Proposal To Fund

A RESEARCH CONSORTIUM
ON THE BLACK EXPERIENCE

From

Stanley Smith, Dean of the University, Fisk University, Nashville, Tennessee
Andrew Billingsley, Vice President for Academic Affairs, Howard University, Washington, D. C.
Vincent Harding, Director, Institute of the Black World, Atlanta, Georgia

November 1970
MEMORANDUM OF AGREEMENT

RE: A CONSORTIUM FOR RESEARCH ON THE BLACK EXPERIENCE

PARTICIPANTS: FISK UNIVERSITY
HOWARD UNIVERSITY
INSTITUTE OF THE BLACK WORLD

We, the undersigned representatives of Fisk University, Howard University, and The Institute of the Black World, hereby agree to the full participation of our Institutions in the Consortium for Research and Development on the Black Experience, which is outlined in the accompanying document.

James R. Lawson
President
Fisk University

James E. Cheek
President
Howard University

Vincent Harding
Director
Institute of the Black World

November 1, 1970
I. **Summary of the Proposal**

This proposal is for the funding of a Consortium that has recently been developed among Howard University, Fisk University and the Institute of the Black World. The Consortium seeks to focus on selected and specific tasks of research and development in those subject-matter areas related to the study of the world-wide Black Experience. It is primarily directed towards the critical need for the development and expansion of graduate level training programs --and especially doctoral programs-- in the Black Universities.

The function of the Consortium will be to bring to its fullest potential the capacity of the participating universities to mount, develop and maintain high level graduate programs in the social sciences and the humanities, programs which are focussed on the experiences of the peoples of African descent. The Consortium will develop a cooperative research agenda, identify new faculty resources, provide for the re-tooling of existing faculty and create a vastly expanded source of programs and curriculum for graduate-level approaches to the Black Experience.

The Consortium will be a resource facility for each of the participating Universities in the carrying out of its own particular mission in this area of graduate education. The resources, products and technical assistance of the Consortium will be made available for each of the participants to use according to those needs and procedures which are defined by each institution.

The Consortium plans, as well, to produce materials, approaches and models which will benefit institutions beyond this initial, experimental grouping. Indeed, in future stages other Black institutions may participate in the formal Consortium structure.
Of course, the ultimate purposes of the Consortium go far beyond the good of the institutions now involved or even the good of those which will participate at a later stage. Beyond these schools is the future of a pluralistic society, one in which the scholars, teachers and political leaders who will develop out of the Consortium's work will play a major role. Such persons must be developed quickly and well. The Consortium is a crucial means for the achievement of that goal.
II. Rationale for the Consortium

The long and painful struggle to bring American education (and American society) to an honest encounter with the Black Experience was climaxed during the last two years by a series of sometimes spectacular explosions which were often covered by the general rubric of "Black Studies". Now it is none too soon for those concerned with higher education to assess some of the major lessons learned in the midst of the most recent crisis; for here as elsewhere it is upon our capacity to learn that our future depends.

Any serious reflection on the events and developments of the past two years and on the earlier events they inherited seems to produce at least these insights:

1. No significant models of research, teaching and writing on the Black Experience can be developed in the midst of a two-year, largely unplanned series of crash programs, especially in places where those programs must struggle fiscally and politically for their life. Such academic development requires far more time and systematic planning.

2. Wherever else such programs of research, writing and teaching go on, they must be encouraged and developed in at least certain key black institutions. There are historical, academic, human and intangible (but crucial) resources focussed in black schools which make it possible for them—if properly assisted—to become the major centers of development on the Black Experience. Moreover, their students continue to make legitimate and persistent demands that they play that role. (Indeed, even black students and faculty in white institutions have such expectations of the black schools.)
3. The disciplined and extensive research, publication and teaching which must undergird any long-range development of studies on the Black Experience should not be carried on in unplanned, individualistic, wastefully duplicating ways. Rather, such work—especially in the area of research—requires careful assessment of needs, materials, capabilities and personnel. It demands the methodical setting of priorities, and it requires as much coordination as is possible among a variety of institutions.

4. Warmed over and conventional courses, curriculum materials and degree programs cannot contain the tremendous vitality represented in the newest thrusts towards documenting and interpreting the Black Experience. There must be new programs, courses and materials. By and large, these will likely be of an interdisciplinary nature.

5. There can be no ultimate substitute for an ever-expanding supply of serious, committed, well-trained black scholars and teachers to define and staff the programs and courses which will likely be with us for a long time. The need for this cadre of scholars dictates the development of graduate education in the Black Experience.

6. Any serious program of research and teaching on the peoples of African descent—especially when it is located at a traditionally black school—will need significant sources of outside financial assistance.

It is with the above lessons and mandates of the past two years (and the past ten decades) in mind that two historically Black Universities and a vital, new black research center have come together to create a Consortium for Research and Development on the Black Experience. Those institutions are Howard Univer-
sity, Fisk University and the Institute of the Black World. They represent at once some of the most significant traditions of black scholarly achievement, as well as much of the newest and most profound impulses of the thrust for Black Studies. Working in close, cooperative relationship in this specific area, they present a potential for creativity and productivity which is not easily matched anywhere.

III. Objectives of the Consortium

The Consortium seeks to accomplish five major objectives in the course of the next five years:

1. The development and implementation of a long-range, cooperative research and publications agenda on the Black Experience, to serve as a guide for the graduate work and publications programs of the participating institutions, individually and as a group.

2. The development and implementation of a system of faculty recruitment in order to make available the trained persons necessary to staff those graduate programs of the participating universities which specialize in the study of the peoples of African descent.

3. The development and implementation of a program of intensive orientation and retraining for faculty persons who, especially in this interim period, are called upon to introduce the Black Experience in their teaching in ways previously unforeseen.

4. The development and implementation of courses and degree programs which are able at once to reflect more fully the uniqueness of the Black Experience, and to move students more efficiently towards their academic goals.
5. The identification and creation of new curriculum materials as content for the new programs, including a focus on those sources which are not usually accessible to or properly valued by the academic community.

IV. Structure of the Consortium

The Consortium will be composed of three component parts: a policy-making Board of Directors, consisting of the Senior Academic Officer under the President from each of the three collaborating Institutions (except in the case of the Institute, where there is no President); a Planning Committee of three persons from each of the Institutions; and the staff, to be provided by the Institute of the Black World.

A. The Board of Directors

The Board of Directors will be the policy-making body of the Consortium. It will meet periodically, perhaps four times a year, for one or two days at each meeting. (It has already begun to meet and function.) The Board will develop the policy guidelines for the operation of the Consortium, bear the responsibility for the raising of funds to support the operation, and approve all major recommendations, programs, and staff appointments of the Consortium. The chairmanship of the Board will rotate among the three institutions represented.

The specific make-up of the Board is now:

1. Andrew Billingsley, Vice President for Academic Affairs, Howard University
2. Stanley Smith, Dean of the University, Fisk University
3. Vincent Harding, Director, Institute of the Black World
B. The Planning Commission

The Planning Commission will be responsible for the operational planning of the work of the Consortium according to the general policy guidelines developed by the Board, and subject to the approval of the Board. The Planning Commission will be composed of nine members, three each appointed by each of the cooperating institutions, one of which—from each institution—shall be a graduate student with special academic interest in the study of some aspect of the Black Experience. One of the other two representatives shall have special responsibility for, competence in, or interest in research in the humanities and the social sciences.

The Planning Commission will meet periodically during the academic year in addition to an intensive three week summer session and a one week mid-winter session (at Christmas time or between semesters). Commission members shall be provided an annual stipend plus expenses for participation in the work of the Consortium.

The Commission will provide a built-in evaluative device, for the participating faculties and students are ultimately the bodies which must judge the effectiveness of the work of the Consortium's staff. This evaluation will be an ongoing process as the work of the Consortium develops. In addition, consultants from outside the institutions will also participate in this task.

C. The Staff

The Staff will be responsible for the day-to-day execution, administration, and coordination of the activities of the Consortium. The Staff will be provided by the Institute of the Black World. It will be based at the Institute's offices in Atlanta.
The Staff will be directed by a Staff Coordinator who will be appointed by the Director of the Institute with the consent of the Planning Commission and the Board. The Staff Coordinator will work in close cooperation with the Director of the Institute. In addition to the Coordinator, the staff will consist of one senior member and one assistant, plus a half time secretary, for each of the four major areas within which the Consortium will operate. (At the earlier stages it will probably be necessary to have two of the program areas directed by four staff persons, each giving one-half time, until persons who have been identified are available for full-time work.)

V. Areas of Operation

The Consortium Staff will provide resources and services to the Universities in the following four general areas: 1) Research, 2) faculty recruitment, 3) faculty orientation and retraining 4) the development of new curriculum and programs for those graduate faculties involved in the study of the black experience.

1. Research

The Consortium Staff will provide a major research facility for the cooperating Universities with respect to the study of the Black Experience. It will engage in the following activities:

a. It will provide an assessment of the pertinent research personnel, facilities, materials and activities currently available and operative within the cooperating institutions (and at other institutions which are readily accessible to students and faculty of the Consortium participants). It will also survey and assess the black communities surround-
ing the institutions for such resources.

b. It will systematically survey, monitor and catalogue the relevant work which has been done and is currently underway in the study of the Black Experience, both in this country and elsewhere. This corpus will include not only the more traditionally academic works, but also the many often valuable products now developing out of the informal educational experiences which currently are burgeoning in the black community.

c. As a result of the ongoing assessment of facilities and the survey-monitoring of research, the Consortium Staff will develop a research agenda, proposing priorities and cooperative arrangements which could greatly forward the struggle against academic aimlessness on the one hand and needless duplication on the other. Graduate students and faculty at the cooperating institutions would then begin to see their work in a creative contextual framework which is rarely available in American higher education.

d. Through the mechanism of the Consortium, graduate students would also be able to gain access to an intensity and a scope of research experience on the Black World which ordinarily would not be available in any one situation. Internships at the Institute, cross-registration in the Universities, and field experience in other parts of the black diaspora are a few of the research opportunities to be made available by the Consortium.
2. Faculty Recruitment

A second service provided by the Consortium will be faculty recruitment. The recruitment and retention of highly qualified Black faculty with special interest and skill in teaching, research, and writing on the Black Experience is an obvious and critical need of the participating Universities. The staff will develop a systematic approach to the identification, assessment, and referral of potential faculty members to the members of the Consortium. The aim will be to create an organized program of recruitment which will make available a steady, though initially small pool of available (or soon to be available) academic talent qualified for and interested in participation in the black-oriented graduate level programs at the cooperating Universities.

On a systematic, nation-wide basis the Consortium will develop among Black scholars an active, aggressive program of interpretation of the needs and opportunities available at these Universities.

The Consortium will refer potential faculty persons to the Universities concerned and each University will follow its own procedures for the appointment of faculty and research personnel. The Consortium will be a facilitator, a service to and not a substitute for the regular recruitment and hiring procedures of each institution.

If this focused and organized recruitment program proves effective in this area, it will provide very useful experience and suggestions to these and other black Universities for faculty recruitment in other fields.

Among the specific recruitment staff activities of the Consortium will be the following:
a. Compilation of files and dossiers on Black doctoral students in relevant fields in the major centers of doctoral training. This will make it possible to carry on recruiting one, two, and three years in advance of the actual time of appointment.

b. Organizing and arranging presentations on the graduate study programs, plans, and needs of the Cooperating Universities at all the major and relevant academic, scientific, and professional conferences, in cooperation with the appropriate faculties of the participating Institutions.

c. Following up systematically on informal and personal acquaintances of faculty members and others who might be potential recruits.

d. Assessing by formal and informal means the interest, qualifications and competence of prospective candidates for appointment.

e. Studying the factors affecting black faculty recruitment, including the kinds and levels of compensation and other resources and facilities which enhance recruitment and retention of faculty, and sharing this information with the cooperating institutions.

(The Consortium is considering the possibility of contracting some significant aspects of the recruiting task to the Southern Education Program, an Atlanta-based organization which has important experience and skills in the recruitment of black faculty for the black colleges and universities.)
3. Faculty Orientation

A third service of the Consortium will be a Faculty Training and Reorientation Program. This program grows out of the recognition that in order to develop and oversee new, innovative, graduate level programs in studies oriented toward the Black Experience, many of the existing faculties will need not only augmentation in personnel, but carefully planned programs of staff seminars, in-service training, and reorientation to the role and responsibilities of faculty members in these critical years. It is casting no untoward reflection on existing faculties (which will be the ones with major responsibilities in these Universities for some time to come) to acknowledge the new strains and demands placed on them. They must be helped to deal with the fact that in many cases neither their college nor graduate training dealt in any systematic way with the study of black life and experience. They must be assisted in finding the most helpful responses to the new demands on the part of graduate students for innovative forms of educational experience, especially where the Black experience is concerned. In order to meet this challenge faculties will need to take leadership in developing new ways of teaching and learning with their students. Faculty development, inservice training, reorientation, and other types of experiences are necessary in this undertaking.

The Consortium staff will seek to research and describe programs which seem effective in enabling faculties to increase their effectiveness, and make such data available to the cooperating Universities. In addition it is suggested that each cooperating University appoint a faculty coordinator for its own reorientation efforts. The Consortium will develop training programs for these responsible officials and provide them with experiences, information and technical assistance and expert consultation in carrying out their responsibilities on their respective campuses. Again the Consortium
will be an information and technical assistance resource available to the campuses for use in whatever ways they deem most appropriate. The Consortium staff will also seek to make some contribution to the literature on the factors which enhance the effectiveness of faculties, a contribution which will obviously be of benefit to all of higher education.

4. Program Development

A fourth service provided by the Consortium will be the creation, identification and packaging of new academic programs, teaching curriculae and teaching materials on the Black Experience which will be appropriate for graduate studies. The Consortium will draw on the resources already available in each institution. In addition it will engage in systematic search for programs of educational innovation and relevance in other settings. It will seriously engage in the development of new teaching and learning models. It will study and develop and recommend new methodological approaches to graduate teaching.

One crucial objective in the area of program and curriculum development will be the insistent search for new relationships and new coherencies in black graduate education. For instance, there will be a constant attempt to create natural bridges between the classroom and the life situations and needs of the larger black community. No new thrust into black education could ignore that persistent demand from black students.

A second relationship to be explored and developed will be that between the study of African peoples in the mainland experience and those in the diaspora, especially in the United States. The growing emphasis among black young people which identifies them strongly as African peoples in the New World must be reflected in the coherence of the academic experience.
The older, artificially created divisions between African Studies and African-American Studies must obviously be bridged in the creation of new graduate programs.

It is also clear that a third set of relationships and integrities must be sought in the development of graduate programs and curriculum. That is the integration among the disciplines, without which there can be no full-orbed and coherent approach to the Black Experience. Non-disciplinary or newly created discipline-oriented approaches must be found in which a living experience rather than a set of brittle cages defines the approach to study and growth.

Finally, a central aim of the Consortium in this area will be to develop and help implement streamlined and efficient ways of moving graduate students towards the completing of their doctorates. The Consortium Staff will re-examine existing philosophies and techniques of doctoral level training. It will familiarize itself and the cooperating institutions with some of the current innovations in such training as well as develop approaches particularly appropriate for the study and analysis of the Black Experience. This work will obviously benefit the primary cooperating Universities in their mission of graduate education. At the same time it should be of use to higher education generally in increasing the supply of Black scholars available and qualified to teach and research the various aspects of the Black Experience.

The Staff Coordinator will be responsible for inner coherence in the work of the Consortium. He will take leadership in the overall organization of the work of the Staff. He will be responsible for the major day-to-day liaison with the participating institutions and their staffs. The publication and dissemination of the results of the Consortium's work will also be his responsibility, with some of this publication coming in the form of a periodic Consortium Newsletter for the faculty, students and administrations involved.
The Newsletter will also be circulated among a wide spectrum of institutions and individuals who are concerned and involved with the issues on which the Consortium is working.

In short, the overall idea of the Consortium is to make these Universities, in cooperation with IBW, outstanding national centers of graduate level education on the Black Experience. Such centers must exist and grow if the creative pluralism we seek in America is ever to become more than fascinating rhetoric.
Key Professional Personnel

1. **Dr. Stephen Henderson**, now a Senior Research Fellow with the Institute of the Black World (see attached vitae), will be Project Director and Staff Coordinator.

2. **Dr. Joyce Ladner**, Senior Research Fellow at the Institute (now on leave in Africa) will be the staff person directing the Curriculum Development component.

3. **Robert Hill** (Ph.D. Candidate, History, Toronto), Senior Research Fellow, IBW, will devote half time to the task of the Research Agenda.

   **Lerone Bennett**, Senior Research Fellow of the Institute (now on leave to *Ebony* Magazine) will devote half-time to the organization of the Research Agenda.

4. **Douglas Davidson**, currently a Ph.D. candidate in Sociology at the University of California (Berkeley), will direct the Faculty Recruitment Program of the Consortium. He will join the staff before July 1, 1971.

5. **Chester Davis**, Senior Research Fellow at IBW, will devote one half time to the program of Faculty Orientation.

6. **Myrna Adams**, currently Assistant to the Academic Vice President at the University of New Hampshire, will devote one half time to the program of Faculty Orientation. She will join the staff before June, 1971.
BUDGET

We are shaping a five-year program and seeking a level of funding which will enable the Consortium to fulfill its promise. The first annual budget is proposed as follows:

**July 1, 1971 - June 30, 1972**

A. Staff Salaries

1. One staff coordinator
   - $20,000

2. Four Senior Staff members:
   - One for each of the four areas
   - $80,000+

3. Four Staff Assistants:
   - One for each of the four senior staff members
   - $48,000

4. Two reproduction and duplicating specialists
   - $16,000

5. One Staff Librarian
   - $10,000

6. Three staff secretaries
   - $24,000

   **Staff benefits @ 10%**
   - $19,300

   **Total Staff Salaries**
   - $217,300

B. Staff Travel

- Recruitment Program
  - $6,000*

- Research Program
  - $3,000

- Faculty Orientation Program
  - $3,000

- Curriculum Development Program
  - $3,000

  **Total Staff Travel**
  - $15,000

*The work in Faculty Orientation and in Research Agenda will be shared at the outset by four senior staff persons, each working one half time. The budget item is for the equivalent of one full salary for each of the four senior staff positions.

*This would allow for about two trips per month @ $150 for seven days duration each @ a per diem of $35.00.
C. Commission Meetings

1. Annual stipends for each Commission Member @ $2,000 $18,000
2. Travel to meetings $1,800
3. Room and Board and Expenses $6,750 $26,550

D. Board of Directors meetings

1. Travel to meetings
   (4 meetings per yr. @ $100 for 3 members) $1,200
2. Room, board and expenses @ $25 per diem $600 $1,800

E. Equipment Rental

1. A. B. Dick Offset Press $720
2. Xerox Copier $2,400
3. IBM Selectric Typewriter System (Robo) $2,520
4. IBM Selectric Composer System $4,500 $10,140

F. Supplies

1. Reproduction and Duplication Supplies $4,000
2. Office Supplies $4,000

G. Consultation $7,000

H. Total Direct Costs $285,790

Overhead costs @ 25 per cent of direct costs $71,450

TOTAL ANNUAL COSTS $357,240