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# The career patterns and personal characteristics of senior level student personnel administrators at Black colleges and universities.

Edward Jackson

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THE CAREER PATTERNS AND PERSONAL CHARACTERISTICS OF  
SENIOR LEVEL STUDENT PERSONNEL ADMINISTRATORS  
AT BLACK COLLEGES AND UNIVERSITIES

A Dissertation Presented

By

EDWARD JACKSON, JR.

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

December 1977

Education

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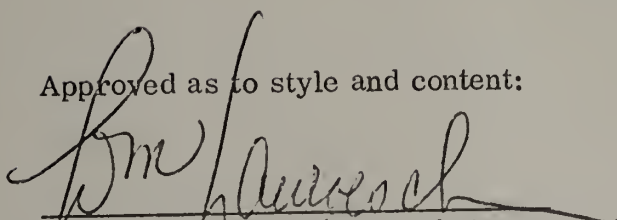
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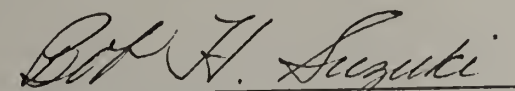
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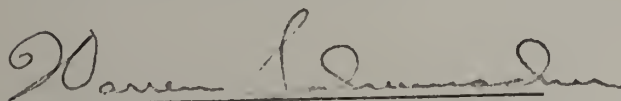
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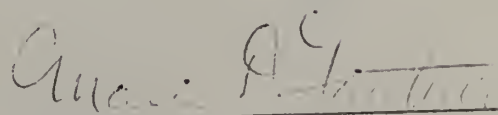
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## DEDICATION

This work is dedicated to the memory of three men, Mangas Colorado, Ned Cobb, and Dr. Pablo Guitierrez. These three men sought justice in their time, but for them--justice was elusive.

## ACKNOWLEDGEMENTS

This project would not have been possible without the assistance offered and given by several people. My parents, Dr. and Mrs. Edward L. Jackson buoyed my spirits on several occasions and otherwise helped me in ways too numerous to mention. I owe them more than can possibly be imagined. Neil McBride and Penny Horowitz, two of my fellow classmates, made many valuable suggestions during the course of this project, but more importantly they were and are good friends. A special note of thanks must also go to Dr. Michael Jackson, an understanding employer.

Three very special women, Michelle Aldrich, Ann Fitzpatrick, and Pauline Ashby deserve the highest praise I can muster. Their assistance was incalculable. Finally, I wish to thank Dr. William Lauroesch. He has been an excellent advisor as well as committee chairman. He remains a good friend. Both his patience and prodding are appreciated.

## ABSTRACT

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(February, 1978)

Edward L. Jackson, Jr.  
B.A., Westminster College, New Wilmington, Pa.  
M.A., Northeastern University, Boston  
Ed.D., University of Massachusetts/Amherst

Directed by: Dr. William Lauroesch

The purpose of this study was to describe and analyze the career patterns and personal characteristics of senior level student personnel administrators working at black colleges and universities in the United States. Although the study was primarily focused on the career patterns and personal characteristics of current student personnel administrators, data concerning these individuals' predecessors were also considered.

The population surveyed comprised only those senior level student personnel administrators working in four-year historically black colleges and universities. The study was restricted to those administrators who held the following titles or their exact counterparts: Vice-President for Student Affairs, Dean of Men, Dean of Women, Dean of Students, Director of Admissions, and Director of Counseling. Data were gathered by a mailed questionnaire. This questionnaire was developed by the researcher



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with the assistance of student personnel administrators and experts in the field of survey research and questionnaire construction. The questionnaire asked for data in the following categories: personal data (age, sex); highest degree held; prior work in student affairs; prior work experience in areas other than student affairs; career aspirations; career patterns (tenure) education of predecessor; and institutional data. Usable data were received from 56 percent of the institutions surveyed.

One chapter of this work deals specifically with the history of black higher education in the United States. The chapter was presented so that the educational legacy of Blacks in the United States and the current status of Black higher education might be clearly understood. More specifically, this chapter seeks to call attention to the economic and political handicaps under which Black higher education has had to labor for over one hundred years and the residual effects of those handicaps. In conjunction with that goal, the review of the literature not only surveyed literature on student affairs related matters at Black colleges and universities, but included literature on the present status of Black colleges and Black administrators in general.

From the findings of the study, a profile of the current student personnel administrator was attained. The student personnel administrator working at Black colleges and universities was found to be male, Black, between 40 and 45 years of age, the holder of a master's degree, and to have held his present job for less than 5 years. The typical administrator attended

Black colleges and universities for his undergraduate education and white public institutions for graduate study.

When compared with their predecessors, the current administrators differed in several ways. The current administrators were found to be younger, better educated, but less experienced in student affairs than their immediate predecessors. When career aspirations of the current administrators are compared with actual career patterns of their predecessors, there is a strong suggestion that the current administrators are likely to remain in student affairs work in greater numbers than their predecessors.

In the final chapter of this study data from other studies were compared and contrasted with the findings of this study. Comparisons were made only where appropriate and with recent studies of similar populations. The studies used for comparison were as follows: The United States Office of Education survey on Student Personnel Services in Higher Education (1966), a dissertation by Richard Stenhouse titled "Current Status of Chief Student Personnel Administrators in United Negro College Fund Member Institutions" (1968) and a dissertation by Ronald Smith titled "Role Expectations for Chief Personnel Administrators in Historically Black Colleges and Universities in the United States" (1975). Data from the Smith study of chief student personnel administrators coincided closely with findings in this study in terms of degrees earned. There were, however, differences in terms of areas of preparation, access, and prior student personnel experience.

The Stenhouse study differed considerably from the present study and the Smith study in terms of prior experience, degrees earned, and ages of the administrators. Differences that emerged between data presented in this study and those of the United States Office of Education study included the following: The administrators in the OE study were generally older, held more doctorates, and had held their present jobs longer.

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## C H A P T E R I

### OVERVIEW

The purpose of this study is to survey, describe and analyze the career patterns and personal characteristics of senior level student personnel administrators at black colleges and universities. The data have been collected by means of a mail questionnaire for variables such as education, previous job experience in student personnel work and in other fields, period of time in current position, promotion history, career patterns of predecessor, and career aspirations. The profiles generated from these data can be used to detect trends within black colleges and universities; for example, to test the hypothesis that workers in student affairs differ from those in other administrative fields. They can also be compared to profiles collected by other researchers for American schools, black and white. Finally, it is expected that the data will assist black institutions of higher education in decision making, especially in planning and staffing administrative positions in student affairs.

During the 1950s and 1960s, the duties of the student personnel administrator expanded greatly. This came about after a long period of incremental growth dating back to the beginning of the century. During this period of growth, considerable literature and research developed in the area

of student affairs. Such noted student affairs pioneers as Williamson, Wrenn, Arbuckle, and Mueller published a number of textbooks and studies which have had a significant influence on those interested in student affairs.<sup>1</sup>

Despite considerable on-going research, both the National Association of Student Personnel Administrators (hereafter NASPA) and the American Personnel and Guidance Association have expressed the need for more research in all aspects of student personnel work. One of the areas in which there has been little work is the personal characteristics and career patterns of student personnel administrators. Most of the earlier studies, of which there have been few, were limited in scope by time, money, and staff and consequently were restricted to local or regional studies. Dr. James Foy, currently Dean of Students at Auburn University, produced the first study of national scope. With the assistance of NASPA, he was able to conduct a reasonably thorough study of the career patterns of chief student personnel administrators who held NASPA membership. The usefulness of his work for this study will be evaluated in Chapter III.

#### STATEMENT OF THE PROBLEM

Presently, very little is known about the personal characteristics or career patterns of senior level student personnel administrators working at black institutions of higher education. Dr. William Harvey, Vice President for Planning and Student Affairs at Tuskegee Institute, has indicated that he is unaware of any research that specifically focuses on this area.<sup>2</sup> This

assessment is concurred in by Miles Fisher, a senior administrator working for the National Association for Equal Opportunity in Higher Education, an organization which seeks funding from governmental and private sources for Black colleges and universities and compiles data on member institutions.<sup>3</sup> Moreover, Foy's study mentioned earlier did not separately identify those respondents who were employed at Black institutions of higher education.

The absence of even basic data in this area has made it difficult to conduct comparative evaluations of the effectiveness of various programs in student affairs at Black colleges and universities, either of one school against another or of Black schools collectively against the overall American situation. The lack of this data base has also precluded the delineation of other related areas of research which could prove to be useful in developing, evaluating, and improving personnel and programs in student affairs. Without this information, policy making, reform efforts, and scholarly study of the role of student personnel administration at Black colleges have all been hampered and inhibited.

#### OBJECTIVES OF THE STUDY

The main objective of the study is to provide data on the personal characteristics, degrees, previous work in student affairs, previous work experience outside student affairs, period of time in current position, predecessor's career pattern, and career aspirations of senior level

student personnel administrators at Black colleges and universities. This data base will be analyzed in conjunction with historical data on Black institutions of higher learning to develop an interpretive framework from which to view the role of student personnel administrators in these institutions, and to propose some tentative hypotheses that could be the subject of future, more focused verification studies.

More specifically, the study will gather definitive information on the following areas:

--The educational backgrounds of senior level student personnel administrators working at Black colleges and universities, with a particular focus on determining the number of people who received their undergraduate training at Black colleges and on the number who received their graduate training at state institutions of higher education.

--The promotion pattern of senior level student personnel administrators at Black colleges and universities, especially that of those administrators promoted to their present positions from within their own institution.

--The tenure in office of senior level student personnel administrators at Black colleges and their immediate predecessors.

--The type of training received by senior level student personnel administrators at Black colleges and universities with interest in the numbers of people who have received their training in the areas of higher education, student personnel work, guidance and counseling, educational administration or psychology.

--The sex of senior level student personnel administrators.

--The career goals of senior level student personnel administrators at Black colleges and universities, focusing specifically on those administrators who do not wish to remain in student affairs.

#### STRENGTHS AND LIMITATIONS OF THE STUDY

The questionnaire approach was used to gather data for this study. The questionnaire was examined by student personnel administrators, by research specialists, and by Dr. William Harvey of Tuskegee Institute. The questionnaire approach was selected because it is a reasonably reliable instrument that is capable of obtaining data with relative ease. However, the questionnaire is a self-report instrument and as such its validity may be limited by the honesty, accuracy, and clarity of the respondents. Some of the questions were personal, and the possibility exists that some respondents were not altogether candid in their responses. For example, some of the respondents completed the entire questionnaire except for the space calling for entry of their birthdates.

Getting the respondents to complete and return the questionnaire was another limitation of the study. This problem was exacerbated, on occasion, by the failure of some senior level student affairs administrators to distribute the questionnaires to members of their staff. Another limitation was incurred when the position of chief student personnel officer was unfilled at the time the questionnaires were mailed, thus creating a bottleneck at the point of distribution.

Unlike earlier studies on student personnel officers, this one concentrates on those working at four-year institutions. It covers in depth institutions that were founded for black students rather than including too wide a universe for detailed contextual analyses. Earlier studies also tended to be regional or statewide, whereas this study is national: every Negro four-year college was contacted. In addition, earlier studies were often restricted to study only one aspect of student personnel administration. In this undertaking, profiles on counselors, chief student personnel officers and others have been constructed. Fifty-nine percent of the colleges participated and fifty-four percent of the administrators responded, an unusually higher response rate for mail questionnaires.

The questionnaire used in the study was relatively structured. This was done in an effort to limit errors and inconsistencies in the codification of data. Yet the possibility of errors, especially while transferring data, still existed. In an effort to reduce the possibilities of such errors, this process was done by only two persons. Offsetting the merit of structured forms is the restriction on administrators' ranging freely beyond the questions to provide details and raise questions not on the form.

The sample population itself served as a limiting factor. The sample was restricted to those black colleges and universities that are four-year institutions. Within these institutions only certain types of student personnel administrators were studied: The Vice President of Student Affairs, the Dean of Students, the Dean of Women, Dean of Men, Director of Counseling, and the

Dean of Admissions. All other positions within student affairs were not examined and as such no conclusions were drawn. However, this study could provide a model for a wider sample by other researchers with different objectives.

## ORGANIZATION OF THE STUDY

The study is organized into six chapters. Tables and forms used in the study are also included. This first chapter provides a general summary of the study. The second chapter is an historical overview of the evolution of black colleges and universities, closing with contemporary opinions and concerns of a number of people involved in higher education. The third chapter offers a review of the literature. Chapter IV describes the design and the methodology. Chapter V consists of the presentation of the data. Chapter VI includes a summary of the findings. Speculations about the data and conclusions drawn from it are also presented in this chapter. Recommendations calling for further research and administrative action conclude the work.

## DEFINITION OF TERMS

Black Colleges and Universities: For this study, the definition of such institutions will be the same as that of the National Association for Equal Opportunity in Higher Education, which defines black colleges and universities as any institutions public or private that were founded for Negroes. The study is concerned only with four-year institutions. Junior colleges and community

colleges are not included.

Senior Level Student Personnel Administrators: In this particular study, these will include the Vice President for Student Affairs, Dean of Students, Dean of Men, Dean of Women, Director of Admissions, Director of Counseling or their functionally exact counterparts under other titles.

Community Service: For this study, the term community service will be used to designate those work experiences that delivered social services at the local or community level. Work experiences that received that label are as follows: YMCA and YWCA activities, work in community action programs, family counseling services, youth counseling, vocational counseling, alcohol and drug counseling, and corrections work at the local level.



C H A P T E R I I  
HISTORICAL BACKGROUND OF BLACK  
HIGHER EDUCATION

The beginnings of higher education for blacks can be found in the general attitudes held by both Northerners and Southerners after the cessation of military hostilities between the states. These ideas and opinions were to lead to a course of action that would influence the lives of blacks and whites for many decades. Liberal Northerners sympathetic to the newly emancipated Negroes often shared the following perceptions:<sup>1</sup>

--The Negro, having suffered through 250 years of slavery, deserved everything the nation could give in the way of recompense, including citizenship and all of the means to acquire that status.

--It was the charge of a Christian nation to fulfill this obligation by swiftly providing the same means of mental and moral development that had proved effectual for the advance of white people.

--Negroes possessed the same mental capacity as the whites, their apparent inferiority being attributable to the debasing effect of slavery.

--Without education the freedmen would rapidly degenerate and become a national menace, not only for the South but for the entire country.

--The South had neither the inclination nor the means to offer to the Negro the educational opportunities that he needed and deserved to fit him

for citizenship.

--Mass emigration of Negroes from the South for purposes of education was impractical and unwise; freedmen should be educated in the setting in which they were to live and work.

--Accepting the above assumptions, the people of the North must promote and direct the education of the Negro in the South.<sup>2</sup>

Most lower class white Americans, themselves poor and ill-educated, opposed any kind of schooling for Negroes. Until well into the twentieth century, higher education was reserved for the upper classes of white society, South and North. There was, however, a Southern liberal viewpoint on the education of black people which became very powerful, especially when Northern conservatives also espoused the doctrine:<sup>3</sup>

--The more sophisticated members of Southern society for the most part felt that Negroes should receive some kind of education.

--Most felt, however, that the breadth and scope of this education should be determined by the South with its greater knowledge of Negro capacity.

--Instruction that the freedmen would receive should be given by white instructors and only after a suitable period of time should black teachers be entrusted with teaching the newly liberated blacks.

--There was strong feeling in the South that black teachers working in missionary schools were especially dangerous. Many Southerners felt that the missionary teachers were advocates of social equality, a doctrine wholly unacceptable to most of them. More threatening was the belief held

of preachers and teachers. In most cases, the schools were to be situated in areas of greatest need. By 1869, schools had been established in Alabama, Georgia, Tennessee, Virginia, Kentucky, North Carolina, South Carolina, and Mississippi.<sup>6</sup>

During this time, the Freedman's Aid Society also established six colleges and normal schools. The schools designated as colleges were Central Tennessee College (later Walden University), Clark University, Claflin University, and Shaw University (now known as Rust College).<sup>7</sup>

The American Baptist Home Mission Society, the American Church Institute For Negroes of the Protestant Episcopal Church, and the Colored Methodist Episcopal Church were other church-related groups that were instrumental in the founding and funding of schools and colleges for Negroes.

As a result of the expanded mission of the society, the organization changed its name. In 1888, the organization became known as the Freedman's Aid Society and Southern Education Society of the Methodist Episcopal Church. By 1888, the Society had spent \$2.3 million on Negro education in the South.<sup>8</sup> The Northern liberal view was also championed by influential individuals outside the Society, the most notable of whom was William Harris, the United States Commissioner of Education for a number of years. He felt that Negroes needed and indeed were entitled to a liberal arts education, just as were their white counterparts.

Few people, Northern or Southern, endorsed the position taken by Harris or carried out by the Society. Like other benevolent organizations of

this era, the Freedman's Aid Society was handicapped by a number of factors. First, as we have noted, the active resistance of certain groups to Negro education was very prevalent. Second, the generally poor condition of the economy made it difficult to raise funds. Third, the unsettled political condition in the South due to the varying theories of how Reconstruction should be accomplished adversely affected the development of educational policies.<sup>9</sup> Still, the Freedman's Society continued their efforts during this troublesome time. They were important because they tried to carry out the Northern liberal model of Negro education, however short they fell of that ideal, and because they provided historical continuity for more articulate and effective later advocates of similar theories, such as W. E. B. DuBois.

#### INDUSTRIAL EDUCATION FOR THE NEGRO

General S. C. Armstrong, an officer for Negro troops during the Civil War, founded Hampton Normal and Agricultural Institute in 1868. After starting Hampton, he embarked upon a crusade for the development of Negro industrial education throughout the South. According to General Armstrong, Negroes were more suitable for this type of training because they were "children of the tropics" and as such could not grasp the advanced concepts that white youngsters could. Armstrong theorized that the South would be wasting a vast reservoir of manual labor if they allowed Negroes not to be trained in the agricultural and mechanical disciplines. Armstrong and many others believed that through industrial education Negroes would become self-supporting and less of a

burden on the white population.<sup>10</sup>

Many educators enthusiastically endorsed the philosophy of General Armstrong; one of the earliest proponents was a young Negro named Booker T. Washington. Washington was a student at Hampton and later served as an aide to General Armstrong. He was swept away with Armstrong's philosophy and later was chosen by Armstrong to head a new industrial school for Negroes that was to be located in Tuskegee, Alabama.<sup>11</sup> Washington's school started with only 30 students and \$2,000 supplied by the state of Alabama. From these meager beginnings Washington launched an educational movement that would have tremendous economic, sociological, and educational ramifications for many decades.

Washington believed that blacks and whites had to live side by side and peaceably in the South. Central to Washington's philosophy was the concept that blacks should accept the fact that they were low on the economic, social, and political totem pole. Blacks, therefore, should accept the roles that had been defined for them and should seek to excel at those roles, such as in domestic service, agriculture, basic mechanics, and certain modes of commerce. During the years that Washington was consolidating his position at Tuskegee, he frequently advised blacks to follow this path. He called upon blacks to reject any notions of equality. According to Washington, talk of equality was little more than "extremist folly."<sup>12</sup>

Washington stressed the dignity of labor, the essential affinity of mental activity and physical activity, and how happiness comes from the

common things of life.<sup>13</sup> In accordance with this philosophy, all of the students at Tuskegee did some type of manual labor regardless of their economic status. Vocational training was a central part of the course work. Washington's attitude and his Spartan dedication reaped positive results for his educational program. These results manifested themselves in at least two ways.

First, Washington's educational philosophy and practice was consistent with the attitudes of Southern liberals and Northern conservatives. It helped to alleviate Southern fears of Negro desire for equality; Washington would often preach against integration, social parity, and the extension of the franchise. Northern conservatives such as Andrew Carnegie rallied to Washington's side, because he promised them a tractable, efficient, labor force.

Second, Washington gave impetus to the special education movement. He successfully convinced large numbers of philanthropists and educators that educational efforts made in behalf of the Negro should be different from those targeted for whites. Since many Southerners would not allow blacks to receive traditional forms of education, the concept of special education held a special appeal in that region. Southerners and certain Northerners decided to develop an educational plan for blacks that focused on their unique problems and theoretical place in society. To deal with this educational problem many boards, organizations and conferences were organized. One of the first was held at Capon Springs, West Virginia.

## THE CAPON SPRINGS CONFERENCE FOR EDUCATION

The first Capon Springs Conference for Education in the South was held in 1898. The conference was organized by Dr. Edward Abbott of Cambridge, Massachusetts. The primary purpose of the conference was to assemble educators from all over the country in order to discuss and formulate policies that would address and, it was hoped, solve all of the problems of Southern education.<sup>14</sup> This proved to be no easy task. The educators were confronted with numerous problems; indeed, there were seventeen different conferences held at Capon Springs as the years wore on.

By the end of the third conference, the educators had decided that the best way to provide blacks with education was to make certain that whites in the region had adequate training and schooling.<sup>15</sup> The educators felt that by demonstrating a concern for the dominance of white education, they could ensure more easy acceptance of their ideal of universal education. Having decided to take this course, the educators were faced with some very serious problems. First, they had to set standards for public schools and black colleges. Second, it was painfully obvious that the curriculum in the existing schools needed to be studied. At this time, no Southern state had any way to measure what the schools were teaching and how they were administered. Third, the conference decided that there was a real and compelling need for Negroes to have access to higher education. Some black colleges would be the training ground for lawyers, doctors, and teachers. These graduates would

then become the civic and political leaders of the Negro community.

With the issues of white education and certain aspects of Negro higher education somewhat resolved, the conference was still confronted with a significant problem. What could be done for the black masses? The answer to the problem was simple. Industrial education would be the solution to the Negro education problem. As early as the first conference, industrial education was destined to become the core of Negro education. Like Armstrong and Washington, these educators felt that blacks could increase their labor value if they were schooled in the industrial and agricultural arts. Thus, academic programs were drawn to fit this philosophy and the development of industrial educational facilities commenced almost immediately.

The conference had the power to direct Southern education on a grand scale, although it was vested with no legal authority in any Southern state. This was due in part to the positions of influence held directly by many of the members. It was also attributable to the fact that many members of the conference had close ties to philanthropists and politicians. Due to the expanding importance of the conference and the growing strength of the body as an educational model, it reorganized in 1901 and became known as the Southern Education Board.

The Southern Education Board saw its mission as two-fold. First, it would seek to create a climate in the South that was favorable toward public schools. The Board would also handle all gifts from private citizens, philanthropists, and foundations. The membership of the Board was interwoven



with all of the leading philanthropic boards active in the South. Northern members were trustees of other boards and Southern members were often their salaried agents. Initially, the Board had no money to give away. All of the money that the Board had went toward the salary of the agents hired by the Board.<sup>16</sup>

Later, the trustees of the Southern Education Board, those responsible for handling gifts, became known as the General Education Board. This group, financed by the Rockefeller fortune, dispensed funds for the Southern Education Board. Due to the efforts of the Southern Education Board, many states in the South finally made educational commitments. Tax revenues and school building efforts both increased. Teachers were recruited and school conditions improved during this era. With obvious advancements in southern education taking place, the Southern Education Board resolved at its meeting in 1914 to close its work and transfer its function to the General Education Board.<sup>17</sup>

Members of the Southern Education Board felt that they had made significant inroads into the development of Southern education for blacks. They could not have been more mistaken. While the South accepted some responsibility for Negro education, much more needed to be done. The Board's efforts resulted in the emergence of universal education for whites and special education for blacks. Special education, the euphemism for industrial and vocational education, was to be the lot for most blacks. For the right to special education blacks had to renounce just about all of their claims to equal status and equal opportunity. Worse still, the Negro had to renounce

his right to equal education.

Louis Harlan, writing in his work Separate and Unequal characterized the situation as follows:

The original purpose of the philanthropists was to cushion the Negro against the shock of racism and to keep education open as an avenue of Negro advancement. They offered the Negro charity rather than full-fledged philanthropy, for in the Negro's behalf they were willing to renounce some of his claims to equal status and opportunity. Not being Negroes themselves, they may not have been fully aware how disappointing such a compromise was to many Negroes, nor how vulnerable the complete loss of political power made the Negroes. And they fatally miscalculated in assuming the upper class wing of southern racism, because it spoke the language of conservatism, would be their effective partner in protecting Negroes.<sup>18</sup>

#### THE PHILANTHROPISTS

While the General Education Board and the federal Freedman's Aid Bureau were moving to assist Southern education in their own ways, many individual philanthropists sought to assist Southern education in a personal way. Their ideologies did not differ too much from those of their institutional counterparts: nearly all spoke of moral duty and the need for industrial education.

As we have indicated, the problem of Negro education was a serious one. As late as 1910, there was not a single rural school for blacks that offered instruction beyond the eighth grade. No black school, rural or urban, was approved for two years of high school work. The schools (such as they were) operated for only four months of the year. Many of these schools were run by teachers who for the most part had only eighth grade educations them-

selves. Higher education for Negroes was almost as deprived. By the early twentieth century, monies given by missionary groups had dwindled to a trickle. Facilities were woefully inadequate. Many of the colleges were nothing more than high schools. So many of the students needed additional training that the faculty members spent much of their time teaching high school courses.

The Slater Fund, seizing upon many of the current themes, decided to get involved on two fronts. First, the fund would provide money for industrial education. Second, in order to ensure yet more industrial education, the fund would seek to finance and create county training schools. These schools would then serve also as feeder schools for the Negro colleges.<sup>19</sup>

Anna Jeannes, a Northern Quaker, had assisted in the development of Negro education. At a very early stage she saw the need for the development of rural schools. Shortly after her death a fund was established implementing her ideas for the development of rural school funds. The trustees of the fund, like many other philanthropists, became enthralled with the idea of industrial education. The Rural School Fund emphasized three goals: general education needed to be studied throughout the South; any work done in the schools must first be cleared by local officials; and this money should be used for the effective training of Negroes in the rural way of life.<sup>20</sup> It should be noted that at the urging of Booker T. Washington, the fund was put exclusively in the hand of whites, who made the fund a permanent tool of the special education philosophy.

The philanthropist who had the most impact was Julius Rosenwald.

Rosenwald, a Chicago businessman, had supported many humanitarian causes. He gave frequently to projects such as the YWCA and the YMCA. In 1917, he created the Rosenwald Fund. The fund was backed by 40 million dollars and had more of a positive impact on Negro education than any other fund. The fund became involved in all facets of Negro education. The fund gave large amounts of money that secured laboratory facilities, endowed entire libraries, and paid for classroom construction costs.

The school construction started in Tuskegee, Alabama, and lasted from 1913 until 1932. During this time, 5,357 public schools were built in the 15 Southern states.<sup>21</sup> The Rosenwald Fund was also very helpful to the black colleges. As mentioned previously, these institutions needed help badly in order to upgrade their facilities. The Rosenwald Fund was particularly useful in purchasing new laboratory equipment as well as new volumes for the libraries. By 1934, the fund had contributed books and equipment for use by forty-three different black colleges.

In 1928, the fund decided to reorganize. As a result of this reorganization significant additional funds were channeled to black colleges and universities. An attempt was made to create university complexes for blacks. These centers would offer facilities and opportunities for the education of Negro professionals. The centers were to be located in Atlanta, Nashville, New Orleans, and Washington, D. C. The fund was to be dedicated to the maintenance of a few institutions of the very highest standards.

In 1933, the trustees of the Rosenwald Fund decided to change their

emphasis further, this time from elementary school construction to curriculum improvement. The Rosenwald Fund felt that reading, writing, arithmetic, health, and biology should be stressed instead of industrial education. The feeling of the trustees was that rural people needed these skills as well as industrial skills. This conversion effort was the last big educational effort on behalf of the Rosenwald Fund. In years thereafter, the Rosenwald Fund concentrated its efforts on the general problem of race relations.

It has been estimated that the various funds gave nearly \$143 million to black education in the South. During the same time span another 100 million was given from the public treasury and from the good offices of many private citizens. By 1933, the South had a system of public education for Negroes. Most Negro children were assured of receiving high school education and access to higher education. Difficulty remained, however, with the quality and the type of education these students received. The students were for the most part given only the option of industrial education, and they were also the victims of open and premeditated discrimination even within that limited range of opportunities.

This overt discrimination manifested itself in many ways. Despite contributions from philanthropists, the average amount of money spent on white children and black children differed significantly. In 1915, the average amount of money spent on a Negro child attending public schools was \$4.01, while the typical white child received \$10.82 worth of support from the state.<sup>22</sup> More evidence of the monetary disparity appears when one examines the salary

paid Negro and white teachers. Even though few concerned themselves with the fact, all of the schools of this time were segregated, and fiscal parity could not have offset the social damage from such a system.

As the number of black colleges and high schools grew, another problem arose. Most of these students, as we have seen, were schooled in the industrial arts through the special education programs. They were then expected to find work in these areas of endeavor. The architects of the special education program did not take into account the fact that the South was undergoing a shift in economic base. Between 1820 and 1900, the number of people involved in agriculture dropped from 72.3 percent of the work force to 35.9 of the work force. Similarly, the need for bricklayers, carpenters, painters and the like also declined. The black students graduating from the high schools and colleges were victims of a double tragedy. They not only received inferior educations but were trained in skills whose market value was declining rapidly. The result was that many blacks possessing poor educations and obsolete skills were flooding the job market. This situation and the continued political and social oppression of blacks led to the Great Migration.

### BLACK HIGHER EDUCATION

Black educators were concerned about the condition and status of their institutions. Many were aware that in certain facets of education their institutions lagged far behind white institutions of higher education. In 1925, the Association of Colleges for Negro Youth in a meeting held at Shaw University in Raleigh,

North Carolina, appointed a committee to examine the issue of accreditation. The first act of the committee was to request that the Phelps Stokes Fund repeat an earlier survey made in 1916-1917. The fund refused to do so but did offer the sum of \$5,000 to help defray the costs. After much urging, the Federal Bureau of Education decided to undertake such a study in 1926. The survey took two years to complete and was published under the title of Survey of Negro Colleges and Universities.<sup>23</sup> The massive report (964 pages) concluded the following situation prevailed:

--Negro colleges had made some tremendous strides while operating under some very severe handicaps.

--Many of the schools were at their inception actually nothing more than high schools, but they were assuming the atmosphere of colleges.

--Serious deficiencies in libraries, scientific equipment and in the preparation of teachers and administrators still existed when measured in terms of American college standards.<sup>24</sup>

After the completion of this survey, the Negro college assumed a low profile and was primarily concerned with issues of survival. This process included efforts to gain accreditation, consolidation of some of the smaller schools, and the never-ending task of fund raising. Black Americans actively involved in education during this period were for the most part attempting to equalize pay for black teachers and administrators as well as to open state universities' graduate schools to black students.

The state-supported black college, as did all segregated state-supported institutions, came into existence when Negroes realized that they were not reaping the benefits of their tax dollars. However, when aid did come to the black colleges, it was still woefully inadequate, usually the result of unfair apportionment of state funds. This was one of the most painful outcomes of the compromising actions of the Capon Springs Conferences, the Southern Education Board, and certain philanthropists fixated on industrial education. Black students that desired higher education were forced to attend schools that were underfunded, understaffed, and academically backward.

Fortunately, the Civil Rights Movement of the 1950s propelled all aspects of black life into the public eye. As a result of this renewed interest and concern on the part of government and private groups, black higher education and black colleges in particular were examined constantly by various groups. Two landmark studies of this period were conducted by the Journal of Negro Education. In two separate issues the Journal examined the historical evolution and the current status of the Negro land grant college and the Negro church-related and private colleges. Both studies helped to call attention to the general problems of Negro colleges.<sup>25</sup>

### THE NEGRO LAND GRANT COLLEGE

The Negro land grant college was a direct outgrowth of segregation. When the first Morrill Land Grant Act was signed in 1862, it created in effect land grant colleges for whites. The law had little relevance for blacks because



most were still slaves in the South. Only three Southern states--Virginia, South Carolina, and Mississippi--had established land grant colleges for blacks prior to 1890. The second Morrill Act called explicitly for the creation of land grant colleges for Negroes. This law stated unequivocally that these schools must be segregated. The section of the legislation calling for segregation said:

That in any State in which there has been one college established in pursuance of the act of July second, eighteen hundred and sixty-two, and also in which an educational institution of like character has been established and is now aided by such State from its own revenue, for the education of colored students in agriculture and the mechanical arts, however named or styled, or whether or not it has received money heretofore under the act to which this act is an amendment, the legislature of such State may propose and report to the Secretary of the Interior a just and equitable division of the fund to be received under this act between one college for white students and one institution for colored students established as aforesaid, which will be divided into two parts and paid accordingly, and thereupon such institution for colored students shall be entitled to the benefits of this act and subject to its provisions, as much as it would have been if it had been included under the act of eighteen hundred and sixty-two and the fulfillment of the foregoing provisions shall be taken as a compliance with the provision in reference to separate colleges for white and colored students.<sup>26</sup>

Most of these so-called colleges were actually high schools. The majority did not offer college work until 1916. In effect, the only real higher education at this time was being offered by the private black colleges. Worse yet, the curriculum of these colleges actually offered another obstacle to meaningful education--the bulk of the courses were oriented toward increasingly obsolete industrial and agricultural education. Students who rejected Washington's philosophy of industrial education were in an educational bind.

Few of the private colleges offered classical education, and those that did were frequently too expensive for many of the students.

Eventually, the land grant colleges added liberal arts courses and often de-emphasized their land grant functions. Dr. Rufus Atwood, past president of Kentucky State University, feels that the land grant colleges for Negroes have overcome the battle of curriculum and the prejudice against culturally deprived institutions, and that they now stand shoulder to shoulder with the Negro private and church-related colleges.<sup>27</sup> While the land grant colleges have made significant strides, many of them are still faced with the same problems that the private and church-related black colleges must endure.

#### THE NEGRO PRIVATE AND CHURCH-RELATED COLLEGE TODAY

As of 1960, there were 46 church-related colleges that were predominantly black institutions. Nearly all of these were located in the states of the old Confederacy. Many of these schools were founded before the Negro land grant colleges. These schools were pioneering efforts in the field of Negro higher education. Like their land grant counterparts, many of them served as elementary and secondary schools as well as colleges and universities.

Dr. Stephen Wright, the past president of Fisk University, delineated the nature of the typical college concisely:

--It is often an academically weak institution, despite the fact that the best of them are good when judged by national standards.

--It is typically a small institution, ranging in size from approximately

150 to 1100 students, but with an average enrollment of approximately 400.

--It is usually a liberal arts institution with teacher education and the basic core of liberal arts courses offered, but little course variation.

--It lacks funds to support a modern college; per student expenditure for educational purposes in those which are accredited average \$749 but range from \$495 to \$1,549.

--It is located without any significant relationship to such factors as population and proximity to other schools.<sup>28</sup>

According to Wright, these institutions are faced with a number of crucial problems. These problems as he sees them are:

Size--Most of these schools suffer from smallness, not by a conscious effort to remain small, but rather by factors such as isolation, lack of prestige, undistinguished and too few faculty, the shadowing effect of outstanding institutions, and inadequate facilities.

Quality--Less than half of these colleges are unconditionally accredited.

Financial Support--The problem of inadequate financial support is perhaps the most deep-rooted of all of the problems which confront the church-related and private colleges. This problem cannot be attacked until the sponsoring denominations and governing bodies become fully aware of the cost involved in the operation of a sound modern college. Closely related to this problem is the number of colleges operated by a given denomination or supported by a limited network of donors. The African Methodist Episcopal Church, for example, operates nine institutions, only two of which are

unconditionally accredited.

Duplication--The saturation of a given area with colleges of a similar type has definitely handicapped the usefulness and ability to survive of all of the colleges. One example of this is North Carolina. There are fourteen different colleges operated primarily for blacks in this state. With many colleges being upgraded and with desegregation of tax-supported institutions, it is unreasonable to assume that the smaller and weaker colleges can achieve parity.<sup>29</sup>

Wright considers all of these problems as monumental impediments to the survival of the modern black college; but, according to Wright, the most rudimentary problem is that of purpose. Initially, these colleges were created to offer educational opportunity where there was none, to provide Negro youth an opportunity for higher education because they were denied admission to the already established colleges, and finally to offer Negro youth a special Christian education for the ultimate purpose of strengthening the denomination by educating its own leaders in firm religious principles.<sup>30</sup> Wright reasons that these original purposes are no longer compelling. Many states now have state-supported institutions for blacks and the ruling of the Supreme Court has opened the doors to many other institutions. The facts as Wright perceives them lead him to conclude that it is entirely possible that many of the church-related and private black colleges may have outlived their original purposes.<sup>31</sup>

The Carnegie Commission Report of 1972 echoed many of the criticisms and concerns outlined by Wright and others in the Journal of Negro Education

a decade earlier. The Commission, however, outlined a series of events outside the immediate sphere of black colleges that have influenced higher education at those institutions. The Commission specifically concluded that:

--Black students now have more options in choosing places to obtain a college level education.

--Colleges founded for Negroes must now compete with other institutions for faculty and students.

--Colleges founded for Negroes must now compete with predominantly white institutions for financial aid from foundations and governmental agencies interested in providing blacks with greater access to educational opportunities.

--Desegregation takes place in two directions.<sup>32</sup>

The Carnegie Commission cited several internal problems that black colleges must deal with in order to survive. Many of these problems the Commission referred as part of the "legacy" of black colleges. They are the low socio-economic status of the students, the underpreparation of many students, restricted career opportunities, and the inadequate financial resources of the colleges.<sup>33</sup>

In 1971, Daedalus published an entire issue that dealt exclusively with the future of Negro colleges. S. M. Nabrit, formerly a high ranking administrator at black institutions, wrote convincingly of the problems that face modern black colleges. The problems cited by Nabrit are amplifications of those mentioned by the Carnegie Commission and the Journal of Negro Education. According to Nabrit, black colleges are currently in a vice that

is being tightened by several pressures:

--Social forces brought about by integration that drains them of their better students, both academically and economically.

--Pressure of federal agencies to accelerate what appears to be one-way integration, namely, integration of white institutions by blacks.

--Decrease in gifts and grants by liberals who honestly feel that in order to expedite integration everything currently operated by blacks should be abolished. The liberal who perceives everything in terms of white norms and values may be the worst enemy of the Negro institutions.

--Turmoil created by black separatists, who are disillusioned and frustrated and who would give up all of the integrationist gains of the sixties for a less competitive, separate arena, increasing the pressure constantly being exerted by the die-hard segregationists.

--Strain of operating costs caused by efforts to retain top personnel who are finding new opportunities elsewhere.<sup>34</sup>

Nearly forty years prior to the reports published by Daedalus and the Carnegie Commission, Dr. Dwight Holmes of Howard University had authored a landmark work on the evolution of the black college. At the conclusion of his work, Holmes outlined several major problems that he felt black colleges must come to grips with if they were to survive. Holmes cited intensive and undesirable competition among the colleges for students, a serious lack of clear-cut objectives among several of the colleges, lack of adequate financial resources with which to operate a college, and the low socio-economic status

of students and their families.<sup>35</sup> The problems delineated by Holmes coincide directly with those outlined in the later studies. Not surprisingly, many of the recommendations made by Holmes are very similar to the recommendations made by the later study groups. The continued usefulness of a work as old as Holmes's dramatizes the entrenched problems of these institutions.

Two Harvard professors, Christopher Jencks and David Reisman in the book Academic Revolution characterized the present difficulties of Negro colleges as "the products of white supremacy and segregation. The malignant consequences of this tradition are still very much in evidence, and no cure is in sight."<sup>36</sup> According to Holmes, Nabrit, Wright, and the Journal of Negro Education those "malignant consequences" can be dealt with effectively by these reforms:

- Some colleges may have to relocate to larger population centers.
- Many small colleges may have to specialize and emphasize quality as opposed to quantity.
- The colleges must work out agreements with nearby state institutions allowing the smaller schools the use of larger institutions' resources.
- Some of the smaller colleges should close.
- Some of the smaller institutions should become junior colleges.
- Church groups must decide how much of a financial commitment they are going to make to institutions that depend primarily on them for funding.
- All black colleges must take a hard look at their financial situation and plan their futures accordingly.

--Black colleges and universities must continue to solicit funding from the federal and state agencies as well as from private foundations.

There is ample evidence to indicate that many black institutions of higher learning are adopting a number of these recommendations. Several colleges now share resources with neighboring universities. The curriculum has been revised at many of these schools--expanded in some cases and cut back in others. Tight fiscal measures and well planned fund drives have been undertaken. Several schools have increased their recruiting efforts and have expanded their student pool to include the general population through integration and continuing education programs. It is important that these measures succeed because these colleges do make an important contribution. They have a legacy of successful graduates and a potential for more.

The Carnegie Commission on Higher Education cited a number of significant accomplishments by black colleges. Among their alumni are substantial numbers of the country's government officials, army officers, professors, doctors, and lawyers. They have prepared most of the teachers employed for the education of many generations of Negro children. One-third of all of the principals and one-half of all the black teachers in public schools in Mississippi are graduates of one Negro college--Jackson State. Many of them have experience in providing higher education for students who come to them underprepared by inadequate prior schooling. They have recruited and educated students from low income families; 37.6 percent of black students entering Negro colleges in 1968 came from families whose income was less



than \$4,000 a year. Some have developed programs that have been of direct service to the black community.<sup>37</sup>

There are other good reasons for these colleges to continue: they provide educational opportunity for those students who prefer to stay close to home, they provide educational opportunity for those black students who feel more comfortable in a predominantly black environment, they have special opportunities to record and analyze the experience of black Americans. Some of them are good institutions that provide quality education by any standards. Perhaps most important is the fact that the number of black students seeking a college education is increasing dramatically. Between 1964 and 1968, the number of blacks attending college increased by 85 percent, Further, the Carnegie Commission estimated that the number of students attending black colleges (150,000) will double by 1980.<sup>38</sup>

#### HISTORICAL CONSEQUENCES FOR STUDENT PERSONNEL ADMINISTRATION

The adoption of the Hampton-Tuskegee model of education, accompanied shortly thereafter by a dependence upon philanthropies, no doubt restricted the growth of black colleges and their students. The willingness to placate racists in the South, while certainly expedient at the time, nevertheless established a mind set that eventually would cripple the colleges and universities in their later years. The residue of these policies and of other adverse influences on Negro colleges is still clearly evident today, and has direct implications for

student life and for student personnel administrators.

The relationship between the college president and the governing boards, local politicians, state legislatures, and philanthropists has been a particularly harmful one. Because the college was financially tied to these bodies, the president had little or no political independence. The schools had to evolve in compliance with the wishes and desires of these outside agencies. Similarly, the faculty, administration, and students were unable to extricate themselves from this entanglement with funding sources. The president had to master and orchestrate the entire situation; repression was his only option for dealing with questioning and rebellion from below. He was forced to impose an autocratic atmosphere on the whole campus. The consequence was the creation of a faculty and staff who were frightened, divided, and ultimately constricted to serving only their own ends. The entire institution suffered, student personnel administrators along with the rest.

Racism had fostered the "separate but equal" theory of education, and racist economic policies were responsible for the adoption of the Hampton-Tuskegee model of education by black colleges and universities. The results of these policies were disastrous. "Separate but equal" became "separate and unequal" by the turn of the century, as graphically exemplified by the disparity between black and white land grant colleges. Agricultural and industrial education taught skills whose utility was made obsolete by the emergence of increased mechanical and technological advances in farming and industry. Student personnel administrators found themselves preparing students for jobs and

lifestyle that had disappeared.

The black colleges and universities which depended upon philanthropists for financial support were in dire economic straits when many of these philanthropies curtailed their funding. Cut off from adequate assistance by racist state governments, neglected by the federal government, and laboring under an antiquated educational mission, the Negro colleges were assuredly condemned to inferiority and low morale. Given this fiscal backdrop, it is no wonder that black colleges had difficulty securing adequate physical facilities, developing curricula, keeping high quality faculty, conducting meaningful research, and developing student personnel services. They simply did not possess the economic resources to secure these integral components of a successful collegiate education program. Again, the situation for student personnel administrators was stark: they had little money for programs, and their salaries were chronically low relative to what persons of their intelligence and skills could be earning elsewhere.

The big loser in this situation was the student. Not only were students deprived of an innovative, enthusiastic, and vibrant faculty and staff; they were beset by rigid administrative rules such as being virtually sequestered in their dormitory rooms after 8:00 p. m., in order for the president to create a regimented campus that verged at times on a military barracks. The students were victims of yet another legacy of the Hampton-Tuskegee model of education. The moral overtones set by Armstrong, Washington, and their successors, created an atmosphere that severely inhibited the social aspect of the college

and university experience. Students, along with staff and faculty, were not allowed to be people; rather, they had to assume uncomfortable and artificial roles in keeping with moral standards set for them by other parties. The development of the student, while given lip service by these outside policy makers, actually suffered in moral, disciplinary, and academic terms. The real preoccupation of the policy makers was with teaching agricultural and industrial skills; the psychological, occupational, social, mental, and to a real extent educational development of the student received little attention except as it furthered that end. This is the legacy with which many of the black colleges and universities still struggle today. It should be emphasized however, that many black colleges and universities did and still do fulfill the educational and social needs of their students. Given that educational programs were delivered against a backdrop that included institutions as nefarious as slavery and segregation, the service rendered by black colleges is remarkable.

What dictated the course of student life directly influenced student personnel administrators. These officers found their counseling options severely limited by the pressure to force students into the special education mold. They were also demoralized by the necessity to produce a politically quiescent, educationally passive student body that would not threaten receipt of funds. In short, student personnel administrators had to operate in an atmosphere that was poisonous historically and continues to be backward and stifling wherever it flourishes. In addition to contending with constrictive

educational philosophy and methods, these administrators have been beset by the financial crises of black colleges and universities. In this regard, their position has been analogous to that of faculty, where the problem is often not so much finding good teachers but keeping them, given low wages and restrictive policies. Black educators understand the need for student personnel administrators but find it hard to maintain a good staff in this area on chronically short funds. The difficulties of black colleges and universities stem from historic working of the twin issues of racism and racist economic policies, and student personnel administrators are caught in their grip along with the faculty and students.

### CONCLUSION

As an introduction to the text of one of his speeches that appears in The Education of Black People, W. E. B. DuBois outlined some of his thoughts on the purpose of black colleges:

In 1906 the United States was obsessed with what may be called the Hampton Tuskegee idea of Negro education. It was in a sense logical and sincere that I would have said in 1900 that I believed in it, but not as a complete program. I believed that we should seek to educate a mass of ignorant sons of slaves in the three R's and the technique of work in a sense of the necessity and duty of good work. But beyond this, I also believed that such schools must have teachers, and such a race must have thinkers and leaders, and for the education of these folk we needed good and thorough Negro colleges.<sup>39</sup>

Washington and DuBois were philosophical adversaries who debated the academic direction of black colleges for a number of years. Some early black colleges did stress the three R's before Washington's philosophy became fully entrenched.

These schools were forced to change their approach when it became apparent that most of the philanthropists and educators favored Washington's approach. The Washington approach certainly burdened the development of classical college education among blacks, but it also probably saved black higher education. Washington and other educators had to work in this poisoned climate and it must have certainly been a difficult task. The speech that follows is typical of type of hostility that confronted Washington and others:

We were sent here to kill snakes. When I was a boy I was a snake hunter and I have killed a good many innocent black snakes, and coach whips, and chicken snakes, and house snakes that will sleep with you. But I always hated to bruise the head of one of these. But it was always my delight to find a rattler with his mouth wide open and his fangs ready, a rattler who has control of nearly all of the other snakes, especially of his color and of his pedigree, a rattler educated and warmed at home by the fires, by smiles, by the approbation of the best white citizens. Democrats, and supported at the North by white Republicans who never had any use for Alabama, or the Democrats in Alabama. That rattler with his mouth open, but his tail not giving you a warning, his fangs are here and he sends out young rattlers every summer, twelve or fifteen hundred, two thousand, yea and more.

Those young ones come out and among them gather a great quantity of damsels some from Massachusetts, some from Rhode Island, some from Cuba and from other places.<sup>40</sup>

The speech, obviously, referred to Washington, his disciples and their supporters. Further evidence for the tremendous hostility toward blacks during this era is in ample supply apart from education. Between 1882 and 1927 more than 3,400 blacks were lynched by whites.<sup>41</sup> Given this atmosphere, Washington had to tread lightly. The question is, what was the cost of Washington's cautiousness and the philanthropists' acquiescence?

To be certain, generations of blacks were channeled into industrial and agricultural education whether they liked it or not. Yet, one suspects the development of industrial education would have been the focal point of black education regardless of Washington's personal stance on the issue. It should be remembered that not Washington, but rather General Armstrong started industrial education for blacks. The philanthropists had decided this was the best course and for that matter so had the Southern Education Board. There were, then, others to take up the call for industrial education, had Washington not done so. There was also the precedent that Congress had as early as 1865 decided that Native Americans should be placed in boarding schools that emphasized industrial and vocational education, and white society would have probably mandated the same for blacks once free even without the eloquence of Booker T. Washington. After all, among whites there was still a great deal of concern over whether or not blacks as a group were "educable" on any level.

The point is that there was some start toward higher education for blacks, and in this Washington's contribution was immense. Not only did he raise enormous amounts of money for the black colleges, but he was indirectly responsible for the construction of thousands of elementary and secondary schools. Most importantly, Washington was not viewed as a threat by the masses of whites. If he had been, black education in all aspects would be twenty-five years behind wherever it is today. In the main, contemporary educators at black colleges realize this, and are not burdened by that part of their history. Their problems are the same as their predecessors--How do

we improve our colleges? How do we survive?

Virtually all aspects of the historical controversy over black education had ramifications for student personnel administrators. Throughout the past century, the philosophy behind industrial education was championed by administrators different in training and personal background from those who advocated black entry into the liberal arts. Student counseling and placement work, however informal and unstructured bureaucratically, was deeply affected by the stance of administrators, faculty, and unofficial governing bodies adhering to one or another view. And, to the extent that these persons influenced their own successors and controlled the course of promotion for junior personnel, they often determined the future course of the school at which they were entrenched. As we study the current group of student personnel administrators, the relevance of this historical legacy will constantly be made clear.



### C H A P T E R I I I

#### REVIEW OF THE LITERATURE

Literature on black higher education and student personnel administration was culled from a number of sources. An ERIC computer search revealed a few references. Citations to books, dissertations, and scholarly articles were gathered using standard bibliographical guides, with occasional advice from reference librarians at the University of Massachusetts at Amherst. Dr. Henry Bullock's History of Negro Education in the South (1967, 1970) proved to be a most useful work that not only offered a broad survey of higher education in black colleges but also gave detailed accounts of high-points and low points of black education from its inception to the recent years in the South. His book formed the basis of much of Chapter II; additional works that appraise the current scene are dealt with in Chapter III. Among scholarly periodicals, the Journal of Negro Education, in existence since 1932, but too often neglected as a rich source of information, supplied important leads. Finally, experts in black higher education were consulted; all of these people are currently working in the field, and their personal knowledge of sources proved to be extremely beneficial.

The literature search produced three kinds of studies which can be adapted for use in this project--surveys of college administrators generally,

studies of the nature of contemporary black higher education, and works on black professionals and black students in white colleges. Some of these works pay only cursory attention to the career patterns, career aspirations, personal characteristics, and work experience of student personnel administrators, but they are useful for their analysis of educational institutions in which these administrators work and are trained. Other monographs provide data on administrators but aggregate those in white and black schools. Research did not disclose much information specifically on student personnel administrators working at black colleges and universities, which suggests that this project may find a special niche in the scholarly literature.

As indicated above, there is a certain order inherent in the existing literature as it bears on the subject at hand, an order that dictates the arrangement of Chapter III. First to be examined is a general study of student personnel administrators in institutions of higher education, black and white. There follows a summary of a work which details characteristics of certain officers in the field, but again blends data from black and white colleges. The chapter then turns to institutional studies of black higher education, the first of which is an older study which bridges the historical experience outlined in Chapter II and the contemporary scene in black schools. The modern situation is analyzed in three important works: an overview of Negro colleges and universities, a report on black educators at white colleges, and a critique of black higher education at schools white and black. The institutional studies are used here mostly for what they reveal about student personnel administration, with

comments on their more general implications presented only in abbreviated fashion.

### THE FOY STUDY

Dr. James Foy conducted a study in 1969 that in part sought to examine the personal characteristics and career patterns of a number of administrators belonging to NASPA member institutions. His study is relevant here because the data he generated can be compared to the information gathered during this project. Foy's study is a general one in two important aspects: he aggregated institutions white and black, and he calculated a single profile for all student personnel administrators rather than breaking them down by title. Foy's work also proved useful in that several questions from his research instrument were adopted for the questionnaire on student personnel administrators at black colleges.

Foy's sample consisted of 1,320 chief student personnel administrators. They were from the categories of women's affairs, counseling, housing, student activities, and the chief administrative office for student affairs. Foy tested fourteen hypotheses related to questions of loyalty to the job, religion, academic background, job satisfaction, and previous work experience among other variables.<sup>1</sup> Respondents were also asked to take the Myer Briggs indicator. Some of Foy's research findings proved to be relevant to this study:

Age, Sex, Marital Status: The mean age of the sample was 37.9.

For men, it was 36.9; for women, it was 40.5. 70 percent of the sample

were married (86.6 percent of the men and 27 percent of the women). Of the men, 1.2 percent were widowed or divorced; of the women 15.7 percent.

Highest Degree Held: Of the sample, 53.5 percent had earned the master's degree as their highest degree, 16 percent had earned the Ed.D. degree, and 18.2 percent had earned the Ph.D. degree. The mean age for earning the bachelor's degree was 23.5, for the master's degree 31.5, and for the doctorate 37.5. The women's deans were the youngest to earn the bachelor's degree, with a mean average age of 23.1 years, and the oldest at 41.7 to earn the doctorate.

Field of Preparation: Of the sample, 41 percent had earned their highest degree in guidance, counseling, and student personnel; 5.8 percent had earned their degree in higher education and 10.5 percent in educational administration. Of the Ed.D. degrees, 60.7 percent were in counseling and student personnel, and 13.7 percent were in higher education. Of the Ph.D. degrees, 37.1 percent were in counseling and student personnel, 10 percent were in higher education, and 21.3 percent were in the social sciences.

Professional Experience in Present Position: Student personnel administrators had a mean length of service of 2.15 years in their present positions. Student personnel administrators at public institutions had more mean years of service in their present positions than did their counterparts in private institutions. Of the entire sample, only 55 persons, or 4.2 percent, had been in their present positions more than 17 years.

Previous Experience of Student Personnel Administrators: The mean number of years in their previous position was 2.1 years, and 19.2 percent had their first full time positions in student personnel. Among the men, 20.7 percent had their first experience in student personnel, compared to 15.4 percent of the women. Of the men, 28.3 percent had their first experience in public schools, compared with 41.3 percent of the women. Of the 1,329 in the sample, 55.9 percent were in student personnel in their immediately prior position; 44.1 percent were not.

The Total Student Personnel Work Experience: The mean number of years spent in student personnel work was 5.65. The mean number of positions held in student personnel work was 2.22 for the sample.

Foy's study reveals an increasing trend toward professionalism in student personnel work. However, according to the results gathered by Foy, student personnel administrators are not stable in their profession. About forty percent were in a different type of work than in their previous work experience.<sup>2</sup>

The mean age for student personnel administrators is decreasing, and Foy sees this phenomenon as a challenging prospect for training institutions. Foy also feels that many administrators are frustrated by too much paperwork. This process must be eliminated by moral and policy support emanating from the president's office.<sup>3</sup> This lack of support, and increasing student activism, are the sources of greatest unhappiness among student personnel administrators.

## THE OFFICE OF EDUCATION REPORT

In 1966, the United States Office of Education produced a report on student personnel administration entitled Student Personnel Services in Higher Education. This publication was useful for the data it presented on certain specific officers in the field, a focus also taken by the present study. Moreover, the work was suggestive of interesting hypotheses, which might be tested by the data collected in this study. Finally, as in Foy's work the questionnaire hinted at what queries might be posed to officers at black colleges and universities.

The study resulted from frequent requests by administrators in student personnel services for information on the organization and management of student services.<sup>4</sup> According to the Office of Education, available studies in this field tend to cover only local conditions or special groups, do not properly reflect the national situation and are out of date for present conditions.<sup>5</sup> The need for such a study was confirmed with several authorities both in the field and in professional organizations serving the student services area.

For the survey, a questionnaire was sent to a 50 percent sample of the universities, liberal arts colleges, teachers colleges and junior colleges in the nation; 95 percent of the 50 percent sample completed and returned the questionnaire. The forms were examined and prepared for processing by higher education specialists in the office of Education.<sup>6</sup> As in Foy's study, no particular attention was paid to black colleges and universities; but the data again provided some useful hints for this study.

The major purpose of the publication was to serve those persons and agencies actively engaged in planning and directing student services in institutions of higher education.<sup>7</sup> The study had four basic concerns: the general background of selected student services personnel, the staffing of the student services area of the general administration of the institution (i.e., allocation of functions), the manner in which policies affecting students were approved and implemented, and the internal organization of this area and its place in the total organizational structure of the institution.<sup>8</sup>

In regard to the first of the concerns, the study was limited to the level of training and experience of the persons holding positions generally considered to be major student services administrative positions. These included the Dean of Students, Dean of Men, Dean of Women, and Director of Counseling. The survey offered the following profiles of those administrators:

Chief Student Personnel Officer: The ratio of men to women was roughly 4 to 1. About 38 percent of the men fell into the middle range 40-49 year age interval. More than 70 percent of the group reported that they were under 50 years of age. Apparently, the younger men are employed at the private colleges. Most of the women (51 percent) were over 50 years old. The private institutions employed more women than did the public institutions. The majority of the men were in the 40-49 age bracket while most of the women were in the 50-59 age bracket.

The master's degree was the typical degree held by the chief student personnel officer. This fact held true for both the public and private institutions. More than a third of the respondents reported having earned the

doctorate, and the public sector was considerably ahead of the private in that regard. According to the findings, roughly half of the chief student personnel administrators in schools that enroll more than 1,000 students reported holding the doctorate. Two-thirds of the group working in institutions enrolling more than 10,000 students had the doctorate.

Most of the group had obtained their training and preparation in the field of education. A note of some interest is that only five percent of the total sample population had specialized training in psychology. The other percentages of major categories included: Educational Administration, 18.6 percent; Education (guidance and student personnel) 21.5 percent; Social Sciences (history, law, psychology) 19.2 percent; and Humanities (English, fine and applied arts, religion, philosophy, foreign languages) 16.3 percent. According to Ayers, Tripp, and Russell, it is obvious that many of the administrators achieved their competency through experience in their assignments. They also report that it is equally clear that formal professionalization of this work is still in its infancy.<sup>9</sup>

Survey results indicated that the chief student personnel administrator is not an example of the entrenched bureaucrat--57 percent had been in their positions for less than five years; 32 percent had held their positions for less than two years.

The great majority of the executives had been promoted from within their own institutions. One-fifth came from other areas of administrative responsibility. A large number of the officers had secondary experience and



background. The greatest percentage of those having secondary experience came from the ranks of the junior colleges. Administrators at the universities differed sharply; more than half of them had had previous student personnel experience. Ayers, Tripp, and Russell concluded that the professional leadership role in student services is still in the developmental stage. At the present time, these individuals are of diverse philosophical and educational commitment.

Dean of men: Survey results indicated that 78 percent of these deans were under 50 years of age. The largest number fell in the 30-39 year age bracket, with the private schools reporting that 84 percent of their deans fell in this category. Most of the deans held the Master's degree. Only 15 percent held the doctorate.

Nearly half of the deans (41.4 percent) came from backgrounds in education. It should be noted that the remainder came from diverse fields of study. An overview of the most popular fields showed: Education (general) 8.7 percent; Education (administration) 13.5 percent; Education (guidance and personnel) 19.2 percent; Social Sciences 18.6 percent; Humanities 18.6 percent. Interestingly, only two percent reported that their highest earned degree was in the field of physical education, contrary to the stereotype on this point.

Approximately sixty-five percent of the Deans of Men had been in their positions for less than five years. Nearly a third had been holding these positions for less than two years. Those who were working at the smaller institutions had generally been in their positions for a shorter period of time than their university counterparts.

Sixty-one percent of the deans had moved to their current positions from other positions within higher education. Most of these administrators had been promoted from within their own institutions although nearly eighty percent indicated that they had had professional experience outside of education. However, they are not as well educated as might be expected given these other qualities. In conclusion, the men holding this position had a wide breadth of experience and appeared to be somewhat younger than their administrative superiors.

Dean of Women: The title for the chief student personnel officer for women is undergoing a change. More than seventy percent of the respondents reported having the title of Dean of Women. Many others, however, reported having the title of Assistant or Associate Dean of Students.

The executives who staffed this position appear to have been older than their male counterparts. This trend was most conspicuous in the public institutions. Most of the respondents were between 40 and 49 years of age. The liberal arts colleges, particularly those that are public, were apparently staffed by women considerably younger than the sample average.

More than two-thirds held the master's degree. About one-sixth held a doctorate and another one-sixth held the bachelor's degree. The universities employed twice as many doctorates as any other group. The office of Dean of Women covered by this survey was strongly staffed from the standpoint of academic background.

When compared to their male counterparts, the Deans of Women did not hold as many degrees proportionately in the professional field of education. They did, however, have more specialists in guidance and student personnel work. One finds the following figures: Education (guidance and student personnel) 31.7 percent; Humanities (English, journalism, fine arts) 23.8 percent; Social Sciences (history, law psychology) 12.9 percent and residual (commerce, home economics, physical education, business, agriculture) 12.9 percent.

Almost half of the respondents in all types of institutions reported fewer than five years tenure in their present position. More than one-quarter reported one year or less experience in their present position. Nearly half, however, reported having two to nine years tenure. The larger private institutions appeared to have made the most appointments in recent years.

A great majority of the women had moved into their positions from previous jobs in colleges and universities. They are similar to other student service personnel in this regard. A significant minority indicated immediate past experience in elementary and secondary educational settings. Relatively few of these administrators had moved through their present institutions to these positions. Of those deans categorized as incumbents, more than a third reported prior experience in student personnel work. Most significant, however, is the fact that more than three-fifths engaged in this work reported no immediate previous experience pertaining to it. This fact suggests that the field was generally staffed by the self-taught.<sup>10</sup> The Deans of Women had

more extensive involvement in teaching than their male counterparts. The number who held degrees in guidance and counseling was appreciably higher. In other areas the similarities between men and women easily outdistanced their differences.

Director of Counseling: The Director of Counseling was typically the most recent addition to the student personnel services staff. As one might expect, the character of this position, therefore, varied greatly from institution to institution, and the exact nature and scope of counseling was a center of controversy. The title of Director of Counseling was very definitely preferred in the reporting institutions. Most of the Directors of Counseling were engaged in work in their own specialty, and in addition most seemed to have been working in these positions between two and four years. The data suggested that the Director of Counseling is a very mobile position. In the main, as the size of the institution increased, it was more likely to have a Director of Counseling.

Sixty percent of the directors had held previous positions in higher education. Approximately the same percentage had moved to their present positions from within their own institutions.<sup>11</sup> It is interesting to note that a significant number of the directors had worked in elementary and secondary positions as well. As many as one-fifth of the incumbents had held only two career positions. Such a number seems rather high among persons with leadership positions of this stature.<sup>12</sup> Differences of some magnitude were reported among the experience backgrounds of the directors in the various types of institutions. Those employed in universities reported most of their

number held positions in higher education. The junior college personnel, however, reported that the largest number of them had had backgrounds in elementary and secondary schools.<sup>13</sup> Perhaps the most meaningful observation is that only a minority appeared to have had previous administrative obligations prior to assuming their present position. Of the four principal student service administrators surveyed, the status of Director of Counseling services appeared to be the most established in the higher education community.<sup>14</sup>

### The Caliver Report

A United States government survey of black colleges and universities, done in 1943 and authored by Dr. Ambrose Caliver, is of importance to this study. While it does not deal specifically with student personnel administrators at black colleges, it does critique those colleges and universities and their student personnel services as they existed during World War II. The survey also provides a valuable linkage between the earlier survey of 1928 mentioned in the historical chapter and the more recent studies and reports by McGrath, Moore and Wagstaff, and Sowell analyzed below. The findings of the survey as presented by Caliver in the summary report seem to indicate that black colleges and universities were handicapped in their efforts to provide academic and personnel services to their students. As interesting as Caliver's monograph is for the general intellectual history of race relations before Gunnar Myrdal's classic work of 1944, the second below emphasizes its relevance for student affairs.

Caliver contended that the college or university has a residual function: it must not only discharge the functions ordinarily assigned to it, but also must provide vital services that other agencies and institutions fail to offer.<sup>15</sup> In this regard, he noted that students in black colleges were in greater need of effective personnel services than students in other institutions because of deficiencies in their experience and opportunities.<sup>16</sup> For these students to be well served, admissions policies, vocational guidance, freshman orientation, living conditions, and counseling services must be upgraded. Caliver pointed to specific reasons for the shortfall in the delivery of these essential functions and suggested some remedies.

Admissions: Caliver contended that it was desirable for Negro colleges and universities to continue their policy of admitting graduates of unaccredited high schools. This process could be justified because the accrediting process often judged variables irrelevant to student quality and because there was a great deal of overlap in the achievement level of graduates of accredited and unaccredited high schools.<sup>17</sup> Caliver recommended that these colleges should formulate procedures which would assure that only those graduates of unaccredited schools for whom the probability of success was great would be admitted.

Orientation of Freshmen: For these programs to be successful, Caliver recommended required rather than optional attendance by students. He felt that more attention ought to be paid to individual students rather than to mass processing. More importantly, Caliver found the testing programs

conducted during orientation to be flawed. He alledged that in order for these tests to be effective, the institutions had to develop objectives for the programs, establish a continuous rather than a disjointed system, and deploy skilled personnel to administer and interpret the results. His summary report suggested that a cooperative effort among Negro colleges for the development of in-service training programs for testing personnel would be a highly profitable venture.

Counseling: Caliver categorized the counseling programs as generally ineffective. Contributing to this condition was the attitude among administrators, advisers, and students that counseling was appended rather than integral to the educational process. A related problem was the fact that many advisers held other responsibilities, leaving insufficient time for the counseling of students. Perhaps the most significant factor was the lack of training that advisers typically had for this work, and the fact that no provision was made for correcting that deficiency.<sup>18</sup>

Vocational Guidance: Although many institutions on the surface appeared to give particular attention to this service, in practice few students received vocational guidance. Step recommended to upgrade this aspect of personnel services included assembly of available guidance materials and preparation of new items which pertained to predominantly black occupations, provisions for informing students about the world of occupations and for realistic assessment of their chances for success in certain parts of it, the collection of information about the abilities and interests of individual students, and

placement and follow-up procedures.<sup>19</sup> More often than not, Caliver contended, students of superior ability were particularly shortchanged, and colleges should make special provisions for the counseling of these talented few.

Living Conditions: Student housing and housing policies had to be administered with more student output, Caliver stated. Students should not be regarded as inmates, but as participating members of the college community. While Caliver's reform policy called upon university and college officials to open up decision making to students in housing matters, the administrators of these colleges were themselves enjoined to assume a larger share of the responsibility for keeping dormitory facilities at adequate health levels.

#### The McGrath Study

The funding for this study, which appeared in print in 1965, came from the Carnegie Corporation of New York in the form of a grant given to the Institute of Higher Education of Teachers College, Columbia University. Although the study sought to examine the contemporary status of black colleges and universities, the work has implications specifically for this study. Its contribution in this area stems from its assessment of student personnel services in the wider context of educational life at these schools. That is, the availability of this perspective prevents the project from lapsing into a study of student personnel administrators in isolation from the programs they administer and the institutions they serve.



Eighty-nine institutions supplied detailed information for the study. These institutions represent 73 percent of all black colleges and universities and 85 percent of the total student population. The study included junior colleges as well as four-year institutions. Many junior colleges did not participate, and in two states (Alabama and South Carolina) over half of the colleges did not participate at all in the survey.<sup>20</sup> Information was gathered by the use of questionnaires and through personal visitations. The bulk of the data was gathered in 1963-64, and the report was written by the principal investigator, Dr. Earl McGrath.

McGrath offers a good overview of the black colleges and universities. Although he surveyed the varied aspects of education at black colleges and universities, his particular emphasis appears to have been on the areas of faculty, curriculum, and finances. Important for this study is the fact that McGrath did offer an examination of certain student personnel aspects of Negro colleges and universities. The areas relevant to this study that he did discuss relate primarily to housing, counseling, and special programs for students such as remedial services, summer workshops, and fall orientations.

Counseling: McGrath discussed academic, vocational, and personal counseling. In the realm of academic counseling, McGrath concluded that until more institutions could provide fuller academic counseling services, the percentage of withdrawals and academic failures will remain abnormally and unnecessarily high.<sup>21</sup>

Vocational Counseling: McGrath found in his research that over ninety

percent of the schools held campus career days. Additionally, McGrath claimed that approximately eighty-four percent had functioning placement centers. Unfortunately, of the seventy-three colleges surveyed by McGrath only five, all private, reported having full time vocational counselors. With the emergence of new vocational opportunities and changing vocational patterns, McGrath found the Negro colleges sadly lacking in quantity and quality of staff needed to render counseling services effective for students enrolled in those institutions.<sup>22</sup>

Personel Counseling: Of the seventy-three institutions surveyed by McGrath, only fourteen offered direct psychiatric treatment for students.<sup>23</sup> According to McGrath many of these students were shuttled off to personal counselors, who often lacked credentials, or were referred to physicians, chaplains, and the like.<sup>24</sup> McGrath found the personal counseling services in such a state of disarray that he offered four proposals for upgrading those services:

--It is imperative that Negro colleges expand as soon as possible all facets of the counseling services offered.

--At the very minimum, there must be one highly trained counselor familiar with all facets of testing and advisory services, capable of organizing and administering a comprehensive program of counseling services. This work should be done under the office of the President or under the Dean of Students.

--Faculty members should receive special training during the summer or the regular school year so that they may be able to contribute to the counseling program.

--Graduate study in counseling must be expanded and extensive recruitment among Negro college graduates initiated so that an adequate corps of counselors can be trained to handle the increasing need for their services.<sup>25</sup>

Housing: Black colleges tend to be atypical in that they are predominantly residential. Fewer than thirty percent of their students commute. Another characteristics of the housing programs on Negro college campuses is the almost total lack of sorority and fraternity housing. McGrath observed that this fact is particularly startling because nearly all black colleges have active fraternities and sororities.

McGrath noted that most black colleges have recognized the importance of using the dormitory setting to supplement the student's cultural life on campus. Most of the dormitories were staffed by full time personnel who not only attempt to maintain order but also to counsel students. Unfortunately, McGrath found the number of staff people woefully inadequate for the number of students housed. More significantly, McGrath is of the opinion that few institutions have attempted to integrate dormitory life and classroom activities. In order to alleviate this condition, McGrath called for vigorous leadership so that the unique advantages offered by a relatively large percentage of residential students could be explored fully, and for detailed studies to probe the questions of space utilization, future needs, and the relation between educational goals and plant facilities.<sup>26</sup>

Special Programs and Orientation: McGrath is of the opinion that institutions are responsible for providing remedial educational functions.

Citing recommendations from past studies calling for remedial education, he argued that black colleges and universities in particular must continue this function. He credited Bennett College, Lemoyne College and others for their efforts at remedial education, pointing to the numerous freshman orientation programs, summer pre-college programs and special orientation programs for high school students as evidence that black colleges were acutely aware of the deficiencies of many of their students. Yet he saw room for improvement even in this area. First, McGrath stated that these colleges must realize that it is objectionable to admit students with the full realization that they are academically deficient and then do nothing to assist them academically. Second, he noted that until such time as elementary and secondary schools improved their educational capabilities, special preparatory courses and correctional programs would have to be instituted in an effort to raise the level of academic performance of Negro college students. The expenses to cover these programs would have to be raised through institutional, governmental, or philanthropic means. Noting that many of these programs were in the embryonic stages, McGrath foresaw the need to coordinate such programs and develop those that were demonstrably superior in order to inhibit duplication and provide the best services possible for students everywhere. Third, he observed that a considerable corps of staff members had to be recruited quickly and without great expense. He posited that this could happen rapidly with the effective use of volunteer graduate and undergraduate students.

## THE MOORE-WAGSTAFF REPORT

William Moore and Lonnie Wagstaff produced a work that was published in 1974 by Jossey Bass entitled Black Educators in White Colleges. Although the work focuses primarily on black teachers and administrators presently working in white institutions of higher learning, numerous references are made to black administrators in black colleges and universities, and these have proven useful to the study at hand. In addition, these two scholars provide unique insights into two phenomena relevant for student personnel administrators: affirmative action and the "assistant to" syndrome. Moore and Wagstaff surveyed nearly 3,000 black educators for their sample; male respondents outnumbered female respondents by a margin of two to one.

According to the findings of Moore and Wagstaff, there still exists widespread discrimination in the hiring of blacks for teaching and administrative positions. The black administrators and teachers surveyed discerned that the excuses for this practice fall into categories, and they indicated a high degree of frustration due to the fact that many felt that the reasons stipulated for not hiring more blacks were not only shallow but also evidenced a lack of respect for prospective black employees. In exploring these phenomena, Moore and Wagstaff found it useful to code responses. Some of the most numerous codes and their translations were:

--Efforts-without-results plea--"We have tried to recruit blacks but we have been unsuccessful."

--Parochialism approach--"This community is not ready for blacks."

--Numbers game--"The community is only a small part black so we don't feel a mandate to hire Negroes at this time."

--Budget pressure--"We cannot afford to hire blacks at our place; the large institutions can pay them two or three thousand dollars more than we can afford to offer."

--Too-qualified-to-work reationalization--"The blacks we have been able to locate have been overqualified for the job."

--Supply and demand rationale--"There are simply not enough to go around."

--Elusive decision--"The faculty makes the decision (four-year colleges)," "the administration makes the decision (two-year colleges)."

--Self-exoneration protest--"If it were up to me I'd hire blacks tomorrow, but it is out of my hands."

--Digital-restraint plea--"I'd personally like to hire blacks, but the system ties my hands."<sup>28</sup>

Affirmative Action: Moore and Wagstaff assert that they found no evidence that blacks (or women) that desire access to teaching and administrative posts in higher education were unqualified. But according to the respondents, women and blacks are at a disadvantage because pseudoacademic demagogues are playing to the base fears of people already hired: specifically, job security, loss of university traditions, discrimination against white men in order to hire blacks and women, and retaliatory actions for failure to

provide redress for past discrimination.<sup>29</sup> Moore and Wagstaff suggest that this situation has been further exacerbated by educators using such terms as "quotas," "lowering of standards," and other slogans which have the same volatile content and psychological impact as phrases and words such as "busing," "open housing," and "amnesty."

The Assistant To Phenomenon: In the chapter entitled "The Assistant To," Moore and Wagstaff detail a plight that has often confronted black administrators working at black colleges as well as at white institutions: both are victims of the times and of the social and political determinants of change.<sup>30</sup>

The phenomenon works this way. Moore and Wagstaff believe that many black administrators, especially those who worked at black colleges and universities, tended to be dogmatic. They explain this by pointing out that those administrators were functionaries within the power structure, not at the top of it, and as such, had to behave the way they did. In particular, black authoritarian Presidents took their orders from the real authoritarians--the abolitionists and mission-minded men and women who financed and controlled black colleges. These administrators also felt pressure from racist state legislatures and other components of the power structure.<sup>31</sup> Thus the black administrator at a black college or university became more of an ambassador than an educator. Even worse, he was a scapegoat for both blacks and whites, given the posture he had to take and the image assigned to him. He was, in many ways detailed by Moore and Wagstaff, a victim who was assigned the role of villain.<sup>32</sup>

Yet, there are very real benefits for the black administrator steeled in the administrative machinations of black colleges and universities. The authors feel that the significant difference between black administrators and white administrators is the ability of black administrators to get things done under very difficult circumstances. According to the respondents, black administrators who tend to be harsh, abrupt, and not given to charades of diplomacy are less psychologically damaging to students and faculty than the other nebulous behavior of white administrators in white institutions.<sup>33</sup>

Even the black administrator who was considered a good President, Dean, or Principal in an all-black institution has almost always become "an assistant to" when employed in the administrative ranks of the predominantly white institution. More often than not his assignment has little to do with the title he holds. Similarly, his duties have no apparent relationship to his job description. Instead, Moore and Wagstaff report that most of these administrators find themselves almost exclusively "trouble shooting" with black students. Nearly eighty three percent of those surveyed indicated that they are called upon to intercede when black students are involved in some conflict situation.<sup>34</sup>

Moore and Wagstaff conclude by saying that racism and discrimination are rampant in the academic community. They indicate that while some may find the details of their study startling, it is even more startling to realize that their findings if given on the six o'clock news will be forgotten by the nine o'clock movie.



The Sowell Monograph

In Black Education Myths and Tragedies (1972), Dr. Thomas Sowell offers a biographical picture of his educational experiences. From the outset, his work is a stinging indictment of the education system in the United States. Sowell is particularly critical of special programs for Negroes, black studies programs, and Negro colleges. Many of his criticisms are a direct result of his experiences at Cornell and Howard University. It is in part this highly critical stance which makes Sowell's book relevant for an assessment of student personnel administration at black colleges. Within his book there are three sections that are of especial use in such a study--his examination of premises of admissions programs, his general evaluation of black colleges, and his proposals for reform of administrative programs.

While at Cornell, Sowell had the opportunity to view first-hand black studies programs and special programs for Negroes. As a salve for disruptive black students, these programs were instituted shortly after the confrontations of 1968-69. Sowell examines the myths and problems of these programs as he observed them at Cornell and indicts them and all others that were conceived and operated under similar circumstances.

For Sowell, the admissions process as it applies to special programs is totally ludicrous. Frequently, good black students are overlooked in favor of securing more fashionable black students who fit a certain stereotype.<sup>35</sup>

Students are often steered away from tough courses, instructors, and majors. More often than not, many of these students are kept aloft by favorable grading

practices of radical and liberal white instructors. According to Sowell, these problems and others are exacerbated by a number of incorrect assumptions, notably:

--the argument that recruiting efforts must be directed toward black students with educational deficiencies, because there is not an ample pool of capable black students;

--the belief that capable black students from the class will not be of much value to the ghetto community; those students who appear to be "authentic ghetto types" by white standards should be given priority in admission;

--the claim that standard admission tests, I. Q. ratings, or college board tests, high school grades, etc. do not predict the college performance of black students, because of cultural differences.<sup>36</sup>

Sowell is of the opinion that it is patently ridiculous to send under-qualified students to colleges with difficult courses, although he recognizes that it is not the students' fault that they are ill-prepared.<sup>37</sup> Sowell feels that this admission policy leads directly to the appointment of administrators and faculty who are unqualified and incompetent, so that these underprepared students can have someone to whom they can "related."<sup>38</sup> The administrative posts in the special programs are unattractive to competent black administrators because of the political pressures and the "petty den mother" chores involved. Additionally, there is a stigma attached to these positions and an undesirable stereotype is affixed to these jobs because of the large number of underqualified and semi-literate blacks who have been hired to staff these

positions in the past.<sup>39</sup> Sowell points to the same problems when evaluating black studies programs. He claims that these programs also suffered from the fact that so many evolved almost simultaneously. Competent black scholars shunned these programs for reasons that competent black administrators shunned the special programs.

Black Colleges: Sowell sees black colleges as an administrator's dream, in some ways. At these institutions, maximum control could be exerted and minimum accountability demanded because those who supplied the money were never present. The result of this according to Sowell was that many black colleges became "feudal domains" of administrators. In this atmosphere, the quest for knowledge was extremely inhibited. Personal power, a palace guard, and a hierarchy of sycophants ruled the black college virtually unchecked by public opinion, alumni, parents, and students.<sup>40</sup> His view forms an interesting contrast to the "scapegoat" model of Moore and Wagstaff noted above; a test of which theory of control is correct would be beneficial to the scholarly literature on black colleges, but is unfortunately beyond the scope of this study.

Sowell claims that those individuals who believe black colleges are in essence colleges are woefully misled. Sowell sees a number of myths that surround black colleges--the propaganda, he claims, of black college administrators, liberal whites, and agencies such as the United Negro College Fund.

Myth Number 1: "There are good Negro colleges at the same levels as various nationally respected white colleges." Using such things as college

board scores, number of volumes in the libraries, and the number of professional articles published by faculty, Sowell finds this contention fallacious. Sowell cites the fact that not one black college has a department which ranks in the top twenty nationally in anthropology, biology, chemistry, economics, engineering, English, mathematics, physics, political science, psychology, sociology, or zoology. Moreover, Sowell feels that black colleges do not even favorably compare with "decent state universities." He concludes by saying, "there is simply no point talking nonsense about the quality of Negro colleges."<sup>41</sup>

Myth Number 2: "The educational shortcomings of the black colleges are an inevitable consequence of the academic deficiencies of their entering students." Sowell dismisses this claim immediately. Sowell is of the opinion that even though there are many underprepared students, there is an absolute number of good students at these colleges and those students do not have their academic potentials developed. The colleges fail miserably to teach the good students, as well as the students inadequately prepared.

Myth Number 3: "The shortcomings of the faculty members at Negro colleges are an inevitable consequence of inadequate financial resources to attract better qualified scholars." According to Sowell, this is not the reason at all. The real failure of black colleges is not a failure to attract good scholars but rather a failure to retain them.<sup>32</sup> This failure of retention is a consequence of authoritarian administrators, the lack of standards, and the demoralizing atmosphere of petty intrigue and favoritism. For Sowell

these characteristics are not the sole dominion of black colleges, but the degree to which they are prevalent chases good administrators and teachers away quickly.

Recommendations and Proposals: The last chapter of Sowell's book is dedicated to the development of changes and reforms. He first considers the special programs to help black students at white colleges. He finds they need more information on what kinds of students enter these programs and how they perform after they are admitted. The programs would benefit if a larger group of people, representing a wider range of view, were involved at all levels of operation within these programs. The programs should institute a comprehensive recruiting system that is done through recognized, legitimate, educational channels rather than through organizations that are set up for political or social purposes. Consortiums should be used to recruit minority students. More emphasis should be placed on recruiting older black students such as veterans, with the goal of attracting more mature black students. Finally, the programs should anticipate student difficulties--for example, it will come as a shock to many black students to discover just how far behind they are relative to other students at a good college. Some of these students will react with a sense of futility; others will resist believing it and attribute their academic problems to irrelevant courses or institutional racism; and some will seek or be gulded by peers to easy courses where their deficiencies do not matter as much. The programs must be prepared to counter these problems by wise counseling, both compassionate and realistic.

Sowell then proposes a battery of reforms for black colleges. For them to improve, pressure must be exerted on those people or institutions that control the money (a priority with which Moore and Wagstaff would agree). Beyond that, their improvement depends on dedication to a clearly defined purpose and on the careful choice of personnel. If this upgrading cannot be achieved, then black colleges should consider several alternative roles they could play in the world of education. They could act as "half-way houses between the educationally constricted environment of many black youngsters and a good college or university education."<sup>43</sup> Similarly, they could reach down into the high schools by an early admissions program in an attempt to rescue promising youth who are being destroyed by grossly inadequate schools. They might perform academic services that otherwise would not be performed at all and which may be of value to culturally deprived communities; or they can become centers for social service and community-spirited activities. Finally, these schools could become credentials factories to enable black youth to enter the ever-growing number of technical occupations which require certification as a condition of employment.<sup>44</sup> According to Sowell, this reorientation can be done successfully once there is a clear, publicly articulated goal for the institution and a commitment to achieve it.

#### The Smith Study

A dissertation written by Ronald Smith (1975) titled "Role Expectations for Chief Student Personnel Administrators in Historically Black Colleges and Universities in the United States" sought to describe the chief student personnel

administrators at these institutions and to analyze their role expectations. Smith surveyed only those black colleges and universities that were four-year institutions. Of the institutions asked to participate, usable responses were received from 67, or 79 percent. Smith used a questionnaire to collect data. Private institutions accounted for most of the sample.<sup>45</sup>

Findings of the Smith Study that are germane to this study center on personal characteristics of the administrators and their role expectations as chief student personnel officers.

### Characteristics of the Respondents

#### Age and Sex

Smith reports that 90 percent of the respondents were male. The largest age group of the administrators (47.8 percent) was between 36 and 50 years of age. The second largest group (35.8 percent) was under 35.<sup>46</sup>

#### Earned Degrees

Smith provides data that show 37.3 percent of the chief student personnel officers held doctorates. Other educational data in the Smith study reveal that 52.5 percent of the administrators held the master's degree.<sup>47</sup> The chief student personnel officers in the public institutions are more likely to hold the doctorate than their counterparts in private colleges and universities. Smith indicates that in those institutions with student populations in excess of 2,500, at least 60 percent of the chief student personnel administrators held the doctorate. For institutions with enrollments between 1,000 and 2,500, one third of the administrators held the doctorate, while in those colleges with

fewer than 1,000 students, 18 percent of the administrators held the doctorate.<sup>48</sup>

The Smith study also reports that 68.8 percent of the administrators held their highest degree in student personnel work or some related area.

#### Prior Student Personnel Experience

Smith reports that over half of the respondents (58.8 percent) held positions in student personnel prior to assuming their present positions.

#### Incumbancy

The majority of the administrators surveyed were recruited from within their own schools. Data presented show that over 60 percent of the student personnel officers were promoted from within. Only 37.3 percent of the administrators were recruited from the outside.<sup>49</sup>

#### Profile of Personal Qualities

Questions concerning the administrators' impressions were limited to five responses. They are as follows: Absolutely Must, Preferably Should, May or May Not (indicates neutrality on the question posed), Should Not, and Absolutely Must Not.

#### Age and Sex

According to the respondents, the chief student personnel officer should not be over 60 years of age. Smith found that a slight majority (61.2 percent) of the administrators felt that the chief student personnel officer "may or may not be male", that is, were neutral on the question of sex.<sup>50</sup>



### Prior Experience

Over 80 percent of the administrators felt that their successor should have experience in educational administration. More specifically, 76.1 percent indicated that the administrator should have experience in student affairs.<sup>51</sup>

### Earned Degree

Over 60 percent of the administrators responded that the chief student personnel officer "may or may not" hold the doctorate. Interestingly enough, 53.7 percent of the group surveyed indicated that their successors may or may not hold the master's degree.<sup>52</sup>

### Area of Preparation

Of the respondents indicating a preference, 71.6 percent were of the opinion that their successor should have training in educational administration.

### The Stenhouse Study

The Stenhouse work titled "Current Status of Chief Student Personnel Administrators in United Negro College Fund Member Institutions" (1968) as the title accurately implies sought to examine the current status of the chief student personnel officers at black colleges that are members of the United Negro College Fund. Of the 36 institutions holding membership at that time, 35 were asked to participate. Of those asked to participate in the survey, 30 did so. The criteria for determining the current status of the administrators were extracted from the document titled the Student Personnel Point of View which

was published in 1949 by the American Council on Education. Those criteria selected were as follows:

--The centralization of administration and administrative responsibility for all student personnel services.

--Democratic organization and process in the administration of student personnel services.

--The student personnel administrator's status and his participation and authority in institutional policy making.

--The academic status of the student personnel administrator in his institution.

--The professional background, training and experience of the student personnel administrator in student personnel work.

--Participation of the student personnel administrator in professional student personnel organization.<sup>53</sup>

Stenhouse like Smith made use of the questionnaire as a data gathering instrument, but he also conducted a number of personal interviews. Although the study was essentially "descriptive" analysis of the data was made on the basis of adherence to the criteria selected.

Some of the findings of the Stenhouse survey are relevant to this study. A summary of those findings follows:

## Characteristics of the Respondents

### Age

When examining the characteristic of age, Stenhouse found that the largest percentage of the administrators (33.3 percent) were in the age range of 45-59 years. He reports that the median age for the administrators surveyed was 46 years old. Stenhouse found that 20 percent of the administrators were over 50 years of age. He observed that these administrators are as a group older administrators.<sup>54</sup>

### Incumbancy

According to Stenhouse, 53.3 percent of the administrators reported less than 2 years' tenure at their present jobs. Of the 28 administrators responding to the question pertaining to job tenure in their current position, 90 percent reported that they had been in their current position 10 years or less.<sup>55</sup>

### Prior Student Personnel Experience

A large percentage of the student personnel officers (93.3 percent) indicated having prior experience in student affairs work at the collegiate level. Stenhouse contends that the trend toward employing student personnel administrators with past experience in the field shows great promise for the future of student affairs at those black colleges and universities that are members of the United Negro College Fund (UNCF).<sup>56</sup>

### Earned Degrees

In the Stenhouse survey, the typical degree held by the administrators (36.6 percent held the degree) was the master's degree. Nearly half (46.6 percent) earned the master's degree in education. Data supplied by Stenhouse reveal that 13.7 percent of the administrators held the doctorate. Stenhouse feels that the reason for the scarcity of doctorates is directly attributable to the small numbers of blacks entering student personnel work. Yet, Stenhouse suggests that the number of advanced degrees held by the administrators is further proof that serious attempts are being undertaken to secure academically trained student personnel administrators for UNCF institutions.<sup>57</sup>

### Future Needs

Approximately 75 percent of the administrators surveyed by Stenhouse offered opinions in which they assessed their future needs in student personnel. Over half (53.3 percent) reported that their greatest need was increased financial resources. According to Stenhouse, a significant portion of the respondents felt that their most pressing future need was to secure more professionally trained staff.<sup>58</sup>

### Administrative Salaries

Data cited in the Stenhouse survey reveal that the largest percentage of the administrators earned wages in the range of \$9,000-9,299 per year. The median salary for the group was \$9,377 per year. Stenhouse cites information provided by the National Education Association that reports the

median salary for deans of students as \$14,086 per year. He characterizes the difference in salary between the two groups as a "wide difference".<sup>59</sup>

### SUMMARY OF THE LITERATURE

Two important studies examined the cohort of student administrative personnel, one by James Foy and the other by the Office of Education. However, these reports separate out persons who work at black colleges and universities. They will be useful mainly for limited comparison to the group investigated in this study. Similarly, four provocative and interesting books by Caliver, McGrath, Sowell and Wagstaff and Moore documented the status of black colleges and universities and of black workers in white schools, but their focus was not particularly on student administrative personnel in those settings. As useful as these six major works are for context and for comparative samples, a need still exists for the detailed profile that is one of the goals of this study.

The dissertations authored by Ronald Smith and Robert Stenhouse both examined chief personnel workers at black colleges and universities. Their study populations while not coinciding directly with the population in this study nevertheless do provide a base from which some limited comparisons may be made. Thus another goal of this study will be to draw implications, speculations, and comparisons where appropriate from the data presented. It is hoped that this study will provide a comprehensive and reliable data base that will benefit both future researchers and student life and work in black colleges and universities.

C H A P T E R I V  
PROCEDURES FOR COLLECTION AND ANALYSIS  
OF THE DATA

Study Design and Methodology

The sample in this study is composed of student personnel administrators presently working in black colleges and universities. The administrators represent the following job categories: Dean of Students, Dean of Men, Dean of Women, Vice President for Student Affairs, Dean of Admissions, and Director of Counseling, or their functionally equivalent counterparts under other titles.

Populations Surveyed

Only historically black four year institutions were included in this sample. The lone exception was Meharry Medical College. Meharry was included because it was on the list of colleges provided by Dr. Harvey and due to the fact that it is a well established black institution whose student body usually spends four or more years attending that institution. A total of 87 institutions were surveyed, of which 50 responded, i.e., 56 percent. If each of the institutions had a full complement of the administrators under study, the potential number of respondents would have been approximately 520. However,

many of the colleges and universities are run with less than a complete panoply of student personnel administrators; the size of the group under scrutiny was reduced. Careful analysis of three sources (the "Special Instructions Sheets" returned by the chief student personnel administrators, the HEW Higher Education Directory, and a listing of administrators provided by Dr. Harvey) indicated that the actual number of administrators available for this study was approximately 250. Of these, 136 responded to the questionnaires, representing 54 percent of the population to which mailings were sent.

The fact that black colleges and universities operate with a modest number of student personnel administrators is in itself an interesting finding. The most obvious explanation for this phenomenon is economic, since schools such as Middlebury and Amherst tend to offer a fuller set of student services than black colleges with approximately the same number of students, as can be seen with a glance at the respective college catalogs and promotional literature. Rather more plausible hypotheses emanate from the peculiar historic legacy of black colleges as summarized in Chapter II, particularly their chronic underfinancing in contrast to better funded white institutions.

### Survey Instrument

The mail questionnaire approach was used to gather data for this study. It was the most practicable means available to the investigator. The wide geographical distribution of the institutions surveyed and the inhibiting factors

of time, money, and staff resources precluded the use of other data gathering techniques. The questionnaire is a good device for statistical study because the responses are easily coded and can be analyzed with less ambiguity than essays. However, the questionnaire approach is not without limitations. Since it is a self-report instrument, it can be subjected to only limited verification. It also does not allow much freedom for elaboration by the respondent. In an effort to offset some of the problems inherent in such forms, the questionnaire was kept short, and the queries were as carefully worded and as impersonally phrased as possible. Several administrators and students who participated in the pilot testing of the instrument clarified its language and added precision to the questions.

The questionnaire comprised twenty closed questions phrased in complete sentences (see Appendix E). Most responses were indicated by marks along ratio level scales of measurement or nominal level scales of measurement. For example, respondents were asked to indicate along a ratio scale of five-year periods their own and their predecessor's tenure. Alternatively, their own and their predecessor's institutional access was recorded by checking either "from within" or "from outside" categories. Other questionnaire items were open requests for specification of previous work and academic experiences, but the respondents rarely wandered from the point or provided uncodable answers even on those open-ended questions.



## Procedures for Collection and Analysis of Data

There are thirty-one variables examined in this study. In addition to frequency analysis, cross-tabulations have been computed to show the relationships among certain of these variables. In instances where such tabulations clearly indicate a direct relationship between variables conclusions have been drawn and implications explored.

These methods of analysis have been applied to selected measures for the overall sample and also to those measures within each administrative group sampled. A comparative analysis was also carried out between particular variables discussed in this study and findings from other studies of similar populations. In combination these data and comparisons provide an expanded informational base for future researchers.

The variables can be grouped as follows. The first set of questions profiled the respondent's institution, asking the number of students enrolled, the type of funding, and whether the school was private or public. The second group of questions surveyed the administrator's education, asking if the bachelor's, master's, and doctor's degrees had been earned, and inquiring from what type of school each had been received (black private, black public, white private, white public). Information was also requested here on the academic or professional specialty in which each degree was taken. Also included in the education part of the form were questions about any other education of the respondent (where it was done and in what discipline). There followed a third set of questions on job experience. The respondent was asked

for his or her first, second, and most recent work experience in student affairs. There was also a battery of questions in this third part about employment experience outside of student personnel work (first job after initial degree, and second and third work experiences outside student personnel administration). A fourth section inquired about the respondent's predecessor in the job--his or her degree(s), professional assignment after leaving that job, number of years in the respondent's post, and whether the predecessor had come from within or outside of the institution. Finally, a fifth set of questions dealt with the respondent's current situation--current position, length of service in that job, career expectations for the next job, and whether the respondent moved to the current post from within or without the institution (see Appendix E).

William Harvey of Tuskegee Institute, mentioned before as helpful in other aspects of this study, penned a cover letter that accompanied each packet of materials. He introduced the investigator and requested the cooperation of the potential respondents (his letter is reproduced Appendix F). The investigator also wrote a cover letter that was included with each packet, explaining the purpose and scope of the study and asking for the participation of the student personnel administrators (see Appendix G). A special set of instructions for the chief student personnel officer accompanied each packet. These instructions requested the chief student personnel administrator to distribute the materials and to enter the names of the respective administrators surveyed on the special instructions sheet (see Appendix H). General instructions

were attached to each individual questionnaire. These instructions (see Appendix I) asked the respondents to complete the questionnaire, indicate if they wished feedback, and return the questionnaire. A special toll free telephone number was included in the instructions in order to enable those surveyed to call the investigator if they had any questions or comments.

Thus each packet of materials contained the following: the letter of introduction, a cover letter from the investigator, a special instruction sheet for the chief student personnel administrator, individual instructions and questionnaires for each potential respondent. The survey materials were mailed in the late Spring of 1976. After a period of three weeks those institutions that had not responded were sent follow-up letters. The final date for returns was set at July 15, 1976.

Materials returned to the investigator from the respondents were categorized by institution and job title. This information was then transferred to a master board that listed all of the institutions. Each institution was credited as having all of the positions surveyed in an effort to record properly what positions were actually filled when the questionnaires were returned. To preserve confidentiality, the respondent's name was removed and a number substituted in its place. The list of names that went with each number was seen only by the author of this study.

Data were taken from the questionnaires and coded. The coded information was then transferred to computer cards. The Control Data 6000 Computer System was used in the computer analysis. Analysis of the data

included the computation of frequencies, cross tabulations and chi-square statistics, as well as the usual means, standard deviations and percentages of response to each questionnaire.

## CHAPTER V

### ANALYSIS OF THE DATA

The main purpose of the study is to provide information about the career patterns and personal characteristics of senior level student personnel administrators working at black colleges and universities. Inasmuch as student personnel administrators are an integral part of university life that can affect the quality of the educational experience, the degree to which student personnel administrators have been trained and educated would seem to have an indirect influence on the scope and dimension of student personnel programs and, therefore, an influence on the quality of the educational experience of students.

The data collected by the researcher are displayed and analyzed in this chapter. Data on the student personnel administrators as a group are presented first then data on each specific job category is provided.

#### Profile of Colleges Surveyed

The institutions included in this study represent those four year institutions that were founded for blacks. Of the 87 institutions that were eligible for this survey, 50 (56.8 percent) chose to participate. The number of respondents (136) represents approximately 54 percent of the administrators

eligible to participate in the survey. The names of the participating institutions and their respective locations are shown in Appendix A.

Appendix B identifies those institutions that did not participate in the study. A proportion of public and private institutions almost equal to that in the sample did not participate. Of the institutions not participating, 19 were private and 17 were public. Appendix B indicates the enrollments of the institutions that did not return forms, while Appendix C indicates the enrollments of the participating institutions (both sets of figures are for the academic year 1975-76).

The size of the institutions varied considerably, with the smallest college having an enrollment of 443 and the largest institution having an enrollment of 9,303. Table 1 indicates the grouping of participant colleges by institutional size. Those institutions with student bodies under 1,000 represented 27.2 percent of the sample. Institutions of between 1,000-2,000 students constituted 41.9 percent of the sample. Colleges with student bodies ranging between 2,000-3,000 students represented 8.8 percent of the sample. Those schools with student bodies of between 3,000-4,000 students made up 10.3 percent of the sample. Institutions with student bodies of 4,000-5,000 represented 3.7 percent of the sample. Those institutions with more than 5,000 students accounted for 8.1 percent of the sample.

Appendix D identifies by name the 21 public and 29 private institutions that participated in the study. The public institutions represented 42 percent of the sample and the private institutions represented 58 percent of the sample. Responses from the public institutions represented 44 percent of

TABLE 1

Size of Enrollments for Participant Institutions,  
By Number and Percents

Size Group of Enrollment	Distribution of Participant Institutions	
	Number in Group	Percent of Total Sample
Under 1000	15	30%
1000 - 2000	21	42
2000 - 3000	4	8
3000 - 4000	5	10
4000 - 5000	3	6
5000 and over	2	4
Totals	50	100

the sample while the responses from the private institutions represented 56 percent of the sample.

### Source of Support

Table 2 indicates the breakdown of responses by source of support. Responses from church supported institutions represented 19.1 percent of the sample. Colleges and universities supported by private means produced 31.6 percent of the responses. Publicly supported institutions accounted for 41.9 percent of the responses. Institutions funded by means other than those previously mentioned composed 7.4 percent of the sample.

### Profile of Senior Student Personnel Administrators

In this study only those administrators holding the titles of Dean of Students, Dean of Men, Dean of Women, Director of Admissions, Director of Counseling, and Vice President for Student Affairs or their exact counterparts were studied. Administrators who held functionally identical positions under different titles, such as the Associate Dean of Students for Women, were considered exact counterparts. Information supplied by the Chief Student Personnel Officer on the special information sheet indicated that in some colleges the Deans of Admission were not considered as falling under the rubric of student affairs. In other cases, the Chief Admissions Officer also worked as Registrar or in some other capacity such as Financial Aid Officer. These cases were deleted. This study encompasses only those Directors of



TABLE 2

Major Source of Funds for Participant Institutions,  
by Number and Percent

Source of Funds	Distribution of Participant Institutions	
	Number Supported by Source	Percent of Sample Supported by Source
Church	26	19.1%
State	57	41.9
Private	43	31.0
Other	10	7.0
Total	136	100.0

TABLE 3

Distribution of Sample Respondents in  
Each Position

Position	Distribution of Respondants	
	Number	Percent
Dean of Students	40	29.4%
Vice President - Student Affairs	7	5.1
Dean of Women	24	17.6
Dean of Men	11	8.1
Director of Counseling	38	27.9
Director/Dean of Admissions	16	11.8
Total	136	100.0

Admissions who are under the umbrella of student affairs and whose primary function is that of Chief Admissions Officer. Similarly, this study does not seek to draw any conclusions about other student personnel administrators working at black colleges and universities.

### Age and Sex

Most of the administrators in this sample are male. Table 4 reveals that 61 percent of the administrators are male and 39 percent are female. Aside from the women working as Deans of Women, female administrators appear in significant numbers only at the position of Director of Counseling.

As may be seen in Table 5, 74.3 percent of the administrators are less than 50 years old. The men tend to be older than the women. The Deans of Women are the youngest group of administrators surveyed; their average age is 42.27 years. The eldest group surveyed are the Vice Presidents for Student Affairs, whose average age is 46.83 years. The data show that most of the administrators ages fall into the categories between 30 and 44.

### Academic Preparation

Earned Degrees and Fields of Concentration as Table 6 indicates, nearly 96 percent of the administrators held the bachelor's degree. More of the administrators held the B.S. (78) than reported having earned the B.A. (51). Table 6 reveals that more of the administrators earned their degrees in the social sciences (26.5 percent) than in any other category. Education

TABLE 4

Distribution by Sex of Sample Respondents in  
Each Position

Position	Total and Breakdown of Total by Sex		
	Male %	Female %	Total Number
Dean of Students	92.5	7.5	40
Vice President - Student Affairs	5.7	14.3	7
Dean of Women	0	100	24
Dean of Men	100	0	11
Director of Counseling	50.0	50.0	38
Director/Dean of Admissions	62.5	37.5	16
<b>Total</b>	<b>61</b>	<b>39</b>	<b>136</b>

TABLE 5

## Distribution by Age Group of Sample Respondents in Each Position

Position	Age Group							Mean Age Yrs.		
	Under 30	30-34	35-39	40-44	45-49	50-54	55-57		Over 60	Total Number
Dean of Students	2.6%	21.1%	21.1%	23.7%	10.5%	10.5%	7.9%	2.6%	38	42.5
Vice President - Student Affairs	0	0	16.7	33.3	33.3	0	16.7	0	6	46.8
Dean of Women	22.7	18.2	13.6	4.5	4.5	22.7	9.1	0	22	42.2
Dean of Men	18.2	18.2	0	9.1	36.4	0	18.2	0	11	43.0
Director of Counseling	22.2	8.3	25.0	8.3	8.3	2.8	11.1	8.3	36	42.9
Director/Dean of Admission	7.7	15.4	7.7	15.4	7.7	15.4	23.1	7.7	13	46.6
Total: Percent	13.5	15.1	17.5	14.3	11.9	9.5	11.9	4.0		
Number	17	19	22	18	15	12	15	8	126	

(19.9 percent) was the next most frequent area of undergraduate study. The combined category of physical sciences/mathematics constituted the next highest frequency at 12.5 percent.

The master's degree was the highest degree held by most of the administrators nearly 86 percent of the administrators had earned this degree. Table 6 indicates that over a third of the administrators who hold the master's degree earned their degrees in the fields of guidance and counseling, fields of some relevance in student affairs. Those administrators holding the master's degree in the general field of education account for 25.6 percent of the sample. Table 6 also shows that 12.8 percent of the student personnel administrators who reported having earned the master's degree had done so in the specialized field of student personnel work.

Far fewer of the administrators hold the doctorate. Only 23.5 percent of the administrators have earned this degree (see Table 6). Of those administrators holding the doctorate, 32.4 percent hold the doctorate in guidance and counseling. The second most prevalent category for the doctorate is higher education administration, which represents 26.5 percent of the sample. Student personnel, the next most frequent category, accounts for 14.7 percent of the doctorates earned. Of those administrators holding the doctorate, 59.4 percent earned the Ed.D. Table 6 shows that 28.1 percent of the administrators with doctorates earned the Ph.D. Small percentages earned doctorates in other areas.

TABLE 6

## Degree Level and Type of Sample Respondents

Degree Level and Degree Type	Distribution of Respondants		Total Percent Achieving Degree Level
	Number Receiving Degree	Percent Receiving Degree	
Bachelors			94.9*
B. A.	51	39.5	37.5
B. S.	78	60.5	57.4
Masters			86.8
M. A.	46	39.0	33.8
M. S.	31	26.3	22.8
M. Ed.	36	30.5	26.5
Div.	3	2.5	2.2
MSW	2	1.7	1.5
Doctorate			23.5
Ed. D.	19	59.4	14.0
Ph. D.	9	28.1	6.6
J. D.	2	6.3	1.5
Div.	1	3.1	1.7
Other	1	3.1	1.7

\*10 respondents either did not hold the bachelor's degree or failed to specify degree.

TABLE 7

Fields of Concentration in Which Degrees Were Earned by Members of the Sample

Degree level of Academic Work	Fields of Concentration							Total Number at Each Level			
	Educ. Soc. Sci.	Humanity	Phy. Sci. of Math.	Business	Theology Law or Guidance	Higher Ed. or Admin.	Student Personnel Other *				
Bachelors	21.4	28.6	12.7	13.5	7.1	1.6		15.1	126		
Masters	25.6	10.3	.9	2.6	.9	2.6	37.6	4.3	12.8	117	
Doctorate	8.8	2.9				8.8	5.9	32.4	26.5	14.7	32

\* This category includes the following fields of study: Physical education, home economics, agriculture, and industrial arts.



### Types of Institution Attended

The vast majority of the administrators (90.7 percent) received their undergraduate training at black institutions of higher education. Table 8 shows that the administrators attended black public and black private schools in almost equal numbers, with black public colleges showing only a slightly higher proportion of attendance than black private schools. Those administrators who attended white public or private schools for their undergraduate education represent barely ten percent of the sample.

When examining the type of institution attended by those administrators with the master's degree, one notes a dramatic shift in the attendance pattern. Over 50 percent of the administrators received their master's training from white institutions of higher education. Specifically, 39.8 percent of the administrators holding the master's degree earned that award from white public institutions. Attendance at white private institutions accounted for 13.6 percent of the sample. As in the undergraduate category of educational training, more administrators earned their degrees at the master's level from black public institutions (26.3 percent) than from black private schools (20.3 percent).

The pattern of attendance that emerges at the master's level is sustained for work at the doctoral level. Most of the administrators who earned the doctorate did so at white public institutions. A full 71.9 percent of the administrators receiving the doctorate earned their degrees

TABLE 8

TYPE OF INSTITUTION ATTENDED FOR EACH LEVEL OF ACADEMIC WORK

Degree Level of Academic Work	Type of Institution Attended				Total Number
	Black Public %	Black Private %	White Public %	White Private %	
Bachelors	48.1	42.6	7.8	1.6	129
Masters	26.3	20.3	39.8	13.6	118
Doctorate	8.6	9.4	71.9	12.5	32

at white public institutions. Another 12.5 percent earned their degrees from white private institutions with the remainder being nearly equally divided between black private and black public colleges and universities.

### Prior Student Personnel Experience

Upon examining the most recent experience of the administrators, one is struck by the fact 38.2 percent have had no prior experience in student affairs on the collegiate level. Table 9 provides data that show that of those reporting work experience in student affairs prior to assuming their present positions, 31.3 percent have held deanships in student affairs administration. A large percentage of the administrators indicated that they had held prior positions in the field of guidance and counseling. Equal proportions, 9.5 percent, responded that housing or admissions had been their most recent student affairs positions prior to their assumption of their present positions.

As may be observed in Table 9, a significant percentage of the experienced administrators have held only one previous position in student affairs. Over two-thirds have had no second work experience. Of those who did indicate such experience, 31.8 percent specified that they had held deanships in student affairs administration. Guidance and counseling is the only other facet of student affairs in which there was significant participation (22.7 percent have had this experience). An overwhelming majority, (89 percent) reported that they had had no third previous experience. Those who did report work in this area indicated that they had worked in

TABLE 9  
 Nature of Prior Work Experience in Student Affairs Reported by  
 Members of the Sample

Three Most Recent Work Experiences	Areas of Student Affairs Work Experience										Total Number	
	Housing	Guidance or Counseling	Deanship or Admin.	Financial Aid	Veteran Affairs	Placement	Admissions	Minority Affairs	Student/Life Activities	Intern		Other
Most Recent	9.6%	24.1%	31.3%	3.6%	1.2%	4.8%	9.6%	2.4%	8.4%	2.4%	2.4%	83
Second most Recent	13.6	22.7	31.8	2.3		4.5	6.8	2.3	13.6			44
Third most Recent	40.6	20.0	33.3						6.7			15

housing (40 percent) or administration (33.3 percent).

#### Prior Work Experience Unrelated to Student Personnel

The vast majority of the senior level student personnel administrators indicated that their most recent work experience, other than collegiate level student affairs work, had not been in the realm of higher education. Table 10 shows that over a third of educators indicating other types of work experience had been involved in secondary (27 percent) or elementary (9 percent) education. A number of the administrators (12.3 percent) evidenced a community service background. While the majority indicated that they had not been working in higher education, a substantial minority (23.8 percent) indicated that they had been involved in other aspects of higher education.

Many administrators indicated no second previous work experience outside of student affairs. Of those administrators acknowledging a second work experience many had been involved in elementary and secondary education. Table 10 demonstrates the comparative prevalence of secondary school (35.1 percent) and elementary school (13.8 percent) experience. Participation in community service remains at about the same level as in the first work experience, 17 percent. The number of administrators working in other areas of higher education evidenced a significant drop from the first work experience category; only 4.3 percent reported having worked in this area.

Over 60 percent of the administrators specified that they had not had a third previous outside work experience. Those who did report conform to the

TABLE 10

Nature of Prior Work Experience Unrelated to Student Affairs Reported by Members of the Sample

Three most Recent Work Experiences	Areas of Prior Work Experience							Total Number				
	Military	Secondary Educ.	Elem. Educ.	Primary Educ.	Professor	Higher Ed. Adm'n.	Other Higher Educ.		Religious	Community Service	Federal of State Employ	Private Business
Most recent	2.5	27.0	9.0	7.4	23.8	2.5	2.5	2.5	12.3	4.1	5.7	122
Second most Recent	5.3	35.1	13.8	4.3	4.3	2.1	2.1	2.1	17.0	4.3	10.6	94
Third most Recent	9.3	40.7	22.2	1.9	1.9	1.9	1.9	1.9	14.8	1.9	5.6	54

first and second experience patterns. Secondary education, representing 40.7 percent of the sample, and elementary education, comprising 22.2 percent of the sample, are the most prevalent work experiences cited.

#### Routes of Access, Incumbance, and Career Plans

Nearly half of the administrators (47.1 percent) were recruited from within their own colleges and universities. Slightly more than half (52.9 percent) were recruited from outside of their present institutions. The difference in recruitment patterns is underscored by Table 11.

The preponderance of the administrators have been in their current positions for fewer than 10 years. Over 60 percent of the administrators reported that they had been working in their present jobs for less than 5 years. As shown in Table 12, another 30.9 percent of the student personnel workers surveyed reported having worked at their jobs for 5 to 10 years. Slightly over 8 percent have been in their jobs for over 10 years. Very few have been in their jobs for more than 20 years.

Nearly two thirds of the administrators responding to the survey indicated that they planned to stay in student affairs work. However, Table 13 also clearly indicates that nearly one third of the student personnel officers (32.4 percent) do not plan to stay in student affairs work or are uncertain as to their future plans.

TABLE 11

Distribution of Respondents Hired from Within or From  
Outside Institution for Each Position

Position	Access to Present Position		Total Number
	Hired from Within	Hired from Outside	
Dean of Students	60%	40%	40
Vice President - Student Affairs	28.6	71.4	7
Dean of Women	45.8	54.2	24
Dean of Men	27.3	72.7	11
Director of Counseling	42.1	57.9	38
Director/Dean of Admissions	50.0	50.0	16
<b>Total: Percent Number</b>	<b>47.1 64</b>	<b>52.9 72</b>	



TABLE 12  
Years Holding Present Positions for Respondents in Each Position

Position	Years in Present Position				Total Number
	1-5	5-10	10-15	20-Over	
Dean of Students	60 %	35 %	5 %	0 %	40
Vice President - Student Affairs	71.4	14.3	14.3	0	7
Dean of Women	54.2	33.3	8.3	4.2	24
Dean of Men	45.5	36.4	9.1	9.1	11
Director of Counseling	65.8	31.6	2.6	0	38
Director/Dean of Admission	62.5	18.8	18.8	0	16
Total: Percent Number	60.3 82	30.9 42	7.4 10	1.5 2	

TABLE 13  
Career Plans for Sample Respondents in Each Position

Position	Career Plans			Total Number
	Stay in Student Affairs %	Leave Student Affairs %	Uncertain %	
Dean of Students	70.0	25.0	5.0	40
Vice President - Student Affairs	71.4	14.3	14.3	7
Dean of Women	63.6	27.3	9.1	22
Dean of Men	81.8	18.2	0	11
Director of Counseling	63.2	28.9	7.9	38
Director/Dean of Admission	60.0	40.0	0	15
Total: Percent Number	66.9 89	27.1 36	8.0 8	

### Predecessors Access, Tenure and Future Plans

The access patterns for the predecessors evidence the same patterns as those of the current administrators. Table 14 shows that 52.3 percent of the predecessors were recruited from within their own institutions while 47.7 percent were recruited from outside. Over one-fifth of the administrators indicated that they are the first to hold their position consequently, there was no access route indicated for their predecessors.

The tenure patterns for the administrators' predecessors are somewhat similar to those of the present administrators. A clear majority of the persons that held the positions had been in those jobs for fewer than 10 years. According to the respondents who reported information on this category, 62.7 percent of the predecessors had been in their jobs for a period of only 1 to 5 years. Table 15 indicates that another 24.5 percent had held their jobs for a period of 5 to 10 years.

The current group of student personnel administrators and their predecessors appear to be destined for different career patterns. While 66.9 percent of the present administrators show an interest in remaining in student affairs, their predecessors for the most part took another course. Over 70 percent of the previous group took positions outside of student affairs. Table 16 suggests that only 14.7 percent of the administrators assumed higher positions in student affairs, while an almost equal number (13.8 percent) retired.

TABLE 14

## Tenure of Predecessors by Position

Position	Years Immediate Predecessor Held Office					Total Number
	1-5	5-10	10-15	15-20	20 and over	
Dean of Students	71.0%	25.8%	3.2%	0	0	30
Vice President - Student Affairs	50.0	33.3	16.7	0	0	6
Dean of Women	33.3	47.6	9.5	9.5	0	21
Dean of Men	72.7	27.3	0	0	0	11
Director of Counseling	72.4	13.8	6.9	6.9	0	28
Director/Dean of Admission	66.7	0	16.7	0	16.7	11
Total: Percent Number	62.7 69	24.5 27	7.3 8	3.6 4	1.8 2	

TABLE 15

Percentage of Predecessors Gaining Access from  
Within/Outside of Institution

Position	Predecessors Access to Position		Total Number
	Hired from Within	Hired from Outside	
Dean of Students	56.7%	43.3%	30
Vice President - Student Affairs	83.3	16.7	6
Dean of Women	38.1	61.9	21
Dean of Men	54.5	45.5	11
Director of Counseling	42.9	57.1	28
Director/Dean of Admissions	72.7	27.3	11
Total: Percent Number	52.3 56	47.7 51	

TABLE 16

## Destination of Immediate Predecessor in Each Position

Position	Destination of Immediate Predecessor					Total Number
	Retired	Promoted in Student Affairs	New job outside Student Affairs	Other Student Affairs	Other	
Dean of Students	12.9%	9.7%	54.8%	3.2%	19.4%	31
Vice President - Student Affairs	16.7	16.7	66.7	0	0	6
Dean of Women	10.0	15.0	50.0	5.0	20.0	20
Dean of Men	0	18.2	45.5	0	36.4	11
Director of Counseling	10.3	17.2	51.7	0	20.7	29
Director/Dean of Admissions	41.7	16.7	16.7	0	25.0	12
Total: Percent Number	13.8 15	14.7 16	48.6 53	1.8 2	23.0 23	

In conclusion, it may be instructive as well to construct a "typical" senior level student personnel administratora at a black four year college or university. This officer is male, 40 to 45 years old, has a Bachelor of Science degree received from a black college or university, and has earned a master's degree with a major in education or in guidance and counseling at a white institution. He has had one job in student affairs previous to his current post and has also worked outside student affairs in some aspect of education. He was hired from outside his present institution and has been working at this post less than five years; he plans to continue a career in the field. With this model in mind, it will be interesting to examine specific job categories for their similarities and differences relative to this prototype.

#### Specific Profiles by Job Category

In this section, the positions of Vice President for Student Affairs, Dean of Men, Dean of Women, Dean of Admissions, Director of Counseling, and Dean of students are detailed as to personal characteristics, education, and professional life. The data are presented in this order: an overview of the category for interesting traits that differentiate it from other jobs, institutional affiliation (size and type), education (degree levels, majors, types of schools attended), work experience in student affairs and outside of student affairs, career pattern and plans (access, years on job, future ambition), and age and sex. Where of interest, data appear on certain traits of the predecessor of the incumbent,

notably in regard to education, years on the job, and subsequent posts. Readers interested in the distribution of responses by job category, as background to this part of the chapter, are referred to Table 16.

#### Vice Presidents of Student Affairs

This office is one of the newer positions in student affairs among the colleges surveyed. Over 70 percent of the administrators specified that they had been in their positions for less than 5 years. The vice presidents are more likely to appear in the larger institutions than in the small. Table 17 shows that most of the vice presidents are working at colleges whose enrollments range from 1,000 to 2,000 students. No vice presidents indicated that they were working in colleges with enrollments of less than 1,000 students. As Table 18 indicates the vice presidents appear in public and private colleges and universities in near equal numbers. The vice presidents are as a group the eldest administrators that appear in this survey.

Those administrators holding the Vice President of Student Affairs position are quite similar to their student personnel counterparts when examined in the context of undergraduate institutions attended. All of these administrators received their undergraduate training in black institutions of higher learning (see Appendix J). They were equally distributed between public and private colleges and universities. The type of institutions in which these administrators studied on the master's degree level is quite different. Appendix J provides data that show the Vice President of Student Affairs almost always took his



TABLE 17

Size of Enrollments for Institutions of Respondents in Each Position

Position	Size Group of Institution						Total Number
	Under 1000	1000-2000	2000-3000	3000-4000	4000-5000	Over 5000	
Dean of Students	27.5%	40.0%	15.0%	7.5%	2.5%	7.5%	40
Vice President of Student Affairs	0	57.1	0	14.3	14.3	14.3	7
Dean of Women	33.3	37.5	16.7	12.5	0	0	24
Dean of Men	18.2	36.4	0	18.2	18.2	9.1	11
Director of Counseling	26.3	47.4	5.3	10.5	2.6	7.9	38
Dean/Director of Admissions	37.5	37.5	0	6.3	0	18.8	16

TABLE 18

## Institution Type of Respondents

Position	Type of Institution		Total Number
	Public	Private	
Dean of Students	37.5%	62.5%	40
Vice President of Student Affairs	57.1	42.9	7
Dean of Women	54.2	45.8	24
Dean of Men	54.5	45.5	11
Director of Counseling	39.5	60.5	38
Director/Dean of Admissions	43.8	56.3	16

master's level training at a white institution of higher learning. Over 85 percent studied at white institutions whereas 87.2 percent of those persons holding the rank of Dean of Men studied on the master's level at black colleges and universities. At the doctoral level, those administrators holding the title of Vice President of Student Affairs reflect the general trend of all of the administrators (see Appendix J). Seventy-five percent of the vice presidents received their doctoral training at white institutions of higher learning.

All of the vice presidents indicated that they had received the bachelor's degree. An equal number of administrators had earned the B.A. as had earned B.S. with most specializing in the social sciences (see Table 19). On the master's level, most of the administrators had earned the Master of Science degree (see Table 20). Over 70 percent of vice presidents had specialized in either guidance and counseling or student personnel at the master's level. On the doctoral level, half of the administrators who had earned this degree had done so in the area of higher education administration. As may be observed in Table 21, 57 percent of the vice presidents have earned the doctorate. When examined in the light of their predecessors academic training, this current group compares very favorably. As Table 23 points out, only 16.7 percent of the vice presidents' predecessors held the doctorate. The vast majority held the master's degree.

The Vice Presidents of Student Affairs have for the most part held deanships in administration prior to assuming their present posts. Of the administrators indicating past student personnel work experience, 100.0

TABLE 19

Type of Bachelor's Degree Earned by Respondents  
in Each Position

Position	Type of Degree		Total Number
	B. A.	B. S.	
Dean of Students	47.4%	52.6%	38
Vice President of Student Affairs	50.0	50.0	6
Dean of Women	41.7	58.3	24
Dean of Men	36.4	63.6	11
Director of Counseling	31.4	68.6	35
Dean/Director of Admissions	33.3	66.7	15

Table 20

Type of Masters Degree Earned by Respondents  
in Each Position

Position	Type of Degree					Total Number
	M. A.	M. S.	MSW	M. Ed.	Div.	
Dean of Students	33.3%	30.6%	0	7.8%	8.3%	36
Vice President of Student Affairs	16.7	66.7	0	16.7	0	6
Dean of Women	47.6	9.5	4.8	38.1	0	21
Dean of Men	25.0	12.5	0	62.5	0	8
Director of Counseling	32.4	35.1	2.7	29.7	0	37
Director/Dean of Admissions	90.0	0	0	10.0	0	10

TABLE 21

Type of Doctoral Degree Earned by Respondents  
in Each Position

Position	Type of Degree				Total Number
	Ed. D.	Ph. D.	J. D.	Div.	
Dean of Students	56.3%	25.0%	12.5%	6.3%	16
Vice President of Student Affairs	75.0	25.0	0	0	4
Dean of Women	0	0	0	0	0
Dean of Men	0	0	0	0	0
Director of Counseling	55.6	44.4	0	0	9
Director/Dean of Admissions	66.7	0	0	0	2

One administrator earned M. D.

TABLE 22

Fields of Concentration in Which Respondents Earned Degrees:  
By Position and Degree Level

Position/ Degree Level	Fields of Concentration										Total Numbers											
	Educ.	Soc. Science	Humanity	Phys. Sci. of Math	Business	Theology	Law	Counseling or Guidance	Higher Educ. Admin.	Student Personnel		Other										
Dean of Students																						
Bachelors	25.9%	31.6%	10.5%	15.8%		2.6%		38.9	11.1	8.3	20.5										38	
Masters	19.7	5.6		5.6		8.3				12.5	2.8										36	
Doctorate	6.3					12.5		31.3	31.3												16	
Vice President																						
Student Affairs																						
Bachelors	16.7	33.3	16.7		16.7			42.9		28.6											6	
Masters	14.3	14.3						25.0	50.0	25.0											7	
Doctorate																					4	
Dean of Women																						
Bachelors	13.0	30.4	17.4	17.4	13.0			26.3		21.1	4.3										23	
Masters	36.8	10.5	5.3						50.0												19	
Doctorate																					2	
Dean of Men																						
Bachelors	20.0	40.0						25.0	12.5		40.0										10	
Masters	50.0										12.5										8	
Doctorate																						
Dir. of Counseling																						
Bachelors	20.6	26.5	8.8	14.7	8.8			48.6		8.1	5.9										34	
Masters	21.6	13.5	2.7	2.7	2.7			55.6		22.2											37	
Doctorate	11.1	11.1																			9	
Dean of Admissions																						
Bachelors	20.0	13.3	26.7	13.3	13.3			20.0	33.3	30.0	13.3										15	
Masters	30.0	20.0																			10	
Doctorate	33.3																				3	

120

\*Other includes home economics, physical education, agriculture, industrial arts.

TABLE 23

## Types of Degrees Earned by Predecessors of Respondents in Each position

Position	Type of Degree Earned						Total Number		
	B.A.	B.S.	M.A.	M.S.	Ph.D.	Ed.D.		J D-LL	D-Div
Dean of Students	3.2	9.7	32.3	16.1	19.4	12.9	3.2	3.2	31
Vice President Student Affairs			16.7	66.7		16.7			6
Dean of Women	10.0	5.0	60.0	20.0	5.0				20
Dean of Men	9.1	9.1	45.5	36.4					11
Director of Counseling	6.9	3.4	48.3	17.2	13.8	10.3			29
Dean of Admissions	18.2	9.1	27.3	9.1	18.2	18.2			11



percent acknowledged that they had held a deanship in student affairs work immediately prior to assuming their present positions (see Table 24). In the realm of second previous work experience in student affairs, fewer than 50 percent indicated that they had such experience. For those vice presidents who indicated experience in this category, the areas of prior work included housing, guidance and counseling, as well as a deanship in student affairs, as noted in Table 24. The pattern of decreasing student affairs experience clearly emerges when one examines the third previous experience in student affairs. Only one of the vice presidents had experience in this category, holding a deanship in student affairs (see Table 24). This does not appear to be a phenomenon that resides solely within the office of the vice president. As Table 9 points out, few of the administrators have had three prior student personnel work experiences.

Unlike the other administrators, very few of the vice presidents have worked in secondary or elementary education in their most recent job experience outside of student affairs. One third had worked in other aspects of higher education administration, as shown in Table 25. The positions held were distributed among the areas of religious work, community service, and private business. In the category of second most recent work experience outside of student affairs, 80 percent of the vice presidents indicated that they had worked either in secondary education or in the military. A significant number (as shown in Table 25) indicated that they did not have a second previous work experience outside of student affairs. As in the second category of other work experience, the majority of the vice presidents had worked in either



TABLE 25

Nature of Prior Work Experience Unrelated to Student Affairs Reported by Respondents in Each position

Position/ Work Experience	Areas of Prior Work Experience										Total Numbers						
	Military	Secondary Educ.	Elem. Educ.	Primary Educ.	Professor	Higher Ed. Admin.	Higher Ed. Other	Religious	Community Service	Federal or State Employee		Private Business	Other Education				
Dean of Students																	
Most recent	5.6	25.0	2.8	8.3	36.9	2.8	5.6	5.6	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8	32
2nd most recent	6.5	41.9	3.2	9.7	9.7	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	3.2	31
3rd most recent	12.5	43.8	6.3			6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	6.3	16
Vice President																	
Student Affairs																	
Most recent		16.7			33.3		16.7	16.7	16.7	16.7	16.7	16.7	16.7	16.7	16.7	16.7	6
2nd most recent	40.0	40.0															5
3rd most recent	40.0	40.0	40.0														5
Dean of Women																	
Most recent		36.4	9.1	9.1	9.1	4.5											22
2nd most recent		30.0	20.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10
3rd most recent		33.3	33.3			16.7											6
Dean of Men																	
Most recent	11.1	55.6			11.1												9
2nd most recent		50.0	12.5														8
3rd most recent	20.0	20.0	40.0														5
Director of Counseling																	
Most recent		22.9	22.9	8.6	11.4	5.7	8.6	8.6	8.6	8.6	8.6	8.6	8.6	8.6	8.6	8.6	35
2nd most recent		33.3	20.0	3.3		3.3	13.3	13.3	13.3	13.3	13.3	13.3	13.3	13.3	13.3	13.3	30
3rd most recent	12.5	37.5	25.0				18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4	16
Dean of Admissions																	
Most recent		14.3			42.9		7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1	7.1	14
2nd most recent	10.0	10.0	30.0		10.0		10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10
3rd most recent		66.7	16.7		16.7												6

secondary education or the military for their third most recent jobs. Similarly, as revealed by Table 25, a significant portion of the respondents indicated that they had no third previous work experiences outside of student affairs. The response rate for the last two categories is not atypical for the sample.

Forty-four percent of all of the administrators indicated that they had not had a second previous work experience outside of student personnel work. Even more, sixty-five percent revealed that they did not have a third previous work experience outside of student affairs.

Most of the administrators who currently hold a vice president position were recruited from outside of their present institutions. As Table 11 reveals, 71.4 percent of the administrators were recruited from institutions other than their present one. This is a pattern that is unique relative to the other administrators. Only the administrators holding the chief counseling positions have been recruited from outside colleges and universities at a rate that is near comparable to the vice presidents.

This pattern is almost a complete reversal for the predecessors of the current group of vice presidents. Table 15 shows that 83.3 percent of the predecessors assumed the vice presidency immediately after serving at their present institutions in some capacity. Only those administrators that served as Deans of Admissions prior to the group under study were recruited from within their institutions at a rate that is nearly comparable.

The Vice Presidents of Student Affairs are for the most part new to their current positions. Table 12 provides data that show that 71.4 percent of vice presidents have served in their jobs for less than five years. When

compared to the other groups of administrators this figure indicates that the vice presidents as a group are slightly more likely to be recent appointees. Upon reading Table 14, one sees that the vice presidents' predecessors did not remain in their positions for very long. The majority (83.3 percent) served in their positions for less than ten years. This figure compares favorably with the longevity of service of the other groups of administrators in this study.

As a group the vice presidents indicated that they planned to remain in student affairs. Table 13 makes it obvious that few of the administrators plan to move to other areas. When compared to other administrators in this study, only those administrators holding the position of Dean of Men indicated a greater intent to remain in their present positions. The suggested plans of the current group of vice presidents differ sharply from the course taken by their predecessors. It is clearly evident as shown in Table 16 that many of the earlier vice presidents moved to areas outside of student affairs.

The people that hold this position are in the main male; Table 4 clearly illustrates that very few women have made inroads into the vice president's position. The Vice Presidents of Student Affairs are also the eldest group of administrators surveyed. The vice presidents were slightly older than the Deans of Admissions as may be seen in Table 5.

#### Deans of Men

There was not a large number of respondents who identified themselves as Deans of Men. Data from the special instruction sheets and the HEW Education

Directory indicate that there are indeed a relatively small number of men holding this position. Of those who do hold this office, a number are titled Associate Dean of Students for Men.

These administrators appeared in nearly every enrollment category. Data in Table 17 show the distribution pattern for the respondents. As may be seen in Table 18 the deans that participated in this study are nearly equally divided between those that work in the public sector and those that work in private higher education.

Educationally, the Deans of Men are unique in at least three areas (see Appendix J; Tables 20, 22). First they attended black colleges and universities for their master's level training at a rate that is proportionately higher than their co-workers. Secondly, at the master's level they have earned on a percentage basis more degrees in the field of education than any other group. Finally, they have as a group earned fewer doctorates than their colleagues.

When examined in terms of student affairs experience, the Deans of Men appear to be new to the field. They evidence less student affairs experience than their fellow administrators. It is interesting to note that the Deans of Men indicate in greater numbers than any other group that they plan to remain in student affairs. In contrasting fashion, their immediate predecessors left student affairs work in large numbers.

There is not much variance in the undergraduate matriculation patterns of the deans (see Appendix J). Nearly 91 percent of the deans attended black

colleges and universities. The deans attended black public and private colleges with almost the same frequency. Those deans who earned master's degrees received their training in black institutions of higher learning (see Appendix J). This is a pattern that is unique to this group. No other group reported earning more than 20 percent of their master's degrees from black private colleges, yet 62.5 percent of the Deans of Men holding master's degrees reported having received their training from black private colleges. Table 20 shows that the Deans of Men obtained their degrees in education, but not specifically in fields related to student affairs. There is no discernible pattern of attendance for doctoral level work because none of the administrators studied in this survey had the degree.

The men holding this position all have earned the bachelor's degree. They are similar to the Deans of Admissions in that nearly two thirds of the group hold the B.S. rather than the B.A. Table 19 shows the actual degree distribution. At the master's level most of the deans in this part of the survey have earned the Master of Education degree. Table 20 reveals that 62.5 percent of the deans that reported having earned the master's held their degrees in education. No other group in this survey reported having such a high percentage of master's degrees in this field of study. None of the administrators serving in the capacity of Dean of Men or Dean of Women hold the doctorate as may be observed in Table 21. These are the only two groups in which this phenomenon occurs.

The current men's deans compare favorably to their predecessors in terms of academic training. Table 23 shows that all of the men that formerly held this position had earned the master's degree. They are dissimilar in that most did not specialize in education. Another similarity exists; like the present group, none of the previous deans held a doctorate.

In terms of prior student affairs work experience, the deans appear to be relatively new to the profession. Approximately one third indicated that they had a first previous work experience in student affairs. Of those that did indicate such experience most had been involved in student affairs administration as indicated in Table 24. As a group they have less experience than other groups of administrators surveyed in this study. Only two of the deans indicated a second previous experience and none of the deans indicated a third previous experience in student affairs work.

Of the deans indicating prior work experience in fields other than student affairs, 55.6 percent indicated that their most recent work had been done in the area of secondary education. Of the remaining 44.4 percent, the majority indicated that they had been involved in some form of community service work. Table 25 provides an insight into the most recent prior work experience of the deans. As in the category of most recent work experience, jobs in secondary education dominate the second work experience category. Table 25 illustrates that 50 percent of the deans citing work experience in this category had been involved in secondary education. Of the deans indicating a third prior work experience, most indicated experience in elementary education.



The access patterns of the present deans and their immediate predecessors are dissimilar. Table 11 clearly points out that the current administrators were recruited in almost equal numbers from both outside and within their present institutions. In contrast, Table 14 makes it clear that 72.7 percent of the predecessors were recruited from institutions other than their own.

The vast majority of the deans suggested that they planned to remain in student affairs work. In fact, the deans were more unanimous in this choice than any other group of administrators surveyed as may be seen in Table 13. In light of the plans of the current group of deans, it is perhaps significant that so few of their predecessors remained in student affairs. Table 15 shows the movement of the predecessors.

Of the current group of deans, over 80 percent have been in their jobs less than 10 years. Comparison of Table 12 and Table 4 indicates that these deans are no different from their previous counterparts in terms of tenure in their present positions. All of the predecessors stayed in their jobs for less than 10 years. As may be seen in Table 14, proportionately more of these predecessors had less than five years tenure than any other group.

The Deans of Men fall into the middle range of the administrators in terms of age. As Table 5 indicates, the average age for these administrators is 43 years. They are, not surprisingly, all men.

### Deans of Women

The Deans of Women who were respondents in this study were for the most part administrators in institutions with enrollments of less than 2,000 students. As may be seen in Table 18 more than 70 percent of the deans worked in the smaller institutions. A greater number of these respondents indicated that they were affiliated with public institutions than with private ones. Data provided in Table 18 make it clear that the respondents were nearly equally divided between public and private institutions. Although most of the administrators were titled "Dean of Women," a significant number held the title of Associate or Assistant Dean of Students for Women.

The Deans of Women as a group have earned numerically and proportionately more master's degrees than their counterparts the Deans of Men. Similarly, they have had more experience in student affairs work, as shown in Table 24. However, only the Deans of Admissions indicated a greater intention to leave student affairs. Over 36 percent of the women deans in this survey specified that they planned to leave student affairs work.

All of the administrators holding this title reported having earned the bachelor's degree. Like their counterparts elsewhere, most of the deans have earned the B.S. as opposed to the B.A. Data presented in Table 19 reveal that over 58 percent of the deans have earned the Bachelor of Science degree. The master's degree is the typical higher degree held by the Deans of Women. As may be ascertained from Table 20 most of the deans holding the master's degree received either the Master of Arts or Master of Education.

None of the deans of women who were respondents in this study reported having earned the doctorate. In this respect, they do not differ from the Deans of Men.

The Deans of Women presently holding the position are somewhat different from their predecessors in terms of academic training. Table 23 reveals data that show 85 percent of the previous Deans of Women held either the master's or the doctorate. None of the current deans holds the doctorate. Table 22 points to the areas of specialty in which the current deans earned their master's degrees. While most earned their degrees in education, it is noteworthy that a significant percentage, 47.4 percent, earned their degrees in either student personnel or guidance and counseling.

At the undergraduate level, these deans like their fellow administrators preferred to attend black institutions of higher education (see Appendix J). Fully 90 percent of the deans attended black colleges and universities at this level. They attended black public and black private colleges and universities in equal numbers. The Deans of Women did not gravitate toward any particular type of institution for their master's level training (see Appendix J). Data provided indicate that the deans are well represented in all of educational categories (see Table 22).

Two thirds of the Deans of Women responded that they had previous student affairs work experience. The wide range of this prior student affairs work is shown in Table 24. The second previous work experience category

reveals a significant decline in the number of deans indicating such work. Table 24 shows that exactly half of the deans who indicated a most recent work experience in student affairs had not had a second previous work experience in this field. Of those who had had such experience, most had held administrative deanships in some aspect of student affairs. Only one of the deans indicated a third previous work experience in student affairs.

The Deans of Women, with only two exceptions, cited work experience outside the realm of student affairs. As may be ascertained from Table 15, 63.7 percent of the deans had worked in either secondary education or community service work. Of all of the administrators who reported community service work at this stage, 40 percent are Deans of Women. Fewer than 50 percent of the deans indicated a second most recent work experience. Of those who reported such experience the majority had worked in either secondary or elementary education and in some instances community service. Most of the deans did not indicate a third previous outside work experience. The few administrators who did show work experience in this category had for the most part worked in elementary and/or secondary education (see Table 25).

The access routes of the deans do not appear to adhere to any set patterns. As Table 11 shows, the deans were recruited in almost equal numbers from within their own institutions and from other institutions. The predecessors do show a different configuration. Over 60 percent of the predecessors were recruited from other institutions as shown in Table 14.

As indicated in Table 12, less than 13 percent of the deans have been in their jobs for more than 10 years. The current group is not unlike their predecessors in terms of tenure. Table 14 shows clearly that over 80 percent of the predecessors were in their jobs for less than 10 years.

The Deans of Women do not appear to have the zeal for long-term student affairs involvement that their male counterparts espouse. When looking at Table 13, one notices that 36.4 percent of the respondents either plan to leave student affairs or are uncertain about their future plans. The deans predecessors did in fact leave student affairs work in significant numbers. As Table 16 shows, at least 60 percent left student affairs work.

As a group the Deans of Women are the youngest administrators surveyed in this study. Table 5 shows that the average age of the Deans of Women is 42.27 years. They are, again not surprisingly, all female.

#### Deans of Admissions

As may be seen in Table 17, 75 percent of the Deans of Admissions specified that they worked in institutions whose enrollments were less than 2,000 students. A reading of Table 18 will reveal that the Deans of Admissions responded in nearly equal numbers from public and private colleges. One aspect of the deans' graduate education is especially noteworthy. At the master's level these administrators proportionately earned more Master of Arts degrees than any other group in this survey. Of the deans who reported having earned the masters, 90 percent reported receiving the Master of Arts.

Women are well represented in this group of administrators, since they compose 37.5 percent of the respondents in this category.

All of the Deans of Admission except one reported having a bachelor's degree. Table 19 shows that those administrators who obtained the B.S. outnumber those who earned the B.A. two to one. At the undergraduate level, these administrators specialized in broad areas of training with primary concentration in education and physical sciences/math.

On the master's level, the Deans of Admissions differ markedly from other administrative groups in this sample. Table 20 highlights this educational difference. Fully 90 percent of those who have master's degrees have earned the M.A. No other group even approaches this figure. As may be observed in Table 22, the Deans of Admission are rather confined in their master's level areas of study, concentrating exclusively in education, social sciences, guidance and counseling and student personnel. Of all administrators holding the doctorate, the Deans of Admissions represent 9.4 percent of the total. Table 22 shows that most of those holding the doctorate do so in education. The areas of specialty include higher education administration. Only 8.1 percent of the administrators hold the doctorate. Table 23 reveals that while the predecessors did not hold the Master of Arts with the frequency of the current administrators, they did hold more doctorates.

Nearly all of those individuals holding the position of Dean of Admissions reported having attended black institutions for their undergraduate training

(see Appendix J). Over 93 percent of the Deans of Admissions attended black colleges and universities. This percentage is in keeping with the percentages of the other administrators in this study. Only in the Dean of Students position does there appear to be any deviation from this pattern, and then it is only 10 percent.

The master's level training obtained by these administrators occurred primarily at white institutions (see Appendix J). The shift from black institutions to white institutions is clear. At this level of training, 60 percent of the administrators obtained their degrees from either white public or private institutions. Of those administrators who obtained the doctorate, most did so from white public institutions (see Appendix J).

The people who hold this position have had previous experience in a wide variety of student affairs activities. As may be observed in Table 24, 80 percent of the deans who indicated their most recent student affairs position prior to assuming their current job were active in the areas of higher education administration, financial aid, and admissions. Of interest is the observation that 37.5 percent of the administrators indicated no prior experience in student affairs.

Far fewer of the Deans of Admissions have had a second previous experience in student affairs. Over two thirds or 68.7 percent indicated that they had had no experience in this category. Table 24 shows that those deans who have had extended careers in student affairs have gained their experience in guidance and counseling, higher education administration, financial aid,

and minority affairs. Like the other groups of administrators, few of these deans have had a third previous work experience in student affairs. Only two of the deans have had a third previous work experience in student affairs, that is, 87 percent have not indicated a third previous experience in student affairs.

Table 25 shows that the position most frequently held by the deans in work other than student affairs tended to be in higher education administration. Nearly half (42.9 percent) of the administrators who mentioned past experience in this category had worked in higher education administration. The remainder had worked in the areas of secondary education, community service, federal/state government and private business.

Data from the second previous work experience category reveal that many of the admissions deans have had experience in elementary education. Of those administrators having work experience in this category, 30 percent have worked in elementary education. As indicated in Table 25 the remainder have worked in a broad range of vocational categories. Table 25 shows that of those administrators who indicated a third previous work experience, nearly 85 percent indicated such experience in elementary and secondary education. Most of the administrators (62.5 percent) reported no work experience in this category.

Equal numbers of the present admissions deans were recruited from within their present institutions and from outside. Table 11 shows that access



routes are equally divided. The access pattern for those administrators who were predecessors to the current deans is somewhat different. As shown by Table 15, 72.7 percent of these administrators were recruited from within their own colleges and universities.

Most of the admissions deans have been in their jobs for less than 10 years. As can be observed in Table 12, 62.5 percent of these have held their jobs for less than 5 years. In this respect, the Deans of Admissions compare favorably with other groups of administrators. Table 14 shows their predecessors as a group evidenced a similar pattern.

The Deans of Admissions as a group reported that they planned to remain in student affairs. However, as Table 13 reveals, a significant minority, 40 percent, stipulated that they did not wish to remain in student affairs work. More than any other group they indicated that they would be leaving student affairs. Table 16 shows that many of the predecessors to the current deans retired. The remaining group was distributed about equally throughout the range of categories.

Women are represented in this group of administrators to an extent greater than in most of the others. Table 4 illustrates that 37.5 percent of the Deans of Admissions are women. The Deans of Admissions are the second oldest group of administrators. Table 5 indicates that only the Vice Presidents for Student Affairs are older.

### Directors of Counseling

As a group, the Directors of Counseling were the second most numerous respondents in this survey. As indicated in Table 17, responses from the directors of counseling may be found in every enrollment category. As may be observed in Table 18, over 60 percent of these respondents worked in private colleges and universities. The scope of their positions varied greatly from institution to institution. The range of services appears to include highly sophisticated psychiatric counseling services for students as well as traditional resident dormitory counseling. Nevertheless, it is apparent from the number of responses that the position is firmly entrenched in many of the institutions.

Collectively, the Directors of Counseling were among the youngest surveyed. Only the Deans of Women were younger. Similarly, only the Deans of Women had proportionately more women serving in that position than did the Directors of Counseling. Fully 50 percent were women. In educational terms, the Directors of Counseling do exhibit certain distinguishing characteristics. The directors attended white undergraduate institutions in numbers proportionately greater than those of their colleagues (see Appendix J). A larger percentage of the deans earned their doctorates from white institutions of higher education than did their co-workers. As a group they held more master's degrees than any other group surveyed.

The Directors of Counseling are the shortest-term administrators surveyed. Over 97 percent indicated that they had been in their positions for less than 10 years.

Thirty-five of the thirty-eight Directors of Counseling who participated in this survey reported having either a B.A. or B.S. As may be seen in Table 19, the people in this position held the B.S. more frequently than the B.A. As a group the Directors of Counseling held a greater percentage of B.S. degrees than any other group. All but one of the Directors of Counseling also reported having earned the master's degree. They earned 31.4 percent of all of the master's degrees held by the administrators surveyed. The degrees earned by this group of administrators were not concentrated in any particular area of study (see Table 22). On the doctoral level, the Directors of Counseling compared favorably with the other administrators. As Table 21 shows, 44.4 percent of all the Ph.D. degrees and 26.3 percent of all the Ed.D. degrees are held by those persons working as the Director of Counseling.

Of the directors holding the master's degree most specialized in the area of guidance and counseling; Table 22 illustrates that nearly 50 percent of the directors who have the master's degree earned it in this field. An even higher percentage of the counseling directors specialized in guidance and counseling at the doctoral level (see Table 22). Over 55 percent of those administrators who have earned the doctorate specialized in the area of guidance and counseling.

The majority of the counseling directors earned their undergraduate degrees from black public institutions. The pattern of attendance at the graduate level for the Directors of Counseling appears to be no different than that for their fellow administrators. Like their counterparts, the largest

percentage of counseling directors earned their master's degrees from white public institutions (see Appendix J). Of those administrators holding doctorates, 66.7 percent earned their degrees from white public institutions. This percentage is higher than for any other group of administrators (see Appendix J). As Table 23 shows, over 65 percent of the present deans predecessors held the master's degree. As a group, the predecessors held quite a few doctorates (over 23 percent).

As one might expect, of those administrators indicating a most recent student affairs experience, the majority noted that they had worked in guidance and counseling positions. Table 24 shows data that indicate 57.1 percent of the administrators have most recently worked in guidance and counseling. Not unlike their counterparts, the Directors of Counseling services reported in large numbers (45.9 percent) that they had not had a prior student affairs experience. Those with a second most recent experience in student affairs had worked in the area of guidance and counseling (see Table 24). However, a significant minority (30.8 percent) had worked in housing. Very few of these administrators had had a third previous work experience in student affairs. Of those who had, most had worked in housing.

Of those administrators who indicated most recent work experience in areas other than student affairs, 45.8 percent acknowledged that they had worked in elementary and secondary education. Table 25 shows that the percentage having worked in elementary and secondary education is higher for this group than for any other with the exception of Deans of Men. The

second previous work experience category is also dominated by work experience in secondary and elementary education (see Table 25). Over 53 percent of the administrators reporting this work experience had worked in those areas. Another 13.3 percent had worked in community service. The third previous work experience category like the second, shows the administrators most frequently worked in elementary and secondary education or community service.

Of the current Directors of Counseling 57.9 percent were recruited from outside of their present institutions. This figure is not atypical of the administrators as a whole, as may be seen in Table 11. Their predecessors were also in the main recruited from outside of their institutions. Table 15 reveals that almost the exact same percentage (57.1 percent) of predecessors were recruited from outside of their institutions.

More than 97 percent of the counseling directors have been in their present positions for less than 10 years. This figure represents the largest percentage for any group. As may be seen in Table 12, the Directors of Counseling as a group are very new to their present positions. The predecessors of the Directors of Counseling like their successors were in the main in their jobs for less than 10 years. Table 14 makes it evident that in terms of tenure, the predecessors were not unlike their present counterparts.

A large percentage of the administrators working in counseling indicated a desire to move out of student affairs. This percentage, as may be seen in Table 13, is only exceeded by the Deans of Admissions. Table 16 suggests

that the current counseling directors are not too different from their predecessors who, as a group left student affairs work in large numbers.

More than any other group examined by this study, the Directors of Counseling appear to be sexually egalitarian. The high percentage of women (50 percent) contrasts sharply with their under-representation in other positions. This is made vividly clear in Table 4. As a group the Directors of Counseling tend to be younger than their colleagues. Interestingly, only the Deans of Women as a group are younger as pointed out by Table 5.

#### Deans of Students

The Deans of Students were the most numerous participants in this survey. As may be seen in Table 17 most of the deans worked in colleges with enrollments of less than 2,000 students. As indicated in Table 18, over 62 percent of those deans participating in this study acknowledged that they worked in private colleges and universities. More often than not, the Deans of Students were the chief student personnel officers at the colleges and universities that participated in this study. On occasion, these officers held titles other than Dean of Students, such as Dean of Student Development or Dean of Student Life.

The Deans of Students as a group possess certain characteristics that distinguish them from their colleagues. The deans tend to have been recruited from within their own institutions in numbers proportionately greater than their fellow administrators. In terms of tenure, they have held their positions for a shorter period than all but one category of their fellow

administrators. In this respect they are not unlike their predecessors. The previous Deans of Students remained in their positions for a shorter period than any of their fellow administrators. As might be anticipated, the Deans of Students are a highly trained group. A full 40 percent of the deans hold the doctorate. This is the highest percentage appearing in the survey.

The Deans of Students attended black public institutions with greater frequency than they attended black private colleges. A few of the deans (1.05 percent) attended white public institutions. As may be observed in Table 19, none of the deans attended white private institutions. Like their co-workers, the Deans of Students for the most part did their master's level study at white public institutions. A far higher percentage of these administrators received their master's degrees from black public colleges than any other group (see Appendix J). The administrators who had earned the doctorate in most cases had received their training from white public institutions (see Appendix J). Data show that 75 percent of the deans received their doctoral training from white institutions of higher learning.

The Deans of Students are unlike their colleagues when considered in terms of undergraduate degree earned. While more have earned the B.S. than the B.A., they have not done so with the frequency of their co-workers. Table 19 shows the percentage breakdown of undergraduate degrees earned by these administrators.

Exactly 90 percent of the Deans of Students reported having earned the master's degree; Table 20 shows the different types of master's degrees

earned. It should be noted that 8.3 percent of the Deans of Students reported having specialized in religious study at the master's level. The areas of specialization at the master's level while generally broad, tend to cluster. As Table 22 illustrates most of the administrators received their training in guidance and counseling, education, or higher education administration.

The Deans of Students as a group hold more doctorates than any other group in this survey. As Table 21 makes clear, the Deans of Students had earned 50 percent of all the doctorates reported. It is significant that 40 percent of the administrators working at this position hold doctorates. Of those holding the doctorate, most chose to specialize in the fields of guidance and counseling and higher education administration. However, as Table 22 points out, nearly 25 percent specialized in either student personnel or theology. As may be observed in Table 23, the deans' predecessors compare favorably with the present deans in terms of academic preparation.

Of the deans indicating student affairs work experience immediately prior to their present job, 44.4 percent wrote that they had held deanships in student affairs. Table 24 shows that another 37 percent worked either in guidance and counseling or student life/activities. Those administrators who reported having had a second prior experience in student affairs were usually deans active in student affairs administration or in student life/activities (see Table 24). The deans are similar to their colleagues in that 67.5 percent indicated that they had had no second previous work experience in student affairs. Very few of the administrators have had third previous student



affairs experience. Like the Directors of Counseling, most of the deans who indicated this type of experience had worked in the realm of housing. (Table 24 points out the frequency of third previous work experiences.)

Many of the deans reported experience in fields other than student affairs. Of those showing such jobs the majority had worked in higher education administration (other than student affairs) and in secondary education. As may be observed in Table 25 the deans seem to have had a broader range of job experience than their fellow student personnel workers. Of the deans indicating a second previous work experience, most reported employment in secondary education. This in itself is not unusual, except that the Deans of Students evidenced such work experience in greater numbers (41.9 percent) than their fellow personnel administrators. As Table 25 shows, the deans have been active in community service work at a greater level than their co-workers. As was the case with the other administrators most of the deans did not have a third previous outside work experience (see Table 25). Those few who did have such experience had worked primarily in the areas of secondary education and community service.

In terms of tenure, the Deans of Students are the second newest group of administrators. As indicated by Table 12, only the Directors of Counseling show a greater percentage with less than ten years of tenure. Data in Table 14 reveal that previous Deans of Students had even less tenure. Nearly 97 percent were in their jobs for less than 10 years.

The Deans of Students were recruited from within their own institutions at a rate that exceeded any of their co-administrators. Table 11 shows that 60 percent of the deans were recruited from within their own universities and colleges. The rate that exists for the present administrators is more than that for their predecessors. Table 15 shows that 56.7 percent of the predecessors were recruited from within their own institutions.

A substantial majority, 70 percent of the deans, indicated that they planned to remain in student affairs work. As may be ascertained from Table 13, this figure is consistent with the pattern for other administrators. The deans' predecessors left student affairs in significant numbers. As Table 16 reveals, only those past administrators holding the vice presidency left student affairs in greater percentages than the Deans of Students.

The position of Dean of Students is a male bastion. As Table 4 shows, 92.5 percent of those administrators holding this position are male. This is a greater percentage than for any other group surveyed with the obvious exception of the Deans of Men. Typically the Deans of Students as a group are younger than their fellow administrators. Table 5 shows that the average age for the deans is 42.5 years.

This chapter has offered the reader a statistical profile of senior student personnel administrators in black universities and colleges. The emphasis has been on description, first, of all the officers, and then of specific job categories. These data are required before analysis of and speculation about this group of professionals can begin. It is to explanations of and statistical comparisons between certain aspects of the data that the next chapter of this study is devoted.

## C H A P T E R V I

SUMMARY, COMPARISONS, CONCLUSIONS, IMPLICATIONS AND  
RECOMMENDATIONS FOR FURTHER STUDY

## Summary

The purpose of this study was to determine and analyze the personal characteristics and career patterns of senior level student personnel administrators working at black colleges and universities in the United States. The need for the study stems from the relative absence of data on the career patterns and personal characteristics of student personnel workers at black colleges. Prior studies more often than not concentrated on specific offices within student affairs or were otherwise restricted by factors such as geography, nature of the sample, and resources.

Nationwide studies by James Foy and the United States Office of Education, while providing important data, were not constructed in a manner so that information particularly pertinent to black colleges and universities could be gleaned from the findings. The aim of this study, therefore, was not only to provide basic data on various student personnel administrators working at black colleges and universities, but also to provide information and some analysis that could be used by student personnel workers and

other administrators working at those institutions.

Chapter II provides an historical background of black higher education in the United States. Different aspects of the black education experience are examined and discussed in an attempt to put the entire educational experience into proper perspective. The overall purpose of Chapter II is to place present day student affairs administration in the broader context of the black education experience.

Chapter III reviews the literature germane to this particular study. The literature that was examined did not deal exclusively with student affairs topics. Segments of the literature discussed black administrators in general, black administrators in white colleges and universities, and black administrators in black colleges and universities.

Chapter IV describes the design and methodology of the study. This chapter presents the methods for choosing the sample, formulating questions for the questionnaire, and for the collection and analysis of the data.

Chapter V presents the data obtained from the questionnaire. The presentation of the data is divided into two parts. First, a general profile of all of the administrators is given. This is followed by a more detailed description of each of the student personnel officer groups surveyed.

Chapter VI summarizes the study, offering implications, drawing some conclusions, making recommendations for future research. The researcher has sought to show, where appropriate, comparative and contrasting data from other studies.

Profile of Colleges Surveyed

Traditionally black four-year colleges were asked to participate in this study. The one exception, Meharry Medical College, was included because it is a well established black institutions whose students generally spend at least three years or more attending college. Data were received from 56 percent of the eighty-seven institutions asked to participate.

The sizes of the institutions that participated ranged from 443 students to 9,303 students. Institutions with student bodies of fewer than 1,000 composed 27 percent of the sample. The institutions with enrollments between 1,000 and 2,000 students constituted 42 percent of the sample. Colleges and universities whose enrollments ranged between 2,000 and 3,000 students represented 9 percent of the study population. Institutions with student bodies between 3,000 and 4,000 accounted for 10 percent of the sample. Schools whose enrollments numbered between 4,000 and 5,000 made up 4 percent of the sample. The universities with student bodies in excess of 5,000 represented 8 percent of the sample.

Public institutions that participated numbered 21; and responses from those colleges accounted for 44 percent of the sample. Private colleges that participated numbered 29. Responses given by those colleges and universities amounted to 56 percent of the sample.

Those institutions primarily supported by church funding represented 19 percent of the responding colleges. Colleges and universities receiving

major support from private sources other than the church represented 32 percent of the sample. Publicly supported institutions accounted for 42 percent of the sample. Institutions that received the bulk of their support from sources other than those previously mentioned accounted for 7 percent of the sample.

#### Student Personnel Administrators Compared With Their Predecessors

When the present group of administrators is compared with their immediate predecessors, few sharp differences emerge in terms of educational background, routes of access, and tenure on the job. There is, however, some indication that a broad discrepancy exists between the plans of the current administrators and the actual career patterns of their predecessors. Approximately two-thirds of the current administrators indicated that they plan to remain in student affairs work. Yet, over 62 percent of their predecessors have left student affairs work. This hints at a possible reversal of career aspiration patterns. In the absence of any information about the career aspirations of the predecessors, however, this researcher is unable to conclude that there has been a shift in aspirations.

## Differences Among the Administrators

## Deans of Men

The Deans of Men are similar to their colleagues in most of the characteristics surveyed. Some discernible differences do emerge, however, Deans of Men and Deans of Women are the only groups that reported none of their office holders having earned the doctorate. The Deans of Men also indicated less previous work experience in student affairs than any other group of administrators surveyed. Of those reporting previous personnel work experience, only 36.3 percent indicated having such experience immediately prior to their assumption of their present positions. Only 19 percent of this group reported work in student affairs as their second most recent work experience and none reported having held more than two previous positions in this field. In this respect the Deans of Men are unique among the groups surveyed.

Given the relatively few people now holding this title, there may be reason to infer that this position is not only small in numbers but also in importance among the campuses surveyed. The relative lack of experience and training of the Deans of Men may also suggest that prior training and experience in student affairs may not be prerequisites for access to this position.

The Deans of Women do not differ from their colleagues in most of the categories surveyed. Like their contemporaries, most of the Deans of Women (88%) hold the master's degree. Similarly, two-thirds of the Deans of Women indicate student personnel experience prior to assuming their present positions. However, the deans do differ from the rest of the sample in terms of career aspirations. While fewer than one-third of the sample indicated a desire to leave student personnel work, the Deans of Women report that over 36 percent of their group intend to leave the field.

The data seem to indicate that the status of the Deans of Women is on the ascendent as many hold the prestigious title Associate Dean of Students. As a group they are clearly experienced and many have received advanced training in their field, a distinction not held by their male counterparts. From the evidence presented here it would seem that significant prior experience in student affairs work and advanced training in the field are common characteristics shared by the Deans of Women.

#### Deans of Admissions

Upon examining the administrators holding this title, one finds that certain unique characteristics emerge. They (Deans of Admission) are, as a group, more desirous to leave student personnel work than any of their fellow workers. Fully 40 percent indicated that they plan to leave this area of university work. In terms of education, they evidenced fewer master's



degrees than any other group surveyed. Interestingly, of those who showed an earned master's degree 90 percent indicated that they had earned the Master of Arts.

The high number of Master of Arts degrees would seem to suggest that many of these administrators have been trained in areas other than student affairs. This background of outside training could account for the large number of administrators wanting to leave student affairs, perhaps to return to their areas of academic concentration. However, without definitive evidence that explains their educational backgrounds and their professional aspirations, this investigator is unwilling to conclude that this is indeed the case.

#### Directors of Counseling

The Directors of Counseling evidenced several characteristics that appear to be peculiarly distinctive to their group. Each group surveyed has had some distinguishing characteristics, but no group has had as many that are as provocative as those of the Directors of Counseling.

The directors attended white institutions of higher education at the undergraduate and doctoral level in greater percentages than did any of their colleagues. Over 11 percent of the directors received their undergraduate training at white institutions; and fully 100 percent received their doctoral training at white colleges and universities. Women are represented in this position in greater numbers (50%) than in any other position with the logical exception of the Dean of Women. In terms of tenure, these administrators indicated that 97 percent of their group had been in their jobs for less than

10 years. This figure is more than 6 percent higher than the 91 percent reported for the sample as a whole.

The patterns of attendance at white institutions demonstrated by the Directors of Counseling cannot within the dimensions of this study be explained in causal terms. It is possible that those interested in counseling find counseling programs at white institutions more suited to their interests than similar programs at other colleges and universities.

On the basis of women's representation in this position, it is evident that women's opportunities for access to this position are comparable to those of men. This pattern is unique to this administrative post.

The fact that nearly 24 percent of these administrators indicated that they had no predecessors, when coupled with the brief job tenure of these administrators, seems to imply that this position is either new to many campuses or is being upgraded.

#### Dean of Students

The Deans of Students more often than not are the chief student personnel officers at their respective institutions. Consistent with that responsibility, the deans hold more doctorates than any other group with the exception of the Vice-Presidents. They are also recruited from within their own institutions more frequently than their co-workers. For the entire sample, 53 percent of the administrators were recruited from outside their present colleges and universities but in the case of the Deans of Students, fully 60 percent were recruited from within their present colleges and universities. The deans

are, with few exceptions (93%) male. No other group of administrators is so heavily male dominated.

Given the nature of the work responsibilities of the Deans of Students, the fact that individuals holding this position are recruited from within their own institutions seems reasonable. For the chief student personnel officer, campus and student familiarity would be desirable. Anyone employed to oversee sensitive areas, such as personal and career counseling, financial aid, and admissions, and to do so in a manner consistent with the goals and philosophy of the institution must be knowledgeable both of students and the institution.

#### Vice-Presidents

Perhaps the most interesting note about the Vice-Presidents is that in terms of academic training, they differ substantially from their predecessors. Those presently holding this position reported that 57 percent of their number hold the doctorate. This contrasts sharply with their predecessors of whom only 17 percent held the doctorate. Another area of difference is the recruitment patterns for the present Vice-Presidents for Students Affairs and those for their immediate predecessors. Over 70 percent of the current vice-presidents were recruited from outside their present colleges and universities, while 83 percent of their predecessors were recruited from within their own institutions. This high number of outside recruits is also at direct odds with the pattern of the Deans of Students, another group of administrators who often serve as chief student personnel officers.

It is clear that the degree requirements and recruiting procedures for this position have changed from those used in the past. The new guidelines appear to be more rigorous and the search process more extensive. This finding might suggest that the office of Vice-President for Student Affairs has increased in status and that more specialized professional skills are perceived as necessary for someone filling this sensitive post.

#### The United States Office of Education Study

Although the United States Office of Education Report on student personnel services administration is now several years old (1966), it may prove useful to compare and contrast some of the findings of that study with some of the findings of this study. It must be noted, however, that the studies are different in certain aspects. The Office of Education study included responses from junior colleges as well as four-year institutions. Prior work experience and educational training were not broken down in the same manner as in this report; consequently, making comparisons between those categories has been impossible. Finally, responses from black colleges and universities are in no way distinguishable from those of other institutions. Therefore, it is impossible to derive data from the United States Office of Education study that deal exclusively with black colleges and universities.

## Dean of Students

In the Office of Education report, the typical degree held by the Deans of Students was the master's degree. Over one-third (38%) of the deans in the Office of Education study reported having earned the doctorate. Similarly, in the present study the typical degree was the master's degree. The Deans of Students in the present study (Jackson study) reported that 40 percent of their group held the doctorate. For both groups, it appears that the minimum degree needed for this position is the master's, but frequently these administrators hold the doctorate.

Information from the two studies reveals that the Deans do differ in three significant areas. In the Office of Education report, men holding that position outnumbered women four to one. In the present study men holding the Dean of Students position outnumbered women nine to one. Data from both of these studies suggest that women are grossly underrepresented at this position. One could infer that the routes of access to this position are filled with obstacles for women or that there are few qualified female applicants.

In terms of job tenure, the Office of Education study reveals that 82 percent of the administrators holding the position of the Dean of Students have been in their jobs for less than 10 years. Data presented in the present study show that 95 percent of the deans surveyed have been in their jobs for less than 10 years.

When examined in the context of age, the data reveal that 38 percent of the administrators surveyed in the government report fall in the 40 to 49 age range. In the present study, only 34 percent of the administrators fall in this age range. The Office of Education report indicate that slightly more than 70 percent of the administrators were under 50 years of age. The deans surveyed in the present study indicated that nearly 80 percent of their number were under 50 years of age. The near congruence of this researcher's findings about black colleges and those of the United States Office of Education survey of all colleges indicates that with respect to age Deans of Students working at black colleges and universities are not unlike the Deans of Students in any colleges and universities. Further refinement of the data, however, reveals differences among the administrators.

#### Deans of Men

The Deans of Men surveyed in these two studies differ significantly in two ways. Of those Deans of Men surveyed by the Office of Education, 78 percent were under 50 years of age. Nearly 37 percent fell in the age range of 30 to 39. For this study nearly 82 percent are under 50 years of age. However, 46 percent of the administrators fall in the age range of 40 to 49 years, while only 18 percent fall in the age range of 30 to 39 years. The findings show that while the Deans of Men in both studies are young (i.e., under 50), those working at black colleges are somewhat older than their counterparts surveyed in the Office of Education study.

In terms of degrees earned, 15 percent of the deans surveyed in the United States Office of Education report indicated having earned the doctorate. None of the deans in this study acknowledge having earned the doctorate. It would seem that the doctorate is not a prerequisite for those seeking to occupy this position and this is particularly true of the black colleges and universities.

#### Deans of Women

In terms of graduate education, there is a marked similarity between the Deans of Women in the present study and those surveyed by the Office of Education. In the present study 88 percent of the deans reported having earned a graduate degree. The deans in the Office of Education report indicated that 84 percent of their number held graduate degrees. It should be noted, however, that the Deans of Women studied in the Office of Education study indicated that 15 percent of their number held the doctorate. In the present study none of the Deans of Women held the doctorate. Like their male counterparts (Deans of Men), the Deans of Women tend to hold the master's degree as opposed to the doctorate. It appears that the doctorate is not a prerequisite for these office holders.

When viewed in terms of areas of preparation, the two groups are vastly different. The Office of Education study indicates that 44 percent of the Deans of Women received their graduate degrees in the field of education. In the present study, 67 percent of the deans received

their graduate training in education. The Deans of Women presently working at black colleges and universities while holding no doctorates, nonetheless appear to be trained in their field.

The Deans of Women surveyed in the two studies differ in terms of age. The Office of Education study reports that 60 percent of the Deans of Women they surveyed fell in the age range of 40 to 59 years. In the present study, 50 percent of the Deans of Women are under 40 years of age. The data seem to suggest that even though the Deans of Women presently working at black colleges and universities are well trained, they are nevertheless youthful.

#### Directors of Counseling

The Directors of Counseling as they appear in these two studies are clearly differentiated by at least three characteristics. In the report prepared by the Office of Education, the data reveal that 20 percent of the administrators holding this position were women. This percentage is significantly lower than the 50 percent representation of women in the present study, a remarkable disparity. In light of the lack of definitive information as to the causes of this phenomenon, however, this researcher is unwilling to ascribe this condition to any particular set of causes.

When viewed in terms of degrees earned, the Directors of Counseling in the Office of Education study had earned on a percentage basis significantly more doctorates. Nearly 50 percent of the directors surveyed by the Office



of Education held the doctorate, while 23 percent in the present study indicated that they had received the degree. It would seem that the doctorate was very nearly a prerequisite for those administrators surveyed in the Office of Education study. In the present study the Directors of Counseling are more apt to hold the doctorate than any other group of administrators surveyed, with the exception of the chief student personnel officers. However, the doctorate does not yet appear to be a prerequisite for those seeking to hold the position of Director of Counseling.

In conclusion, the administrators in this survey appear to be younger, newer to their jobs, and typically to hold the master's degree. Their counterparts in the Office of Education study were older, had been in their jobs longer, and held more doctorates.

#### The Stenhouse Dissertation

A dissertation entitled "Current Status of Chief Student Personnel Administrators in United Negro College Fund Member Institutions," authored by Robert Stenhouse in 1968, surveyed some of the same institutions that took part in this present study. The sample examined by Stenhouse was smaller and, as the title implies, dealt with only chief student personnel officers. His study does, however, contain data that is germane to the present study and consequently worth some examination.

Only 14 percent of the administrators in the Stenhouse survey reported having earned the doctorate. In the present study approximately three times as many administrators (40%) held the doctorate.

### Prior Experience

The Stenhouse study reports that 93 percent of the chief student personnel officers surveyed indicated that they had had prior experience in student affairs work. For this study, the survey population indicated that only 68 percent of their number have had prior student affairs experience. It is possible that many of the more recently appointed student personnel administrators received their appointments immediately after completing their collegiate work, and that this accounts for their lack of prior student personnel experience. However, this investigator is unwilling to ascribe the apparent decline in prior experience solely to this possible cause.

### Age

Stenhouse reported the mean age of administrators as 46. The present study sets the mean age at 43.

On the basis of the findings of these reasonably comparable studies, there is a suggestion of a trend over the past decade toward younger chief student personnel administrators, more extensive professional training, and less experience.

### The Smith Dissertation

Like the study by Stenhouse, the dissertation by Roland Smith "Role Expectations for Chief Student Personnel Administrators in Historically Black Colleges and Universities," surveyed only chief student personnel administrators. The Smith study was concluded in 1975; as such, it may be a more accurate barometer of contemporary chief student personnel officers working at black colleges and universities.

### Earned Degrees

Data provided by the Smith study reveal that 37 percent of the chief student personnel officers hold the doctorate, and 53 percent hold the master's degree. In the present study, 40 percent of the administrators hold the doctorate, and 50 percent reported holding the master's degree. The present study and the Smith study both indicate that the chief student personnel officers hold more doctorates than their predecessors, as surveyed by Stenhouse. There does not appear to be any reason for this trend not continuing. However, given the vicissitudes of the economy and of governmental policy, both which affect black colleges greatly in terms of planning and development, one can not be certain that this recruiting appointment pattern will continue.

### Prior Experience

In the Smith study nearly 60 percent of the administrators indicated that they had had prior experience in student personnel work. In the present study, nearly 70 percent indicated such experience. Both of these studies are in marked contrast to the Stenhouse study which reports 94 percent with prior experience. Considering the fact that many of the new administrators are youthful and assuming that in some cases youthfulness is accompanied by relative inexperience, it may be suggested that the difference in experience indicated by these studies is attributable to differences in the age of respondents. Beyond that, this researcher can offer no explanation for the vast chasm in experience levels.

### Access

Data from the Smith study indicate that 62 percent of the administrators were recruited from within their present institutions. In this survey, 55 percent were recruited from within. There may be reason to speculate that, as these colleges and universities upgrade or expand their student affairs programs, they are turning more and more to outside personnel in order to accomplish that end.

### Area of Preparation

Smith reported that 69 percent of the administrators surveyed in his study indicated academic preparation in student personnel services or some

related area. In the present study, the percentages are even higher. Of the chief student personnel officers holding the doctorate, 85 percent received their training in student personnel related areas. At the master's level, 79 percent have earned their degrees in student personnel or some related field. The data suggest that the new administrators have not only more advanced training, but also more specialized training.

### Conclusions

Black higher education in America has long been shackled by the nefarious legacies of discriminatory economic and educational policies. The residual effect of these policies is still evident today. Although this study has concentrated specifically on the area of student affairs, one must not lose sight of the crippling and debilitating effect that these policies have had on all aspects of black higher education. It is particularly reassuring to note that student affairs administration at black colleges and universities is striving to overcome the inadequacies of the past.

The findings of this survey lead this researcher to conclude that black college student personnel administrators, in comparison with their predecessors, are moving ahead along lines that are generally acknowledged to be measures of professionalism. In terms of training, experience, recruiting patterns, and commitment to student personnel work as a career, student personnel workers presently working at black colleges and universities surpass their predecessors.

Similarly, the high degree of professionalism evidenced by these administrators and the accompanying willingness to recruit more and better qualified administrators to fill student affairs staff positions leads this researcher to conclude that student affairs administration at black colleges and universities is not standing still, staffed by incompetents, or serving as a dumping ground for over-age and out-of-favor administrators.

### Implications of the Study

This study has implications for the presidents and governing bodies of the historically black four-year institutions of higher learning. According to the findings of this study, it is evident that many black colleges and universities have recruited senior level student personnel administrators who have the appropriate graduate degrees, relevant experience, and a career commitment to student personnel work. However, this condition is not universal. Certain black colleges are lagging, and if those colleges say that student development is one of the integral parts of their mission, yet the profile of their senior level student personnel administrators does not reflect the qualities mentioned above, and it would seem that the governing bodies and chief officers of those institutions should re-examine their institutions' mission.

In a similar vein, the present study has implications for the chief student personnel officers at black colleges and universities. If a number of qualified senior level student personnel administrators exist and evidence an

interest in black higher education, it would seem that the chief student personnel officer is doing his institution and students a disservice if he/she does not institute a reasonable search process when seeking to fill staff positions when such openings occur.

#### Recommendations for Future Study

Even though this study examined in some detail the personal characteristics and career patterns of numerous student personnel administrators, certain administrators were excluded. It would seem logical that a more extensive study should be conducted that would possibly include other officers such as the Director of Housing, Director of Student Activities, Chief Financial Aid Officer and other administrators as may be appropriate. This additional information would contribute to a more complete profile of the student personnel administrators at black colleges and universities. More specifically, a typical configuration of the student personnel administration would emerge thus allowing those administrators responsible for student personnel services more easily to assess the current status of student personnel administrators at their colleges and universities.

Data from the present study suggest that the current student personnel administrators are younger, better educated and have less experience than their predecessors. There appears to be a need for a study that would seek

to determine whether or not experienced administrators with less education net better results than relatively inexperienced administrators with more education. Such a study could provide a profile of the ideal administrator in terms of education and experience.

On a similar note, it would appear that there is a need to ascertain whether or not certain types of work experiences are more valuable to student personnel administrators than others. Many of the administrators in the present study have indicated work experience in vocational counseling, community action and development, as well as in elementary and secondary teaching. It would be beneficial if it could be determined whether or not these experiences are ample substitutes for, better than, or necessary prerequisites to college administrative experience. Such a study should assist decision makers in determining what type of experience is likely to be most pertinent.



## FOOTNOTES--CHAPTER I

<sup>1</sup>The specific contributions of the authors mentioned are as follows:  
D. Arbuckel, Student Personnel Services in Higher Education. (Highstown, New Jersey: McGraw Hill, 1953). Kate Mueller, Student Personnel Work in Higher Education. (Boston: Houghton Mifflin, 1961). E. G. Williamson, Student Personnel Work in Colleges and Universities. (Highstown, New Jersey: McGraw Hill, 1961). Gilbert Wrenn, Student Personnel Work in College. (New York: Ronald Press, 1951).

<sup>2</sup>Telephone interview with Dr. Harvey in Spring of 1976.

<sup>3</sup>Telephone interview with Miles Fisher in Spring of 1976.

## FOOTNOTES--CHAPTER II

<sup>1</sup>Dwight Holmes, The Evolution of the Negro College (New York: Teachers College, Columbia University, 1934; reprint ed., New York: Arno Press, 1968), p. 68.

<sup>2</sup>*Ibid.*, p. 68.

<sup>3</sup>Louis Harlan, Separate and Unequal (Chapel Hill: University of North Carolina Press, 1958; reprint ed., New York: Atheneun Press, 1969), p. 78.

<sup>4</sup>Holmes, p. 70.

<sup>5</sup>*Ibid.*, p. 102.

<sup>6</sup>*Ibid.*, p. 105.

<sup>7</sup>*Ibid.*

<sup>8</sup>*Ibid.*, p. 107.

<sup>9</sup>*Ibid.*, p. 111.

<sup>10</sup>Henry Bullock, The History of Negro Education in the South 1619 to the Present (Cambridge, Massachusetts: Harvard University Press, 1967), p. 76.

<sup>11</sup>*Ibid.*, p. 79.

<sup>12</sup>*Ibid.*, p. 81.

<sup>13</sup>*Ibid.*, p. 83.

<sup>14</sup>*Ibid.*, p. 90.

## FOOTNOTES--CHAPTER III

<sup>1</sup>James E. Foy, "Career Patterns of Student Personnel Administrators" (Ph. D. dissertation, Michigan State University, 1969), p. vi.

<sup>2</sup>James E. Foy, "Career Patterns of Student Personnel Administrators" (Ph. D. dissertation, Michigan State University, 1969), p. 1.

<sup>3</sup>Ibid., p. 146.

<sup>4</sup>Ibid., p. 153.

<sup>5</sup>U. S. Department of Health, Education, and Welfare, Student Services Administration in Higher Education, Archie R. Ayers, John H. Russel, and Philip A. Tripp (Washington, D. C.: Government Printing Office, 1966), p. 1.

<sup>6</sup>Ibid., p. 2.

<sup>7</sup>Ibid., p. 4.

<sup>8</sup>Ibid., p. 1.

<sup>9</sup>Ibid., p. 2.

<sup>10</sup>Ibid., p. 13.

<sup>11</sup>Ibid., p. 34.

<sup>12</sup>Ibid., p. 41.

<sup>13</sup>Ibid., p. 41.

<sup>14</sup>Ibid., p. 41.

<sup>15</sup> Ibid., p. 42.

<sup>16</sup> U. S. Office of Education, A Summary National Survey of the Higher Education of Negroes, by Ambrose Caliver (Washington, D.C.: Government Printing Office, 1943), p. 31.

<sup>17</sup> Ibid., p. 32.

<sup>18</sup> Ibid., p. 32.

<sup>19</sup> Ibid., p. 34.

<sup>20</sup> Ibid., p. 35.

<sup>21</sup> Earl McGrath, The Predominantly Negro Colleges and Universities in Transition (New York: Columbia University Press, 1965), p. 12.

<sup>22</sup> Ibid., p. 93.

<sup>23</sup> Ibid., p. 93.

<sup>24</sup> Ibid., p. 94.

<sup>25</sup> Ibid., p. 94.

<sup>26</sup> Ibid., p. 94.

<sup>27</sup> Ibid., p. 153.

<sup>28</sup> Ibid., p. 58.

<sup>29</sup> William Moore and Lonnie Wagstaff, Black Educators in White Colleges (San Francisco: Jossey Bass, 1974), p. 44.

<sup>30</sup> Ibid., p. 77.

<sup>31</sup>Ibid., p. 102.

<sup>32</sup>Ibid., p. 103.

<sup>33</sup>Ibid., p. 103.

<sup>34</sup>Ibid., p. 103.

<sup>35</sup>Ibid., p. 107.

<sup>36</sup>Thomas Sowell, Black Education Myths and Tragedies (New York: McKay, 1972), p. 131.

<sup>37</sup>Ibid., p. 133.

<sup>38</sup>Ibid., p. 185.

<sup>39</sup>Ibid., p. 200.

<sup>40</sup>Ibid., p. 205.

<sup>41</sup>Ibid., p. 252.

<sup>42</sup>Ibid., p. 256.

<sup>43</sup>Ibid., p. 258.

<sup>44</sup>Ibid., p. 306.

<sup>45</sup>Ibid., p. 308.

<sup>15</sup>Ibid., p. 93.

<sup>16</sup>Harlan, p.

<sup>17</sup>Bullock, p. 116.

<sup>18</sup>Bullock, p. 124.

<sup>19</sup>Ibid., p. 126.

<sup>20</sup>Ibid., p. 126.

<sup>21</sup>Ibid., p. 139.

<sup>22</sup>Ibid., p. 179.

<sup>23</sup>Holmes, p. 182.

<sup>24</sup>Ibid., p. 184.

<sup>25</sup>Rufus Atwood, "The Origin and Development of the Negro Public College with Especial Reference to the Land-Grant College," Journal of Negro Education, 31 (Summer 1962) 243.

<sup>26</sup>Ibid., p. 250.

<sup>27</sup>Stephen Wright, "Some Critical Problems Faced by the Negro Church Related College," Journal of Negro Education, 29 (Summer 1960) 343.

<sup>28</sup>Ibid.

<sup>29</sup>Ibid., p. 344.

<sup>30</sup>Ibid., p. 344.

- <sup>31</sup> Carnegie Commission on Higher Education, From Isolation to Mainstream: Problems of the Colleges Founded for Negroes (Hightstown, New Jersey: McGraw-Hill Book Company, 1971), p. 6.
- <sup>32</sup> *Ibid.*, p. 21.
- <sup>33</sup> S. M. Nabrit, "Reflections on the Futures of Black Colleges," Daedalus. 100 (Summer 1971), p. 661.
- <sup>34</sup> Holmes, The Evolution of the Negro College, p. 208.
- <sup>35</sup> Christopher Jencks and David Reisman, The Academic Revolution (Garden City, New York: Doubleday and Company, 1968), p. 479.
- <sup>36</sup> Carnegie Commission, p. 14.
- <sup>37</sup> *Ibid.*, p. 17.
- <sup>38</sup> W. E. B. DuBois, The Education of Black People, ed. Herbert Aptheker (New York: Monthly Review Press, 1973), p. 5.
- <sup>39</sup> Horace Mann Bond, Negro Education in Alabama: A Study in Cotton and Steel (Chicago: Associated Publishers, Inc., 1939; reprint ed., New York: Atheneum, 1969), p. 176.
- <sup>40</sup> Richard Maxwell Brown, ed. American Violence (Englewood Cliffs, New Jersey: Prentice Hall, 1970), p. 107.
- <sup>41</sup> Ronald Smith, "Role Expectations for Chief Student Personnel Administrators in Historically Black Colleges and Universities in the United States" (Ph.D. dissertation, Purdue University, 1975), p. 4.
- <sup>42</sup> *Ibid.*, p. 37.
- <sup>43</sup> *Ibid.*, p. 37.
- <sup>44</sup> *Ibid.*, p. 38.
- <sup>45</sup> *Ibid.*, p. 42.

<sup>46</sup> Ibid., p. 46.

<sup>47</sup> Ibid., p. 46.

<sup>48</sup> Ibid., p. 49.

<sup>49</sup> Robert Stenhouse, "Current Status of Chief Student Personnel Administrators in United Negro College Fund Member Institutions," (Ph. D. dissertation, University of Denver, 1968), p. 55.

<sup>50</sup> Ibid., p. 70.

<sup>51</sup> Ibid., p. 72.

<sup>52</sup> Ibid., p. 74.

<sup>53</sup> Ibid., p. 74.

<sup>54</sup> Ibid., p. 146.

<sup>55</sup> Ibid., p. 140.



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APPENDICES

APPENDIX A

Names and Locations of Colleges and Universities  
That Participated in this Study

Names and Locations of Colleges and Universities that Participated in this Study

NAME	CITY	STATE
Alabama A&M University	Normal	Alabama
Alabama State University	Montgomery	Alabama
Stillman College	Tuscaloosa	Alabama
Tuskegee Institute	Tuskegee	Alabama
Philander Smith	Little Rock	Arkansas
Delaware State College	Dover	Delaware
District of Columbia Teachers College	Washington	District of Columbia
Howard University	Washington	District of Columbia
Edward Waters College	Jacksonville	Florida
Florida Memorial College	Miami	Florida
Albany State College	Albany	Georgia
Clark College	Atlanta	Georgia
Fort Valley State College	Fort Valley	Georgia
Morehouse College	Atlanta	Georgia
Morris Brown College	Atlanta	Georgia
Spelman College	Atlanta	Georgia
Grambling State University	Grambling	Louisiana
Xavler University	New Orleans	Louisiana

NAME	CITY	STATE
Coppin State College	Baltimore	Maryland
University of Maryland Eastern Shore	Princess Anne	Maryland
Rust College	Holly Springs	Mississippi
Mississippi Valley State College	Itta Beana	Mississippi
Elizabeth City State University	Elizabeth	North Carolina
Fayetteville State University	Fayetteville	North Carolina
Johnson C. Smith	Charlotte	North Carolina
Livingstone College	Salisbury	North Carolina
St. Augustine's College	Raleigh	North Carolina
Shaw University	Raleigh	North Carolina
North Carolina A&T State University	Greensboro	North Carolina
Winston Salem State University	Winston Salem	North Carolina
Central State University	Wilberforce	Ohio
Wilberforce University	Wilberforce	Ohio
Langston University	Langston	Oklahoma
Allen University	Columbia	South Carolina
Benedict College	Columbia	South Carolina
Claflin College	Orangeburg	South Carolina
Morris College	Sumter	South Carolina



NAME	CITY	STATE
South Carolina State College	Orangeburg	South Carolina
Fisk University	Nashville	Tennessee
Knoxville College	Knoxville	Tennessee
Lemoyne Owen	Memphis	Tennessee
Meharry Medical College	Nashville	Tennessee
Huston Tillotson	Austin	Texas
Jarvis Christian College	Hawkins	Texas
Paul Quinn College	Waco	Texas
Hampton Institute	Hampton	Virginia
Norfolk State College	Norfolk	Virginia
Virginia State College	Petersburg	Virginia
Virginia Union University	Richmond	Virginia
Bluefield State College	Bluefield	West Virginia

**APPENDIX B**

**Colleges and Universities that did not Participate in This Study**

**(Nonresponding institutions)**

## Colleges and Universities that did not Participate in This Study

(Nonresponding institutions)

NAME	Enrollment
Mississippi Industrial College	269
Selma University	361
Daniel Payne	367
Barber Scotia	470
Talladega	481
St. Paul	517
Arkansas Baptist	554
Bennett College	570
Wiley College	573
Lane	681
Tougaloo	783
Vorhees	855
Oakwood College	1,035
Lincoln, Pa.	1,102
Dillard University	1,117
Atlanta University	1,186
Miles College	1,147
Bishop College	1,243
Bethune Cookman	1,313

NAME	Enrollment
Shaw University	1,625
Kentucky State University	2,174
University of Arkansas, Pine Bluff	2,241
Savannah State College	2,413
Alcorn State College	2,420
Cheney State College	2,458
Lincoln, Missouri	2,537
Bowie State College	3,323
West Virginia State College	3,500
North Carolina Central	4,300
Prairie View A&M	4,800
Florida A&M University	4,871
Tennessee State University	4,885
Morgan State University	5,809
Jackson State University	5,960
Texas Southern University	7,141
Federal City College	7,783
Southern University	8,685

DISTRIBUTION OF NON-RESPONDENTS BY  
SIZE OF INSTITUTION

Size of Institution	Number	Percent
Under 1000	12	32.4
1000 - 2000	8	21.6
2000 - 3000	6	16.2
3000 - 4000	2	5.4
4000 - 5000	4	10.8
5000 - Over	5	13.6
Total	37	100.0

**APPENDIX C**

**Colleges and Universities by Enrollment**

## Colleges and Universities by Enrollment

NAME	UNDER 1,000	Enrollment
Morris College		433
Allen University		485
Paul Quinn College		504
Jarvis Christian College		509
Edward Waters College		563
Philander Smith		676
Huston-Tillotson		696
Stillman College		711
Rust College		731
Meharry Medical College		735
Florida Memorial		782
Livingstone College		816
Knoxville College		818
Claflin College		894
Lemoyne-Owen		906

## Colleges and Universities by Enrollment

NAME	1,000-2,000	Enrollment
Wilberforce University		1052
Langston University		1151
Spelman College		1155
University of Maryland Eastern Shore		1192
Bluefield State College		1232
Morehouse College		1275
Elizabeth City State University		1266
Johnson C. Smith University		1266
Benedict College		1286
Virginia Union University		1356
Clark College		1475
Fisk University		1517
Morris Brown College		1530
St. Augustine College		1551
Shaw University		1625
Albany State College		1701
Delaware State College		1784
Ft. Valley State College		1807
District of Columbia Teachers College		1820
Xavier University		1891
Winston Salem State University		1962



## Colleges and Universities by Enrollment

NAME	2,000-3,000	Enrollment
Central State University		2131
Coppin State College		2574
Mississippi Valley State University		2840
Hampton Institute		2858
Name	3,000-4,000	Enrollment
South Carolina State College		3040
Fayetteville State University		3075
Alabama State University		3158
Tuskegee Institute		3280
Grambling State University		3571
Name	4,000-5,000	Enrollment
Alabama A&M University		4034
Virginia State College		4848
North Carolina A&T University		4937
Name	Over 5,000	Enrollment
Norfolk State College		6287
Howard University		9303

### General Listing for Educational Categories

- Social Sciences:** History, Law, Psychology, Social Science
- Humanities:** English and Journalisms, Fine and Applied Arts,  
Foreigh Language, Philosophy, Religion
- Sciences:** Biology, Physics, Chemistry, Engineering, Health  
Professions

**APPENDIX D**

**Names and Type of Institutions that Participated  
in this Study**

## Names and Type of Institutions that Participated in this Study

NAME	PUBLIC	PRIVATE
Alabama A&M University	X	
Alabama State University	X	
Stillman College		X
Tuskegee Institute		X
Philander Smith		X
Delaware State College	X	
District of Columbia Teachers College	X (Local)	
Howard University	X (Federal)	
Edward Waters College		X
Florida Memorial College		X
Albany State College	X	
Clark College		X
Fort Valley State College	X	
Morehouse College		X
Morris Brown College		X
Spelman		X
Grambling State University	X	
Xavier University		X
Coppin State College	X	

NAME	PUBLIC	PRIVATE
University of Maryland Eastern Shore	X	
Rust College		X
Mississippi Valley State College	X	
Elizabeth City State University	X	
Fayetteville State University	X	
Johnson C. Smith		X
Livingstone College		X
St. Augustine's College		X
Shaw University		X
North Carolina A&T University	X	
Winston Salem State University	X	
Central State University	X	
Wilberforce University		X
Langston University	X	
Allen University		X
Benedict College		X
Clafin College		X
Morris College		X
South Carolina State College	X	
Fisk University		X

NAME	PUBLIC	PRIVATE
Knoxville College		X
Lemoyne-Owen		X
Meharry Medical College		X
Huston-Tillotson		X
Jarvis Christian College		X
Paul Quinn		X
Hampton Institute		X
Norfolk State College	X	
Virginia Union University		X
Bluefield State College	X	

APPENDIX E  
QUESTIONNAIRE

Please check this space if you want feedback \_\_\_\_\_

QUESTIONNAIRE

1. Name of Institution \_\_\_\_\_ Location \_\_\_\_\_

2. Size of Institution (check one) \_\_\_\_\_ under 1,000 \_\_\_\_\_ under 2,000  
 \_\_\_\_\_ over 2,000 \_\_\_\_\_ over 3,000  
 \_\_\_\_\_ over 4,000 \_\_\_\_\_ over 5,000

3. Is your institution \_\_\_\_\_ Public \_\_\_\_\_ Private

4. Is your institution highly supported by (highly supported means 50% or more):  
 \_\_\_\_\_ Church \_\_\_\_\_ State  
 \_\_\_\_\_ Private Sources \_\_\_\_\_ Other  
 (other than church)

5. Educational History: List all institutions of higher learning attended.

Name of school	Major	Dates Attended	Degree Awarded
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6. Employment History: Please list all work experience. Please begin with first experience after receiving initial degree. (This is student affairs work only).

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7. Employment History: Please list all other work experience. Please begin with first experience after receiving initial degree.

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OVER



8. How long did your predecessor hold your position? (Check one)

1-5 years     5-10 years     10-15 years     15-20 years  
 over 20 years

9. What was his/her highest degree? (Check one)

B.A.     B.S.     M.A.     M.S.     Ph.D.     Ed.D.  
 J.D.     M.D.     M.Ed

Where did they go? (Check one)

Retired     Higher position in student affairs     Position outside  
of student affairs  
 Other

10. Was your predecessor promoted to your position from within the college or they recruited from outside the institution? Please check one.

From within     From outside

11. How long have you been in your present position?

1-5 years     5-10 years     10-15 years     15-20 years  
 over 20 years

12. Were you recruited to your current post from within your institution or were you recruited from the outside? (Check one)

From within     From outside

13. Do you intend to spend the rest of your career in student affairs?

Yes     No

14. Name \_\_\_\_\_ Sex  M  F

15. What is your current position \_\_\_\_\_

16. Race  Black     Asian American     Native American     White

Other

17. Birthdate \_\_\_\_\_

**APPENDIX F**

**Letter of Introduction**

TUSKEGEE INSTITUTE  
ALABAMA, 36088

(205) 727-8514

OFFICE OF THE VICE PRESIDENT

PLANNING AND STUDENT AFFAIRS

*Appendix F*

April 22, 1976

Dear Colleague:


Edward L. Jackson is a doctoral candidate at the University of Massachusetts. Like many of us, he is interested in higher education at Black colleges and universities. He is particularly interested in student affairs and the related areas.

The research that he is conducting will study the career patterns and personal characteristics of student personnel administrators at Black colleges and universities. I feel that it is a very useful study and will help to fill a void, since there is an absence of data on the subject.

The enclosed questionnaire is short. Please take the few minutes needed to complete the questions. Unlike many other studies, this study will give you feedback. If you want feedback merely indicate by checking the appropriate box on the questionnaire.

Thank you very much for your cooperation and participation.

Sincerely yours,

  
William R. Harvey  
Vice President

bf

Enclosure

**APPENDIX G**

**Covering Letter**

Northampton, Mass., 01060

May 3, 1976

Dear Friend:

As you know, research is an integral part of the higher education process. Unfortunately, for a variety of reasons of which we are all familiar, constructive research that serves Black colleges and universities has not been available on a large scale. In the realm of student affairs, little research has been conducted for any universities. The enclosed questionnaire is part of a research effort that is attempting in part to alleviate that void. This particular questionnaire seeks to obtain information on the personal characteristics and career patterns of senior level student personnel administrators working for Black colleges and universities. The ultimate hope is that the personal characteristics and career patterns can be analyzed and described in such a manner that will prove valuable to those educators currently working in student personnel positions at Black colleges and universities.

I would appreciate your completing this questionnaire. Please realize that the data will be kept in strictest confidence. Feedback will be provided if you ask for it.

As a concerned Black educator and a prospective administrator, I would sincerely appreciate your cooperation. My father, Dr. Edward L. Jackson former Vice President and Athletic Director at Tuskegee Institute and Dr. William Harvey currently Vice President for Student Affairs at Tuskegee support me in this effort. Thank you very much.

Sincerely yours,

Edward L. Jackson, Jr.

APPENDIX H

Special Instructions to the Head Student Personnel Administrator

SPECIAL INSTRUCTIONS TO THE HEAD STUDENT  
PERSONNEL ADMINISTRATOR

May 3, 1976

Enclosed please find six complete sets of materials. Each set includes:

1. Cover letter
2. Questionnaire for study on career patterns
3. Self addressed return envelope

Please distribute the materials (one set) to each of the persons listed below.

Titles often vary, so please give the materials to the exacting counterpart of the office listed. If no one is currently holding the position, give materials to the person that is presently performing those functions of that office.

1. Dean of Women
2. Dean of Men
3. Dean of Students
4. Dean of Admissions
5. Director of Counseling
6. Yourself, the Head Student Personnel Administrator

Your name \_\_\_\_\_

Your Institution \_\_\_\_\_

Names of those being issued questionnaire (for follow up if needed)

1. Dean of Women \_\_\_\_\_
2. Dean of Men \_\_\_\_\_
3. Dean of Students \_\_\_\_\_
4. Dean of Admissions \_\_\_\_\_
5. Director of Counseling \_\_\_\_\_

Thank you very much for your efforts. Please return all materials by May 26,

1976. Please return this form.

If you have any questions, please call me collect at this number: Area Code

413-586-3775. Call between 1 and 6 eastern daylight time.



**APPENDIX I**

**Instructions**

Questionnaire

Career Patterns and Personal Characteristics of Student  
Personnel Administrators

May 3, 1976

Instructions

1. Please complete this questionnaire
2. Please check the box on the questionnaire if you want feedback.
3. Please return the questionnaire in the envelope provided.
4. Please use the hotline Area Code 413-586-3775 if you have any questions.

Thank you very much.

Please return by May 26, 1976

**APPENDIX J**

**Type of Institution Attended by Respondents  
for Academic Training**

## TYPE OF INSTITUTION ATTENDED BY RESPONDENTS FOR ACADEMIC TRAINING

POSITION/ TRAINING LEVEL	TYPE OF INSTITUTION				TOTAL NUMBER
	Black		White		
	Public	Private	Public	Private	
Dean of Students					
Bachelor	50.0%	39.5%	10.5%	2.9%	38
Masters	37.1	17.1	42.9	12.5	35
Doctorate	12.6		75.0		16
VP Student Affairs					
Bachelors	50.0	50.0	57.1	28.6	6
Masters	14.3		50.0	25.0	7
Doctorate		25.0			4
Dean of Women					
Bachelors	45.8	45.8	4.2	4.2	24
Masters	23.8	23.8	28.6	23.8	21
Doctorate					2
Dean of Men					
Bachelors	36.4	54.5	9.1		11
Masters	25.0	62.5	12.5		8
Doctorate					0
Dir. of Counseling					
Bachelors	48.6	40.0	11.4	16.2	35
Masters	21.6	16.2	45.9	33.3	37
Doctorate			66.7		9
Dean of Admissions					
Bachelors	53.3	40.0	40.0	6.7	15
Masters	20.0	20.0	40.0	20.0	10
Doctorate	33.3		66.7		3

