
- Did you receive information on how to get a grant? 1
..... 2
4. As a result of your participation in this conference did you
prepare an article for publication? 1
..... 2
5. Did you get significant work done? 1
..... 2
6. Did you, as the result of involvement in the CIC conference,
become part of a network which will be beneficial to your
research goals? 1
..... 2
7. Were you intellectually stimulated? 1
..... 2

Please answer the following questions by circling your response

1 = Excellent 2 = Good 3 = Fair 4 = Poor 5 = No commitment

8. What was your impression of the theme of the conference?..... 1
..... 2
..... 3
..... 4
..... 5
9. How would you rate the lecture presentations? 1
..... 2
..... 3
..... 4
..... 5
10. What was your view of the grantsmanship workshop? 1
..... 2
..... 3
..... 4
..... 5
11. How would you rate the publishing workshop? 1
..... 2
..... 3
..... 4
..... 5

1 = Excellent 2 = Good 3 = Fair 4 = Poor 5 = No commitment

12. What were your feelings about the Chicago field trip? 1
..... 2
..... 3
..... 4
..... 5
13. How would you rate your experience with PLATO? 1
..... 2
..... 3
..... 4
..... 5
14. What was your view regarding the usefulness of IRIS? 1
..... 2
..... 3
..... 4
..... 5
15. Rate the computer assisted bibliography. 1
..... 2
..... 3
..... 4
..... 5
16. How would you evaluate the Social Science Grant Laboratory? 1
..... 2
..... 3
..... 4
..... 5

1 = Excellent 2 = Good 3 = Fair 4 = Poor 5 = No commitment

17. What was your view of the housing accommodations? 1

..... 2

..... 3

..... 4

..... 5

18. How would you rate the food? 1

..... 2

..... 3

..... 4

..... 5

19. How adequate were the meeting facilities? 1

..... 2

..... 3

..... 4

..... 5

Answer the following questions in the space provided.

20. What needs to be done to improve social science research at
historically Black colleges?

21. What is your evaluation of the strengths and weaknesses of this
Institute?

22. Were your expectations met? Did you accomplish all your objectives?

The INSTITUTE VOICE:

TAIFSSFAHBC/

Afro American Studies
and Research Program
University of Illinois
Champaign-Urbana

June 22, 1981

Issue #1

This is the first issue of The INSTITUTE VOICE. It is being published to provide Institute participants with necessary administrative and logistical information and to provide a vehicle for participants to share information with their fellow co-researchers (co-participants and Institute staff). The INSTITUTE VOICE will be distributed each morning, based on material submitted the day before by a 4:00 p.m., deadline. Everyone is welcome to submit signed and unsigned material.

* * * * *

Stipend checks will be available TODAY at 2:00 p.m. Participants should gather in the lobby of ISR at 1:30 to pick up the checks at Coble Hall B6 at 2:00 p.m.

* * * * *

Beginning Monday, June 22, The Institute staff will provide shuttle service three times daily from ISR to campus research units. The shuttle will leave ISR at 1:00 p.m., 3:00 p.m., and 6:00 p.m.

* * * * *

In response to requests, typewriters are now available to be checked out on a 24 hour basis beginning each day at 1:00 p.m. Each typewriter can be checked out in the lobby of ISR from Ms. Fleda Jackson.

* * * * *

University of Illinois press has set up a display for the Institute of their recent titles dealing with the Black Experience. Institute participants can order any University of Illinois press title and receive a 30% discount. Order plus cash must be given to Ms. Fleda Jackson by Wednesday noon in order to have the books delivered by Friday noon.

* * * * *

Beginning Monday evening at 7:30 p.m. there will be an open forum for Institute participants and staff to present ideas (through Thursday). Each speaker will have 10 minutes for presentation and 20 minutes for discussion.

* * * * *

IMPE passes are available from Ms. Jackson. Some have slipped away. Where?

* * * * *

LET'S GET THE ARTICLES MOVING!

The INSTITUTE VOICE:

TAIFSSFAHBC/

Afro American Studies
and Research Program
University of Illinois
Champaign-Urbana

June 23, 1981

Issue #2

Flash! The Institute is experiencing a democratic movement. Participants are voluntarily meeting for 2 hours every evening to report on their research, especially on theoretical issues and research design. This is an unprecedented move in the history of the Institute. Tonight the issue is "Power and Change." See you there. Seminar Room, ISR, 7:30 p.m. (GAM)

* * * * *

SCHOLARS STUDYING BLACK AMERICANS

Scholars from Black colleges and universities are meeting at the University of Illinois to survey research on social change in the lives of black Americans.

Twenty-three scholars in the social sciences and related fields are participating in the Third Summer Institute for Social Science Faculty at Historically Black Colleges and Universities. The 13-day Institute ends June 26.

The institute is sponsored by the Committee on Institutional Cooperation, a consortium of Big Ten universities and the University of Chicago, and is supported by Lilly Endowment Inc. Professor Gerald A. McWorter, director of the UI Afro-American Studies and Research Program, is director of the institute. Participants are touring UI research facilities, attending lectures and discussions, and conducting research. (News Gazette, June 21, 1981)

* * * * *

DON'T MISS THIS BOOKSTORE -- ACRES OF BOOKS -- LOCATED NEXT TO THE MOVIE THEATERS ON GREEN STREET. NEW AND USED BOOKS ARE ALL AVAILABLE AT HALF THE COVER PRICE. EXAMPLE, CORE: A STUDY IN THE CIVIL RIGHTS MOVEMENT - COVER PRICE: \$5.95, SALE PRICE: \$3.00 (NEW). LARGE AFRO-AMERICAN SECTION. (JVM)

* * * * *

TOUR

The University of Illinois Archivist has agreed to conduct a tour of the university archives. Persons interested in historical research might find this useful. Contact Glen Jordan if interested. (GAM)

* * * * *

WE NEED YOUR IDEAS, SUGGESTIONS,
ETC. SUPPORT THE VOICE.

* * * * *

The INSTITUTE VOICE:

TAIFSSFA-HBC

Afro American Studies
and Research Program
University of Illinois
Champaign-Urbana

June 24, 1981

Issue #3

EVALUATION SURVEY

Results of the survey taken June 15th. Everyone (20 of 20) expected to improve research skills, to obtain valuable material to help in research, to get significant work done, and to be intellectually stimulated. Nineteen of twenty expected to get information on grantsmanship, eighteen of twenty expected to use the Institute for positive networking, and sixteen of twenty expected their Institute work to lead to publishing an article. There remains two and one-half days left to finally accomplish their expectations.

+ + + + +

1980 CENSUS

The Illinois Council for Black Studies has provided a positive model for combining politics and science. Black People and the 1980 Census is proceedings from a very important conference. This volume should be useful for teaching research methods and for research that requires the use of census data. See Ron Bailey for further information.

+ + + + +

BOOKS

Please return books from the University of Illinois Library or Institute (McWorter, etc.) to the Afro-American Studies and Research Program Office by Thursday, 5:00 p.m.

+ + + + +

TRAVEL PLANS

Contact Ms. Fleda Jackson for assistance with your exit travel plans.

+ + + + +

JUST TWO MORE DAYS! THE INSTITUTE VOICE NEEDS YOUR ARTICLES!

+ + + + +

The INSTITUTE VOICE: TAIFSSFAHBC/

Afro American Studies
and Research Program
University of Illinois
Champaign-Urbana

June 25, 1981

Issue #4

FINAL SOCIAL

PARTICIPANTS WILL MEET TONIGHT AT 7:30 IN
FRONT OF ISR. WE WILL PARTY UNTIL 10:30
AT SOME CONVENIENT LOCATION TO BE
ANNOUNCED.

+ + + + +

June 22, 1981

THE CHRONICLE OF HIGHER EDUCATION

Affirmative Action Undermines Merit in Hiring, Senators Told

WASHINGTON

Affirmative-action programs undermine the merit principle that should guide colleges in their hiring and admissions practices, and are part of "systematic educational vandalism of the university" by federal regulators, a college professor has told Congress.

Such programs "make a mockery of merit by insisting that quotas . . . based on race and sex 'guide' selection and appointments," said Miro Todorovich, professor of physics at the City University of New York.

Contention Challenged

His contention did not go unchallenged in recent Senate hearings on affirmative action held by Sen. Orrin G. Hatch, the Utah Republican who chairs the Senate Judiciary Committee's Subcommittee on Constitution.

"'Merit' factors in any society are invariably tied to the social order," said Vilma S. Martinez, president and general counsel of the Mexican American Legal Defense and Educational Fund. "Measures of merit have varied throughout history, and, virtually without exception, they have been intrinsically connected to maintaining the position of the privileged members of the particular society."

At issue in many of the arguments presented was whether "color-blind"

and "sex-blind" employment policies are enough to overcome the effects of past discrimination.

Mr. Todorovich argued that such policies were preferable to the imposition of hiring quotas and were more consistent with efforts by universities to hire the most qualified candidates.

"It is unfortunate that to a large extent the present difficulties may have originated from a spirit of implacable mistrust, which expresses itself in the belief that no group of expert academics can be trusted to be fair to women and minorities," said Mr. Todorovich, who is chairman of University Centers for Rational Alternatives, a group of professors who organized in the late 1960's to fight campus radicalism.

William T. Coleman, chairman of the N.A.A.C.P. Legal Defense and Education Fund, testified, "You can't leave it to the academicians, if you go by their past record. [It] is one of insensitivity to these problems."

Mr. Coleman argued that racially neutral policies were inadequate to insure equal opportunity for blacks because they still suffered from the legacy of slavery and past discrimination.

"You can't wipe out 300 years of history overnight," he said.

Nathan Z. Dershowitz, spokesman

for the American Jewish Congress, agreed that positive efforts were needed to insure equal opportunity for minority groups.

However, he argued that the concept of affirmative action had been "perverted."

"Affirmative action has been transformed from an effort to guarantee equality of opportunity into an effort to guarantee equality of result," Mr. Dershowitz said.

Temple Program Cited

Criticizing the use of race as a criterion for employment decisions, Mr. Dershowitz advocated the development of "non-race-conscious" affirmative-action plans.

An example of such an approach, he said, is the admissions program at Temple University Law School, which has increased minority enrollment by giving special consideration to applicants' "non-scholastic achievements."

Senator Hatch has introduced a measure, S J Res 41, that would bar the establishment of numerical goals, quotas, and timetables that "make distinctions on account of race, color, or national origin."

Further hearings on the subject were scheduled late last week.

—JANET HOOK

+ + + + +

INTERVIEWS

Ms. Jackson will be conducting face to face Interviews with each of the participants regarding their feeling about the Institute. She will be contacting each of you to arrange a time for the interview.

+ + + + + + + +

SHUTTLE SERVICE

Shuttle service to the airport will begin on Friday. The times to be picked up from ISR will be 1:00 and 4:00 p.m. Other arrangements can be made on an individual basis.

+ + + + + + + +

REMEMBER TO RETURN ALL BOOKS ON LOAN!

+ + + + + + + +

Trends, College Hard Times Affect Black Studies Program

If there is a crisis in black studies in American universities and colleges, it is not isolated from higher education's fiscal uncertainties or from the hard times of the humanities in general.

But, says Gerald McWorter, chairman of the University of Illinois Afro-American Studies and Research Program, the status of race as a pressing national issue is in decline.

"The economic crisis is giving rise to a new conservatism and there is consolidation around the view that discrimination is no longer a major problem and that racists have been eliminated from the circle of leadership," he said.

"The decline in importance of race is an illusion," he said. "There's no town in America where people cannot find large, impoverished, crime-ridden black communities. It seems self-evident and perceptual."

McWorter sees a polarization of blacks along class lines, sees slowing movement toward economic parity, sees a black, stagnant underclass solidifying into a third generation of welfare recipients as "the emerging new form."

All of which has led McWorter, black studies director for two years, into an activist role to legitimize black studies in the academy.

He notes that the race variable, nearly without exception, is included in the "technical job of doing research." Any sociologist worth his salt, in other words, would consider race, just as he would consider age, education, sex, income level, religion, etc.

But the tradition and intellectual history of blacks

is a neglected area and that's, in part, why black studies should thrive in universities.

Instead, black studies is losing "lines" — faculty slots with their attached dollars. "We can't afford that," said McWorter. "I think cost-effectiveness has to be put aside for values. What the hell is this, or any, university going to be about? We're an ant on the football field. Small and not very expensive. One top physicist's salary could pay for the whole program."

According to The Chronicle of Higher Education, nearly half of the 600 black studies programs, be they departments or otherwise, which were alive — if not always well — in 1973, are gone from the scene.

William Nelson, chairman of black studies at Ohio State University, said many were designed for doom and initially were established to placate black students in the 1960s, when civil rights was a major social movement.

"The courses were set up," he told the Chronicle, "with little thought about who would determine the content and how they would be structured. And there was no concern about hiring faculty members who were really qualified to teach them. The assumption was that they would eventually be phased out, so they were programmed for failure."

The UI jumped on the black studies bandwagon in 1969, when then-Chancellor Jack Peltason named a commission to investigate Afro-American studies for this campus. Robert Eubanks led the 14-member group through its

it's academic

by Lex Peterson



first year of study and a set of recommendations that included setting up an Afro-American academic program, among other things.

Until 1974 the program remained under the wing of the chancellor's office, then was spun off to the College of Liberal Arts and Sciences. Tight money intervened in 1978, when an LAS faculty committee urged dumping the program as a separate administrative unit. But William Gerberding, Peltason's short-timer successor, said no first-rate university can do without a first-rate Afro-American studies unit, and it was spared the ax.

It's a small group — three staff positions — and McWorter said he's still learning the place. The program will face a COPE review in 1982. In the meantime, he said, he's identified the "core values of the university," and is trying to move the program in line. The core values, he said, are research, publishing, teaching and service to the campus and community. "These are the nominal rules of the game," he said, "with some prestige tacked on. I think they figured anybody from the University of Chicago (his former school) can't be all bad."

So to fit in, and make the offerings of the program both legitimate and inextricably tied to the UI's mission, he — and others

(over)

in the black studies business — are working on core courses to create a real discipline that has unity and rigor.

McWorter and Glenn Jordan, a staff associate and principle author of a \$350,000 grant application, want to hustle the curriculum development along in behalf of all Illinois higher education.

On another front, the Illinois Council for Black Studies, which McWorter co-chairs, has asked the Illinois Board of Higher Education, for \$107,000 to conduct a statewide review of all black studies, including objectives and curriculum.

Robert Wallhaus, IBHE deputy director for academic and health affairs, said some support is possible, but the full amount is not likely. The IBHE staff is expected to have a recommendation on the proposal ready for the board's July meeting.

Wallhaus met in February with the ICBS in a rather heated debate over what the ICBS saw as a dismantling of Illinois black studies. The previous July the degree program at Western Illinois University was put on a hit list of academic programs to be downgraded for reasons of expense and small enrollment. Now it appears the Board of Governors, which oversees Western, will eliminate a major but allow a minor to be used in conjunction with other disciplines.

Wallhaus supports that solution: "The problem is low enrollment but high interest by students in taking a sequence of course. The flexibility of offering black studies as a minor will accomplish a lot of things," he said. He said there will be visibility for the course offerings and more usefulness for the student in having an interdisciplinary minor paired with a major — say, business or social work — that has a marketplace.

He said the IBHE itself will not conduct a statewide program review. "Some major study ought to examine those curricular issues," he said. "But I'd like to see the scholars in the area develop it. The scholars would object if the IBHE came in and looked at it."

Even as McWorter and his colleagues worry both about the UI's program and the fate of black studies in Illinois universities, they've extended a service arm to black colleges.

Through this Friday, starting June 14, the third annual Institute for Social Science Faculty at Historically Black Colleges has been under way at the UI. It's a nuts-and-bolts affair that combines issues sessions with how-tos. The practical sessions are on using PLATO in curriculum development, how to find and get public and foundation grant money and how to publish.

The INSTITUTE VOICE

TAIFSSFAHBC

Afro American Studies
and Research Program
University of Illinois
Champaign-Urbana

June 26, 1981

Issue #5

PUBLICATION ANNOUNCEMENT

The Afro-American Studies and Research Program at the University of Illinois has an Afro-Scholar Working Papers Series. (See list in the Institute notebook) all participants are encouraged to submit completed papers (worked on in the Institute) for possible inclusion in the series. This is a nationally recognized vehicle for circulation your work and having it discussed by your colleagues. It does not preclude formal publication; on the contrary, it will enhance the possibility, and, of course, your vitae. See McWorter about this.

* * * * *

PROPOSALS

The Afro-American Studies and Research Program at the University of Illinois will be writing a proposal for funding two consortia-type arrangements for Historically Black Colleges to use the University of Illinois research facilities:

1. PLATO
2. IRIS

Please inform Fleda Jackson if you are interested in participating in this project.

* * * * *

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Final Report
CIC SUMMER INSTITUTE
FOR SOCIAL SCIENCE FACULTY
FROM HISTORICALLY BLACK INSTITUTIONS

"Current Trends and Perspectives
in Social Science Research:
Their Consequences for Black America"

Lilly Endowment, Inc. Grant #780215

June 10-23, 1979
The University of Michigan
Ann Arbor, Michigan

Prepared by
Donald R. Deskins, Jr.
Director, CIC Summer Institute

The University of Michigan
October 29, 1979

CONTENTS

	Page
Introduction	1
Goals	1
Program	2
Faculty	2
Participants	3
Evaluation	4
Final Budget	8
Concluding Remarks	8

Appendix A - Summer Institute Planning Committee	
Appendix B - Current Trends and Perspectives in Social Science Research: Their Con- sequences for Black America(program)	
Appendix C - CIC Summer Institute Faculty, 1979	
Appendix D - List of PBI Presidents and Program Directors and Sample Letter Sent	
Appendix E - Application	
Appendix F - Participants	
Appendix G - Correspondence - Notification of Acceptance, Regrets, etc.	
Appendix H - Institutions Represented by Participants	
Appendix I - Evaluation Instrument	
Appendix J - Final Budget	

INTRODUCTION

The Summer Institute on Current Trends and Perspectives in Social Science Research: Their Consequences for Black America was held in Ann Arbor, Michigan at the University of Michigan during the period of June 10-22, 1979. Planning for the institute was conducted by a committee of faculty members for the CIC membership institutions who were committed to improving the academic interaction between themselves and their colleagues at predominantly Black institutions. During the summer and fall of 1978 this group met twice in Chicago to discuss this issue and develop strategies leading towards this objective. The outcome of these deliberations was a proposal for the Summer Institute which was submitted to the Lilly Endowment, Inc. and was subsequently funded. In addition to the development of the proposal the committee also contributed to the development of the program outline, the selection of an institute director and providing lists of possible faculty members and institute participants. The membership of the Planning Committee for the Summer Institute and the CIC institutions represented are found in Appendix A.

GOALS

The goal of the Institute was to establish, stimulate and promote more regularized scholarly contact between social science faculty from the respective CIC member institutions and the historically black institutions fully recognizing the important role black institutions have played and continue to play in American higher education. The increased interaction between these respective faculties can be mutually beneficial.

Current Trends and Perspectives in Social Science Research: Their Consequences for Black America was chosen to realize the Institute's goal since this theme provided the opportunity for continuing professional development by presenting contemporary perspectives in current social science research. The exploration of recent trends in the scholarly social science literature and the relationship between the inquiry process and research design was the means chosen to realize the goal. The

Institute's content was also organized in order to maximize ways in which the participants could use what was learned in their teaching.

PROGRAM

Formal sessions were held twice daily Monday through Friday. The general aspects of the Institute's theme were covered during the morning. Current social science research and research techniques were dealt with during these sessions where methods of social science research were integrated and linked with several substantive areas. The topics discussed are found in the institute's programs (Appendix B). Most of the presentations were based upon research that is recently completed or in progress--much of which has been or is in the process of being published. An excellent example of mode of instruction used in the Institute was John Hope Franklin's presentation on "Stalking George Washington Williams, 1849-1891" which illustrated the rigorous research methodology necessary for high quality scholarly output. The tone of Professor Franklin's stimulating presentation was followed throughout the Institute's program.

FACULTY

The Institute's faculty which numbered twelve was comprised of proven scholars from the CIC institutions, three-quarters of whom had considerable teaching experience at historically black institutions. Therefore in addition to being experienced scholars they were also aware of the participants' institutional backgrounds and were able to present their topics at the proper level and with the necessary sensitivity.

These faculty (Appendix C) were all males except one. Seven of the CIC institutions were represented. There were two faculty members representing each of the following institutions: Chicago, Indiana, Michigan, Northwestern, and Wisconsin. Illinois and Michigan State were represented by one faculty member each.

Six social disciplines and one resource area were represented by this faculty: Economics (1), Sociology (3), Geography (2), History (3), Political Science (1), and the resource area, Library Science (1).

PARTICIPANTS

Summer Institute participants were first sought by contacting the nine predominantly black institutions that received Lilly Endowment, Inc. grants to improve instruction in the social sciences. The presidents and program directors from these institutions were contacted by letters which detailed the institute's goals, program, timing and which requested recommendations for prospective participants (Appendix D).

Approximately three weeks after this first request was sent out a second set of requests for participants was directed to a much wider list of predominantly black institutions. Throughout this recruitment process, candidates recommended by the Summer Institute Planning Committee were also received.

Nearly sixty applications were received (Appendix E). Twenty-five participants were selected and twenty-three arrived for the Institute (Appendix F). The appropriate correspondence sent to each participant is found in Appendix G.

Once received the applications were reviewed and the selection process drew first from the institutions that were Lilly grant recipients (PBI) and then the applicants from the other institutions were screened. During this process there was an attempt to insure that women were represented as well as a wide range of schools once the PBI's were represented. Finally, an attempt was made to cover a wide spectrum of social science disciplines. A range in ages among the participants was sought with a slight preference toward those who had been teaching less than five years.

In summary then, seven of the twenty-three Institute participants were from the five PBI schools (Appendix H). Nearly forty percent of the participants were women. The group had two white participants and a median age of 31 years ranging from 24 to 65 years. Sixty-one percent of the participants hold Ph.D. degrees with another 22 percent at the doctoral candidacy stage. The participants by discipline were distributed as follows: Anthropology (1), Sociology (4), History (4), Political Science (8), Psychology (3), Urban Planning (1) and Social Science (2). The median years of teaching experience for this group was five years and ranged from one to twenty-five years.

EVALUATION

An instrument was used to evaluate the Summer Institute which had five open-ended questions. The results are as follows:

Question 1, "How successful was the Institute?" elicited 23 responses and the range of answers are distributed as follows:

unsuccessful	not very successful	moderately successful	successful	very successful
-	-	2 (9%)	10 (43%)	11 (48%)

The results clearly indicate that 91% of the participants thought the institute successful and benefited by it.

Question 2, "How adequate were the facilities and the accommodations?" The responses to this question are divided into three sub-categories: (a) academic facilities (b) living quarters and (c) food services.

(a) Academic facilities

totally inadequate	inadequate	adequate	very adequate	excellent
-	-	1 (25%)	1 (24%)	2 (50%)

(b) Living quarters

<u>totally</u> <u>inadequate</u>	<u>inadequate</u>	<u>adequate</u>	<u>very adequate</u>	<u>excellent</u>
-	1 (5%)	8 (36%)	6 (27%)	7 (32%)

(c) Food services

<u>totally</u> <u>inadequate</u>	<u>inadequate</u>	<u>adequate</u>	<u>very adequate</u>	<u>excellent</u>
-	-	4 (19%)	3 (14%)	14 (67%)

Not many of the participants responded to the first part of the question. Of the few responses all thought that the academic facilities were adequate.

Nearly all the respondents (22) commented on the dormitories. One thought them to be inadequate. Another 36% thought them to be adequate and an additional 59% viewed them as ranging between very adequate and excellent.

Food services received an overwhelming endorsement for its excellence where 67% of the respondents thought the food excellent, 14% very adequate, and another 19% adequate.

Question 3, "Suggestions for Improvement" Although the majority of the participants (91%) thought the Institute successful, there were suggestions for improvement. The results of the responses to this question are listed by the number of responses for each area cited:

- No suggestions	1
- Need more representative historians	1
- Women should be represented	1
- Provide an advance reading list	6
- More participant involvement in discussions	2
- More concentration on resource techniques	2
- More discussion(special interest group)	5
- Shorter time for Institute	2
- More informal evening sessions	2

- Fewer lectures 1
- House both faculty & participants together 2
- Provide work assignment with library tasks 3
- Provide sessions on proposal preparation 4

These data suggest that the Institute program could be improved by 1) providing reading lists in advance, 2) providing more special interest groups sessions, and 3) providing a session on proposal preparation.

Question 4, "Should the Institute be Continued?" The unanimous response to this question was "yes" and some of the reasons for the answer suggest that many of the Institute's objectives were realized. Following are the various reasons for the answers given by the participants:

- Provides opportunity to convey ideas
- Contact with other black colleagues was beneficial
- Promoted the exchange of ideas between black scholars at black schools, and black scholars at white schools
- Big Ten policies became known
- Exchange of ideas about research topics, issues in the social science field need to be updated
- Brought together social scientists of varied backgrounds
- Exposed individuals to scholars on an informal basis
- Interplay with particular interest
- Helpful hints such as "politics of how to make it in academia"
- Exemplified the behavioralist approach in doing research
- Opportunity to establish communication networks in area of interest
- Served as a motivator to actively pursue research
- Permits scholarly dialogue
- June was an excellent time for holding the Institute
- Stimulating, opportunity to engage in a community of scholars

- Very informative content
- Introducing current trends is a necessity for better teaching
- Beneficial to bring same group back in a year to plan a project
- New concepts, ideas, information shared

Question 5, "General comments on the Institute" Following are examples of these comments all of which indicate that participants found the Institute beneficial.

- Found this an interesting and stimulating experience and the U of M campus and Mosher-Jordan management seemed to make a sincere effort "beyond the call of duty"
- Thanks for your insightfulness! Do it again.
- Have ISR here at Michigan more involved in the future (or similar research oriented organizations.
- A few half-day sessions should be scheduled so that participants can utilize library and research facilities which may be available at the host institutions.
- Would like to see extensive follow-up of a proposed research project.
- Project director went above and beyond the call of duty in terms of extending hospitality.
- Thanks for inviting me to participate in this scholarly experience, which is invaluable to my professional development.
- It has been an enjoyable experience for me.
- Thursday evening at the Deskins was excellent.
- I plan to share this information with my departments and faculty in the College of Arts and Sciences. We shall inform you of the specifics, by letter, of our use of the materials.
- In that this was the first year of the CIC Institute, I feel that it was a great success. I have benefited tremendously.
- I appreciate the conference. Perhaps I can serve as a speaker one day!
- Hopefully this will be an ongoing program for minority institutions.

The evaluation instrument (Appendix I) responses clearly indicate that the program was successful. The suggestions for improvement are useful and should be accommodated in future institutes. Although it was not planned it was necessary to arrange activities over the weekend. The adjustment in schedule was made and commented on favorably by the participants.

On a personal basis I have been in contact with several members of the Institute commenting on their papers and suggesting where they might be published. This contact is further evidence that the goals of the Institute are being realized.

BUDGET

The budget summary is enclosed as Appendix J. The total expenditures totaled \$37,198.87, leaving an unexpended balance of \$1,926.13. Included in the expenditures is \$1,000.00 for an evaluation meeting of the committee which has not yet taken place.

CONCLUDING REMARKS

As Director of the Summer Institute I wish to express my appreciation to the Lilly Endowment, Inc. for supporting this program which successfully realized its goal. The participant evaluations and the informal comments by the Institute's faculty and the University of Michigan officers share this consensus.

APPENDIX A

Planning Committee for Summer Institute for Social Science Faculty from Predominantly Black Institutions

The University of Chicago

Dr. Dolores Norton
School of Soc. Service Adm.
969 East 60th Street
Chicago, IL 60637
(312) 324-4736

University of Illinois at Urbana-Champaign

Dr. Michael B. Preston
Political Science Dept.
398 Lincoln Hall
Urbana, IL 61801
(217) 333-9356

University of Illinois at Chicago Circle

Dr. Twiley Barker
Political Science Dept.
Box 4348
Chicago, IL 60680
(312) 996-8660

Indiana University

Dr. William Wiggins
Afro-American Studies
Memorial Hall East, Rm. 26
Bloomington, IN 47401
(812) 337-2537

The University of Michigan

Dr. Donald R. Deskins, Associate Dean
Horace H. Rackham School of Grad. Studies
Ann Arbor, MI 48109
(313) 764-9477

The Ohio State University

Dr. William E. Nelson, Jr.
Dept. of Black Studies
Columbus, OH 43210
(614) 422-3700

Michigan State University

Dr. Harry Reed
Dept. of History
318 Morrill Hall
East Lansing, MI 48824
(517) 353-9475

Northwestern University

Dr. Sterling Stuckey
Department of History
College of Arts & Sciences
Harris 201-C
Evanston, IL 60201
(312) 492-3154

Purdue University

Dr. Darlene Hine
Department of History
West Lafayette, IN 47907
(317) 463-5682

The University of Wisconsin --Madison

Dr. Franklin D. Wilson
Center for Demography and Ecology
Social Science Building
Madison, WI 53706
(608) 262-2182

The University of Wisconsin --Milwaukee

Dr. Harold Rose
Department of Urban Affairs
Milwaukee, WI 53209
(414) 963-4751

APPENDIX B: Program

CURRENT TRENDS AND PERSPECTIVES
IN SOCIAL SCIENCE RESEARCH:
THEIR CONSEQUENCES FOR BLACK AMERICA

June 10-22, 1979

The University of Michigan
Ann Arbor, Michigan

The Summer Institute is Funded by the
Lilly Endowment, Inc. and is organized through
the Committee on Institutional Cooperation.

June 10, 1979, Sunday

Regency West, Campus Inn

6:30-7:30 p.m. Cocktails
7:30-8:15 p.m. Dinner
8:15-8:30 p.m. Introduction of Guests

Donald R. Deskins, Jr., Institute Director
Associate Dean, Graduate School
The University of Michigan

Welcome

Allan F. Smith, Interim President of the University

8:30-9:30 p.m. Opening Address

"Stalking George Washington Williams, 1849-1891"

John Hope Franklin
The University of Chicago

June 11, 1979, Monday

West Conference Room, Rackham

9:00-10:00 a.m.

Direct Observation in Atlanta, An Experiment to Develop a
Linked Research-Teaching Strategy.

Donald R. Deskins, Jr.
The University of Michigan

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

Current Perspectives on Race Relations Research

Edgar Epps
The University of Chicago

11:45-1:15 p.m. Lunch

1:15-2:30 p.m.

Anatomy of a Research Project

Harold M. Rose
The University of Wisconsin/Milwaukee

2:30-3:00 p.m. Afternoon Break

3:00-4:30 p.m.

Interest Group Discussions

- Donald R. Deskins, Jr.
- Edgar Epps
- Harold M. Rose

June 12, 1979, Tuesday

West Conference Room, Rackham

8:45-10:00 a.m.

The Status of Research on Education as it Affects Black America

Edgar Epps

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

The Economic Status of Black America

Marcus Alexis
Northwestern University

11:45-1:15 p.m. Lunch

1:15-2:30 p.m.

A Description of Library Resources Available at the University
Relative to the Institute's Topics

Gwen Cruzat
The University of Michigan

Economic Conditions in Urban Black Communities

Marcus Alexis

2:30-3:00 p.m. Afternoon Break

3:00-4:30 p.m.

Interest Group Discussions

- Marcus Alexis
- Edgar Epps
- Harold M. Rose

June 13, 1979, Wednesday

West Conference Room, Rackham

8:45-10:00 a.m.

Black Suburbanization; Access to Improved Quality of Life
or Maintenance of the Status Quo?

Harold M. Rose

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

Some Reflections on New Opportunities and Challenges for
Social Scientists in Historically Black Colleges and
Universities

Joseph T. Taylor
Indiana University

11:45-1:15 p.m. Lunch

1:15-2:30 p.m.

Urbanization, Residential Mobility and Changing City Structure;
Its Consequences for Black Americans

Donald R. Deskins, Jr.

2:30-3:00 p.m. Afternoon Break

3:00-4:30

Interest Group Discussions

-Edgar Epps
-Harold M. rose
-Joseph T. Taylor

June 14, 1979, Thursday

West Conference Room, Rackham

8:45-10:00 a.m.

Impact of School Desegregation on Student Personality and
Self Assurance

Edgar Epps

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

The Research Role of the Social Scientist in School
Desegregation Cases--Panel Discussion

-Edgar Epps

-Harold M. Rose

-Joseph T. Taylor

11:45-1:15 p.m. Lunch

1:15-2:30 p.m. .

Presentation of Current Research by Selected Participants

2:30-3:00 p.m. Afternoon Break

3:00-4:30 p.m.

Interest Group Discussion

-Edgar Epps

-Harold M. Rose

-Joseph T. Taylor

June 15, 1979, Friday

West Conference Room, Rackham

8:45 -10:00 a.m.

The Local Environment as a Laboratory for Social Science Inquiry

Donald R. Deskins, Jr.

Harold M. Rose

Edgar Epps

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

The Local Environment as a Laboratory of Social Science
Inquiry (continuation)

11:45-1:15 p.m. Lunch

1:15-2:30 a.m. Open Topic

Remainder of Afternoon Free Time

June 18, 1979, Monday

West Conference Room, Rackham

8:45-10:00 a.m.

Folklore in the Study of Black Life

William H. Wiggins
Indiana University

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

The Role of Folklore in History

Sterling Stuckey
Northwestern University

11:45-1:15 p.m. Lunch

1:15-2:30 p.m.

Current Trends in Urban and Black Politics

Michael P. Preston
University of Illinois/Urbana

2:30-3:00 p.m. Afternoon Break

3:00-4:30 p.m.

Interest Group Discussion

-Michael Preston
-Sterling Stuckey
-William H. Wiggins

June 1, 1979, Tuesday

West Conference Room, Rackham

8:45-10:00 a.m.

Folklore and Religion: The Black Churches
Continued Social Importance for Urban Blacks

William H. Wiggins

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

Examples of Current Historical Research on Black America
Sterling Stuckey

11:45-1:15 p.m. Lunch

1:15-2:30 p.m.

A New Way of Conceptualizing and Researching the Black Community
Harry A. Reed
Michigan State University

2:30-3:00 p.m. Afternoon Break

3:00-4:30 p.m. Interest Group Discussion

-Harry A. Reed
-Sterling Stuckey
-William H. Wiggins

June 20, 1979, Wednesday

West Conference Room, Rackham

8:45-10:00 a.m.

Examples of Current Historical Research on Black
America (continuation)

Sterling Stuckey

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m.

Folklore and Religion (continuation)

William H. Wiggins

11:45-1:15 p.m. Lunch

1:15-2:30 p.m.

Open Topic

2:30-3:00 p.m. Afternoon Break

3:00-4:30 p.m. Interest Group Discussion

- Harry A. Reed
- Sterling Stuckey
- William H. Wiggins

June 21, 1979, Thursday

West Conference Room, Rackham

8:45-10:00 a.m. Black Writers in Light of the Folklore Found in
Their Writings

William H. Wiggins

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m. The "Declining Significance of Race" and the Illusion
of Economic Progress among Blacks

Franklin D. Wilson
University of Wisconsin/Madison

11:45-1:15 p.m. Lunch

1:15-2:30 p.m. The "Declining Significant of Race" (continuation)

Franklin D. Wilson

2:30-3:00 p.m. Afternoon Break

3:00-4:30 p.m. Interest Group Discussions

-Donald R. Deskins, Jr.
-William H. Wiggins
-Franklin D. Wilson

June 22, 1979, Friday

West Conference Room, Rackham

8:45-10:00 a.m. The Future of Folklore in the Research on Black America

William H. Wiggins

10:00-10:30 a.m. Morning Break

10:30-11:45 a.m. Migration and Status Attainment; The Beginning of a
Research Project

Franklin D. Wilson

11:45-1:15 p.m. Lunch

APPENDIX C

CIC SUMMER INSTITUTE

Faculty, 1979

Marcus Alexis
Dept. of Economics
Northwestern University
Evanston, IL 60201

Donald R. Deskins, Jr.
Associate Dean
Rackham School of Graduate Studies
University of Michigan
Ann Arbor, MI 48109

Edgar Epps
Department of Education
University of Chicago
5835 Kimbark Avenue
Chicago, IL 60637

John Hope Franklin
University of Chicago
5805 Blackstone Avenue
Chicago, IL 60637

Michael Preston
Political Science Dept.
University of Illinois at Urbana/Champaign
398 Lincoln Hall
Urbana, IL 61801

Harry Reed
Department of History
318 Morrill Hall
Michigan State University
East Lansing, MI 48824

Franklin D. Wilson
Center for Demography & Ecology
Social Science Building
University of Wisconsin
Madison, WI 63706

Harold M. Rose
Department of Urban Affairs
Univ. of Wisconsin/Milwaukee
Milwaukee, WI 53209

Gwendolyn Cruzat
School of Library Science
The University of Michigan
Ann Arbor, MI 48109

Sterling Stuckey
Department of History
Harris 201-C
Northwestern University
Evanston, IL 60201

Joseph T. Taylor
Indiana University
1219 W. Michigan
Indianapolis, IN 46202

William Wiggins
Memorial Hall East, Rm. 26
Indiana University
Bloomington, IN 47401

APPENDIX D

THE UNIVERSITY OF MICHIGAN

HORACE H. RACKHAM
SCHOOL OF GRADUATE STUDIES
ANN ARBOR, MICHIGAN 48109

OFFICE OF THE DEAN

Attached you will find information describing a Summer Institute for Social Science Faculty at Historically Black Colleges and Universities, funded by the Lilly Endowment, Inc., and scheduled to be held at the University of Michigan during the period June 10-23, 1979. You are already familiar with the Lilly Endowment's PBI programs for improving instruction in the social sciences since your institution has received a grant from the Endowment for this purpose. The Summer Institute has similar goals and is designed to supplement PBI programs by providing additional opportunities for faculty members from your institution to participate. I have forwarded a detailed set of materials to the PBI Program Director on your campus.

We look forward to having faculty members from your institution participate and your endorsement of this program will be greatly appreciated.

Sincerely yours,

Donald R. Deskins, Jr.
Associate Dean

DRD:mbg

APPENDIX D

THE UNIVERSITY OF MICHIGAN

HORACE H. RACKHAM

SCHOOL OF GRADUATE STUDIES

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We look forward to having faculty members from your institution participate and your endorsement of this program will be greatly appreciated.

Sincerely yours,

Donald R. Deskins, Jr.
Associate Dean

DRD:mbg

THE UNIVERSITY OF MICHIGAN
HORACE H. RACKHAM
SCHOOL OF GRADUATE STUDIES
ANN ARBOR, MICHIGAN 48109

OFFICE OF THE DEAN

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We look forward to having interested faculty members from your institution participate and your endorsement of this program will be greatly appreciated. If there are interested departments or faculty members, please route the attached material to them.

Sincerely yours,

Donald R. Deskins, Jr.
Associate Dean

DRD:mbg

THE UNIVERSITY OF MICHIGAN

HORACE H. RACKHAM

SCHOOL OF GRADUATE STUDIES

ANN ARBOR, MICHIGAN 48109

OFFICE OF THE DEAN

Dear

It is a pleasure to inform you that the Summer Institute for Social Science Faculty at Historically Black Colleges and Universities is scheduled to be held in Ann Arbor, Michigan, at the University of Michigan for a two week period during June 10-23, 1979. This institute will be held under the auspices of the Committee on Institutional Cooperation, a consortium of universities (University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Purdue University and the University of Wisconsin.) and is funded by a grant from the Lilly Endowment, Inc.

The goal of the institute is to establish, stimulate and promote a more regularized scholarly contact between social science faculty of the CIC member institutions and historically black institutions. The CIC member institutions fully recognize the important role that historically black institutions have played and continue to play in American higher education and believe that increased interaction between the faculties of the respective sets of institutions can be mutually beneficial.

To realize this goal at the summer institute, the theme "Current Trends and Perspectives in Social Science Research: Their Consequences for Black America" was chosen to provide the opportunity for continuing professional development by presenting contemporary perspectives in current social science research. This will be achieved by exploring the following: (1) recent trends in scholarly social science literature, and (2) the relationship between the inquiry process and research designs. The content of the institute will be framed in order to maximize ways in which the participants can utilize what is learned at the institute in their teaching.

Formal sessions of the institute will be held twice daily Monday through Friday. Morning sessions will deal with different aspects of the general theme. During these sessions the uses of current social science research and research techniques in dealing with a number of current social problems will be explored. The presentation at these sessions will integrate discussion about the methods of social science research and link them to several substantive areas that will form the basis of the afternoon laboratory and discussion sessions. Among the topics to be discussed in the afternoon sessions are: Black Culture/Black Consciousness, Special Topics in Urban Studies (including housing, crime, employment, population movement, urban politics and education for minorities), the local community as a research laboratory,

Innovative teaching in the social sciences and grantsmanship.

The Institute faculty will make every effort to assist the participants with their research projects or individualized reading programs.

Accommodations will be available in University housing and each participant will be provided with a stipend of \$300 for the two week period. In addition room and board and transportation costs will be covered.

Your assistance is requested to help identify prospective participants that will benefit from this program. It would be appreciated if you would have this program announced on your campus and have interested individuals fill out the enclosed information sheets and return them to Dr. Donald R. Deskins, Jr., The University of Michigan, 164 Rackham, Ann Arbor, Michigan 48109 by March 20 1979 so that final selection of participants can be made.

Sincerely,

PBI Program Director

President

- | | | |
|-----------------------------|---|-------------------|
| 1. Anderson, David R., | Assistant Professor Social Science
Bethune-Cookman College
Daytona Beach, Florida 32015 | Oswald P. Bronson |
| 2. Kronley, Robert A., | Associate Professor
Political Science
Clark College
Atlanta, Georgia 30314 | Elias Blake, Jr. |
| 3. Carrie McHenry | Director Urban Studies Program
Dillard University
New Orleans, Louisiana 70122 | Sam Cook |
| Florin Cash | Acting Chairman
Division of Social Sciences
Dillard University
New Orleans, Louisiana 70122 | " |
| 4. Phillips, Ivory P. | Department Head
Social Science
Jackson State University
Jackson, Mississippi 39217 | John A. Peoples, |
| 5. Brown, Jr., Prince | Associate Professor
Sociology
Knoxville College
Knoxville, Tennessee 38126 | Rutherford H. Ad |
| 6. James Margaret Elizabeth | Chairman
Division of Social Science
LeMoyne-Owen College
Memphis, Tennessee 38126 | Walter L. Walker |
| 7. Johnson, Tobe | Professor
Political Science
Morehouse College
Atlanta, Georgia 30314 | Hugh M. Gloster |
| 8. Arafe, Thomas Wiles | Acting Chairman
Division of Social & Behavioral Sciences
Rust College
Holly Springs, Mississippi 38635 | William A. McMi |
| 9. Wilde, James H. | Chairman Division of Social Sciences
Voorhees College
Denmark, South Carolina 29042 | George B. Thoma |

APPENDIX E - APPLICATION FORM

Application For Participation

Summer Institute
The University of Michigan
June 10-23, 1979
Current Trends and Perspectives in Social Science Research:
Their Consequences for Black America
Committee on Institutional Cooperation
Funded by
Lilly Endowment, Inc.

1. Name							
Mr.	Ms.	last	first	middle			
(circle one)							
2. Residential Address (See		no. & street		Phone		area	number
		city	state	zip code	or country if not USA		
3. School or Institution Where Employed.		name of school or inst.		(1) <input type="checkbox"/> Public	Phone:		
				(2) <input type="checkbox"/> Non-public	area	number	
		city	state	zip code			
4. (1) <input type="checkbox"/> Male		Date of Birth		19	Social Security Number		
(2) <input type="checkbox"/> Female		mo	day	yr			
5. Major Assignment (check only one)		(4) <input type="checkbox"/> Administration		(7) <input type="checkbox"/> Student			
(1) <input type="checkbox"/> Teaching		(5) <input type="checkbox"/> Research		(8) <input type="checkbox"/> Other (Please specify)			
(2) <input type="checkbox"/> Pre-teaching		(6) <input type="checkbox"/> Mass Media					
(3) <input type="checkbox"/> Supervision							
6. Major Subject-Matter Responsibility							
7. Number of Years of Teaching Experience		(1) College Level		(2) Secondary Level		(3) Elementary Level	
8. Highest Degree Earned:		(1) <input type="checkbox"/> No degree		(2) <input type="checkbox"/> Bachelor's		(3) <input type="checkbox"/> Master's	
		(4) <input type="checkbox"/> Doctor's					

9. Bachelor's Degree	granting institution	year	major field

10. Highest Degree Beyond Bachelor's	granting institution	year.	major field

present or last position first.) (Add separate sheet if necessary.)		
DATES	EMPLOYER	NATURE OF ACTIVITY

Institution	School or Department	Years		Degree	Major Subject	Minor Subject(s)
		From-	To-			

(a) _____

(b) _____

(c) _____

(a) _____
(b) _____
(c) _____

[illegible]

16. Signature _____

Return to: .

APPENDIX F

Participants - CIC SUMMER INSTITUTE, June 10-22, 1979

<u>Name</u>	<u>Address</u>
Annie Barnes Norfolk State College	1029 Dulcie Ave. Virginia Beach VA 23455
Marguerite Bryan Xavier University	7440 Eastmore Rd. New Orleans, LA 70126
John Cranston Rust College	c/o Michael Green Kilton Road West Canaan, NH 03741 (through 8/28/79)
Roy DeBerry Mississippi Industrial Coll.	4154 Rainwood Dr. #1 Memphis, TN 38116
Cynthia Griggs Fleming Morehouse College	6-A Tree View Dr. Decatur, GA 30038
Rhoda E. Johnson Tuskegee Institute	303 Parker Ave. Tuskegee Institute, AL 36088
Murel M. Jones, Jr. Virginia State Univ.	1032 Augusta Ave. Petersburg, VA 23803
Oliver Jones, Jr. Rust College	3740 Durrand #5 Memphis, TN 38118
Franklin Jefferson Jackson State Univ.	Rt. 1, Box 33-D Madison, MS 39110
Issac Lowe Morehouse College	4723 Baum Blvd., Apt. P-1 Pittsburgh, PA 15213
William McIntosh Grambling State Univ.	Box 242 Grambling, LA 71245
Wallace McMichael Virginia State Univ.	15808 Tinsberry Pl. Colonial Heights, VA 23834
Alfred E. McWilliams Mississippi Industrial Coll.	Miss. Industrial College Holly Springs, MS 38635
Freddie L. Parker No. Carolina Central Univ.	311 S. LaSalle St. #37-A Durham, NC 27705
Betty L. Plummer U. of Arkansas at Pine Bluff	1128 8th Street, NE Washington, DC 20002

Gregory E. Price
Texas Southern

Jeanne M. Stahl
Morris Brown College

Joseph Stone
Mississippi Industrial Coll.

Marva V. Strickland
Grambling State University

Sandra Taylor
Talladega College

Sandra C. Vaughn
LeMoyne-Owen College

Carroll Wiltz
Dillard University

Fred Lindsey
Morgan State University

12800 Dunlap #806
Houston, TX 77085

296 Candler St. NE
Atlanta, GA 30307

Miss. Industrial College
Holly Springs, MS 38635

643 Lyric Way, NW
Atlanta, GA 30318

Rt. 6, Box 37
Chatham, VA 24531

1053 Monticello Drive
Memphis, TN 38107

3598 Virgil Blvd.
New Orleans, LA 70122

P.O. Box 55, Adm. Bldg.
Howard University
Washington, D.C. 20059

THE UNIVERSITY OF MICHIGAN

HORACE H. RACKHAM
SCHOOL OF GRADUATE STUDIES
ANN ARBOR, MICHIGAN 48109

OFFICE OF THE DEAN

May 7, 1979

I am pleased to notify you that your application for attendance at the CIC Summer Institute on Current Trends and Perspectives in Social Science Research to be held at the University of Michigan June 10-23, 1979, has been accepted. Full information concerning housing, transportation, and the details of the institute will be sent to you shortly.

Please notify me immediately if you are still able to attend. There was considerable competition for the available places at the institute, and we would like to be certain of full participation. Again, congratulations on your acceptance.

Sincerely,

Donald R. Deskins, Jr.
Associate Dean

DRD:mbg

THE UNIVERSITY OF MICHIGAN
HORACE H. RACKHAM
SCHOOL OF GRADUATE STUDIES
ANN ARBOR, MICHIGAN 48109

OFFICE OF THE DEAN

May 9, 1979

A large number of outstanding individuals submitted applications for the twenty-five openings for the CIC Summer Institute on Current Trends and Perspectives in Social Science Research to be held at the University of Michigan, June 10-23, 1979. I regret to inform you that your application was not among those accepted. However, you are on the list of alternates. We expect to notify all alternates at least two weeks before the start of the institute if unexpected spaces should open.

Thank you for your interest in the institute. We wish you continued success in your academic endeavors.

Sincerely,

Donald R. Deskins, Jr.
Associate Dean

DRD:mbg

THE UNIVERSITY OF MICHIGAN

HORACE H. RACKHAM
SCHOOL OF GRADUATE STUDIES
ANN ARBOR, MICHIGAN 48109

May 25, 1979

OFFICE OF THE DEAN

I am pleased that you will be joining us for the CIC Summer Institute "Current Trends and Perspectives in Social Science Research: Their Consequences for Black America," funded by the Lilly Endowment, Inc. The workshop will start on June 10, 1979, at the Campus Inn with cocktails from 6:30 to 7:30 followed by a dinner and an address by John Hope Franklin, John Matthews Manly Distinguished Service Professor of History, University of Chicago, who will speak on "Stalking George Washington Williams, 1849-1891". Detailed instructions on travel, housing and scheduled activities are enclosed.

It is not a prerequisite but if you are currently engaged in some research activities that you would like to share with the group, please come prepared to discuss them. The workshop is divided into two parts; a morning session where the trends in social science research will be treated along with contemporary social science methodology. Case studies will also be integrated into the morning discussions. The afternoon sessions are less formal in structure and more substantive in nature. During these sessions we will separate in small interest groups and conduct more thorough examinations of methodology and substance. An outstanding faculty has been assembled for the institute including Dr. John Hope Franklin, historian, The University of Chicago; Dr. Harold Rose, geography, University of Wisconsin, Milwaukee; Dr. Edgar Epps, sociologist, University of Chicago; Dr. Gwen Cruzat, library science, University of Michigan; Dr. Marcus Alexis, economist, Northwestern; Dr. Joseph Taylor, sociologist, Indiana University; Dr. William Wiggins, historian-folklorist, Indiana University; Dr. Sterling Stuckey, historian, Northwestern; Dr. Franklin Wilson, sociologist-demographer, University of Wisconsin, Madison; Dr. Harry Reed, historian, Michigan State University; Dr. Michael Preston, political science, University of Illinois, Dr. Donald R. Deskins, Jr., geography, University of Michigan.

We are looking forward to your arrival Sunday afternoon when we will have an opportunity to meet you before the formal program begins.

Sincerely,

Donald R. Deskins, Jr.
Associate Dean

DRD:mbg

Enclosures

CIC SUMMER INSTITUTE
The University of Michigan
June 10-23, 1979

TRANSPORTATION

Plane reservations should be made into Detroit Metro Airport

Take the Airport Limousine service (\$6) to the Michigan Union Building on the University's central campus, then take a taxi to Mosher-Jordan dormitory on Observatory Street.

Be certain to bring all cab receipts, airline ticket stubs, etc. so that reimbursement for your transportation can be processed. Contact numbers in case of emergencies--during office hours, (313)764-9477; after hours, 971-2395.

From Mosher-Jordan dormitory to the Campus Inn is approximately six city blocks walking distance; The Rackham Building in which sessions will be held is approximately five blocks from the dormitory.

HOUSING

Institute participants will be housed in Mosher-Jordan dormitory on Observatory Street. Check-in hours on Sunday are from 12 noon until 7:30 p.m. Enter by the Jordan entrance (south entrance) and go to the main desk. An informational hand-out for conference participants will be available.

If you should be driving, parking stickers (\$2 a day) can be purchased at the dormitory main desk. User's passes for the University's recreation building (swimming, etc.) are also available at the main desk--\$1 day; \$3 week. The recreation building is one block from the dormitory. (June weather in Ann Arbor may vary from cold and rainy to very hot and humid--come prepared for both.)

MEALS

Opening banquet: The Campus Inn, corner of State & Huron Streets
Cocktails, 6:30-7:30. Dinner 7:30 p.m., June 10.

Weekday cafeteria service at Mosher-Jordan is scheduled as follows:

Breakfast: 7:30-8:00 a.m.

Lunch: 12:00-12:30

Dinner: 5:30-6:00 p.m.

Saturday & Sunday: No formal breakfast--coffee & rolls available all morning.

Lunch & Dinner--Same schedule as on weekdays

INSTITUTE SCHEDULE

Morning session: 8:30 a.m. to 11:45 a.m.

Afternoon session: 1:30 to 4:30 p.m.

All sessions in The Horace H. Rackham Building, East Washington Street, in the East & West Conference Rooms, fourth floor.

APPENDIX I

CIC SOCIAL SCIENCE SUMMER INSTITUTE
ANN ARBOR, MICHIGAN
JUNE 10-22, 1979

EVALUATION *

1. How successful has the CIC Summer Institute been in familiarizing you with current social science research?
2. How adequate were the facilities and accommodations?
3. Suggestions for improvement.
4. In light of your experience at the institute, should we continue institutes like this in the future? If your response was positive list the reasons why have you taken this position.
5. Any other comments?

* The evaluation questionnaire distributed to participants was three pages long, allowing them considerable space for responses. It is compressed here for space-saving purposes.

APPENDIX H

<u>Institution</u>	<u>Number of Participants</u>
Norfolk State College	1
Xavier University	1
*Rust College	2
Mississippi Industrial College	3
*Morehouse College	2
Tuskegee Institute	1
Virginia State University	2
*Jackson State University	1
No. Carolina Central University	1
University of Arkansas-Pine Bluff	1
Texas Southern University	1
Morris Brown University	1
Grambling State University	2
Talladega College	1
*LeMoyne-Owen College	1
*Dillard University	1
Morgan State University	1
17	23

*Lilly FBI Institutions

APPENDIX J

FINANCIAL REPORT
CIC SUMMER INSTITUTE

June 10-23, 1979

Lilly Endowment, Inc. grant #780215

I. Salaries & benefits

Director: Salary	\$3,041.67	
Benefits	593.33	
Visiting Faculty		
Honoraria	4,300.00	
Travel, per diems	2,714.98	
Staff support	1,200.00	
	<hr/>	
Total, salaries and benefits		\$11,849.98

II. Support for participants (N=23)

Transportation	\$4,515.51	
Dormitories and food service	6,601.00	
Stipends	6,900.00	
Miscell. (coffee, lunch for field trip, etc.)	392.08	
	<hr/>	
Total, support for participants		18,408.59

III. Administrative and Miscellaneous Expenses

Planning meeting and other travel		
Expended	2,148.82	
Projected (evaluation meeting of committee)	1,000.00	
Administrative and secretarial support	2,400.00	
Miscellaneous administrative expenses (audio-visual rentals, telephone, supplies, xerox, etc.)	880.60	
Opening banquet	510.88	
	<hr/>	
Total, administrative expenses		6,940.30

TOTAL AMOUNT EXPENDED	\$37,198.87
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Summary:

Amount in grant	\$39,125.00
Expenditures	37,198.87
	<hr/>
Balance remaining	\$ 1,926.13

Director's Report and Evaluation

1980 CIC SUMMER INSTITUTE

for

FACULTY FROM HISTORICALLY BLACK
COLLEGES AND UNIVERSITIES

Northwestern University

Evanston, Illinois, June 22 - July 3

Submitted by

Dr. James P. Pitts

Associate Professor of Sociology

Northwestern University

Director, 1980 Institute

The 1980 CIC Summer Institute for faculty from the Historically Black Colleges and Universities, held at Northwestern University in Evanston, Illinois, addressed the theme, "The Intersection of Race and Class: Implications for Black America." This report details the extent to which the Institute met the objectives set for it by the CIC Advisory Committee, the various objectives of the faculty from the Black schools, and the ways in which race and class stratification in higher education affected the Institute process per se.

The basic assumptions, goals, and strategies of the 1980 Institute were the same as those which characterized the first CIC Summer Insititute held in 1979 at the University of Michigan. The major assumption built into the Institute is that faculty who are successful in research-focused universities have something valuable to contribute to faculty and curriculum on traditionally Black campuses. The goals of the Institute follow accordingly: 1) to encourage continuing networks among faculties in the CIC and predominantly Black schools; and 2) to offer assistance to staff in the Black schools in their efforts to strengthen social science programs there. The basic strategy is to expose Institute participants to CIC scholars, particularly Blacks, who address the Institute focus through active involvement in social science research. The expectation is that faculty from the teaching/service institutions will extract immediate instrumental as well as normative support from CIC faculty, and that some of these exchanges may result in longer lasting relationships which benefit the faculty and programs at Black schools.

The 1980 CIC Summer Institute was able to collect systematic data on the Institute process, i.e. how CIC and Black institution faculties interacted, how faculty from the Black schools interacted with each other, how they made use of facilities at Northwestern and other Chicago area institutions, and how they felt about the Institute experience. Ms. Darlene Conley, CIC Minority Fellow in the Department of Sociology at Northwestern, served as research assistant and chief "go-fer" for the Institute. Her daily observation notes, one-on-one interviews with most of the participants, and responses to a seven-page questionnaire provide data that support the expectation that most participants derive instrumental and normative benefits and that they believe that the Institute should

continue.

Organization of the 1980 Institute

Guidelines and Commitments

The basic organizational principle of the Institute is to bring together Black college faculty with diverse social science backgrounds and interests so that they can interact with a variety of CIC social scientists and make use of the research facilities at a CIC campus. The 1980 institute benefited from the experience and recommendations of the 1979 staff but nonetheless experienced some difficulties in implementing an ideal Institute process.

The theme of the 1980 Institute and its Director (and host campus) were chosen in December 1979. The CIC Advisory Committee to the Summer Institute recommended:

- 1) that there be formal presentations in the mornings of each of the Institute days, but that the afternoons be scheduled to provide for greater flexibility. The scheduling of formal afternoon activities might be best left until the participants have been selected.
- 2) that the theme of the institute and as many of the CIC faculty who will staff the institute be announced at the start of the process to recruit participants. A detailed program and any list of suggested readings or other materials should be distributed to participants as early as possible.
- 3) that part of the first day of the institute be devoted to a discussion of the backgrounds and interests of each of the participants plus what each of them wishes to accomplish during the two weeks.
- 4) that each participant either produce some form of self-evaluation or else deliver some type of progress report at the close of the institute.
- 5) that a formal procedure to evaluate the 1980 Institute be developed prior to the institute. This evaluation should involve the director, the staff, and the participants.
- 6) that the planning process involve participants from the 1979 Institute and senior scholars at historically black institutions as well as the director and members of the Committee.

The duties of the Director began during the first week of January, at least a month before the Lilly Endowment could act upon the CIC proposal for the Institute but later than the ideal starting point desired by the Advisory Committee. During the first week of January, the Director of the 1979 Institute, the Assistant Director of the CIC office, and several faculty from the Black institutions met at O'Hare International Airport in Chicago. One of the faculty had participated in the 1979 Institute, and two others were directors of Lilly Endowment social science programs on their campuses. The meeting made the following impressions upon the Director: 1) that directors of Lilly Endowment social science development programs want to see some aspects of the Institute program made especially relevant to the context of the Black campuses; 2) that faculty from the Black institutions prefer that some of the presenters are drawn from Black institutions. Black institution representatives to the meeting wanted to be sure that the generalized or "universalistic" orientation of CIC researchers could be made useful to the real needs of various local campuses with their smaller scale of resources and local constraints. They also wanted to avoid any appearance of paternalism built into the Institute process.

The Director accepted these guidelines and then made some decisions about the composition and organization of the Institute. One decision was to begin the Institute with a macro- or large-scale set of presentations concerning the position of Black Americans vis-a-vis race and class stratification in American society. This was the place to introduce the particular scholars who study the "big picture," then move to scholars who study more delimited institutional areas of daily life, such as schools, family, welfare, housing, etc. The opening set of lectures would set a common framework of data and perceptions, the rest would attempt to touch on institutional areas which appear to be close to the curriculums and vocational emphases of many Black social science programs. The Director left the O'Hare meeting also committed to two other program ingredients. First, that one of the Institute days would be specifically devoted to the subject of research and teaching within the Black institutions. Second, that full-time staff and some of the CIC lecturers would include Black women.

In addition to the Director, three other CIC faculty members were selected as full-time (one week each) staff: Professor Harold Rose of the University of Wisconsin-Milwaukee, who also served in that capacity at the 1979 institute; Professor Gerald McWorter of the University of Illinois Urbana-Champaign; and Assistant Professor Diana Slaughter of Northwestern University. Professor Slaughter was instrumental in securing a number of the presenters who dealt with research on the black family. Others who made scholarly presentations at the Institute were 11 additional CIC faculty plus a faculty member from Howard University. Faculty members from three Black institutions also participated in the day-long discussion of teaching and research at historically Black institutions. (A complete list of staff appears as Item 2 of Appendix A.)

In planning and organizing the Institute, the Director encountered a number of problems. First, the lack of a comprehensive index or compilation of minority and non-minority scholars at the CIC institutions working in areas covered by the Institute forced the Director to rely on an incomplete list of minority scholars supplied by the CIC office and the recommendations of members of the Committee. Second, both a late start and the imperfect flow of information within some of the Black institutions created some difficulties in the process of selecting the final participants. Nevertheless, the 25 participants originally selected came from a pool of about 70 applicants.

Additional problems encountered were the difficulty in getting CIC presenters to send suggestions for a list of readings to be circulated in advance and a spate of last-minute cancellations from participants who managed to get summer teaching positions or otherwise decided not to attend. The latter problem had also materialized in 1979 and will most likely continue. The problems of cancellations and last-minute substitutions necessitated some improvised changes and meant that the Institute started off less smoothly than anticipated.

Extremely late cancellations by chosen participants resulted in the inability to find a replacement for everyone,¹ and the Institute got under way with 22 instead of the desired 25 participants. As Items 3 and 4 of Appendix A indicate, the 22 participants came from 19 dif-

1. Three replacements were secured from a list of ten alternates compiled by the Director and fourth was produced through a contact with Dr. Tobe Johnson of Morehouse College.

ferent Historically Black Institutions. Seventeen of them were minorities, and 13 were male. Fourteen had doctoral degrees, nine of whom had earned them since 1975. They represented a wide range of social science fields.

The most significant problem that emerged during the Institute dealt with the unhappiness over the accommodations provided at Northwestern University. Although housed in the newest dormitory at the University, it was characterized by relatively small single occupancy rooms and a floor layout that discouraged easy social interaction.

Despite the problems associated with the housing arrangements, the morale of the Institute remained high, attesting to the high level of motivation of both the staff and the participants. As is clear from the evaluative instrument prepared by the Director and his assistant, the participants believed that most of their objectives in attending the Institute had been realized.

INSTITUTE EVALUATION

The CIC advisory committee to the Summer Institute instructed the 1980 staff to develop a plan of evaluation prior to the beginning of the Institute. The Director of the 1980 Institute decided that the best way to accomplish data collection would be to assign the task to a full-time graduate assistant who would collect both behavioral and subjective-experiential information from Institute participants and staff. What is reported here is principally drawn from a questionnaire administered to participants on the last day of the Institute. However, the content of the questionnaire (see Item 2 of Appendix B) derives from the several methods of information collection that preceded it.

We began with the evaluation report of the 1979 Institute done by the CIC evaluating committee, and the follow-up evaluation questionnaire mailed to 1979 Institute participants last autumn. The Director decided that this method of data collection should be supplemented by data collected throughout the course of the Institute as well as a greater elaboration and specificity of the questions used in the earlier questionnaire. The elaboration of the 1980 questionnaire would, in fact, be the product of information systematically collected throughout the Institute. Just prior to the Institute, research assistant Darlene Conley developed a format for one-on-one interviews with each of the participants

from the Black colleges (Item 2 of Appendix B). Throughout the first week, she interviewed virtually everyone and also collected daily field notes reporting the behavior and relevant comments of participants (and staff), the interaction networks that formed, and particularly the dissatisfactions that otherwise might not show up in a brief evaluation. The more that we learn about the imperfections in the Summer Institute the more information available to those who will plan future programs.

The tables presented in Appendix B summarize answers about five areas of concern: 1) the goals and expectations which participants brought to the Summer Institute; 2) the networks or instrumental exchanges that participants formed with Institute staff, presenters, and among themselves; 3) the participants' appraisals of the presentations; 4) the participants' appraisals of the Institute process; and 5) facilities that participants used in doing their work. The answer categories are best understood when the reader inspects the tables in conjunction with relevant parts of the questionnaire (appended to this report). For the sake of brevity, only the following comments will be offered about answer patterns.

Tables dealing with goals and expectations and facilities used show the considerable diversity of interest and professional priorities among the Institute participants. While most came because they wanted to develop contacts with other scholars, they arrived with differing agendas for how to use their time. Some were interested in research and publication, and some had been mandated by academic superiors to produce a fundable proposal that would bring programs and administrative overhead into their institutions. Many came because they wanted to engage scholars working in fields beyond their own area of competence, but a sizable minority were looking forward to engaging scholars who could assist them with specific projects. The average number of objectives reported for attending the Institute was 4.6, and ten listed 5 or more.

The types of projects that participants tended to work on were: 1) literature searches and bibliographies; 2) professional papers and/or articles; 3) research proposals; and 4) outlines for papers and/or articles. Seventeen of the 19 participants surveyed (two left the Institute early but had already been interviewed in one-on-one sessions) worked on specific projects. Nine worked on one project, eight worked on two, one worked on three, and one worked on four different projects.

Almost half of the participants (9 of 19) felt that there was not enough time provided to work on their individual projects. Most of these persons suggested that either the number of scheduled presentations be reduced or attendance be made more optional. Despite the considerable pressure created by time constraints, five participants were able to complete everything they had planned to complete, and nine others were able to finish over 75% of their projects. Only one participant reported "very little" completed on his/her project.

The responses of the participants in both the questionnaire and the one-on-one interview were overwhelmingly positive. Nonetheless, most participants had complaints of one kind or another (a few were hesitant to register them formally for fear that minor complaints would overshadow a generally positive experience), and a few went out of their way to suggest alternative experiences (as detailed below).

Many of the gripes concerned specific details. Several felt that they should have received a schedule of activities and a reading list prior to the institute. Most mentioned one or two of the scheduled presentations that they did not care for, and gripes about the various details of the dormitory arrangements at Foster-Walker were universal.

Of much greater relevance to the race and class stratification theme of the Institute was the fact that many participants were sensitive to status differences among themselves and between themselves and faculty from the CIC schools. This showed up in a number of ways. Several participants spoke privately to the Institute Director to insist that they were as "well-trained" as the CIC staff and presenters and didn't need the professional tutelage that some of the other participants might. Several participants felt that one or two of the CIC presenters were elitist, i.e. the presenter seemed to "talk down" to the participant. For example, one participant became offended when he received a noncommittal response from a noted CIC scholar whose work he had solicited for publication in a book that he expected to edit. Another participant suggested that Black professors who teach on predominantly White campuses have "abandoned the Black community."

More than one participant suggested that presenters and organizers of the Institute "do not truly understand the needs and concerns of the faculty at the Black colleges and universities." One participant described her experience at the Institute as "a situation where a person is suddenly thrust into an environment with abundant resources and given exposure

to all of these resources for a limited period of time, and then all of a sudden thrust back into her own limited environment and told to function at the same level as those in the rich environment." She felt that much of the discussion about how to get funding (several participants were inclined to bring up this subject) was not helpful since most of the participants "know about funding sources and how to write proposals. Rather what is needed is more time and contacts with persons who sit on proposal review boards." Another person argued that the sampling frames used by large survey research centers are not useful to the scholar in the Black school who is pressured by local community activists who want an immediate documentation of local exploitation. Finally, one participant surveyed all of the others to document the fact that a number of participants work in campuses which cannot even provide adequate secretarial support for those faculty who want to write grant proposals and articles.

Despite the concerted focus in this report on the imperfections in the Institute process, it is clear that the participants in both 1979 and 1980 feel that the current concept and format provide a very worthwhile experience. The director has no doubt that a similar format can be successfully implemented for 1981.

The remarks that follow regard alternative strategies for assisting social science faculty at the Black institutions which were urged upon the Director by two participants and which might be considered during 1980-81 as CIC faculty and faculty from the Black institutions consider what might be undertaken beyond June, 1981.

I. A Clearinghouse Model - A panel of CIC scholars might review research proposals and working papers from scholars in Black schools with an eye toward selecting those which seem most complementary to each other. Persons whose papers are selected would be brought together on one of the CIC campuses (with the appropriate library and faculty resources) for several days so that they can use the facilities (library, computer, etc.) and exchange ideas and information in a collegial fashion. Appropriate CIC faculty would meet with the visiting scholars but would not lecture.

II. The Sabbatical Model - Scholars from the Black schools would engage in a competition to select the several best proposals for developing curriculum ideas or doing library research. The winners would have their expenses paid so that they could spend either an academic term or a whole academic year at one of the CIC schools. Winners would

not necessarily come to the same CIC campus. The purpose would be to provide scholars from relatively poor schools the time and access to resources so that they can execute a special project.

The expected advantages to these models are: 1) diminishing the categorical visibility of scholars from the less prestigious schools vis a vis those of the CIC schools; 2) selecting persons from the Black schools on the basis of the work they are actively engaged in, rather than on other criteria such as discipline, years since the last degree, or a brief statement of purpose; 3) making CIC scholars resource persons and discussants rather than lecturers. Doubtless, there are drawbacks to these suggestions, but what is impressive is the fact that they arise from the Institute process and the commitment of Institute participants to improving resources available to social science programs in the Black schools. (At least five of the 1980 participants have volunteered to participate in early meetings to plan the 1981 Institute.)

APPENDICES

APPENDIX A. PROGRAM, STAFF, AND PARTICIPANTS

- Item 1. Program of daily sessions
- Item 2. Institute staff
- Item 3. Institute participants
- Item 4. Characteristics of Institute participants
- Item 5. Readings list distributed to participants

APPENDIX B. PARTICIPANT EVALUATIONS

- Tables I-V. Results of questionnaire distributed to participants.
- Item 1. Interview sheet
 - Item 2. Questionnaire distributed to participants

APPENDIX A, Item 1

The 1980 CIC Summer Institute

THE INTERSECTION OF RACE AND CLASS:
IMPLICATIONS FOR BLACK AMERICA

June 22 - July 3, 1980

Northwestern University
Evanston, Illinois

The Summer Institute is Funded by the
Lilly Endowment, Inc. and is organizaed through
the Committee on Institutional Cooperation

BREAKFAST: Garrett Theological Seminary begins serving at 7:30 a.m.
Norris University Center Cafeteria begins serving at 8:30 a.m.

MONDAY, JUNE 23rd, 1980

(All sessions are to be held in Room 1B of Norris Center)

9:00 - 10:15 a.m.	Introductions - Staff and Participants
10:15 - 10:45 a.m.	Morning Break
10:45 - 11:45 a.m.	"The Organization of the Institute"
11:45 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	"Race and Reconstruction" Barbara Fields The University of Michigan
2:00 - 2:15 p.m.	Afternoon Break
2:15 - 3:00 p.m.	Discussion
3:00 - 4:00 p.m.	Late Afternoon Break
4:00 - 5:00 p.m.	Guided Tour of the University Library by Timothy Johnson, African-American Reference Librarian and graduate student in History

TUESDAY, JUNE 24th, 1980

9:00 - 10:00 a.m.	"National Survey of Black Americans" James Jackson Institute for Social Research The University of Michigan
10:00 - 10:30 a.m.	Morning Break

TUESDAY, JUNE 24th cont.

10:30 - 1:30 a.m.

"National Survey of Black Americans"

James Jackson
Institute for Social Research
The University of Michigan

10:00 - 10:30 a.m.

Morning Break

10:30 - 11:30 a.m.

"National Survey of Black Americans".
continued

11:30 - 12:00 p.m.

Discussion

12:00 - 1:00 p.m.

Lunch

1:00 - 2:00 p.m.

"Black People in the 1980's Census:
Political and Economic Implications of
the Population Undercount"

Ronald Bailey
Northwestern University

2:00 - 2:15 p.m.

Afternoon Break

2:15 - 3:00 p.m.

Discussion

WEDNESDAY, JUNE 25th, 1980

9:00 - 10:00 a.m.

"Urban Growth and Development:
Implications for 1980"

Marcus Alexis
Northwestern University

10:00 - 10:30 a.m.

Morning Break

10:30 - 11:15 a.m.

"Urban Growth and Development", cont.

11:15 - 11:45 a.m.

Discussion

11:45 - 1:00 p.m.

Lunch

WEDNESDAY cont.

1:00 - 2:00 p.m.

"Community Structure and Black
Liberation: A Research Agenda for
the 1980's"

Gerald McWorter
The University of Illinois/ Champaign-
Urbana

2:00 - 2:15 p.m.

-Afternoon Break

2:15 - 3:00 p.m.

Discussion

4:00 p.m.

Trip to TIMBUKTU BOOKSTORE in Chicago

THURSDAY, JUNE 26th, 1980

9:00 - 10:00 a.m.

"Morphology of the Ghetto"
Donald R. Deskins, Jr.
The University of Michigan

10:00 - 10:30 a.m.

Morning Break

10:30 - 11:15 a.m.

"Morphology of the Ghetto", cont.

11:15 - 11:45 a.m.

Discussion

11:45 - 1:00 p.m.

Lunch

1:00 - 2:00 p.m.

"Black Professionals and Racial
Segregation in the American City"

Harold M. Rose
The University of Wisconsin/ Milwaukee

2:00 - 2:15 p.m.

Afternoon Break

2:15 - 3:00 p.m.

Discussion

FRIDAY, JUNE 27th, 1980

9:00 - 10:00 a.m.	"Research on Race and Sex Equity in the Schools"
	Cora Bagley Marrett The University of Wisconsin/ Madison
10:00 - 10:30 a.m.	Morning Break
10:30 - 11:15 a.m.	"Research on Race and Sex Equity", cont.
11:15 - 11:45 a.m.	Discussion
11:45 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	"School Desegregation, Self-Evaluation, and Achievement Orientation of Minority Children: Implications for Policy"
	Edgar Epps The University of Chicago
2:00 - 2:15 p.m.	Afternoon Break
2:15 - 3:00 p.m.	Discussion

SATURDAY, JUNE 28th, 1980

9:00 - 10:00 a.m.	"The Vulnerability of Lower Income Black Families to Social Factors Associated with Class and Race-- Implications for Childrearing"
	Diana Slaughter Northwestern University
10:00 - 10:30 a.m.	Morning Break
10:30 - 11:15 a.m.	"Vulnerability of Lower Income Black Families", cont.

SATURDAY, JUNE 29th cont.

11:15 - 11:45 a.m.

Discussion

11:45 a.m.

Break for the weekend

MONDAY, JUNE 30th, 1980

9:00 - 10:00 a.m.

"Language Development of the Black
Child Related to Education"

William Hall
The University of Illinois

10:00 - 10:30 a.m.

Morning Break

10:30 - 11:15 a.m.

"Language Development", cont.

11:15 - 11:45 a.m.

Discussion

11:45 - 1:00 p.m.

Lunch

(Afternoon Program To Be Scheduled)

TUESDAY, JULY 1st, 1980

9:00 - 10:00 a.m.

"Factors Related to the Upward
Mobility of Black Families"

Harriette McAdoo
Howard University

10:00 - 10:30 a.m.

Morning Break

10:30 - 11:15 a.m.

"Upward Mobility of Black Families",
cont.

11:15 - 11:45 a.m.

Discussion

11:45 - 1:00 p.m.

Lunch

JULY 1st cont.

1:00 - 2:00 p.m.

"The Status of Black Children in
Developmental Psychology Research"

Vonnie McLoyd
The University of Michigan

Afternoon Break

2:00 - 2:15 p.m.

Discussion

2:15 - 3:00 p.m.

WEDNESDAY, JULY 2nd, 1980

9:00 - 10:00 a.m.

"Intersection of Research and Teaching
Within the Black Colleges"

Tobe Johnson
Moorehouse College

Joseph Taylor
The University of Indiana/ Purdue

Prince Brown
Knoxville College

(Other participants to be drawn from
Institute participants)

Morning Break

10:00 - 10:30 a.m.

"Intersection of Research and Teaching
Within the Black Colleges", cont.

10:30 - 11:15 a.m.

Discussion

11:15 - 11:45 a.m.

Lunch

11:45 - 1:00 p.m.

(Afternoon Schedule To Be Arranged)

THURSDAY, JULY 3rd, 1980

9:00 a.m.

Assessment and Wrap-Up

LIST OF PLACES TO GO IN EVANSTON AND CHICAGO

DuSable Museum of African American History

740 E. 56th Place
Chicago 947-0600

Johnson Publishing Co.

820 S. Michigan Ave.
Chicago 322-9200

Chicago Urban League

4500 S. Michigan
Chicago 285-5800

Center for Urban Affairs at Northwestern University

2040 Sheridan Rd
492-3395

Africana - African Studies

Collection at Northwestern University
Northwestern University Library
492-7684

African Studies Program at NU

630 Dartmouth St
492-7323

African-American Studies

Dept. at NU
1914 Sheridan
492-5122

Women's Studies at NU

1820 Chicago Ave.
492-3056

Special Collections at

NU Library - Deering
492-3635

Book Stores

Great Expectations Book Store

911 Foster
Evanston 864-3881

Kroch's & Brentano's Inc.

1711 Sherman
Evanston 328-7220

Book Stores cont.

Peking Book House

1520 Sherman
Evanston 491-0477

Timbuktu Bookstore

Chicago 842-8242

The Whole Earth Center

530 Dempster
Evanston 491-9555

Black CHURCHES

Second Baptist Church

1717 Benson
Evanston
Minister Hycel B. Taylor
869-6955

Ebenezer A.M.E. Church

1109 Emerson
Evanston
Minister McKinley Young

Fisher Memorial A.M.E. Zion Church

944 Elmwood
Evanston 475-4447

Faith Temple Church of God in Christ

1932 Dewey
Evanston 328-9757

PUSH-OPERATION

930 E. 50th
Chicago
Rev. Jesse Jackson
373-3366

APPENDIX A. Item 2

1980 CIC SUMMER INSTITUTE

STAFF AND GUEST LECTURERS

FULL -TIME STAFF

James P. Pitts (Director)

Gerald McWorter

Harold Rose

Diana Slaughter

Darlene Conley
(Research Assistant)

Associate Professor of Sociology, Northwestern University

Associate Professor and Director, Afro-American Studies and Research Program, University of Illinois at Urbana-Champaign
Professor of Geography and Urban Affairs, University of Wisconsin-Milwaukee

Assistant Professor of Education, Northwestern University

Graduate student (sociology), Northwestern University

GUEST LECTURERS

Marcus Alexis

Ronald W. Bailey

Prince Brown

Donald R. Deskins, Jr.

Edgar Epps

Barbara Fields

William S. Hall

James S. Jackson

Tobe Johnson

Harriette McAdoo
Vonnice McLoyd

Cora B. Marrett

Joseph T. Taylor

William J. Wilson

Professor of Economics, Northwestern University and Member of the Interstate Commerce Commission

Assistant Professor of Political Science and African-American Studies, Northwestern University

Associate Professor of Sociology, Knoxville College

Professor of Geography and Associate Dean, Rackham School of Graduate Studies, University of Michigan

Marshall Field Professor of Education, University of Chicago and Member, Chicago Board of Education

Assistant Professor of History, University of Michigan

Professor of Educational Psychology and Co-Director, Center for the Study of Reading
Associate Professor of Psychology and Faculty Associate, Institute for Social Research, University of Michigan

Professor of Political Science, Morehouse College

Professor of Social Work, Howard University
Assistant Professor of Psychology, University of Michigan

Professor of Sociology and Afro-American Studies, University of Wisconsin-Madison
Special Assistant to the Vice President and Professor of Sociology (emeritus), Indiana University-Purdue University at Indianapolis
Professor and Chairman of Sociology, University of Chicago

APPENDIX A. Item 3

1980 CIC SUMMER INSTITUTE LIST OF PARTICIPANTS

<u>NAME</u>	<u>SCHOOL</u>	<u>DISCIPLINE</u>
Yvonne Abatso	Fisk University	Psychology
Michael O. Adams	Jackson State University	Political Science
Jimmie F. Barnes, Jr.	Mississippi Valley State University	Sociology
Joseph S. Brown	Dillard University	Political Science (Urban Affairs)
Marsha Clayton	Mississippi Industrial College	Economics
Ricky Hill	Fisk University	Political Science
Mack H. Jones	Atlanta University	Political Science
Issac L. Lowe	Morehouse College	Urban Affairs
Tatree Nontasak	Tougaloo College	Sociology
Muriel Wilson Perkins	Mississippi Industrial College	Sociology/Human Services/ Anthropology
Tyrone Price	Atlanta University	Criminal Justice
Scott Ray	Xavier University	Social Science (Statistics & Research Methods)
Gregory M. Scott	Delaware State University	Political Science
Subash M. Shah	Winston Salem State University	Social Sciences
Sarla Sharma	North Carolina A & T State University	Psychology
Douglas Snyder	Bowie State College	Sociology/Psychology
Judith A. W. Thomas	Lincoln University	Education/Forensics
Daniel C. Thompson	Dillard University	Sociology
Sandra Parks Trusz	LeMoyne-Owen College	Sociology
Freida L. Wheaton	Tougaloo College	Political Science
Lillian A. Williams	Shaw University	Psychology
Rosalee Wingate	Huston-Tillotson College	Sociology/Social Welfare

APPENDIX A. Item 4

CHARACTERISTICS OF CIC SUMMER INSTITUTE PARTICIPANTS

MALES	13	No. of Ph.D's	14
FEMALES	9	Males	6
Total	22	Females	8
ETHNICITY		ABD's	4
Black Americans	14	Males	4
Non-Black Minorities	3	Females	0
2 East Indians		M.A.'s - Currently enrolled in a Ph.D program	3
1 Indian		Males	2
1 Tanzanian		Females	1
1 Asian (Thai)		M.A. only	1
White Americans	5	Males	0
ETHNICITY & SEX		Females	1
Blacks		Total	22
Males	9	No. of Recent Ph.D's	
Females	5	'79	4
Asians		'78	3
Males	2	Total	7
Females	1	Not so recent	
Whites		Before 1977	Total
Males	2	'76	7
Females	3	'75	1
		'71	2
		'68	1
		'66	1
		'55	1

Private and State Schools Represented at the 1980 CIC SUMMER INSTITUTE

Private Schools Represented

Name of School	Number of Participants
Alanta University	1
Dillard	2
Fisk	2
Huston-Tillotson	1
LeMoyne-Owen	1
Lincoln	1
Miss. Industrial	2
Morehouse	1
Morris Brown	1
Shaw	1
Tougaloo	2
Xavier	1
Total	16

Public / State Schools Represented

Name of School	Number of Participants
Bowie State	1
Delaware State	1
Jackson State	1
Miss. Valley	1
N. C. Agricultural & Tech.	1
Winston - Salem	1
Total	6

LIST OF READINGS ON RESERVE

JUNE 24th, 1980

James Jackson "National Survey of Black Americans"

3 Articles:

Article # 1

Wood, Carl O. "Cross-Cultural Method for Survey Research in Black Urban Urban Areas". Journal of Black Psychology 3 (Feb. 1977): 72-87.

Article # 2

Bengtson, Vern L., Grigsby, Eugene, Corry, Elaine M. and Hruby, Mary. "Relating Academic Research to Community Concerns: A Case Study in Collaborative Effect. Journal Of Social Issues 33 (1977): 75-93.

Article # 3

Cromwell, Ronald E., Vaughan, C. Edwin, and Mindel, Charles H. "Ethnic Minority Family Research in the Urban Setting: A Process of Exchange. American Sociologist 10 (1975): 141-150.

JUNE 25th, 1980

Marcus Alexis "Urban Growth and Development: Implications for the 1980's"

1 Article:

Article # 1

Alexis, Marcus. "The Economically Disadvantaged in the Mature Metropolis". In The Mature Metropolis, edited by Charles L. Leven. Lexington Books, 1978.

JUNE 26th, 1980

Donald R. Deskins "Morphology of the Ghetto"

1 Article and 1 Book:

Article # 1

Frazier, E. Franklin. "Negro Harlem: An Ecological Study". American Journal of Sociology (July 1937): 72-88.

Deskins, Donald R. Residential Mobility of Negroes in Detroit 1837-1965. Department of Geography, University of Michigan, 1972..

Cora Bagley Marrett "Research on Race and Sex Equity in the Schools"

5 Articles:

Article # 1

Evertson, Carolyn M., Anderson, Charles W., and Brophy, Jere E. "Relationships between Classroom Behaviors and Student Outcomes in Junior High Mathematics and English Classes". American Educational Research Journal 17 (Spring 1980): 43-60.

List of Readings cont.

Article # 2

McMillan, James H., and May, Marcia J. "A Study of Factors Influencing Attitudes Toward Science of Junior High School Students". Journal of Research in Science Teaching 16: 217-222.

Article # 3

Patchen, Martin, Hoffmann, Gerhard, and Brown, William. "Academic Performance of Black High School Students Under Different Conditions of Contact With White Peers". Sociology of Education 53 (Jan. 1980): 33-51.

Article # 4

Rist, Ray C. "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education". Harvard Educational Review 40 (Aug. 1970): 411-451.

Article # 5

Marrett, Cora Bagley. Teacher Goals and Race/Sex Equity in Science Education. A Research proposal for the Wisconsin Research and Development Center.

JUNE 27th, 1980

Edgar G. Epps "School Desegregation, Self Evaluation, and Achievement Orientation of Minority Children: Implications for Policy"

1 Article and 2 Books:

Article # 1

Epps, Edgar G. "The Impact of School Desegregation on the Self-Evaluation and Achievement Orientation of Minority Children". Reprinted from the issue on School Desegregation: Lessons of the First Twenty-Five Years. Published as the Summer, 1978 issue of Law and Contemporary Problems. Duke University, School of Law, Durham, N.C.

Books:

Gurin and Epps. Black Consciousness, Identity, and Achievement.

Epps, Edgar. Cultural Pluralism.

Harold Rose

"Black Professionals and Racial Segregation in the American City"

Article # 1

Glasgow, Douglas G. The Black Underclass. (San Francisco: Jossey Bass Publishers, 1980) pp. 1-15 and pp. 105-124.

Article # 2

Farley, Reynolds, Bianchi, Suzanne and Colasanto, Dianne. "Barriers to Racial Integration of Neighborhoods: The Detroit Case". The American Academy of Political and Social Science Annals 441 (Jan. 1979): 97-113.

List of Readings cont.

Article # 3

Rose, Harold M. "The Diminishing Urban Promise: Economic Retrenchment, Social Policy and Race". In Fiscal Retrenchment and Urban Policy. Edited by John Blair and David Nachmias. Vol. 17 Urban Affairs Annual Reviews (Beverly Hills, California: Sage Publications, INC. pp. 183-210.

Article # 4

Wilson, William Julius. The Declining Significance of Race. (Chicago: The University of Chicago Press, 1978) pp. 122-154.

Book

Park, Burgess and McKenzie, ed. "The Growth of the City". In The City.

JUNE 28th, 1980

Diane Slaughter. "The Vulnerability of Lower Black Families to Social Factors Associated with Class and Race—Implications for Childrearing"

Article # 1

Slaughter, Diane. A Dimension of the Family as Educator: Mother as Teacher. Report from a symposium presented at the Biennial Meetings of the Society for Research in Child Development. March 15-18, 1979. San Francisco, California.

Article # 2

Getzels, J.W. "Socialization and Education: A Note on Discontinuities". In Hope Leichten, ed., The Family As Educator. New York; Teacher College Press, 1974.

Article # 3

Slaughter, Diane. "Psychological Scientism and the Black Scholar". School Review (May 1973): 461-475.

JULY 1st

Harriette McAdoo "Factors Related to the Upward Mobility of Black Families"

Article # 1

McAdoo, Harriett Pipes. "Factors Related to Stability in Upwardly Mobile Black Families". Journal of Marriage and the Family (Nov. 1978): 761-776.

Article # 2

McAdoo, Harriette Pipes. "Black Kinship". Psychology Today (May 1979): 67-110.

Article # 3

McAdoo, Harriette Pipes. Stress Absorbing Systems in Black Families. A research paper funded by the Office of Child Development, Dept. of Health, Education, and Welfare. Also will appear in a forthcoming issue of Family Relations.

List of Readings cont.

James P. Pitts

Article # 1

Bernstein, Scott, and Pitts, James P. For Workers, For Neighborhoods.

Article # 2

Pitts, James P. Northwestern University Recent Alumni: In Black and White.
August 1978.

Article # 3

Pitts, James P. "The Community Service Voucher Program: An Experiment in
Community Access to University Resources". Urban Affairs Quarterly
13 (December 1977): 181-206.

Article # 4

Pitts, James P. "The Study of Race Consciousness: Comments on New Directions"
American Journal of Sociology 80 (Nov. 1974): 665-685.

Article # 5

Pitts, James P. "Self-Directions and the Political Socialization of Black
Youth". Reprinted from the Social Science Quarterly (June 1975).

GOALS AND EXPECTATIONS

Table IA

Participants' Objectives (Listed in order of Importance)	Number and Percent of Participants listing this objective	Number and Percent of Objective Realized
Network Formation -CIC Scholars	(14) 73.7%	(14) 100.0%
-Scholars in Field	(13) 68.4%	(14) * 107.7%
Broaden Knowledge	(14) 73.7%	(12) 85.7%
Research in General	(8) 42.1%	(7) 87.5%
Improve Teaching	(8) 42.1%	(5) 62.5%
Develop or Improve Research Skills	(7) 36.8%	(5) 71.4%
Work on Research Proposal	(7) 36.8%	(3) 75.0%
Work on Article	(4) 21.0%	(2) 50.0%
Research for a New Course	(4) 21.0%	(2) 66.7%
Work on Dissertation	(3) 15.8%	(2) 66.7%

Table IA

Goals and Expectations cont.

Participants' Objectives (Listed in order of Importance)	Number and Percent of Participants listing this objective	Number and Percent of Objective Realized
Other:		
Literature Update	(3) 15.8%	(3) 100.0%
Collaboration on Projects w/ CIC faculty	(1) 5.3%	(0) 0.0%
Organize Center for Social Science Research at School	(1) 5.3%	(1) 100.0%

* Objective was not listed in #1, but participant specified in Quest.#2 that this goal was realized.

Table IB GOALS AND EXPECTATIONS
Question

Response	2) Did Institute meet Expectations ?		8) Helped Professional Development a) proposal writing, funding publishing		b) Developed Contacts - Expanded Knowledge	
	(12)	(9)	(16)			
YES	63.1%	47.0%	84.0%			
NO	(1) 5.3%	(6) 32.0%	(1) 5.0%			
OTHER Yes - Somewhat Yes & No	(6) 31.6%	N/A	N/A			
N/A	(0) 0.00%	(4) 21.0%	(2) 11.0%			
TOTAL	(19) 100%	(19) 100%	(19) 100%			

Table IIA

N E T W O R K F O R M A T I O N

Question

9) Staff Accessible 10) Provided help needed 11) Provided amount needed to complete project 12) Read or Crittiqued Project

Response

YES

(17) 89.4% (17) 89.4% (12) 63.1% (6) 31.6%

NO

(0) 0.0% (2) 10.6% (1) 5.3% (8) 42.1%

OTHER

Yes, on a short-term basis

(1) 5.3% N/A N/A N/A

most of the time

(1) 5.3% N/A N/A N/A

Partially

(1) 5.3% (1) 5.3% (1) 5.3%

In the process

N/A N/A N/A (1) 5.3%

Not yet

N/A N/A N/A (1) 5.3%

N/A

(0) 0.0% (0) 0.0% (5) 26.3% (3) 15.8%

Total

(19) 100.0% (19) 100.0% (19) 100.0% (19) 100.0%

Table IIB

NETWORK FORMATION:

Response	<u>Question</u>	
	13) Plan to mail staff member a copy of project	14) Plan to keep in touch with a staff member
YES	(10) 52.6%	(18) 94.7%
NO	(3) 15.8%	(0) 0.0%
OTHER	(4) 21.0%	
Yes, if asked	(1) 5.26%	N/A
" , If they would like to see it	(1) 5.26%	N/A
Maybe	(1) 5.26%	(1) 5.3%
Not sure	(1) 5.26%	
N/A	(2) 10.5%	(0) 0.0%
TOTAL	(19) 100.0%	(19) 100.0%

Table IIC
NETWORK FORMATION

Question

15) Know any of Participants Before 16) discussed project w/ participants a) was it of value 17) critiqued someone else's project

Response

YES

(11)
57.0%

(18)
94.7%

(18)
94.7%

(8)
43.0%

NO

(8)
43.0%

(1)
5.3%

(0)
0.0%

(11)
57.0%

OTHER:

Yes, but of limited value

N/A

N/A

(1)
5.6%

Total

(19)
100.0%

(19)
100.0%

(19)
100.0%

(19)
100.0%

Table IID.

NETWORK FORMATION

<u>Question</u>		
18) Plan to keep in touch		19) Exchanged Addresses or/ Phone Numbers
Responses		
YES	(16) 84.2%	(16) 84.2%
NO	(2) 10.5%	(1) 5.3%
OTHER		
Will wait for directory	N/A	(1) 5.3%
Received in Institute Mailing	N/A	(1) 5.3%
N/A	(1) 5.3%	(0) 0.0%
TOTAL	(19) 100.0%	(19) 100.0%

Table IIIA PRESENTATIONS

Question

20) Presentations of Value a) provide new information/
broaden knowledge b) can incorporate in
courses or research

Responses

YES (16) (17) (19)
84.2% 89.4% 100.0%

NO (0) (0) (0)
0.00% 0.0% 0.0%

SOMEWHAT (3) (1) N/A
15.8% 5.3%

Total (19) (19) (19)
100.0% 100.0% 100.0%

Table IIIB
Presentations:

<u>Questions</u>	
21) Presenters addressed needs and concerns of participants	22) Presenters addressed questions and comments
Responses	(14)
Yes	73.7%
No	(3)
	15.8%
Other:	
To an extent in general most of the time	(2)
	10.5%
Total	(19)
	100.0%

Table IIIC
Presentations:

		<u>Question</u>			
		23) Adequate time to discuss projects or concerns w/ presenters	24) Discussed project w/ Presenter	25) Plan to keep in touch	26) Signe Mailing List
Responses		(10)	(9)	(15)	(16)
Yes		52.7%	47.4%	78.9%	84.2%
No		(6) 31.6%	(9) 47.4%	(3) 15.8%	(2) 10.5%
Other:					
Not sure		(1) 5.3%	(1) 5.3%	(1) 5.3%	
With some		(1) 5.3%	N/A	N/A	
Yes, barely		(1)	N/A		(1) 5.3%
Approached them					
Total		(19) 100.0%	(19) 100.0%	(19) 100.0%	(19) 100.0%

Table III D. RATING OF PRESENTATIONS

Question 27: Please rate the sessions in terms of their interest, organization and relevance to the theme of the Institute

<u>Presentation</u>	<u>Number present</u>	<u>% rating "excellent"</u>	<u>% rating either "excellent" or "good"</u>
Wilson	16	19	69
Fields	18	56	78
Jackson	18	56	94
Bailey & McWorter	18	22	67
Alexis	18	11	44
Marrett	15	7	53
Deskins	14	29	79
Rose	15	13	63
Epps	15	47	87
Slaughter	14	43	86
Hall	19	37	74
McAdoo	15	20	67
McLoyd	15	47	59
Johnson, Brown Taylor, Wingate	15	27	67

Table IV

INSTITUTE PROCESS

Question

31) Constructive Exchange		32) Themes Address	33) Gained more Insight	34) a) Concrete ideas or strategies presented	b) Possibility of pooling resources
<hr/>					
Responses					
Yes	(14) 73.7%	(14) 73.7%	(16) 84.2%	(8) 42.1%	(9) 47.4%
No	(4) 21.0%	(3) 15.8%	(2) 10.5%	(1) 5.3%	(0) 0.0%
Other:					
To an extent	(1) 5.3%	(2) 10.5%	(0) 0.0%	(0) 00 %	(1) 5.3%
N/A	(0) 0.0%	(0) 0.0%	(1) 5.3%	(10) 52.6%	(9) 47.4%
<hr/>					
Total	(19) 100.0%	(19) 100.0%	(19) 100.0%	(19) 100.0%	(19) 100.0%

Table V FACILITIES USED:

<u>Library</u>	<u>N</u>	<u>Percent</u>
Special departments used:		
Africana	(4)	21.0%
Special Collections	(2)	10.6%
Periodicals	(13)	68.9%
Computer Literature Search	(13)	68.9%
<u>Other University Departments or Resources Used:</u>		
Center for Urban Affairs	(3)	15.8%
Program on Women	(4)	21.0%
African Studies	(2)	10.6%
African-American Studies	(2)	10.6%
Black House	(1)	5.3%
Sociology Dept.	(4)	21.0%
Education	(2)	10.6%
Psychology	(1)	5.3%
<u>Chicago Area Facilities</u>		
Peoples College/Timbuktu	(3)	15.8%
University of Chicago	(2)	10.6%

OUTSIDE EVALUATOR'S REPORT

Committee On Institutional Cooperation
Summer Institutes for Social Science
Faculty from Historically Black Colleges
Funded by the Lilly Endowment, Inc.

Dr. Robert L. Harris Jr.
Africana Studies & Research Center
Cornell University
310 Triphammer Road
Ithaca, New York 14850
October 14, 1981

INTRODUCTION

To provide a context for assessing the goals and objectives of the Committee on Institutional Cooperation's (CIC) Summer Institutes for Social Science Faculty from Historically Black Colleges (HBC's), determining their success, and making recommendations on their continuation, it is necessary to consider briefly the nature of HBC's, their role in social science research and instruction, and the characteristics of their social science faculty. The HBC's developed primarily after the Civil War when religious groups, charitable organizations, and the Freedmen's Bureau started them to educate the former slaves. They functioned principally as teacher training institutions to supply instructors for Black youth. Teacher training was also the mission for public colleges that the southern states in particular established for Black students after passage of the second Morrill Land Grant Act in 1890. For almost one hundred years, the HBC's emphasized teacher training as more than half their students sought careers in that field, one of the few professions open to Afro-Americans. When more professional opportunities opened for Black college graduates during the late 1960s, the HBC's were forced to re-examine their curricula and faculty. They also had to compete for both students and faculty with Traditionally White Colleges. The transition for HBC's from normal schools to comprehensive institutions is still taking place.¹

There are currently 106 HBC's that are located primarily in 16 southern and border states, the District of Columbia, Ohio, Oklahoma, and Pennsylvania. 90 HBC's are four-year institutions, with 57% private

¹From Isolation to Mainstream: Problems of the Colleges Founded for Negroes, A Report and Recommendations by the Carnegie Commission on Higher Education (New York: McGraw-Hill, 1971).

(51) and 43% public (39). The latter although fewer in number enroll about three-fourths of the students at HBC's.² The HBC's should be distinguished from Predominantly Black Colleges, mostly two-year schools, that have appeared recently in the North.

Charles U. Smith, Head of the Social and Behavioral Sciences Division at Florida A & M University, has determined that stimulation of social consciousness and application of scientific study for social improvement are the purposes of social science research and instruction at HBC's.³ From the pioneering work of W.E.B. Du Bois at Atlanta University, Charles S. Johnson at Fisk, and E. Franklin Frazier at Howard to the present, the focus has been on applied social science. This work has generally involved research in the communities surrounding HBC's and instruction in theoretical and methodological aspects of the social sciences through practical application. According to Smith, social science faculty at HBC's recognize " ... that scholarly research and writing are essential to their professional development and also to complement their instructional efforts."

The Carnegie Commission Report From Isolation to Mainstream observed that HBC's " ... have special opportunities to record and analyze the experience of Black Americans."⁴ These schools can and often do provide important services to their communities through applied social science research. Large teaching loads, heavy advising schedules, poorly prepared students, and inadequate research facilities make it extremely

²William H. Turner & John A. Michael, Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics (Washington, D.C.: National Center for Educational Statistics, 1978).

³Charles U. Smith, "Teaching and Learning the Social Sciences in the Predominantly Black Universities," in Charles V. Willie & Ronald R. Edmonds, eds., Black Colleges in America: Challenge, Development, Survival (New York: Columbia University Teachers College Press, 1978), pp. 195-215.

⁴From Isolation to Mainstream, p. 2.

difficult for even the most highly motivated social science faculty at HBC's to keep abreast of the literature and the methodological innovations. Many social science faculty at these schools are attracted to Traditionally White Colleges by the opportunity to engage in research to the detriment of HBC's, their students, and nearby communities.

BACKGROUND

In November, 1978, the Committee on Institutional Cooperation (CIC), which comprises the Big Ten Schools and the University of Chicago, requested \$39,125 from the Lilly Endowment to conduct a two-week Summer Institute for Social Science Faculty at Historically Black Colleges and Universities. The purposes were to promote greater contact between social science faculty at CIC and Black schools and to develop the research and teaching capabilities of social science faculty at HBC's. The Institute might also strengthen interaction between faculty that could lead to involvement of CIC faculty at HBC's, recruitment of HBC students for graduate training at CIC schools, and placement of CIC/Lilly Fellows at HBC's. The Institute sought to enhance research and instruction in the social sciences at HBC's by examining recent trends in social science literature and studying contemporary applications of research methodologies during the two-week program. It was designed to generate discussion on social science issues, assist junior scholars from HBC's grow professionally from interaction with experienced researchers from both CIC schools and HBC's, and improve the research productivity of HBC social science faculty with heavy teaching loads and limited library and research facilities.

The Lilly Endowment approved that request, and the Institute was

held at the University of Michigan, June 10-23, 1979, under the direction of Donald R. Deskins Jr., Associate Professor of Geography. The Institute's theme was "Current Trends and Perspectives in Social Science Research: Their Consequences for Black America." 23 participants (representing 17 HBC's) were selected from 60 applicants. 12 faculty from 7 CIC schools were on the program. The Institute was tightly structured with little time for independent study by the participants. Their evaluations suggested improving three major areas, i.e. sending reading lists in advance of the Institute, having more special interest group discussions, and including a session on proposal writing. Participants could have remained at the University of Michigan after the Institute to pursue their work with access to the library, summer faculty, and enrollment in the Inter-University Consortium for Political and Social Research summer session without tuition charge. There was no subsistence support for Institute participants, however, beyond the two-week program. To stay after the Institute would have posed a financial burden.

A CIC Evaluation Committee (consisting of 11 scholars from the CIC) reviewed the Institute and reported it a success within the constraints of diverse participant background in disciplines and levels of academic training and the two-week time frame. The Committee affirmed the major objective for subsequent Institutes should be to stimulate participants to develop their own research strategies, begin research projects, and consider how research techniques might be applied to social problems. It asserted that the Institutes should "... sensitize faculty at the historically black institutions to the value of research as an essential adjunct to successful teaching at the college level." The Committee warned, however, that active research should not be equated solely with

publication, and the Institutes should not concentrate exclusively on helping participants prepare material for publication. It recommended that the program focus be narrowed in theme to involve fewer staff but over more time for greater contact with participants, that time be provided in the afternoons for participants to use the libraries, computer facilities or to write, and that a reading list be distributed to participants in sufficient time to prepare themselves before the Institutes started. The Committee agreed that priority should be given to younger scholars and recent Ph.D.'s with attention to some range in age, sex, research and teaching experience, discipline, and institution. There had been some difficulty in filling the full 25 slots for the program as some candidates withdrew after their selection generally to take summer teaching positions.

In a follow-up survey of 1979 Institute participants, they reported their accomplishments after attending the program. One participant who had three essays accepted for publication enthusiastically remarked that " ... the CIC Institute was one of the best professional experiences I have had since I received my doctorate degree in 1971." She had revised one of those essays based on techniques acquired at the Institute. At least five of the participants mentioned the Institute's influence on their teaching. One participant had a proposal funded for curriculum development, and another encouraged two students to apply for CIC Minority Graduate Fellowships. One participant replied that the Institute did not help improve teaching effectiveness, while another was disappointed that a CIC scholar did not serve as consultant for a project that ultimately received funding.

The Lilly Endowment on the recommendation of the CIC Evaluation

Committee financed the Institutes for two additional years. The 1980 Institute was held at Northwestern University, June 22 to July 3, under the direction of James Pitts, Associate Professor of Sociology. The theme was "The Intersection of Race and Class: Implications for Black America." 22 participants (representing 18 HBC's) were selected from 70 applicants. The staff included 14 faculty from 7 CIC schools and scholars from 3 HBC's. The Institute followed a format very similar to the 1979 program with the exception that formal activities ended at 3:00 p.m. instead of 4:30 p.m., thereby allowing some additional time for independent work. Evaluation of the Institute indicated that the participants came to the program with a number of different objectives. Most of them sought to develop contacts with other scholars, some wanted to work on research and publication, while others were expected by administrative officers at their institutions to complete fundable proposals that would bring projects and financial resources to their schools. Almost half of the participants reported insufficient time to work on their projects. They especially complained about the Northwestern dormitory where they were housed. The participants recommended that a reading list and schedule of activities be made available well in advance of the Institute. They also asked that CIC scholars serve more as resource people and discussants than as lecturers.

A follow-up survey of 1980 Institute participants by Darlene Conley, a CIC Minority Graduate Fellow at Northwestern, revealed significant achievement. She was able to interview by phone ten of the twenty-two participants in the Institute. Three participants had published articles, and two of them acknowledged that the Institute helped them with their publications. Two participants had submitted essays for publication, while two others were completing articles. One participant wrote a

commission paper for the United Negro College Fund and said the Institute gave him the time to work on that project. Three participants have received grants. For one of them, a \$129,000 grant from the Mott Foundation and General Motors, the Institute provided information on proposal writing and the politics of funding. Another who acquired a grant to study Minority Supplemental Education Programs commented that the Institute helped her to crystallize her ideas. One participant who received a University of North Carolina Board of Governors' fellowship to take a year's leave of absence to complete his dissertation reported that the Institute motivated him to finish the doctoral requirements. Another participant mentioned that the Institute helped him to complete his dissertation. One participant received \$15,000 to write an environmental impact study on a proposed fourth runway at the Atlanta Airport. The Institute gave him time to work on the project, and he benefitted from the advice of Institute staff who had published on the topic. Five participants introduced new courses. Several presented papers at scholarly meetings, and half those interviewed have maintained contact with CIC faculty and other participants. All but one noted that they incorporated materials from the Institute in their courses. Six responded that the Institute should continue in its present form because of the interaction of faculty from other schools with similar problems. Moreover, the two-week program did not place too much strain on family obligations. Four recommended an alternate program of more extensive released time for faculty interested in research.

The 1981 Institute "Research on Social Change and the Black Experience" was held at the University of Illinois/Urbana, June 14 to

26, under the direction of Gerald A. McWorter, Associate Professor of Sociology. 23 participants (representing 17 HBC's) were selected from 68 applicants. 9 faculty from 6 CIC schools and 2 HBC scholars staffed the program. Participants generally had the afternoons free for independent work. The program allowed one whole day for research after participants were introduced to the library, computer facilities, and research information services. They initiated an evening seminar to discuss their projects for mutual interaction and criticism. Representatives from the National Science Foundation and the National Endowment for the Humanities addressed the Institute on research proposals. The Executive Director of the University of Illinois Press and the Editor of Phylon discussed publishing in the social sciences.

There was an entry questionnaire in which participants indicated what they expected to accomplish during the two-week period. All desired to improve research skills, obtain material that would assist research, complete a significant amount of work, and be stimulated intellectually. 19 anticipated information on grantsmanship, 18 saw the Institute as important for establishing scholarly networks, and 16 hoped to publish an article based on work done at the Institute. A mid-Institute survey asked participants to note their progress, indicate what had been especially helpful to them, and suggest improvements for the second week. There were 17 responses in which 11 indicated that they were behind schedule, and 6 reported that they were essentially on target for their goals. They ranked the following elements of the Institute as being valuable to them: library-9, computer & data bases-7, session on funding-7, collegial interaction-4, time for research-1, and individual assistance with research-1. They were favorably impressed by

the Computer Bibliographic Retrieval Services and the Illinois Research Information System for searches to funding sources. They recommended for improvement the opportunity to exchange ideas on their work, more time for research and writing, a review of basic research methods, access to typewriters, and one asked that stipends be paid. Several commended the program schedule that helped them become better acquainted with each and the campus facilities. They especially appreciated the friendly cooperation that they received from units throughout the campus. A noteworthy feature of the Institute was a newsletter with information on such practical matters as the use of typewriters, transportation, borrowing books, and the schedule for evening seminars.

ASSESSMENT

This analysis is based on a review of the proposals to the Lilly Endowment, Directors' Reports for the 1979 and 1980 Institutes, CIC Faculty Evaluation Committee Report (1980), participant questionnaires, discussions with the Institute Directors (1979-81), Darlene Conley's follow-up Evaluation of the 1980 Institute and conversations with her, three-day site visit to the 1981 Institute, and responses to my outside evaluator's questionnaire that was mailed to all participants from the three Institutes. The CIC Summer Institutes for Social Science Faculty at Historically Black Colleges have evolved over the three year period, primarily in format, while retaining the original goals of exposure to CIC faculty and facilities, enhancement of research and teaching capabilities for social science faculty at HBC's, and developing networks among CIC and HBC faculty. The Institutes have become more sensitive to the needs of HBC faculty for time to pursue independent reading and research

projects. This sensitivity has required a change from the tightly structured 1979 program to the 1981 program that opened the afternoons for self-directed work. There has also been greater recognition that participants require less motivation than skill development, access to CIC research facilities, and work-time.

The Institutes in large measure have been an outstanding success and should be continued for at least three more years with attention to the recommendations in this report. Over the three-year period, there have been 64 participants (3 attended twice each for a total of 67) from 39 HBC's (22 public and 17 private); see appendix A. 56% of the participants have come from public institutions and 44% from private schools. This ratio reverses the 57% of 90 four-year HBC's that are private and 43% that are public. But the balance has been a proper one in that 75% of students at HBC's are enrolled in state-supported schools. The program should try, however, to retain approximately a 3/5 public to 2/5 private ratio because of the greater needs at the latter institutions where faculty salaries in particular are generally lower.

17 public and 34 private HBC's have not yet participated in the program. Moreover, 4 of the 9 HBC's with Lilly Endowment social science development programs have not been involved, i.e. Bethune-Cookman, Clark, Knoxville, and Voorhies. It is unrealistic to expect that selected social science faculty from all the HBC's will participate in the program at some point given the numerous variables that affect decisions to apply, summer plans, and the desire to have a representative group. But more effort should be exerted to reach faculty at those 51 schools (some 57% of the 90 four-year HBC's) that have not heretofore been involved in the Institutes.

27 of the 64 different participants over the three-year period responded to my questionnaire for a 42% return rate. The responses came from 12 different states and the District of Columbia as determined from postmarks. 16 states and the District of Columbia were represented in the Institutes. Of the 18 responses that could be identified from internal evidence, 6 were from 1979, 7 from 1980, and 5 from 1981. This distribution suggests a representative sample. This summary is not more precise because respondents were guaranteed complete anonymity (not even the year they attended was requested) to elicit frank appraisal of their experience with the Institutes. The questions were also open-ended to generate free rather than structured responses. For a copy of the instruction letter and abstract of responses, see appendix B.

In general, the participants expressed considerable satisfaction with the Institutes. Their major disappointment was not accomplishing as much work on their projects as anticipated. The Institutes, however, have succeeded in acquainting them with the library and research facilities of CIC host institutions. The libraries and research facilities have been a primary reason for attending the Institutes in addition to interacting with CIC faculty. Participants have been able to exchange ideas with other scholars, sharpen research skills, keep abreast of research trends, make progress on research projects, and improve their teaching. They have maintained contact with each other and with CIC scholars that has led to several collaborative projects. Only three respondents indicated little or no contact with CIC or HBC scholars after the Institutes.

The participants would appreciate more discussion of their work

rather than the program consisting almost entirely of presentations by CIC scholars. There should also be more emphasis on projects that can be conducted at HBC's. Participants learn about research methodologies, acquire information, and develop research strategies at the Institutes, but once they return home, they no longer have access to the Institute facilities. Although the Institutes serve a real purpose in stimulating research interest and in providing role models, there should be more attention to manageable projects that can be accomplished at the HBC's.

The Institutes have existed for only three years but already possess a remarkable record of achievement. Their foremost accomplishment has been reinforcing the importance of research for social science faculty at HBC's. One respondent observed, "Before the Institute, I thought of myself as an island. I was able to meet top people doing research in my area." Another remarked that "The Summer Institutes are potentially excellent sources for allowing teachers at Historically Black Colleges to be scholars as well as good teachers, without being punished for opting to teach at Historically Black Colleges." The Institutes have encouraged several participants to pursue or to complete doctoral study. The Institutes should make certain that non-Ph.D. participants are aware of the CIC Minority Graduate Fellowship Program and should actively interest all participants in recommending promising students for that program.

As revealed in the follow-up surveys, Institute participants have published essays, presented papers at scholarly conferences, and submitted proposals to fund projects based on their experience with the program. The Institutes directly influenced one participant, for example,

to write a proposal for research on Black Women Scientists that received a \$149,000 award from the National Institute of Education. Participants have taken information from the Institutes to share with their colleagues and have enriched their teaching by revising old courses or developing new ones. Within the short time that the Institutes have been held, 2 participants have advanced from instructor to assistant professor and 3 have been promoted to associate professor. One was named Coordinator of Social Services Programs as the result of a research design developed at one of the Institutes.

The Institutes have not discussed the latest social science literature in a manner that would make participants conversant with recent information. This objective has been approached indirectly through lectures and presentations, but there should be a body of literature introduced to the participants each year that reflects the most recent work in the social sciences. A short reading list consisting of a few books and several articles should be sent to them well in advance of each Institute. This reading list should contain works of theoretical and methodological importance for a cross section of social science disciplines. The suggested readings should correspond closely to the theme selected for each Institute. Providing exposure to this literature is crucial because participants do not have adequate time during the school year to keep up with changes in their fields. Reviews of the literature should also include ways to incorporate such information in the classroom. This is one of the most difficult objectives to achieve for the Institutes because of the range of disciplines, but it has tremendous potential for the cross fertilization of ideas. For a list of the disciplines represented at the Institutes, see appendix C.

Future Institutes should follow the format for the 1981 program whereby participants had the afternoons free for research, reading, and writing. The Institutes should also be expanded by one week to provide additional time for participants to establish a firm base for their research projects. To remain close to a \$47,000 budget per Institute (the figure for the 1981 Institute), the three-week session will require some changes in the budget from the prior Institutes; see appendix D. The size of the Institutes should be limited to 20 participants, a reduction of about 2 participants given the average of 22.3 participants per year. Instead of the Director and two full-time faculty, there should be a Director and an Associate Director who should be more closely involved in the program as mentors for the participants. The Director and Associate Director might be presenters as well but should maintain constant contact with participants during the Institutes to discuss the progress of their work. Moreover, the Associate Director should direct the Institute the following year. The number of guest lecturers might be reduced from 10 to 8, although such a reduction will make it difficult to provide broad access to CIC scholars and to include scholars with successful track records in research at HBC's. This proposed budget is very minimal, and another \$1,800 above the current level of funding with the revisions proposed here would make it possible to continue the variety of CIC scholars to interact with the participants. Every effort should be made to include as lecturers scholars from the HBC's as well as female scholars. The Institutes should be supported on a three-year basis rather than from year to year to give Directors sufficient time to organize the program. The number of planning meetings could thereby be reduced to one a year at a savings of

some \$1,500. Lecturers should be housed with the participants to allow for maximum interaction. In all aspects of the program, the Institutes should avoid any signs of paternalism. Stipends for participants should be increased to \$500 paid in two installments, half after the first week and the balance at the end of the Institute. Participants often have incidental expenses during the Institutes. A \$500 stipend would make the Institutes more attractive. Given current economic circumstances, HBC faculty as well as faculty nationwide often must seek summer employment to supplement their salaries. The \$500 stipend might influence potential participants to forgo summer school teaching for one year to improve their skills and to develop a research project with the potential for future dividends in their career paths. At least eight alternates should be identified in case some participants have to withdraw at the last minute as has been the case with each Institute.

The selection process should continue to favor younger scholars in the early stages of their careers. The prospects for long-range change are greatest with those teachers who are establishing patterns of research and instruction. The selection process should also stress research plans over proposal writing. About 1/3 of the participants at the 1981 Institute came specifically to prepare proposals. There is a danger that the Institutes could become proposal writing workshops. There are plenty of programs that serve that purpose. It should be clear from information sent to the HBC's to solicit applications for the Institutes that grantsmanship will be only a minor component of the program. Otherwise, administrators might persuade their faculty to participate solely to seek financial support for their institutions.

The Institutes should function as planned to germinate research ideas that must precede the quest for grants.

The Institutes might be structured in the first week to review the latest social science literature, examine participants' research proposals, discuss pedagogy, and explore campus research facilities. Participants might spend afternoons the first week reading the literature for discussion. The second week might involve lectures and presentations by CIC and HBC scholars on research methodologies, while the third week might consider grantsmanship and publishing. Throughout the three weeks, participants should have sufficient time for independent work and some might present preliminary findings during the third week.

The Institutes should be continued because they form an indispensable contribution to strengthening social science research and instruction at HBC's. They have been immensely successful in meeting their objectives. Social science faculty at HBC's have research ideas that grow out of their teaching and from the problems of their surrounding communities. What they lack under the burden of heavy teaching loads is the time to refine those ideas, to place them within research strategies, and to seek the best methodologies to implement them. Their institutions generally do not have the libraries and research facilities for them to launch research projects, although they might be able to sustain them once in place. The Institutes afford an opportunity to test their ideas, to consult the literature, to become acquainted with current theoretical and methodological issues, and to construct realistic research designs. From the Institutes, they are in better positions to draft research proposals and to compete for funding or post-graduate fellowships. The Institutes

can help HBC social science faculty become more successful in those competitions as they already have in several instances. The Institutes have the pipeline effect of preparing more HBC social science faculty to seek such awards.

Three-week Summer Institutes are preferable to semester or year-long leaves for HBC social science faculty. Within the current budget of some \$47,000, only about 2 scholars could be supported per year or maybe 2 a semester. The effect of such a program would not be as great as the Summer Institutes. Moreover, the HBC faculty would still be faced with the problem of having adequate time to prepare a research project to maximize a semester or year's leave. They would not have access to the range of CIC faculty that they are able to meet at the Summer Institutes. There are several study-leave programs in existence such as the Rockefeller Foundation Research Fellowships for Minority-Group Scholars, the National Research Council Postdoctoral Fellowships for Minorities, and the National Endowment for the Humanities Summer Seminars for College Teachers. Minority faculty at Traditionally White Colleges have an edge on their counterparts at HBC's because they usually have the time, the research atmosphere, and the seed money to produce competitive proposals. The doctoral degree is mandatory for most competitions. The Institutes have encouraged participants without the Ph.D. to finish doctoral work, thereby increasing their career potential and upgrading their institutions. The Institutes should continue to give preference to young scholars with and without the doctorate for this very purpose, i.e. to reinforce the importance of the research degree.

By supporting the Summer Institutes for three more years, the

Lilly Endowment would help to meet needs that are not being met under other programs. The ability to interact with CIC faculty who might be called on later for advice and letters of recommendation is extremely important for scholars at HBC's. The stimulation of research activity at HBC's has far-ranging benefit for research and instruction at those schools. The advantage of assisting social science faculty at HBC's to explore sound research can aid them in competing for other assistance.

RECOMMENDATIONS

1. The CIC Summer Institutes for Social Science Faculty from Historically Black Colleges should be continued for at least three more years.
2. A concerted effort should be made to attract participants from the 51 HBC's and 4 Lilly Endowment Social Science Development Program Schools that have not been involved in the Institutes.
3. There should be more discussion of the participants' work.
4. Scholars from HBC's who have completed successful research projects should be among the guest lecturers.
5. There should be more formal discussion of the latest social science literature. Participants should be provided with reading lists prior to the Institutes.
6. The Institutes should be expanded by one week.
7. Participant stipends should be increased to five hundred dollars.
8. Proposal writing and grantsmanship should be a minor component of the program.

CIC Summer Institute Participant Schools, 1979-81

*Albany State College (2)
Albany, Georgia
2,222

*Grambling State University (2)
Grambling, Louisiana
4,048

#Atlanta University (2)
Atlanta, Georgia
1,177

#Huston-Tillotson College (1)
Austin, Texas
717

*Bowie State College (1)
Bowie, Maryland
2,845

#Howard University (1)
Washington, D.C.
9,815

*Central State University (2)
Wilberforce, Ohio
2,182

*Jackson State University (3)
Jackson, Mississippi
7,928

*Coahoma Junior College (1)
Clarksdale, Mississippi
1,446

*Kentucky State University (1)
Frankfort, Kentucky
2,389

*Delaware State College (3)
Dover, Delaware
1,844

*Langston University (1)
Langston, Oklahoma
1,128

#Dillard University (3)
New Orleans, Louisiana
1,186

#LeMoyne-Owen College (3)
Memphis, Tennessee
1,118

#Edward Waters College (1)
Jacksonville, Florida
743

*Lincoln University (1)
Lincoln, Pennsylvania
1,104

#Fisk University (2)
Nashville, Tennessee
1,279

#Mississippi Industrial College (5)
Holly Springs, Mississippi
314

*Florida A&M University (1)
Tallahassee, Florida
5,779

*Mississippi Valley State University (1)
Itta Bena, Mississippi
3,228

in parentheses, the number of participants from each school

#Morehouse College (3) Atlanta, Georgia 1,402	*Tennessee State University (2) Nashville, Tennessee 5,480
*Morgan State University (3) Baltimore, Maryland 6,254	*Texas Southern University (1) Houston, Texas 9,170
#Morris Brown College (1) Atlanta, Georgia 1,579	#Tougaloo College (3) Tougaloo, Mississippi 810
*Norfolk State College (1) Norfolk, Virginia 6,956	#Tuskegee Institute (1) Tuskegee, Alabama 3,571
*North Carolina A&T University (1) Greensboro, North Carolina 5,515	*University of Arkansas (1) Pine Bluff, Arkansas 3,062
*North Carolina Central University (1) Durham, North Carolina 4,782	*University of the District of Columbia (1) Washington, D.C. 1,322
#Rust College (3) Holly Springs, Mississippi 883	*Virginia State University (2) Petersburg, Virginia 5,229
#Saint Augustine's College (1) Raleigh, North Carolina 1,641	*Winston-Salem State University (1) Winston-Salem, North Carolina 2,094
#Shaw University (1) Raleigh, North Carolina 1,453	#Xavier University (2) New Orleans, Louisiana 1,846
#Talladega College (1) Talladega, Alabama 625	

*state school #private school total student enrollment

data from William H. Turner & John A. Michael. Traditionally Black Institutions of Higher Education: Their Identification and Selected Characteristics.
Washington, D.C.: National Center for Educational Statistics, 1978.

AFRICANA STUDIES AND RESEARCH CENTER

CORNELL UNIVERSITY

DR. JAMES TURNER, *Director*
607-256-5218
Faculty (607-256-4625)

23 July 1981

310 Triphammer Road
Ithaca, New York 14850
Library (607-256-3822)

For the past three years, the Committee on Institutional Cooperation (CIC), with grants from the Lilly Endowment, has conducted Summer Institutes for Social Science Faculty from Historically Black Colleges. A decision will have to be made soon about whether to continue the Summer Institutes in their present form, in a different format, or to discontinue them. As a scholar with a doctorate from a CIC School and who has taught at both a Historically Black College and a CIC Institution, I have been retained as an outside evaluator to analyze the program. My report will constitute part of the deliberations in determining the future of the Summer Institutes.

I recognize that you have been called upon several times to offer your assessment of the Summer Institutes. This is the first time, however, that you are requested to respond to someone not associated with the program. Please take a few minutes to answer the questions on the enclosed questionnaire and return it to me in the addressed and stamped envelope. The responses will be totally anonymous as they are not coded and do not require any identification on your part. Because we are preserving anonymity, there will be no way to remind those who do not respond. For an accurate survey of the views of those participants who have attended the Summer Institutes, 1979-81, we need your full attention and cooperation.

Kindly return the enclosed form immediately but certainly not later than August 7th. Many thanks for your assistance.

Sincerely,

Robert L. Harris Jr.

Robert L. Harris Jr.

OUTSIDE EVALUATOR QUESTIONNAIRE RESULTS

1. What attracted you most to attend the Summer Institute and to what extent did you realize your expectations?

library and research facilities - 8
 academic reputation of CIC scholars - 8
 to exchange ideas with scholars from other schools - 7
 to sharpen research skills and to keep abreast of
 research trends - 5
 time to work on a research project - 5
 to improve teaching - 3

2. Please identify the three most tangible results that grew out of your participation in the Summer Institute?

networks with CIC and HBC scholars - 12
 began work on research project or paper - 7
 information on publishing and funding sources - 6
 completed research projects or papers - 4
 revised or developed new courses - 4
 received assistance on papers presented at scholarly
 meetings - 2
 had proposals funded - 2
 completed dissertation proposal - 1

3. What specific academic needs do you and other social science colleagues have at your institution that might be served by the Summer Institutes?

update research skills and share research ideas - 9
 guidelines for publishing books and essays - 5
 grantsmanship skills - 3
 review of significant recent research - 2
 strategies for teaching students at HBC's - 2

4. What changes would you recommend for the Summer Institute format?

more discussion of participants' research interests - 10
 increase length of Institutes - 5
 more free time for research and writing - 5
 Black scholars from HBC's as guest lecturers - 3
 sensitivity to non-Black scholars from HBC's - 2
 a Black female role model who has been a productive scholar
 at a HBC - 1
 discuss successful programs at HBC's - 1
 more representatives from funding agencies - 1
 identify participants earlier and supply reading lists
 and outlines of the programs - 1

QUESTIONNAIRE RESULTS, p. 2

5. To what extent should the Summer Institutes give primary attention to discussing the latest social science literature? How might such discussion enhance your course instruction?

very important - 14
should be discussed within the context of lectures - 2
bibliographies should be available in advance - 2
difficult to discuss such literature because of different disciplines and backgrounds of participants - 2
not much attention should be given to it - 2

6. What is the ideal amount of time to advance your academic interests that you would be willing to spend at a Summer Institute?

1 week - 1
2 weeks - 3
3 weeks - 8
3-4 weeks - 5
1-3 months - 9

7. In what ways have you experienced greater collaboration with colleagues at Historically Black Colleges and/or CIC Institutions?

informal contact (correspondence, conversation, exchange ideas) - 17
very little or no contact - 3
assistance with research papers - 2
cooperating on convening a conference - 1
collaboration at a professional meeting - 1
working on research papers together - 1
CIC scholar wrote chapter for a book HBC scholar is editing - 1

8. Have you advanced in rank or position at your school since attending the Summer Institute? Please describe.

no - 13
promoted from assistant to associate professor - 3
promoted from instructor to assistant professor - 2
named Coordinator of Social Service Program - 1

9. Have you taken additional courses, finished dissertation work, or completed an academic degree since participating in a Summer Institute?

no - 10
continued dissertation work - 5
attended conferences - 2
completed degree - 1
started doctoral program - 1

QUESTIONNAIRE RESULTS, p. 3

10. Where does proposal writing stand in relation to teaching, research, and service in annual faculty evaluations at your institution?

high priority - 6
important after teaching and advising - 4
encouraged but of little consequence unless funded - 1
not a major requirement - 1
becoming more important - 1

Please feel free to make any other comments below that you consider helpful in evaluating the Summer Institute program.

"In my case, the CIC experience was absolutely great, and I wish to recommend the continuation of the program."

"The CIC Institute and the participating institutions and the Lilly Endowment should be commended for the timely and excellent opportunity that is already paying and will continue to pay large dividends regarding the academic excellence of faculty at Historically Black Colleges."

"The Summer Institutes are potentially excellent sources for allowing teachers at Historically Black Colleges to be scholars as well as good teachers, without being punished for opting to teach at an Historically Black College. I think that, with a few modifications, the Summer Institutes offer an excellent opportunity for the development of teachers of the social sciences to continue to develop themselves as both teachers and scholars."

"It is my strong conviction that the 3rd Annual CIC Institute which I attended did much to recreate the scholar in me ..."

"One of the most rewarding experiences, motivated me to return for the Ph.D."

"The program fills a void in developing institutions by offering an opportunity for faculty development."

"Thanks for the opportunity to have attended a most rewarding two weeks at the CIC Summer Institute."

"I feel that the CIC (Summer Institute) was invaluable when I went in 1979 at Ann Arbor and hope that it will be continued."

Two participants mentioned that the housing conditions at Northwestern were counterproductive to accomplishing much work. One participant suggested that the evaluation place more emphasis on the learning environment rather than on the program format.

PROFILE OF INSTITUTE PARTICIPANTS, 1979-811979 Institute

Disciplines:

Anthropology - 1
History - 4
Political Science - 8
Psychology - 3
Social Studies - 2
Sociology - 4
Urban Planning - 1
9 private & 8 public HBC's

14 Males

9 Females

14 Ph.D.'s

5 ABD's

31 years, median age

1980 Institute

Disciplines:

Criminal Justice - 1
Economics - 1
Education - 1
Political Science - 6
Psychology - 3
Social Studies - 2
Sociology - 7
Urban Affairs - 1
12 private & 6 public HBC's

13 Males

9 Females

14 Ph.D.'s

4 ABD's

36 years, median age

1981 Institute

Disciplines:

Child Development - 1
Computer Science - 1
History - 3
Political Science - 1
Psychology - 2
Public Affairs - 1
Social Studies - 4
Social Theory - 2
Sociology - 8
6 private & 11 public HBC's

15 Males

8 Females

information on the number of Ph.D.'s and ABD's and median age of participants for the 1981 Institute was not available when the report was written.

POSSIBLE BUDGET PER YEAR

A. Salaries

Director	\$3,000
Fringe Benefits @ .15	450
Associate Director	2,000
Per Diem (\$35 x 20)	700
Transportation	200

Ad hoc faculty & guests

Honoraria (8 x \$150)	\$1,200
Per diems (8 x \$35)	280
Transportation (8 x \$200)	1,600

Support Staff (2 x \$500)

\$1,000

\$10,430

B. Support for participants

Transportation (20 x \$300)	\$6,000
Room & Board (20 x \$35 x 20)	14,000
Stipends (20 x \$500)	<u>10,000</u>

\$30,000

C. Administrative & Miscellaneous Expenses

Administrative & secretarial support	\$2,000
Computer time & associated research support	1,000
Incidental expenses (supplies, postage, telephone, etc.)	1,000
Planning meeting	1,500
Opening banquet for participants, faculty, & guests	<u>600</u>

\$6,100

TOTAL BUDGET PER YEAR

\$46,530