

Five Dollars

THE PROFESSIONALIZATION OF ACHIEVEMENT IN  
BLACK STUDIES

(A Report on Ranking Black Studies in Universities and Colleges)

1981

by

Gerald A. McWorter

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

Preliminary Report

Distributed by: The Chicago Center for Afro-American Studies  
and Research Program Inc.  
P.O. Box 7610  
Chicago, IL 60680

## PREFACE

This is a report of ranking research on faculty achievement in the professional activities of Black Studies. This effort was undertaken out of a need to give further direction to the professionalization of Black Studies. We have contributed to curriculum development, including serving on the curriculum committee of the National Council for Black Studies and on the editorial collective of the Peoples College Press text Introduction to Afro-American Studies (two volumes, 1975, 1978). Further we have just published a Guide to Scholarly Publishing in Black Studies Journals (1981). So we want the readers of this report to view it in the broader context of the fight by Black Studies professionals to survive and prosper within a fully developed academic professional scholarly discipline.

There are many people who contributed to this report: Dr. Ronald Bailey, (Northwestern University) the Executive Director of the Illinois Council for Black Studies. Also, valuable assistance was given by Dr. Joseph Russell (Indiana University) who serves as Executive Director of the National Council for Black Studies. Other colleagues who have helped keep my perspective clear and my feet on the "ground" are numerous -- including Drs. Geneva Smitherman and Perry Hall of Wayne State University, Adrienne Seward of Indiana University, and James Stewart of Pennsylvania State University.

Also, indispensable have been my immediate colleagues, Dr. Diana Slaughter, Glenn Jordan and John McClendon, and my staff of Mrs. Addie Williams and Mrs. Sherri Britten. Perhaps the main person has been my Research Assistant Ms. Patricia Hughes, a graduate student in Public Administration. She maintained high standards of discipline and hard work as she took on this research as her own. Thanks all.

## TABLE OF CONTENTS

1. INTRODUCTION
2. METHOD AND DATA
3. SCHOLARLY JOURNALS IN BLACK STUDIES
4. PROFESSIONAL ASSOCIATIONS IN BLACK STUDIES
5. GRADUATE EDUCATION IN BLACK STUDIES
6. THE TOP 15 COLLEGES AND UNIVERSITIES  
IN BLACK STUDIES
7. APPENDICES:
  - A. Total listing of Colleges and  
Universities by number of  
journal board positions
  - B. Total listing of Colleges and  
Universities by number of  
journal articles published
  - C. Total listing of Colleges and  
Universities by number of  
board positions in professional  
associations
  - D. Documents for data collection

## 1. INTRODUCTION

Within an academic context, Black Studies has existed for over a decade as an "emerging discipline." Diversity and experimentation seems to have been the general trend. (Ford, 1973 and Blassingame, 1973). Some of the issues have focused on administrative structures (centers, programs or departments), a core curriculum and an introductory survey course, texts tenure and "peer" review, graduate and professional training, methodology, scholarly publishing, funding, development of library holdings, placement, enrollment, codification of empirical research and the construction of theories of the Black experience.

These concerns can be summed up in three categories:

- (a) Educational issues - curriculum, pedagogy, methodology, and theory
- (b) Administrative issues - enrollment, organizational structure, tenure and evaluation, budget.
- (c) Professional issues - journals, organizations, graduate study,

These are parallel concerns to the traditional academic focus on teaching, service to the university, and research/publishing. This report is on professional issues, specifically. Our concern is to rank college faculty achievement in the main professional activities of Black Studies, Black Studies as a new independent academic discipline.

The contemporary history of Black Studies since the 1980's has been in three distinct stages: innovation, experimentation and crisis. The beginning of Black Studies was the unintended

consequence of a rapid increase in college enrollment of working class Black Youth in a historical period influenced by Black power politics. It was intended as a way to rapidly increase the research and study on the Black experience with the objective of contributing to positive social change. The cutting edge of this academic innovation was creative social disruption in order to increase the number of Black faculty, Black Courses, and Black Cultural activities.

Once the first wave of campus programs had gotten under-way (1967-69), a broad pattern of experimentation began. That lasted about a decade. For the most part this was unavoidable because of a previous history of neglect or distortion. There was no available supply of faculty, no approved list of courses, and no established models to emulate. However, in less than 15 years, the basic resources for an established academic profession have been developed.

Further, the third stage, crisis, raises serious questions about the continued existence of Black Studies, even though now is when the past decade is about to pay off.

This crisis has three (3) main aspects:

- a. political: erosion of support ,rise of opposition  
on and off campuses;
- b. economic: budgetary cutbacks, pressure of inflation;
- c. educational:realignment of priorities and tightening  
of review process for individual faculty  
tenure and program evaluation.

There is a serious limitation on the ability of Black Studies to solve the economic crisis. The objective on this issue seems to generally be to compete for relative parity even if it means no growth or a cut. Further, since Black Studies turns out to greatly (often mainly) contribute to the overall affirmative action goals of a campus, the rationale for economic support is far reaching.

The main and necessary response to the crisis by Black Studies has two aspects: political and professional. The political response must be to engage Black Studies professionals in efforts to influence public policy. For example, the Illinois Council for Black Studies has held a statewide meeting that included a session with the Deputy Director of the Illinois Board of Higher Education. This public agency is the main advisory body to the governor, state legislature and governing bodies of all public and private higher education. (ICBS, 1981). Also, there must be attempts to maintain relations with the broader aspects of the Black community.

The professional response must develop and maintain self imposed standards. These standards must mandate that Black Studies meet the core values of the university (quality teaching, scholarly publications, service to campus and community) and serve the policy end of contributing to solving the problems of Black people facing the entire society.

This professional response is done in two ways:

- (a) Evaluation: This is our explicitly subjective process that involves clarification of the institutions goals and a determination of how they are being met or not,

and policy recommendations for strengthening the program. It is particularistic in the sense that no two campuses will ever be evaluated in the same way, and it is holistic in that the entire campus is open for consideration.

- (b) Ranking: This is zero-sum process of quantifying achievement on some scale. It is a universalistic process of comparing all programs at least clarifying matters by objectifying subjective judgment.

Our focus in this report is on ranking, and should be regarded as the first step toward a comprehensive annual process with a more diverse set of measures. The National Council for Black Studies has a committee working on the issue of evaluation procedures to be added to the professional literature that already exists (Ray, 1976; Smith, 1975; and Johnson, 1978). While national ranking data can be part of an evaluation process, although only within the self generated goals and orientation of the local campus, it is important to keep a clear distinction between evaluation and ranking.

There are at least three main reasons for a national ranking study of Black Studies:

1. The need to concretize the value orientation of the profession: This is an important objective because otherwise there is no functional definition for success. Further, this is the key aspect to ranking, indicating that the objectivity of a ranking process is merely the objectification



of values which are inherently subjective. So while the concretization of values merely gives an objective image of a subjective reality, the process is essential because it helps to provide a common collective process to which the entire profession can have equal access.

2. The need for the professional community of Black Studies to impose standards of excellence on itself:

This objective is important because it fulfills one of the basic functions of a professional association, the imposing of standards for the self regulation of its members. One of the shortcomings of an emerging profession is the inability to judge itself, and the resultant danger is that of being judged by someone outside of the profession using criteria that may or may not be relevant. An example of this might be to expect publishing in "mainstream" journals (which have historically excluded Blacks) rather than in the professional journals in the field of Black Studies.

3. The need to define quality alternatives for

national review: Unfortunately, a well worn maxim holds true in higher education, the rich get richer. Without a process of ranking, there is a tendency for elite and prestigious colleges and universities to be an "assumed" leadership. Further, there is an equally inadequate source of notoriety that results from the periodic summation of "the state of the art" by a newspaper or magazine. Thus, often

the subjective decisions by a reporter and editorial staff end up identifying programs for national recognition.

Of course, the above mentioned general rationale for ranking can only be finally accepted or rejected given the specific criteria used to represent core values, values accepted by the national professional community of Black Studies. There is at least one major ranking report in higher education (Gorman, 1977) that was highly controversial, and in the end of limited value because it did not win a professional consensus. (See Coughlin, 1978).

In literature on ranking, there have been several approaches used over the last 50 years or so. The early efforts were carried out by Dr. Raymond Hughes and the American Council on Education:

As noted above, three major subjective qualitative assessments of graduate education have been undertaken in the last forty years. In 1924 Raymond Hughes, then president of Miami University in Ohio, concerned about the guidance of Miami undergraduates, set out to devise a means of evaluating the quality of graduate instruction in 38 of the 65 universities then offering the Ph.D. He requested his faculty at Miami to draw up a list of distinguished national scholars in each of 20 fields of study and then sent questionnaires to each of these selected scholars. In 1925 the findings were incorporated into a report to the annual meeting of the Association of American Colleges, and this first national ranking of graduate schools was subsequently published.

Hughes initial study stirred up considerable interest, and no little criticism; its results, reprinted in the first edition of *American Universities and Colleges*,<sup>8</sup> presumably had an impact on that student generation. A second study by Hughes, made in 1934 for a Committee on Graduate Education, classified graduate departments into categories: adequate or distinguished.<sup>9</sup>

In 1957 a third major evaluation study was undertaken by Hayward Keniston at the University of Pennsylvania. Since its purpose was to determine Pennsylvania's position relative to similar senior universities, only 25 of the institutions belonging to the Association of American Universities were reviewed. Keniston, after consulting department chairmen at the 25 institutions, reported his findings in an appendix to a study of graduate education at the University of Pennsylvania. These results, like those of the Hughes study a generation earlier, were widely read and debated. (Carter, 1964).

Since 1957, there have been at least four (4) major comprehensive studies (Carter, 1964; Roose and Andersen, 1969; Margulies, 1973; and Ladd and Lipset, 1977), and several academic ranking studies of individuals area e.g. on physics, psychology, engineering, and libraries.

In sum, there have been at least four types of ranking studies based on the criteria used:

1. Reputational Ranking: based on surveys of faculty and/or administrators to measure prestige/status;

---

<sup>8</sup> Published quadrennially since 1928 by the American Council on Education as a definitive guide to all accredited **four-year** colleges and iniversities.

<sup>9</sup> Educational Record, April 1934, pp. 192-234

2. Entrepreneurial Ranking: based on dollar amount of research funds obtained by faculty;
3. Pedagogical Ranking: based on the graduates of each program or campus being ranked; and
4. Productivity Ranking: based on the record of scholarly publications of the faculty.

It is obvious that each of these is different and might lead to a different rank order, especially at the top of the list.

Our approach to ranking Black Studies in higher education is focused on professional achievement. We are targeting the consolidation of the professional community of Black Studies Scholars as our main frame of reference. Therefore, we are ranking colleges and universities on the basis of the achievement of their faculty in professional contexts. These include academic professional journals in Black Studies, professional associations, and graduate training. This report will describe each of these three areas, and then explore the composite ranking of the top fifteen.

This is a pilot project, and should be considered part of work in progress. Please send your comments and reactions to me or to the National Council for Black Studies. Hopefully, we can develop a useful approach to ranking that will receive consensual support by a majority of the Black Studies professions. This is a first step.

## 2. METHOD AND DATA

Our task was to rank faculty achievement in the context of the professional community of Black Studies scholars. Because Black Studies has just ended a period of experimentation in which programs were initiated, along with organizations and journals, and ended, it is necessary to be deliberate in defining our research design.

(a) Defining the Universe: Our first task was in defining the target population of the Black Studies profession. There are three professional contexts that had to be clarified and differentiated:

1. Mainstream Traditional Discipline
2. Sub-Discipline Black Caucus
3. Independent New Discipline

The mainstream traditional disciplines are the ones whose existence was permanently part of the administrative structures of higher education and supported by corresponding units in funding agencies, public and private, before the 1960's.

Within the mainstream of professional organizations there was a Black response to racism, whether the form racism was liberal paternalism, neglect or simply rejection. This became most known as the Black Caucus movement, and in many cases these anti-racist organizational forms continue to exist. After the caucus movement came the development of independent professional organizations primarily concerned with Black Studies. These organizations are primarily based on the view that Black Studies is a viable community of professional scholarship.

TABLE 1

Alternative Professional Contexts for the Study  
of the Black Experience: The Example of Literature

Professional Context	Organizational Example	Journal Example
1. Mainstream Traditional Discipline	Modern Language Association	English Journal
2. Sub-Discipline Black Caucus	Minority Literature Division of MLA	Newsletter (now defunct)
3. Independent New Discipline	College Language Association	Black American Literature Forum

This initial study is focused on Black Studies as an independent new discipline. As such we are not negating or otherwise commenting on the other contexts listed above. In fact, a case can be made that professional achievement in these other areas is as important as is in the overall picture in Black Studies as a new independent discipline.

(b) Developing the Research Design: The focus of the research was on achievement in the professional context of Black Studies as a new independent discipline. We chose three main aspects of this:

1. Preparation for Entering the Profession - graduate study focused on the Black experience, formalized into a clearly defined administrative structure.
2. Theoretical Leadership of the Profession - the journals in the field of Black Studies
3. Practical Leadership of the Profession - the professional associations of Black Studies.

After some investigation it was clear that segregation in higher education resulted in two main manifestations of this new independent professional area of scholarship, pre-1960's based in the Black colleges and 1960's in the newly created Black Studies programs.

TABLE 2  
Professional Activities in Black Studies  
by Type of Institutional Basis

Institutional Basis of New Independent Profession	Preparation for the Profession (Graduate Study)	Theoretical Leadership (Journals)	Practical Leadership (Associations)
1. Historically Black Institutions of Higher Education	Howard University (1934)	Phylon (1940)	Association for the Study of Afro-American Life and History (1915)
2. New Institutions from the 1960's	Ohio State University (1975)	Journal of Black Studies (1970)	National Council for Black Studies (1976)

Graduate education is the major locus of action for an academic profession. This is where research and publishing are the main activities, and where an intellectual tradition is maintained by professionals reproducing themselves through an apprenticeship relationship with graduate students. For Black studies this includes the newly developed graduate programs, and the graduate programs in the social sciences and humanities with the historically Black colleges and universities. These Black schools have been structured in the form of traditional discipline but have a transdisciplinary tradition based on work by such scholars as E. Franklin Frazier and Alain Locke at Howard, Charles S. Johnson and Horace Mann Bond at Fisk, and DuBois at Atlanta University.

Further, regarding the journals and associations, we chose to focus on two aspects: Board positions and scholarly papers.



The board positions represent general leadership, some degree of decision-making, to some extent consisting of the group of scholars with the task of implementing control of the profession, and upholding the core values of the discipline. Scholarly papers constitute the intellectual essence of an academic profession and discipline. The main intellectual life of a profession is to a great extent reflected in the scholarly papers presented at its annual meeting. Also, a discipline dies unless the area it covers is constantly refreshed by new literature published in its scholarly journals. So, our design called for listing, i.e., counting the college university affiliation of the Board Members and authors of articles of the professional associations and the academic scholarly journals.

We identified the graduate programs, journals and organizations that constituted the profession of Black Studies by circulating a list of a large group of University of Illinois faculty, a selected number of faculty at other institutions and some officers of the National Council for Black Studies. This is a process that should be standardized each time this ranking study is replicated.

(c) Collecting the Data: We used standard library reference sources and faculty contacts to obtain correct addresses for the journals, organizations, and graduate programs. We sent a total of from two to five letters to each, as well as from one to ten phone calls. Further, for some names we've had to rely on reference works such as Who's Who Among Black Americans (1978 and 1980-81). So we have over

90% of the information on journal boards and authors, and organization boards. We do not have sufficient information on annual meetings of professional associations covered to warrant including it at this point.

(d) Reporting the Results: This report is a preliminary report on the overall ranking research. We anticipate doing a ranking study every two years beginning in 1981.

### 3. SCHOLARLY JOURNALS IN BLACK STUDIES

[The intellectual activity of a profession is usually reflected in a scholarly journal, and this is especially true with academic disciplines. The journal literature creates intellectual turf and forms a common frame of reference for the profession, i.e., its content constitutes the "state of the art." Who ever controls access to journal publication and whoever gets published are considered powerful and successful. These individuals make up the intellectual producers and gate keepers in professional Black Studies journals.]

Our focus follows from this. In order to objectify the relative achievements of a faculty in the journals we will use two measures.

1. number of faculty from each school on the boards of the leading 26 journals in Black Studies;
2. number of faculty from each school publishing articles in the leading journals in Black Studies

Board positions are of key importance because they serve two major functions:

1. The direct instrumental function is that they generally assist in the editorial decision making especially the selection of articles to publish and the selection of special themes for issues of the journal;
2. The indirect symbolic function is that board memberships is very visible and prestigious establishing a professional "elite" called upon

to lecture, consult, and do other professional tasks enabling them to function as leaders.

Authorships of journal articles is of key importance for other reasons:

1. Authorships reflects the successful implementation of the most universal value for scholars, the production of knowledge which constitutes the scientific or scholarly foundation of the discipline
2. Further, authorship is associated with the highest level of professional practice, and therefore the most highly published scholars constitute an "elite" based on their concrete and proven research and writing skills.

We have identified 26 professional journals that constitute the core scholarly literature.

These journals represent intellectual activities that spanned the 20th century beginning with the Journal of Negro History founded in 1916 by Carter G. Woodson. These 26 journals have represented three major historical stages in the development of organized Black scholarly publication. Table 1 presents the distribution of these journals by their date of founding. It is obvious that the period from 1916 to 1961, over forty years, the first half of the century, was characterized by relatively slow development-- only seven journals. However, given the impact of the 1960's, the majority of the journals, the current professional journals in Black Studies, have been in existence less than 15 years.

TABLE 3  
Scholarly Journals in Black Studies (cont.)

Name	Date Founded	Type Publishing	Editor	Area of Journal Content	Board Position (1980)	Articles 1977-1978
J. Negro Education	1932	Univ.	Faustine Jones	Soc. Sci. <input type="checkbox"/>	25	133
J. Negro History	1916	Prof.Org.	Allen Hornsby,	Soc.Sci. <input type="checkbox"/>	10	75
J. Non-White Concern	1972	Prof.Org.	William Gardner	Soc. Sci. <input type="checkbox"/>	12	78
Negro Educational Review	1950	Pub.	J. Irving Scott	Soc. Sci. <input type="checkbox"/>	10	66
Obsidian:Black Lit.Review	1975	Univ.	Alvin Aubert	Humanities <input type="checkbox"/>	28	25
Phylon	1940	Univ.	Wilbur Watson	General <input checked="" type="checkbox"/>	14	117
Review of Afro-Amer.Issues	1978	Univ.	Dr.Spurgeon M. Stamps Jr.	General <input checked="" type="checkbox"/>	24	13
Review of Black Political Economy	1970	Pub.	Robert S. Browne	Soc. Sci. <input type="checkbox"/>	10	66
Studia Africana	1979	Univ.	Angelene Jamison	General <input checked="" type="checkbox"/>	17	25
Umoja	1977	Univ.	William M.King	General <input checked="" type="checkbox"/>	9	32
Urban League Review	1975	Pub.	B. William Austin	Soc. Sci. <input type="checkbox"/>	-	20
Western Journal Black Studies	1977	Univ.	Talmadge Anderson	General <input checked="" type="checkbox"/>	22	134

TABLE 3  
Scholarly Journals in Black Studies

Name	Date Founded	Type Publishing	Editor	Area of Journal Content	Board Positions (1980)	Articles (1977-1979)
Black Art	1976	Pub.	Samella Lewis	Humanities	3	65
Black American Lit. Forum	1967	Univ.	Chester Fontenot	Humanities	18	83
Black Books Bulletin	1972	Pub.	Haki R. Madhubuti	General	5	39
Black Law Journal	1970	Univ.	Barbara Yonemura	Social Sci.	1	17
Black Perspectives in Music	1973	Pub.	Eileen Southern	Humanities	3	34
Black Scholar	1969	Pub.	Robert Allen	General	51	131
Black Sociologists	1975	Prof.Org.	Wilbur Watson	Soc. Sci.	5	38
CLA Journal	1957	Prof.Org.	Cason L. Hill	Humanities	10	114
Callaloo	1976	Univ.	Charles Rowell	Humanities	17	39
First World	1977	Pub.	Hoyt Fuller	General	65	86
FreedomWays	1961	Pub.	Ester Jackson	General	8	84
Howard Law Journal	1955	Univ.	Clyde Rowe	Soc. Sci.	3	47
J. Black Psychology	1974	Prof.Org.	W.Curtis Banks	Soc. Sci.	12	13
J. Black Studies	1970	Pub.	Molefi Kete Asante	General	26	88

TABLE 4

The Founding Black Studies Journals, by Time Periods

	#	%
Pre-Black Studies Movement (1916-1961)	7	26.9
Early Black Studies Movement (1967-1974)	9	34.6
Recent Black Studies Movement	<u>10</u>	<u>38.5</u>
Total	26	100.0

These journals are currently concentrated in the East Coast, though there is a regional distribution in the location of these journals.

TABLE 5

REGIONAL DISTRIBUTION OF BLACK STUDIES JOURNALS

	#	%
East	12	46.2
South	6	23.1
West	5	19.2
Mid-West	<u>3</u>	<u>11.5</u>
Total	26	100.0

The second ranking region is the South, which is inconsistent with the general pattern of intellectual productivity for the rest of the country, but is consistent with the concentration of Blacks in the South. It is further interesting to note that of the seven early journals, fully six are concentrated in the South (this includes Washington, D.C. within the southern region), while others in the more recent periods

have not been concentrated in the South, but rather the South shares the same status as the West and the Mid-West, while the East is clearly the leading region.

There is also a distribution according to the type of publisher for these Black Studies professional journals. The major organizational basis for these professional journals in Black Studies is the university, followed by independent publishing houses and professional organizations.

TABLE 6

<u>Type of Publisher for Black Studies Journals</u>		
	<u>#</u>	<u>%</u>
University	11	42.3
Publishing House	9	34.6
Professional Organization	6	23.1
Total	<u>26</u>	<u>100.0</u>

It is interesting to note that of the early seven journals, three were published in a university context (Howard University and Atlanta University), while two were in publishing houses and two in professional organizations. During the second period from 1967 to 1974, the major organizational basis for these journals was the independent, private publishing house, during which time there was tremendous activity of founding organizations and independent Black institutional development.

From 1974 on, in the most recent period, the major organizational basis has switched back and, once again, is in the University although now six out of ten journals published in a university context were published at a predominantly white university (University of Kentucky, Wayne State University, University of Cincinnati, University of Colorado, Washington State University,



and Syracuse University). What is reflected here is that the early intellectual work among Black people was consolidated in journals that were based in universities in the South, predominantly Black schools, whereas in the very recent period, the development of professional journals has mainly been in the East and at universities which have historically been predominantly white. This points out the contemporary historical contributions of Black Studies, as opposed to traditionally Black institutions. What is important here is that these journals cover all regions of the country, and all three types of organizational settings -- the university, publishing houses, and professional organizations, though it is important to keep the historical frame in mind that enables us to understand shifting loci of Black intellectual professional productivity.

These journals constitute the professional literature of Black Studies, and represent the major publications vehicle for Black intellectuals, so that while we affirm the value of publishing as the best overall indicator of participation in professional scholarly activities, it is done so only in recognition that these journals must be included as equals in the mainstream of the professional academic journals that exist.

For the years being considered, these [26 journals have 407 board positions, and 1,662 articles.] It is important that the "general" category is the leading area with 59.2% of board positions are 45.1% of articles. This is further evidence that while there are clusters in the traditional area of Social Sciences and Humanities, the main thrust of Black Studies is in the

general area with a transdisciplinary focus.

TABLE 7  
Distribution of Total Ranking Scores,  
by type of position and type of  
Journal,

<u>Type of Journal</u>	<u># of Journals</u>	<u>1979-80 Board Positions</u>	<u>%</u>	<u>1977-1979 Author of Articles</u>	<u>%</u>
General	10	241	59.2	749	45.1
Social Sceince	10	87	21.4	553	32.3
Humanities	6	79	19.4	360	21.7
Total	26	407	100.0	1662	99.1

The next table lists the top 25 schools ranked by number of board positions held by faculty. This list includes 155 board positions, 38% of the total. Several important features stand out clearly:

1. Howard University and Atlanta University remain the major national centers of Black intellectual "control" as does the Washington-DC - Baltimore area (Howard - 1 and Morgan State - 3) and the Atlanta area (Atlanta University - 2 and Morehouse - 5). Although after 4 of the top 8, the only Black school is at the bottom (Southern University tied for 18th).
2. The only non-historically Black School with 5 or more different faculty involved are University of Cincinnati and University of Michigan.
3. The single faculty at Iowa (Dr. Darwin Turner) and University

of Chicago (Dr. George Kent) fall in the "superstar" category in that they single handedly enable their schools to rank in the top 25 on board positions held.

4. The top of the list tends to have concrete links to one or two journals, but the total journals involved demonstrates broad involvement on Boards.

TABLE 8  
Ranking of Colleges and Universities  
by Board Positions held by faculty  
on Black Studies Scholarly Journals

		Total Board Positions	Total Faculty Involved	Total Journals Involved
1	Howard University	31	27	14
2	Atlanta University	22	19	6
3	Morgan State University	7	6	6
4	Cornell University	7	3	6
5	Morehouse College	6	6	4
5	University of Cincinnati	6	6	4
7	Univer. of Illinois-Urbana	6	3	5
8	Norfolk State University	6	6	2
9	University of Michigan	5	5	4
10	University of Colorado	5	3	4
10	Baruch	5	3	4
12	Iowa	5	1	5
13	Brown	4	3	4
14	Hunter	4	2	4
14	Emory	4	2	4
16	Washington University	4	3	3
17	Univ. of Chicago	4	1	4
18	Univ. of Pittsburgh	3	3	3
18	Univ. of Wisconsin-Milwaukee	3	3	3
18	Wayne State University	3	3	3
18	Southern University	3	3	3
18	Harvard University	3	3	3
18	University of California/Berkeley	3	3	3
18	University of Illinois/Chicago	3	3	3
18	City University of New York	3	3	3

Table 8 lists the top 20 schools ranked by the number of articles published by their respective faculty. This list includes 360 articles, 30% of the total of 1234.

1. There are only 3 Black schools (Howard - 1 Morgan State - 12, Texas Southern - 16) in the top 20. It is clear that Howard is the major center of published scholarship in Black Studies journals.
2. University of North Florida (6) and Washington University (18) cover a limited number of journals and therefore are much more specilized, whereas Howard, Cornell (3) and Indiana (5) are more highly diversified covering 21, 11, and 10 journals respectively.
3. There are only 3 private schools, and all three are in the Ivy league: Howard (4) Brown (11) and Columbia (19).

When these 2 indicators of "leadership" in journals are combined we get three types of leading schools:

1. Overall leaders: These are schools ranking high on both indicators. In these two lists of 20 and 25 schools, the overall leadership has a high group and a low group.
2. "Gate Keepers": This is a school with high rank on board positions, and, relatively, a lower score on publishing.
3. "Publishers": This is a school with high rank on

TABLE 9

Ranking of Colleges and Universities,  
by Scholarly Articles published by faculty in  
Black Studies Scholarly Journals, 1977-79

		Total Articles	Total Faculty	Total Journal
1	Howard	113	78	21
2	Suny Buffalo	19	14	7
3	Cornell	19	11	11
4	Harvard	18	10	8
5	Indiana University	17	12	10
6	University of Northern Florida	15	7	2
7	Wisconsin	13	12	5
8	Ibadan	13	10	6
9	Maryland	12	9	8
10	Delaware	12	8	7
11	Brown	12	8	6
12	Morgan State	11	11	7
13	Florida	11	10	5
14	Michigan State	11	9	4
14	San Diego State	11	9	4
16	Texas Southern	11	8	7
17	Massachusetts	11	8	5
18	Washington University	11	8	3
19	Columbia	10	9	6
20	Southern Illinois	10	8	6

articles published and, relatively, a low score  
on board positions.

Again, it is interesting that of the top 6 we have  
3 Ivy league schools, 2 Black schools, and Washington University  
in the midwest.

TABLE 10  
 Top 6 Colleges and Universities Based on  
 Ranking faculty held Board positions  
 and Articles published in Black  
 Studies Scholarly Journals

TYPE OF LEADERSHIP	COLLEGES	RANK ON Journal Board Positions	RANK ON Journal Authorship
Overall (high)	Howard	1	1
	Cornell	4	3
"Gatekeeper"	Morgan State	3	12
"Publisher"	Harvard	18	4
Overall (low)	Brown	13	11
	Washington	16	18



#### 4. PROFESSIONAL ASSOCIATIONS IN BLACK STUDIES

[Every profession tries to have its own organization because of the necessity to consolidate its resources in controlling itself and protecting its members from other aspects of society. The mainstream professions are usually conservative because they tend to protect their own establishment. However, insurgent professions begin with a critique of the existing order so that it can critically define its own distinct role. Further, the broad theoretical critique is followed with a set of turf battles on issues such as academic curriculum, permanance of administrative structure and finding, faculty lines and tenure, methodological technology, etc.]

For Black Studies, the model of an insurgent profession has been followed. Black Studies organizations were founded with an activists baptism in struggle against "racism" in intellectual - academic - professional circles. The tradition of Black Studies professional associations is a record of academic excellence and social responsibility. We have identified 11 professional organizations in Black Studies. Of these 4 were formed from 1915 to 1959, while 7 were formed from 1968 to 1976.]

The oldest organization is the Association for the study of Afro-American Life and History, (ASALH) formed in 1915. Dr. Carter G. Woodson (Ph.D. History, Harvard) was clear in his **arms and** objectives about his new committment **being** to a new insurgent professional organization ASALH is

TABLE 11  
PROFESSIONAL ORGANIZATIONS IN BLACK STUDIES

Name	Date Founded	Area	Total Number of Board Position
African Heritage Studies Association	1969	General ✓	19
Association for the Study of Afro-American Life and History	1915	General ✓	10
Association of Black Anthropologists	1974	Social Sciences x	10
Association of Black Psychologists	1968	Social Sciences x	10
Association of Social and Behavioral Scientists	1935	Social Sciences x	21
Association of Black Social Workers	1968	Social Sciences x	6
Association of Black Sociologists	1970	Social Sciences x	9
College Language Association	1940	Humanities o	13
National Conference of Artists	1959	Humanities o	25
National Council of Black Studies	1976	General ✓	45
National Conference of Black Political Scientists	1970	Social Science x	9

a general Black Studies organization, as relevant an early manifestation of the transdisciplinary focus, as Phylon (founded by DuBois) was to the Black Studies Journals.

After the Harlem Renaissance, in the midst of the depression, this general association was followed by more specialized ones. A social science organization was formed in 1935 (Association of Social and Behavioral Scientists) a literary scholars organization in 1940 (College Language Association) and black art professional association in 1959 (National Conference of Artists). Together, these 4 organizations precede the recent upsurging in Black Studies. There have been 7 organizations formed between 1968 - 1976.

Table 11 presents our list of the 11 Black Journals. Together they have 177 board positions. Of these, 42% are in the general category, and 37% and 21% respectively in social science and humanities. So, as with the journals, the dominant emphasis seems to be a transdisciplinary one.

Table 12 presents the rank order of the top 18 schools by faculty held board positions in the professional organizations. These schools account for 30% of all the board positions in the 11 organizations. There are important aspects of this listing:

1. 2/3 of the schools are in the South, with 7 of the schools being historically Black schools.
2. Howard University and Atlanta University also lead **this** list with the Atlanta - Morehouse making the city of Atlanta the center of organizational power

TABLE 12

Ranking of colleges and universities  
by board positions held by faculty in  
Black Studies Professional Associations

	Total Board Positions	Total Faculty	Total Organizations
1 Howard	7	7	5
2 Pittsburg	4	4	2
2 Texas-Austin	4	4	2
4 Atlanta	4	3	4
5 Morehouse	4	3	3
6 Jackson State	3	3	3
6 Meharry	3	3	3
8 North Carolina	3	2	3
9 Emory	3	1	3
10 Boston	2	2	2
10 Mississippi	2	2	2
10 Tennessee	2	2	2
10 Ohio State	2	2	2
10 Rutgers	2	2	2
10 Southern	2	2	2
10 Tennessee State	2	2	2
10 Berkeley	2	2	2
10 University of D.C.	2	2	2

3. While Pittsburg and Texas - Austin are ranked 2 this is not commensurate with their more limited involvement in only 2 organizations. Also, Emory stands out with one faculty attaining a high rank (9) by having 3 board memberships.

This report was to include a ranking of the papers presented at the annual conferences of these professional associations. However it was not possible to adequately present this data, so our current ranking omits this measure.

Each year 5,000 - 8,000 Black Studies professionals gather to discuss and make policy on professional issues and share research results. Black Studies, in this sense is a fully formed professional area. The faculty who attain positions of responsibility bring recognition and honor to their home institutions as well as provide leadership to Black Studies as an academic profession.

## 5. GRADUATE EDUCATION IN BLACK STUDIES

Black Studies emerged on the campus scene in the late 1960's without formal academic preparation. Now over a decade later, a significant number of formal professional graduate degree programs have developed in the area. There are three types of degree programs

1. Formal Masters Degree Programs
2. Doctoral Fellow Programs
3. Black Studies Related Graduate Study  
at historically Black Institutions

We are making a subjective value judgement in setting up these categories. The main way to see this is to get clarity on why we exclude other types of graduate study. Virtually every discipline in the social sciences has a focus on the race variable, and every one in the humanities gains from cultural contributions from Black artists, intellectuals, and scholars. For example, in the traditional disciplines there has been a significant increase in Ph.D. dissertations dealing with some aspect of Afro-American history. Approximate figures are from the 1920's - 50,60; from 1950 - 1960, 155; from 1960 - 1970, 180; from 1970 - 1980, 220.

However, [we are interested in Black Studies as a coherent academic profession. Therefore, our focus is not on how the Black experience is subordinated as a sub field within some other discipline, but how it has an intellectual integrity as an area of its own.] Its curious that various disciplines have advocates who would challenge this claim. However, the

intellectual history of academic areas, professions, and organization of funding institutions reveals an interplay between broad changes in society (political, economic, and social) and political struggles by intellectuals for academic turf and funding support. In other words, while intellectual issues are at stake, the fundamental issue revolves around politic issues. That is how Black Studies developed in the first place and that seems to be the basis for its survival.

At this point (1981) SUNY Albany is working for the first Ph.D, Degree in Black Studies. During the last 2 years new MA Degrees have been established at UCLA and University of Wisconsin. These are positive and strong signs.

TABLE 13  
GRADUATE PROGRAMS IN BLACK STUDIES

- A. Formal Graduate Degree in Black Studies
1. Atlanta University
  2. Cornell University
  3. Ohio State University
  4. State University of New York at Albany
  5. U.C.L.A.
  6. \*University of Illinois
- B. Doctoral Fellow Program in Black Studies
1. University of California at Santa Barbara
  2. University of Virginia
- C. Black Studies Related Graduate Study at Black Institutions
1. Alabama State University
  2. Cheyney State College
  3. Delaware State College
  4. Fisk University
  5. Howard University
  6. Meharry Medical College
  7. North Carolina
  8. Southern University
  9. Texas Southern
  10. University of District of Columbia

\*The University of Illinois has a formal area of doctoral study on Afro-American literature located in the English Department. In less than a decade Illinois has graduated 8 Ph.D. degrees in the area of Afro-American literature. The key faculty for this are Dr. Richard Barksdale, Dr. Chester Fontenot, and Dr. Kenneth Kinnamon (Chairperson of the English Department).



## 6. THE TOP 15 COLLEGES AND UNIVERSITIES IN BLACK STUDIES

The previous rankings are objective self evident measures of achievement. However, to merge these separate measures into one list is fundamentally a subjective process. Further, any list of top (overall) schools gives the false impression (sort of like the NCAA National Championships), that "the best" is at the top, rather than simply be acknowledged as one of many ways to rank schools, with the ranking process being understood as a rather necessary proxy for quality. This is a methodological and philosophical problematic, and its implications are political and economic.

Our approach is simply to take all of our four ranking lists and identify those schools that are active in each area. We are not assuming that we can average the ranks, so that a high rank on one indicator will not wash out the effect of having a low score or no score in some other area. Our assumption is that during this early stage of professional development the overall ranking of programs must keep each score separate because, overall, the main issue is whether any achievement is made in each area. Later, when more schools have full achievement we will be able to average the ranks on several indicators of professional achievement.

Table 14 lists our determination of the top 15 schools in Black Studies. We have decided not to put this in chronological order, but, rather, to delineate four distinct categories.

1. Category A: full service top quality Black Studies faculty achievement;
2. Category B: full achievement in journals and organizations, but no formal program of graduate study;
3. Category C: achievement in the journals, with graduate programs, but no board positions in the professional associations;
4. Category D: only leading strength in journal board positions and articles published, but no board positions in the organizations or a program for graduate study.

Category A has 5 schools: 2 historically Black Schools, 1 ivy league school and 2 Big 10 schools. Category B has 5 schools: 2 historically Black Schools, and 3 schools in the east. Category C has 2 schools in the east. Category C has 2 schools from the Big 10, and Category D has 3 schools. In sum the top list of 15 includes 4 Black institutions, 4 schools from the Big 10, and 3 ivy league schools. In sum the main omissions in this list are no schools on the west coast, and no historically white schools in the south.

We anticipate making a more in depth study of these leading schools. However, in this preliminary report we will let the reader make all further reflections.

TABLE 14  
TOP 15 COLLEGES AND UNIVERSITIES  
IN BLACK STUDIES

	#Journal Board Positions	#Journal Articles Published	#Organiz- ation Board Posit- ions	Graduate Program
<u>Category A:</u>				
1. Howard	31	113	7	yes
2. Atlanta	22	6	3	yes
3. Cornell	7	19	1	yes
4. Univ. of Illinois	6	7	1	yes
5. Ohio State Univ.	1	5	2	yes
<u>Category B:</u>				
1. Morgan State	7	11	2	no
2. Morehouse	6	6	3	no
3. Hunter	4	5	2	no
4. Pittsburg	3	9	4	no
5. CCNY	3	4	1	no
<u>Category C:</u>				
1. Univ. of Wisconsin	1	12	0	yes
2. Univ. of Iowa	1	6	0	yes
<u>Category D:</u>				
1. Brown	4	12	0	no
2. Washington Univ.	4	8	0	no
3. Harvard	3	18	0	no

Selected Bibliography (Full Bibliography available on request)

John W. Blassingame, New Perspectives on Black Studies

(Urbana: University of Illinois Press, 1973)

Allan Cartter, An Assessment of Quality in Graduate Education

(Washington D.C.: American Council on Education, 1964)

Ellen K. Coughlin, "The Gourman Report: A Mysterious Rating of Universities," The Chronicle of Higher Education

(May 8, 1978, page 5)

Philip T.K. Daniel, A Report on the Status of Black Studies Programs in Midwestern Colleges and Universities

(DeKalb: Center for Black Studies, Northern Illinois University, 1977)

"Fact-File: Ranking of Research Libraries at Universities, 1977-78" The Chronicle of Higher Education

(February 20, 1979, page 4)

Nick Aaron Ford, Black Studies: Threat or Challenge?

(Port Washington, New York: Kennikat Press, 1973)

Jack Gourman, The Gourman Report: A Rating of American and International Universities

(Los Angeles: National Education Standards, 1977)

Robert C. Johnson, "Issues in the Evaluation of Black Studies"

(unpublished paper, Washington University, October 1978)

Jack Magarrell, "Ohio State Dean Develops New System for Ranking Schools of Engineering" The Chronicle of Higher Education

(September 8, 1980)

Rebecca Zames Margulies and Peter M. Blau, "America's Leading Professional Schools" Change (November, 1973, pages 21-27)

Peoples College, Selected Working Bibliography in Black Studies (Chicago: Peoples College Press, 1977)

Leroi R. Ray, "Black Studies: A Discussion of Evaluation" The Journal of Negro Education XLV, Fall 1976, pges 383-396

Kenneth D. Roose and Charles J. Andersen, A Rating of Graduate Programs (Washington D.C.: American Council on Education, 1969)

Malcolm G. Scully, "The Well Known Universities Lead in Rating of Faculties Reputations," The Chronicle of Higher Education (January 15, 1979, page 67)

William D. Smith, "Black Studies: Recommendations for Organization and National Consideration" The Journal of Negro Education XLIV, Spring 1975, pages 170-176

## APPENDIX

Table 1

Professional Achievement in Black Studies: 1979-80  
 College Faculty by Positions Held on Black Studies Journals,  
 Number of Different Faculty Involved and Number of Different Journals

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
ALABAMA STATE UNIVERSITY	1	1	1	9	8	8
ALLEN UNIVERSITY	1	1	1	9	8	8
AMERICAN UNIVERSITY	1	1	1	9	8	8
ATLANTA UNIVERSITY	22	19	16	2	2	1
BENNETT College	2	1	2	8	8	7
BERNARD BARUCH C.	5	3	4	5	6	5
BOSTON College	1	1	1	9	8	8
BOSTON UNIVERSITY	1	1	1	9	8	8
BOWDOIN College	2	1	2	8	8	7
BROWN UNIVERSITY	4	3	4	6	6	5
CALIF. POLYTECHNIC STATE U	1	1	1	9	8	8
CALIF. STATE - Los Angeles	1	1	1	9	8	8
CITY UNIVERSITY OF NEW YORK	3	3	3	7	6	6

Table 1

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
CLARK College	2	2	2	8	7	7
College OF STATEN ISLAND	1	1	1	9	8	8
COLORADO STATE UNIV.	1	1	1	9	8	8
Columbia College	2	2	2	8	7	7
Coppin State College	1	1	1	9	8	8
CORNELL UNIVERSITY	7	3	6	3	6	3
DARTMOUTH College	1	1	1	9	8	8
DELMAR College	1	1	1	9	8	8
DUKE UNIVERSITY	1	1	1	9	8	8
EMORY UNIVERSITY	4	2	4	6	7	5
ESSEX COUNTY College	1	1	1	9	8	8
FISK UNIVERSITY	1	1	1	9	8	8
FLORIDA A+M UNIV.	2	2	1	8	7	8
FLORIDA STATE UNIV.	2	2	2	8	7	7
HAMPSHIRE College	1	1	1	9	8	8
HARVARD UNIVERSITY	3	3	3	7	6	6



Table 1

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
HOWARD UNIVERSITY	31	27	14	1	1	2
HUNTER College	4	2	4	6	7	5
INDIANA UNIVERSITY	2	2	2	8	7	7
INDIANA UNIV. NORTHWEST	1	1	1	9	8	8
JACKSON STATE UNIV.	2	2	2	8	7	7
JOHN JAY College	1	1	1	9	8	8
JOHNSON C SMITH UNIV.	1	1	1	9	8	8
KENNEDY KING Comm. Coll.	1	1	1	9	8	8
LINCOLN UNIVERSITY	1	1	1	9	8	8
LOUISIANA STATE UNIV. <sup>BATON</sup> Rouge	1	1	1	9	8	8
MALCOLM X Comm. Coll.	1	1	1	9	8	8
MARquette UNIV.	1	1	1	9	8	8
M. I. T.	1	1	1	9	8	8
MICHIGAN STATE UNIV.	2	2	1	8	7	8
Miles College	1	1	1	9	8	8
MONTgomery College	1	1	1	9	8	8

Table 1

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
MOREHOUSE College	6	6	4	4	3	5
MORGAN STATE UNIVER.	7	6	6	3	3	3
NEW YORK UNIVERSITY	2	2	2	8	7	7
NORFOLK STATE College	6	6	4	4	3	5
NORTHEASTERN UNIV.	2	2	2	8	7	7
NORTHERN ILL. UNIV.	1	1	1	9	8	8
NORTHWESTERN UNIV.	1	1	1	9	8	8
OSBERLIN College	2	2	2	8	7	7
OHIO STATE UNIV.	1	1	1	9	8	8
PEPPERDINE UNIVERSITY	1	1	1	9	8	8
PHILANDER SMITH College	1	1	1	9	8	8
PURDUE UNIVERSITY	2	1	2	8	8	7
RIDER College	1	1	1	9	8	8
RUTGERS UNIVERSITY	2	2	2	8	7	7
SACRAMENTO STATE UNIV	1	1	1	9	8	8
SAN JOSE STATE UNIV.	1	1	1	9	8	8

Table 1

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
SAVANNAH STATE COLL.	2	1	2	8	8	7
Spelman College	1	1	1	9	8	8
Southern Calif.	2	2	2	8	7	7
Southern University	5	4	4	5	5	5
South Seattle Comm. Coll.	1	1	1	9	8	8
STANFORD UNIV.	1	1	1	9	8	8
SUNY - ALBANY	2	1	1	8	8	8
SUNY - BROCKPORT	1	1	1	9	8	8
SUNY - BUFFALO	3	2	2	7	7	7
SUNY - STONEY BROOK	1	1	1	9	8	8
SYRACUSE UNIVERSITY	2	2	1	8	7	7
TALLADEGA College	1	1	1	9	8	8
Temple University	1	1	1	9	8	8
TEXAS SOUTHERN UNIV.	2	2	1	8	7	7
TOUGALOO UNIVERSITY	2	1	2	8	8	7
TUFTS UNIVERSITY	1	1	1	9	8	8

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
UNITED NATIONS UNIV: JAPAN	1	1	1	9	8	8
UNITED STATES INTERN. UNIV.	1	1	1	9	8	8
U of CALIF: Berkeley	3	3	3	7	6	6
U of CALIF: DAVIS	1	1	1	9	8	8
U of CALIF: IRVINE	1	1	1	9	8	8
U of CALIF: LOS ANGELES	1	1	1	9	8	8
U of CALIF: SAN FRANCISCO	1	1	1	9	8	8
UNIVERSITY OF CHICAGO	4	1	4	6	8	5
UNIVERSITY OF CINCINNATI	6	6	4	4	3	5
UNIVERSITY OF COLORADO	5	3	4	5	6	5
U. OF CONNECTICUT	1	1	1	9	8	8
U. OF DELAWARE	2	2	2	8	7	7
U. OF DISTRICT OF COLUMBIA	1	1	1	9	8	8
U. OF GHANA	3	3	2	7	6	7
U. OF IBADAN (NIGERIA)	3	3	2	7	6	7
U. OF IFE (NIGERIA)	1	1	1	9	8	8

Table 1

46

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
U. OF ILLINOIS: CHICAGO	3	3	3	7	6	6
U. OF ILLINOIS: URBANA	6	3	5	4	6	4
U. OF IOWA	5	3	4	5	6	5
U. OF JOS (NIGERIA)	1	1	1	9	8	8
U. OF KANSAS	1	1	1	9	8	8
U. OF KENTUCKY	1	1	1	9	8	8
U. OF LAGOS (NIGERIA)	1	1	1	9	8	8
U. OF LOUISVILLE	1	1	1	9	8	8
U. OF MARYLAND	2	2	2	8	7	7
U. OF MASSACHUSETTS	2	2	1	8	7	8
U. OF MICHIGAN	5	5	5	5	4	4
U. OF MICHIGAN (DEARBORN)	1	1	1	9	8	8
U. OF NAIROBI (KENYA)	2	2	2	8	7	7
U. OF NIGERIA (NSUKKA)	1	1	1	9	8	8
U. OF NORTH CAROLINA (CHAPEL HILL)	2	1	2	8	8	7
U. OF NORTH CAROLINA - WILMINGTON	1	1	1	9	8	8

46

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
U. OF NORTH FLORIDA	2	2	1	8	7	8
U. OF NOTRE DAME	2	1	2	8	8	7
U. OF PENNSYLVANIA	3	2	3	7	7	6
U. OF PITTSBURG	3	3	3	7	6	6
U. OF SOUTHERN CALIF.	2	2	2	8	7	7
U. OF TAMPA	1	1	1	9	8	8
U. OF TENNESSEE	1	1	1	9	8	8
U. OF NORTH (AZANIA)	1	1	1	9	8	8
U. OF VIRGINIA	2	2	2	8	7	7
U. OF West Indies (JAMAICA)	1	1	1	9	8	8
U. OF WISCONSIN (MADISON)	1	1	1	9	8	8
U. OF WISCONSIN (MILWAUKEE)	3	3	3	7	6	6
VIRGINIA COMMONWEALTH	3	2	3	7	7	6
WASHINGTON STATE UNIV.	1	1	1	9	8	8
WASHINGTON UNIV.	4	3	3	6	6	6
WAYNE STATE UNIV.	3	3	3	7	6	6

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Journals	Board Positions (1-9)	Faculty (1-8)	Journals (1-8)
WEST VIRGINIA UNIV.	1	1	1	9	8	8
WINTROP COLLEGE	1	1	1	9	8	8
XAVIER UNIVERSITY	1	1	1	9	8	8
YALE UNIVERSITY	1	1	1	9	8	8

Table 2

Professional Achievement in Black Studies: 1977-79  
 College Faculty by Articles Published in Black Studies Journals,  
 or Number of Articles, Number of Faculty Authors, and Number of Journals

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18) 18	Faculty (1-14) 14	Journals (1-11) 11
ALABAMA STATE UNIV.	3	2	2	16	13	10
ALBANY STATE Coll.	1	1	1	18	14	11
ALVERNO Coll.	2	2	2	17	13	10
AMER. BUSINESS INST.	1	1	1	18	14	11
AMER. INTER'L Coll.	3	1	1	16	14	11
AMHERST College	1	1	1	18	14	11
APPALACHIAN STATE UNIV.	1	1	1	18	14	11
ARIZONA STATE U.	1	1	1	18	14	11
ARKANSAS STATE U.	2	1	2	17	14	10
ATLANTA UNIV.	6	6	4	13	9	8
AUBURN UNIV.	1	1	1	18	14	11
AUGSBURG Coll.	1	1	1	18	14	11
AUSTIN Coll.	1	1	1	18	14	11
BABSON College	2	1	2	17	14	10



School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-19)	Journals (1-11)
BALL STATE UNIV.	1	1	1	18	14	11
Benedict Coll.	1	1	1	18	14	11
BERNARD BARUCH Coll.	1	1	1	18	14	11
BETHUNE COOKMAN Coll.	1	1	1	18	14	11
BOSTON COLLEGE	1	1	1	18	14	11
BOSTON UNIVERSITY	2	2	2	17	13	10
BOWDOIN Coll	1	1	1	18	14	11
BOWIE STATE Coll	3	2	2	16	13	10
BRADFORD JUNIOR Coll.	1	1	1	18	14	11
BRIGHAM YOUNG UNIV.	2	2	1	17	13	11
BROOKLYN College	2	2	2	17	13	10
BROWN UNIV.	12	8	6	7	7	6
BRYN MAWR Coll.	1	1	1	18	14	11
CALIF. POLYTECHNIC ST. U.	3	3	3	16	12	9
CALIF STATE - HAYWARD	1	1	1	18	14	11
CALIF STATE - LONG BEACH	1	1	1	18	14	11
CALIF STATE - LOS ANGELES	2	2	2	17	13	10
CALIF STATE - CHICO	1	1	1	18	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
CALIF STATE - Northridge	5	5	3	14	10	9
CAMDEN County Coll.	1	1	1	18	14	11
CATHOLIC U. of America	2	2	2	17	13	10
CENTRAL MICHIGAN UNIV.	3	1	1	16	14	11
CENTRAL STATE UNIV.	3	3	3	16	12	9
CHEYNEY STATE Coll	3	2	2	18	13	10
CITY College NY	5	5	5	14	10	7
CITY UNIV. NY-NY	4	4	3	15	11	9
CITY UNIV. NY - Brooklyn	3	2	3	16	13	9
CLARK College	5	3	4	14	12	8
CLARKSON College	3	2	2	16	13	10
CLAYTON JR. Coll.	1	1	1	18	14	11
CLEVELAND STATE U.	4	4	4	15	11	8
College of Holy Cross	2	2	1	17	13	11
College of Virgin Islands	2	2	1	17	13	11
College of William + MARY	2	2	2	17	13	10
COLORADO STATE UNIV.	5	5	3	14	10	9

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
Columbia College	1	1	1	18	14	11
COLUMBIA UNIV.	10	9	6	9	6	6
COMM. COLL - BALTIMORE	1	1	1	18	14	11
COMM. COLL - DENVER	1	1	1	18	14	11
COOKE COUNTY College	1	1	1	18	14	11
Coppin STATE College	1	1	1	18	14	11
CORNELL UNIV.	19	11	11	2	4	2
Dalhousie UNIV.	1	1	1	18	14	11
DAMASCUS UNIV	1	1	1	18	14	11
DARTMOUTH COLL.	2	2	2	17	13	10
DAYTONA BEACH COMM. COLL.	2	2	2	17	13	10
DECTA College	1	1	1	18	14	11
DENISON UNIV.	4	2	3	15	13	9
DILLARD UNIV.	3	3	3	16	12	9
DUKE UNIV.	5	5	3	14	10	9
EAST CAROLINA U.	1	1	1	18	14	11
EASTERN CONN. STATE College	1	1	1	18	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1- )	Faculty (1- )	Journals (1- )
EASTERN WASHINGTON U.	1	1	1	18	14	11
EDINBORO STATE COLL.	1	1	1	18	14	11
EDWARD WATERS COLL.	1	1	1	18	14	11
ELMIRA COLL.	1	1	1	18	14	11
EMORY UNIV.	4	4	3	15	11	9
EMPIRE STATE COLL.	1	1	1	18	14	11
ERIE COMM. COLL.	1	1	1	18	14	11
ESSEX COMM. COLL.	1	1	1	18	14	11
ESSEX COUNTY COLL.	3	2	3	16	13	9
FAYETTESVILLE STATE U.	2	2	2	17	13	10
F. LA GUARDIA COMM. COLL.	1	1	1	18	14	11
FLORIDA A+M UNIV.	6	6	4	13	9	8
FLORIDA ATLANTIC UNIV.	2	2	1	17	13	11
FLORIDA INTERNT UNIV.	3	3	3	16	12	9
FLORIDA STATE	5	5	4	14	10	8
FLORIDA TECH. UNIV.	1	1	1	18	14	11
FORT VALLEY STATE COLL	4	2	2	15	13	10

School	Raw Score (Number)		Ranks (1 = high)		
	Articles	Faculty	Articles (1-18)	Faculty (1-14)	Journals (1-11)
FRANCIS MARION COLL.	1	1	18	14	11
GALLAUDET COLLEGE	1	1	18	14	11
GEORGE MASON U (FAIRFAX)	2	2	17	13	10
GEORGETOWN UNIV.	3	2	16	12	9
GEORGE WASHINGTON UNIV.	3	3	16	12	9
GEORGE WILLIAMS COLL.	1	1	18	14	11
GEORGIA INST. OF TECH.	2	2	17	13	10
GEORGIA STATE U. (ATLANTA)	4	3	15	12	9
GOVERNORS STATE U. (PARK FOREST)	3	3	16	12	10
GRAMBLING STATE U.	1	1	18	14	11
GUILFORD COLLEGE	1	1	18	14	11
HAMPSHIRE COLLEGE	2	2	17	13	11
HARVARD UNIV.	18	10	3	5	4
HAVENFORD COLLEGE	1	1	18	14	11
HERSHEY MEDICAL CENTER	1	1	18	14	11
HOUSTON COMMUN COLLEGE	1	1	18	14	11
HOWARD UNIVERSITY	113	78	1	1	1

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-10)
HUNTER COLLEGE	8	5	5	11	10	7
ILLINOIS STATE U.	2	2	2	17	13	10
INDIANA STATE U.	8	6	4	11	9	8
INDIANA U. - BLOOMINGTON	17	12	10	4	13	3
INDIANA U. - SOUTH BEND	2	1	1	17	14	11
INDIANA U. - NORTHWEST	4	2	1	15	13	11
IOWA STATE U.	1	1	1	18	14	11
ITHACA COLLEGE	2	2	2	17	13	10
JACKSON STATE UNIV.	6	6	6	13	9	6
JARVIS CHRISTIAN COLL.	1	1	1	18	14	11
JEFFERSON COMM. COLL.	1	1	1	18	14	11
JOHN HOPKINS UNIV.	1	1	1	18	14	11
JOHN JAY COLLEGE	2	1	2	17	14	10
KALAMAZOO COLLEGE	2	2	2	17	13	10
KANSAS STATE UNIV.	2	2	2	17	13	10
KENDALL COLLEGE	1	1	1	18	14	11
KENT STATE UNIV.	2	2	1	17	13	11

School	Rav. Score (Number)		Ranks (1 = high)	
	Articles	Faculty	Articles (1-18)	Faculty Journals (1-14)
KENTUCKY STATE	1	1	18	14
LAFAYETT COLLEGE	1	1	18	14
LANEY COLLEGE	2	2	17	14
LEMOYNE COLLEGE	1	1	18	14
LEHIGH UNIV.	1	1	18	14
LEWIS + CLARK U.	1	1	18	14
LINCOLN U. (MISSOURI)	1	1	18	14
LINCOLN U. (PENN.)	2	2	17	13
LIVINGSTON COLLEGE	4	4	15	11
LOMA LINDA UNIV.	1	1	18	14
LOUISIANA STATE U.	1	1	18	14
MACALESTER COLLEGE	3	3	16	12
MANHATTEN COMM. COLL.	2	2	17	14
MARSHALL UNIV.	1	1	18	14
MARSHALL UNIV.	2	2	17	13
M-I.T.	3	3	16	12
MEDGAR EVERS COLL.	1	1	18	14

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
Medical College Virginia	1	1	1	18	14	11
Metropolitan State Coll	1	1	1	18	14	11
Miami Univ.	3	2	3	16	13	9
Michigan State Univ.	11	9	4	8	6	8
Middle Tenn. State U.	2	2	2	17	13	10
Mississippi State U.	1	1	1	18	14	11
Montclair State Coll.	1	1	1	18	14	11
Morehead State Univ.	2	1	1	17	14	11
Morehouse College	9	7	4	10	8	8
Morgan State U.	11	11	7	8	4	5
Morris Brown	1	1	1	18	14	11
Nassau Comm. Coll.	3	3	2	16	12	10
Natl Institute of Education	2	2	1	17	13	11
Newberry College	1	1	1	18	14	11
New Mexico State U.	1	1	1	18	14	11
New York Univ.	3	2	2	16	13	10
Norfolk State Coll	8	8	7	11	7	5



School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
NORTH CAROLINA CENTRAL U.	7	6	5	12	9	7
NORTH CAROLINA STATE	2	2	2	17	13	10
NORTH CAROLINA <sup>WESLEYAN</sup> COLL.	1	1	1	18	14	11
NORTH COAST COLL. OF RELIGION	1	1	1	18	14	11
NORTHEASTERN COLL.	1	1	1	18	14	11
NORTHEASTERN ILL U.	4	4	4	15	11	8
NORTHEASTERN UNIV.	1	1	1	18	14	11
NORTHERN ILLINOIS UNIV.	2	2	2	17	13	10
NORTHLAND COLLEGE	1	1	1	18	14	11
NORTHWESTERN UNIV.	7	6	5	12	9	7
NOTRE DAME UNIV.	2	1	1	17	14	11
NOVA UNIV.	1	1	1	18	14	11
OAKES COLLEGE	1	1	1	18	14	11
OAKLAND UNIV - ROCHESTER	6	4	2	13	11	10
OBERLIN COLLEGE	3	2	2	16	13	10
OHIO UNIV	2	2	2	17	13	10
OHIO STATE UNIV - COLUMBUS	5	5	5	14	10	7

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
OKLAHOMA STATE UNIV.	1	1	1	18	14	11
PACE UNIV.	2	2	2	17	13	10
PACIFIC LUTHERAN UNIV.	1	1	1	18	14	11
PRAIRIE VIEW A&M UNIV.	2	2	2	17	13	10
PENNSYLVANIA STATE	1	1	1	18	14	11
PENNSYLVANIA STATE U.	6	4	4	13	11	8
PHILADELPHIA COLLEGE OF ART	1	1	1	18	14	14
PHILLIPS COUNTY COMMUNITY COLLEGE	1	1	1	18	14	14
PITZER COLLEGE	1	1	1	18	14	14
POINT PARK COLLEGE	1	1	1	18	14	14
PORTLAND STATE UNIV.	1	1	1	18	14	14
PRINCETON UNIV.	2	2	2	17	13	10
PURDUE UNIV.	9	7	7	10	8	5
QUEENS COLLEGE	5	4	4	14	11	8
RAMAPO COLLEGE	1	1	1	18	14	11
RHODE ISLAND COLLEGE	1	1	1	18	14	11
RICHLAND COLLEGE - DALLAS	1	1	1	18	14	11

School	Raw Score (Number)				Ranks (1 = high)							
	Articles		Faculty		Journals		Articles		Faculty		Journals	
	(1-)	(1-)	(1-)	(1-)	(1-)	(1-)	(1-)	(1-)	(1-)	(1-)	(1-)	(1-)
ROLLINS COLLEGE	2	1	1	1	17	14	11					
RUSH PRESBYTERIAN ST. LUKE'S	1	1	1	1	18	14	11					
RUTGERS UNIV.	9	9	7	7	10	6	5					
SACRED HEART UNIV.	1	1	1	1	18	14	11					
SAINT JOSEPH'S COLLEGE	1	1	1	1	18	14	11					
SOMERFORD UNIV.	2	2	1	1	17	13	11					
SAN DIEGO STATE UNIV.	11	9	4	4	8	6	8					
SAN FRANCISCO COMMUNITY	1	1	1	1	18	14	11					
SAN FRANCISCO STATE UNIV.	1	1	1	1	18	14	11					
SANGAMON STATE UNIV.	2	2	2	2	17	13	10					
SAN JOSE STATE UNIV.	2	2	2	2	17	13	10					
SANTA ANNA COLLEGE	1	1	1	1	18	14	11					
SAUK VALLEY COLLEGE	1	1	1	1	18	14	11					
SAVANNAH STATE COLLEGE	2	1	2	2	17	14	10					
SCRIPPS COLLEGE	2	2	1	1	17	13	11					
SEATTLE CENTRAL COMMUNITY	1	1	1	1	18	14	11					
SETON HALL UNIV.	1	1	1	1	18	14	11					

School	Raw Score (Number)				Ranks (1 = high)			
	Articles		Faculty		Articles		Faculty	
	(1-18)	Journals	(1-14)	Journals	(1-18)	Journals	(1-14)	Journals
SHAW COLLEGE - DETROIT	1	1	1	1	18	14	14	11
SHORELINE COMMUNITY COLLEGE	1	1	1	1	18	14	14	11
SKIDMORE COLLEGE	1	1	1	1	18	14	14	11
SIMMONS COLLEGE	1	1	1	1	18	14	14	11
SIMON FRASER UNIV.	1	1	1	1	18	14	14	11
SIOUX FALLS COMMUNITY COLLEGE	2	1	1	1	17	14	14	11
SLIPPERY ROCK STATE COLLEGE	1	1	1	1	18	14	14	11
SMITH COLLEGE	4	3	4	3	15	11	11	9
SMITHSONIAN INSTITUTION	1	1	1	1	18	14	14	11
SOR BONNE - PARIS, FRANCE	1	1	1	1	18	14	14	11
SAN HOSEA UNIV.	1	1	1	1	18	14	14	11
SOUTHERN LOUISIANA UNIV.	1	1	1	1	18	14	14	11
SOUTHERN CONN. STATE COLLEGE	1	1	1	1	18	14	14	11
SOUTHERN ILL. U.-CARBONDALE	10	6	8	6	9	7	7	6
SOUTHERN METHODIST UNIV.	1	1	1	1	18	14	14	11
SOUTHERN OREGON ST. COLLEGE	1	1	1	1	18	14	14	11
SOUTHERN UNIV. - BATON ROUGE	1	1	1	1	18	14	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-10)
SOUTHERN UNIV - NEW ORLEANS	8	8	5	11	7	7
SOUTHWESTERN OKLAHOMA STATE UNIV	2	2	2	17	13	10
SOUTHWESTERN U - GEORGETOWN	1	1	1	18	18	11
SOUTHWEST MISSOURI STATE UNIV	1	1	1	18	18	11
SOUTHWEST TEXAS STATE UNIV	2	1	2	17	14	10
SPELMAN COLLEGE	1	1	1	18	14	11
SPRINGHILL COLLEGE	1	1	1	18	14	11
STANFORD UNIV.	6	6	5	13	9	7
STATEN ISLAND COMMUNITY COLLEGE	1	1	1	18	14	11
STATE UNIV. COLLEGE	2	2	2	17	13	10
STATE UNIV. OF CALIF	1	1	1	18	14	11
STATE UNIV. OF NY - ALBANY	4	4	4	15	11	8
STATE UNIV. OF NY - BINGHAMTON	4	4	4	15	11	8
STATE UNIV. OF NY - BROCKPORT	3	3	3	16	12	9
STATE UNIV OF NY - BUFFALO	19	14	7	2	2	5
STATE UNIV OF NY - CORTLAND	1	1	1	18	14	11
STATE UNIV OF NY - FREDONIA	2	1	1	17	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
STATE UNIV. OF NY - LONG ISLAND	1	1	1	18	14	11
STATE UNIV OF NY - MORRISVILLE	1	1	1	18	14	11
STATE UNIV OF NY - NEW PALTZ	1	1	1	18	14	11
STATE UNIV OF NY - OSWEGO	1	1	1	18	14	11
STATE UNIV OF NY - STONYBROOK	3	3	3	16	12	9
STEPHEN F. AUSTIN STATE U.	1	1	1	18	14	11
ST. AUGUSTINE'S COLLEGE	1	1	1	18	14	11
ST. LOUIS UNIV.	1	1	1	18	14	11
STOCKTON STATE COLLEGE	1	1	1	18	14	11
SYRACUSE UNIV.	4	3	3	15	12	9
TEMPLE UNIV.	5	5	4	14	10	8
TENNESSE STATE UNIV.	7	6	5	12	9	7
TENNESSE TECHNOLOGICAL U.	3	3	2	16	12	10
TEXAS A & M UNIV.	2	2	2	17	13	10
TEXAS CHRISTIAN UNIV.	1	1	1	18	14	11
TEXAS SOUTHERN UNIV.	11	8	7	8	7	5
THORNTON COMMUNITY COLLEGE	1	1	1	18	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
TOUGALOO COLLEGE	4	3	4	15	12	8
TRINITY COLLEGE	2	2	2	17	13	10
TRINITY UNIV.	1	1	1	18	14	11
TUSKEGEE INSTITUTE-ALA.	4	4	4	15	11	8
U.S. INTERNATIONAL U.	2	1	2	17	14	10
U.S. NAVAL ACADEMY	1	1	1	18	14	11
UNIV. OF AKRON	1	1	1	18	14	11
UNIV. OF ALA-BIRMINGHAM	2	2	2	17	13	10
UNIV. OF ARK-NORTH CAMPUS	2	2	1	17	13	11
UNIV. OF ARK-LITTLE ROCK	2	1	1	17	14	11
UNIV. OF ARK-PINE BLUFF	1	1	1	18	14	11
UNIV OF ARIZONA-TUCSON	1	1	1	18	14	11
UNIV OF California	2	2	1	17	13	11
UNIV OF CA-BERKELEY	7	7	7	12	8	5
UNIV OF CA-DAVIS	5	3	3	14	12	9
UNIV. OF CA-IRVING	1	1	1	18	14	11
UNIV OF CA-L.A.	8	8	5	11	7	7

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
UNIV OF CA - RIVERSIDE	1	1	1	18	14	11
UNIV OF CA - San Diego	1	1	1	18	14	11
UNIV OF CA - SAN FRANCISCO	5	1	2	14	14	10
UNIV OF CA - SANTA BARBARA	3	3	3	16	12	9
UNIV OF CA - SANTA CRUZ	2	2	2	17	13	10
UNIV OF CHICAGO	2	2	2	17	13	10
UNIV OF CINCINNATI	8	7	6	11	8	6
UNIV OF COLORADO	2	2	2	17	13	10
UNIV OF COLUMBIA	1	1	1	18	14	11
UNIV OF CONNECTICUT	4	4	2	15	11	10
UNIV OF DELAWARE	12	8	7	7	7	5
UNIV OF DETROIT	1	1	1	18	14	10
UNIV OF THE DISTRICT OF COLUMBIA	7	7	5	12	8	7
UNIV. OF GEORGIA	7	7	3	12	8	9
UNIV OF GEORGIA - ATHENS	1	1	1	18	14	11
UNIV OF FLORIDA	11	10	5	8	5	7
UNIV OF HAMBURG - GERMANY	4	4	1	15	11	11



School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1-18)	Faculty (1-14)	Journals (1-11)
UNIV OF HAWAII	2	2	2	17	13	10
UNIV OF HOUSTON	4	3	2	15	12	9
UNIV OF Ibaden-Ibaden	13	10	6	6	5	6
UNIV OF IFE	3	3	2	16	12	10
UNIV OF ILLINOIS - Chicago	6	6	4	13	9	8
UNIV OF ILLINOIS - URBANA	7	7	7	12	8	5
UNIV OF IOWA	6	6	5	13	9	7
UNIV OF KANSAS	4	3	4	15	12	8
UNIV OF KENTUCKY	3	3	3	16	12	9
UNIV OF LAGOS (Nigeria)	2	2	2	17	13	10
UNIV. OF LEEDS - ENGLAND	1	1	1	18	14	11
UNIV. OF LESOTHA	1	1	1	18	14	11
UNIV OF LETHBRIDGE	2	1	1	17	14	11
UNIV OF LOUISVILLE	7	7	4	12	8	8
UNIV OF MAIDUGURI - NIGERIA	1	1	1	18	14	11
UNIV OF MALAWI	1	1	1	18	14	11
UNIV OF MARYLAND	12	9	8	7	6	4

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1- )	Faculty (1- )	Journals (1- )
UNIV OF MARYLAND - COLLEGE PARK	1	1	1	18	14	11
UNIV OF MASSACHUSETTS	11	8	5	8	7	7
UNIV OF MASSACHUSETTS - AMHERST	7	7	6	12	8	6
UNIV OF MIAMI	3	2	2	16	13	10
UNIV OF MICHIGAN	6	6	4	13	9	8
UNIV OF MICHIGAN - DEARBORN	3	3	1	16	12	11
UNIV OF MICHIGAN - FLINT	2	1	1	17	14	11
UNIV OF MINNESOTA - MINNEAPOLIS	2	2	2	17	13	10
UNIV OF MINNESOTA - MORRIS	1	1	1	18	14	11
UNIV OF MISSISSIPPI	1	1	1	18	14	11
UNIV OF MISSOURI	1	1	1	18	14	11
UNIV OF MISSOURI AT KANSAS CITY	1	1	1	18	14	11
UNIV. OF NEBRASKA - LINCOLN	1	1	1	18	14	11
UNIV. OF NEBRASKA - OMAHA	2	2	1	17	13	11
UNIV OF NEW ORLEANS	2	2	2	17	13	10
UNIV OF NIGERIA	4	4	3	15	11	9

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1- )	Faculty (1- )	Journals (1- )
UNIV OF NC -	3	3	3	16	12	9
UNIV OF NC - CHAPEL HILL	2	2	2	17	13	10
UNIV OF NC - GREENSBORO	2	2	2	17	13	10
UNIV OF NC - WILMINGTON	2	2	2	17	13	10
UNIV OF NORTH FLORIDA	15	7	2	5	8	16
UNIV OF NORTHWEST - GARY	4	3	1	15	12	11
UNIV OF NOTRE DAME	5	3	3	14	12	9
UNIV OF OKLAHOMA	1	1	1	18	14	11
UNIV OF OREGON	1	1	1	18	14	11
UNIV OF THE PACIFIC	1	1	1	18	14	11
UNIV OF PENNSYLVANIA	5	5	3	14	10	9
UNIV OF PITTSBURGH	9	8	8	10	7	4
UNIV OF QUEBEC	1	1	1	18	14	11
UNIV OF ROCHESTER	3	3	2	16	12	16
UNIV OF SAN FRANCISCO	2	2	2	17	13	10
UNIV OF SOUTH AFRICA	1	1	1	18	14	11
UNIV OF SOUTH CAROLINA	1	1	1	18	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1- )	Faculty (1- )	Journals (1- )
UNIV. OF SOUTHERN CALIFORNIA	1	1	1	18	14	11
UNIV OF SOUTH FLORIDA	6	4	5	13	11	7
UNIV OF SOUTHWESTERN CA.	1	1	1	18	14	11
UNIV OF TENNESSEE	5	4	4	14	11	8
UNIV OF TEXAS-ARLINGTON	3	2	2	16	13	10
UNIV OF TEXAS-AUSTIN	9	7	6	10	8	6
UNIV OF UTAH	1	1	1	18	14	11
UNIV OF VIRGINIA	1	1	1	18	14	11
UNIV OF WASHINGTON	5	4	3	14	11	9
UNIV OF WASHINGTON-SEATTLE	2	2	2	17	13	10
UNIV OF WEST FLORIDA	1	1	1	18	14	11
UNIV OF THE WEST INDIES	4	3	3	15	12	9
UNIV OF WINDSOR-CANADA	1	1	1	18	14	11
UNIV OF WISCONSIN	1	1	1	18	14	11
UNIV OF WISCONSIN-CENTRAL	2	2	2	17	13	10
UNIV OF WISCONSIN-EXTEN	3	2	2	16	13	10
UNIV. OF WISCONSIN-LACROSSE	1	1	1	18	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1- )	Faculty (1- )	Journals (1- )
UNIV OF WISCONSIN - MADISON	13	12	5	6	3	7
UNIV OF WISCONSIN - MILWAUKEE	5	3	4	14	12	8
UNIV OF VERMONT	1	1	1	18	14	11
UNIV OF VIRGINIA	7	7	4	12	8	8
UNIV OF WYOMING	4	2	3	15	13	9
U.S. INTERNATIONAL UNIV.	1	1	1	18	14	11
VALDASTA STATE COLLEGE	1	1	1	18	14	11
VASSAR COLLEGE	1	1	1	18	14	11
VILLANOVA UNIV.	1	1	1	18	14	11
VIRGINIA COMMONWEALTH	5	3	4	14	12	8
VIRGINIA POLYTECHNIC INT.	2	2	2	17	12	10
VIRGINIA STATE COLLEGE	6	6	5	13	9	7
WASHBURN	1	1	1	18	14	11
WASHINGTON STATE UNIV	9	9	3	10	6	9
WASHINGTON UNIV - ST. LOUIS	11	8	3	8	7	9
WAYNE STATE	8	7	6	11	8	6
WELLESLEY COLLEGE	1	1	1	18	14	11

School	Raw Score (Number)			Ranks (1 = high)		
	Articles	Faculty	Journals	Articles (1- )	Faculty (1- )	Journals (1- )
WEST CHESTER STATE COLLEGE	1	1	1	18	14	11
WESTERN CAROLINA UNIV.	1	1	1	18	14	11
WEST TEXAS STATE UNIV	1	1	1	18	14	11
WEST VIRGINIA STATE COLLEGE	1	1	1	18	14	11
WICHITA STATE UNIV.	1	1	1	18	14	11
WILLIAMS COLLEGE	1	1	1	18	14	11
WILLIAM JEWELL COLLEGE	1	1	1	18	14	11
WILLIAM PATERSON STATE COLLEGE	1	1	1	18	14	11
WINTROP COLLEGE	1	1	1	18	14	11
WRIGHT STATE UNIV.	1	1	1	18	14	11
XAVIER UNIV.	1	1	1	18	14	11
YALE UNIV.	1	1	1	18	14	11
YORK COLLEGE - CUNY	1	1	1	18	14	11
YORK UNIV.	1	1	1	18	14	11
YOUNGSTOWN STATE UNIV.	1	1	1	18	14	11

Table 3

Professional Achievement in Black Studies: 1979-80  
 College Faculty by Positions held as Officers or Board Members of Professional  
 Organizations, by Board Positions, Number of Faculty, and Number of Organizations

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Org.	Board Positions (1- ) 5	Faculty (1- ) 5	Org. (1- ) 6
ALABAMA STATE UNIVERSITY	1	1	1	5	5	6
APPLACHIAN STATE UNIV.	1	1	1	5	5	6
ATLANTA UNIVERSITY	1	1	1	5	5	6
BERNARD BARUCH COLLEGE	1	1	1	5	5	6
BOSTON UNIVERSITY	2	2	2	4	4	5
CALIFORNIA STATE U.-FRESNO	1	1	1	5	5	6
CALIFORNIA STATE UNIV. SACRAMENTO	2	2	1	4	4	6
CENTRAL STATE UNIV	1	1	1	5	5	6
CITY COLLEGE OF NEW YORK	2	1	2	4	5	6
CLAREMONT COLLEGE	1	1	1	5	5	6
DARTMOUTH COLLEGE	1	1	1	5	5	6
DENISON UNIVERSITY	2	2	1	4	4	6
EMORY UNIVERSITY	3	1	3	3	5	4

Table 3

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Org.	Board Positions (1- )	Faculty (1- )	Org. (1- )
FIELDINGS INSTITUTE	1	1	1	5	5	6
FLORIDA A & M UNIV.	1	1	1	5	5	6
FLORIDA STATE UNIV.	1	1	1	5	5	6
GA. INSTITUTE OF TECHNOLOGY	1	1	1	5	5	6
HAMPSHIRE COLLEGE	1	1	1	5	5	6
HOLY CROSS	1	1	1	5	5	6
HOWARD UNIVERSITY	7	7	6	1	1	1
HUNTER COLLEGE	2	2	1	4	4	6
INDIANA UNIV.	1	1	1	5	5	6
JACKSON STATE UNIV.	3	3	3	3	3	4
KENTUCKY STATE UNIV.	1	1	1	5	5	6
LEMOYNE - OWENS COLLEGE	1	1	1	5	5	6
LINCOLN UNIV.	1	1	1	5	5	6
M. I. T.	1	1	1	5	5	6
MEHARRY MEDICAL COLLEGE	3	3	3	3	3	4
MOREHOUSE COLLEGE	4	3	3	2	3	4



School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Org.	Board Positions (1- )	Faculty (1- )	Org. (1- )
MORGAN STATE UNIV.	2	2	1	4	4	6
MT. CLAIR COLLEGE	1	1	1	5	5	6
MT. HOLYOKE	1	1	1	5	5	6
NORTH CAROLINA CENTRAL	1	1	1	5	5	6
NORFOLK STATE COLLEGE	1	1	1	5	5	6
NORTHERN ILLINOIS UNIV.	2	2	1	4	4	6
OHIO STATE UNIV.	2	2	2	4	4	5
OHIO UNIVERSITY	2	2	1	4	4	6
PENNSYLVANIA STATE UNIV.	1	1	1	5	5	6
PORTLAND STATE UNIV.	1	1	1	5	5	6
Prairie View A&M	1	1	1	5	5	6
QUEENS COLLEGE	1	1	1	5	5	6
RUTGERS UNIV.	2	2	2	4	4	5
SAN JOSE STATE	1	1	1	5	5	6
SMITH COLLEGE	2	2	1	4	4	6
SOUTH CAROLINA STATE	1	1	1	5	5	6

Table 3

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Org.	Board Positions (1- )	Faculty (1- )	Org. (1- )
SOUTHERN ILLINOIS UNIV.	1	1	1	5	5	6
SOUTHERN MISSISSIPPI	2	1	2	4	5	5
SOUTHERN UNIVERSITY	2	2	2	4	4	5
STATE UNIV. OF NY - ALBANY	1	1	1	5	5	6
STATE UNIV. OF NY - BUFFALO	1	1	1	5	5	6
STATE UNIV OF NY - CORTLAND	1	1	1	5	5	6
STATE UNIV OF NY - OLD WESTBURY	1	1	1	5	5	6
STATE UNIV. OF NY - WEST BROOK	1	1	1	5	5	6
TALLADEGA COLLEGE	1	1	1	5	5	6
TEMPLE UNIV.	1	1	1	5	5	6
TENNESSEE STATE UNIV.	2	1	1	4	5	6
UC - BERKELEY	2	2	2	4	4	5
UC - NORTHRIDGE	1	1	1	5	5	6
UNIV. OF DISTRICT OF COLUMBIA	2	2	2	4	4	5
UNIV OF HOUSTON	1	1	1	5	5	6
UNIV OF ILLINOIS - CHGO	1	1	1	5	5	6

Table 3

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Org.	Board Positions (1- )	Faculty (1- )	Org. (1- )
UNIV OF ILLINOIS-URBANA	1	1	1	5	5	6
UNIV OF INDIANA	1	1	1	5	5	6
UNIV OF MASSACHUSETTS AMHERST	1	1	1	5	5	6
UNIV OF MICHIGAN-ANN ARBOR	2	2	2	4	4	5
UNIV. OF MISSOURI	1	1	1	5	5	6
UNIV OF NEBRASKA	1	1	1	5	5	6
UNIV OF NEVADA-LAS VEGAS	1	1	1	5	5	6
UNIV OF NEW MEXICO	2	2	1	4	4	5
UNIV OF NEW YORK	1	1	1	5	5	6
UNIV OF NC-CHAPEL HILL	3	2	3	3	4	4
UNIV OF NC-WILMINGTON	1	1	1	5	5	6
UNIV OF THE PACIFIC	1	1	1	5	5	6
UNIV OF PITTSBURGH	1	1	1	5	5	6
UNIV OF SOUTH FLORIDA	1	1	1	5	5	6
UNIV OF TENNESSEE	2	2	2	4	4	5
UNIV OF TEXAS-AUSTIN	4	4	2	2	2	5

Table 3

School	Raw Score (Number)			Ranks (1 = high)		
	Board Positions	Faculty	Org.	Board Positions (1- )	Faculty (1- )	Org. (1- )
UNIV OF VIRGINIA	2	2	1	4	4	6
VIRGINIA COMMONWEALTH U.	1	1	1	5	5	6
WASHINGTON STATE UNIV.	1	1	1	5	5	6
WASHTENAW COMMUNITY COLLEGE	1	1	1	5	5	6
WAYNE COMMUNITY COLLEGE	1	1	1	5	5	6
XAVIER UNIV.	1	1	1	5	5	6

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

Dear Colleague:

The Afro-American Studies and Research Program at the University of Illinois is still in the process of compiling background information on the editors of professional scholarly journals in Black Studies. This is just a note to remind you of our earlier request.

As mentioned in my October 8, 1980 correspondence to you, the primary objective of the research project is to obtain descriptive information on the editors of these journals in order a) to add legitimacy to the journals because of the editors' respective credentials; and b) to better understand more about the overall professionalism of Black Studies. Therefore at your earliest convenience please send us a copy of your vitae.

Sincerely,



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

aw

# University of Illinois at Urbana-Champaign

---

79

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

The Afro-American Studies and Research Program at the University of Illinois would like to thank you for your prompt response to our request for a copy of your vitae.

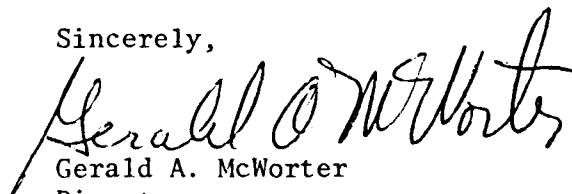
Another aspect of the same research project involves the use of the table of content pages from selected scholarly and professional journals in Black Studies. We have tried various methods in obtaining the information mentioned, but have experienced complications. We are, therefore, requesting your assistance in this phase of the research project, by asking that you have copied and forwarded to us at your earliest convenience the table of content page(s) for the following issues

of the \_\_\_\_\_

Volume	Number	Year
--------	--------	------

The Afro-American Studies and Research Program will pay for having the material copied.

Sincerely,



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

GAM:aw

# University of Illinois at Urbana-Champaign

---

80

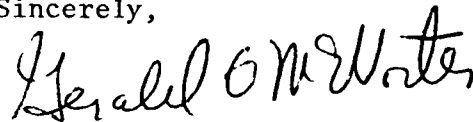
Afro-American Studies and Research Program  
1205 W. Oregon  
Urbana, Illinois 61801  
(217) 333-7781

The Afro-American Studies and Research Program at the University of Illinois would like to thank you for your prompt response to our requests for various kinds of information.

We are once again requesting your assistance in completing another aspect of the project. We have succeeded in obtaining the Table of Content pages of the \_\_\_\_\_ used in the project, but have experienced complications in obtaining the actual journal so that the college and university affiliation of the authors can be noted. We are, therefore, requesting your assistance in this phase by allowing someone on your staff to go through the \_\_\_\_\_ for the specified year and indicate each author's school affiliation. We have enclosed a copy of the Table of Content pages and the proper citation.

Please let us know if there are any costs.

Sincerely,



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

GAM:aw

Enclosures

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

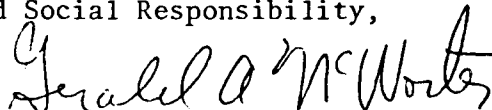
January 20, 1981

As you know, the Afro-American Studies and Research Program at the University of Illinois, has undertaken a very serious Research Project focusing on contemporary Black intellectual history.

As mentioned in our correspondence to you on September, 1980, October 8, 1980, November 20, 1980 and December 12, 1980, the primary objective of our research project is to obtain descriptive information on the editors of various journals in order (a) to add legitimacy to the journals by indicating the editors' respective credentials; and (b) to better understand more about the overall professionalism of Black Studies.

To date, you have either made a decision not to participate in the project, or you have not received our previous letters of correspondence. If you have not received any of our earlier correspondence, please disregard this letter, and assist us in this research project by mailing to our office a copy of your vitae.

In Pursuit of Academic Excellence  
and Social Responsibility,



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

GAM:aw



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

Dear Colleague:

The Afro-American Studies and Research Program at the University of Illinois has begun a research project which involves collecting information on professional organizations in Black Studies.

Please assist us in completing the project by forwarding to us, at your earliest convenience, the following information.

1. Resumes of your organization's President and Executive Director.
2. General description of the organization which includes
  - (a) qualifications for membership;
  - (b) activities;
  - (c) a list of officers and board members; and
  - (d) program of the annual meetings for years 1977, 1978, and 1979.

We will reimburse you for expenses incurred in compiling and forwarding the information for us.

If you have questions or would like additional information, please let us know.

In pursuit of Academic Excellence and  
Social Responsibility in Black Studies,



Gerald A. McWorter  
Director

Afro-American Studies and Research Program

aw

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

The Afro-American Studies and Research Program at the University of Illinois is seeking your assistance in compiling information for a major research project. The information will be compiled as a guide and distributed to students in Higher Education.

We need the following at your earliest convenience: (1) a copy of your vitae, and (2) information on Graduate Programs, which should include general enrollment statistics.

If you have questions, please do not hesitate to contact us.

In pursuit of Academic Excellence and  
Social Responsibility,



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

GAM:aw