



KAPPA OMICRON NU
HONOR SOCIETY

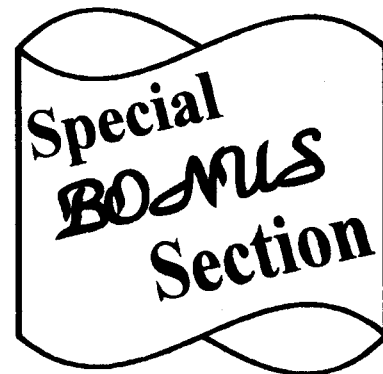
Home Economics **FORUM**

Volume 7, Number 2, Fall 1994

Project 2000: Building Minority Participation in Home Economics

Robert H. Bosselman	3	Minorities in Hospitality Management
Lea L. Ebro and Esther A. Winterfeldt	9	Status of Minority Recruitment, Retention, and Participation in Dietetics/Nutrition
Claudia J. Peck	19	Focus on Minorities in Family Economics: Issues, Employment, and Recruitment
Alyce Akers Blackmon and Karen Robinette	23	California State University, Northridge Educational Equity: A Comprehensive Model for Faculty and Student Diversity
	27	1995-96 Kappa Omicron Nu Fellowships/Grants
Special Bonus Section	28	Leadership for a Culturally Diverse Society
Virginia L. Clark	32	President's Message
Dorothy I. Mitsufer	2	Editor's Comments

"Test-drive" KON's outstanding contribution to creating quality leadership for the diverse society of the 21st century. The professional development module, *Leadership for a Culturally Diverse Society*, is designed to meet the changing leadership needs both within our profession and in the world community. To that end, this edition of FORUM includes some sample activities and an icebreaker from the module. The special bonus section begins on page 28; ordering information can be found on page 2.



Editor's Comments

Dorothy I. Mütstifer

This issue is the second set of papers presented at the Project 2000 Summit Conference: Building Minority Participation in Home Economics in September 1990. The first set was published in Volume 6, No. 1, Fall 1991.

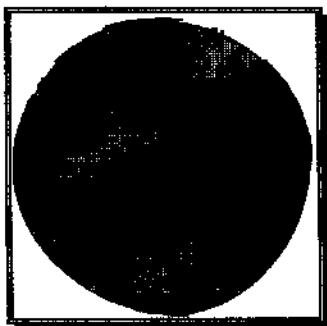
Since the decision by Kappa Omicron Nu to cosponsor Project 2000, three programs were initiated to promote diversity: (a) a fund drive to establish an endowed fund for recruiting, retaining, and recognizing minority students and faculty in home economics; (b) the research agenda to target cultural diversity and minority issues; and (c) the module *Leadership for a Culturally Diverse Society*,

distributed in 1993, to provide activities and theory for promoting diversity

Although this is an impressive array of programs, we can't stand on our laurels. Our chapters, home economics programs, and every one of our members must accept responsibility for ensuring that intention is converted to action. We ignore this challenge at our personal and national peril.

"The vitality [of the common good]...ultimately depends on how much we care about the quality of our lives together" (West, 1993, p. 6).

West, C. (1993). *Race matters*. Boston: Beacon Press.



Leadership for a Culturally Diverse Society

A Professional Development Module

*Frances E. Andrews
Gwendolyn T. Paschall
Dorothy I. Mütstifer*

The Kappa Omicron Nu professional development module, *Leadership for a Culturally Diverse Society*, contains a broad conceptual base for cultural diversity, theoretical background for facilitators, and an extensive bibliography. It also includes specific activities and suggestions for meeting the needs of leadership for a culturally diverse society.

Leadership activities, icebreakers, and theoretical background for facilitators address four fundamental issues specific to the question at hand. Leaders in a culturally diverse society need:

- a) a knowledge base which will increase sensitivity to and awareness of the cultural diversities in our society;
- b) to identify resources which can help strengthen and improve the quality of life for minority individuals;
- c) to communicate with others about cultural differences; and
- d) to use strategies which will enable them to work effectively as change agents to maximize the benefits of our changing society.



Order Form

Remit form to: Kappa Omicron Nu
4990 Northwind Drive, Suite 140
East Lansing, MI 48823-5031
Phone: 517/351-8336 Fax: 517/351-8336

Please allow two weeks for delivery. Date: _____

Delivery address:

_____ Diversity Modules @ \$35.00=\$_____ (Payable to KON)
(# of Modules)

Signed _____ Daytime Phone: _____

Retain a copy of this form for your files.

Minorities in Hospitality Management

Robert H. Bosselman

Although diversity in hospitality management benefits from business open-door policies and managerial development programs, it will be necessary for educational programs to go well beyond their traditional recruitment and retention programs to help minorities pursue opportunities in the hospitality field. This article reviews minority participation in the field and proposes some strategies for success.

Project 2000 represented an opportunity for home economics to address a critical issue in higher education. Though not the first field to approach the problem of minority under-representation, home economics has positioned itself in an active, rather than reactive, mode. As the representative of hospitality management to Project 2000, it is my responsibility to inform home economics professionals that they face a dual problem in this particular area. The issue of minority under-representation is paramount, but the field of home economics must also come to some consensus on its approach to hospitality management. Although most hospitality programs are home economics-based, few top-rated hospitality programs (Calnan, 1988) are in home economics. In addition, programs in home economics generally have less prestige with the hospitality industry; thus, their graduates often have less opportunity upon graduation than students from non-home economics programs. This latter issue is critical to the future of home economics because it makes an impact on the representation of minorities.

The question of whether home economics and hospitality

At the time of writing this paper, Dr. Bosselman was Visiting Professor, Department of Food and Beverage Management, Harrah College of Hotel Administration, University of Nevada, Las Vegas. Today he serves as Department Chair.

Table 1. U.S. Minority Population Projections

Year	Native American		Asian		Black		Hispanic		Total
1990	2.0m	0.8%	7.3m	2.9%	30.0m	12.0%	22.4m	9.0%	248.8m
2000 (est.)	2.1m	0.8%	11.7m	4.3%	34.1m	12.4%	30.4m	11.0%	274.7
2010 (est.)	2.1m	0.7%	16.4m	5.5%	38.4m	12.8%	38.9m	13.0%	299.1
2020 (est.)	2.2m	0.7%	21.5m	6.7%	41.8m	13.0%	47.7m	14.8%	322.5

Source: Bureau of the Census. (1991). *Statistical abstract of the United States*. Washington, DC: U.S. Department of Commerce.

management can build minority participation is one to which there is not a simple yes or no answer. There is a common denominator, however; there must be a strategic plan which clearly establishes goals, procedures to achieve these goals, and measures which will determine if these goals have been met.

Issues addressing minorities in the field of hospitality management will be addressed in this paper. Strategies which have been utilized successfully will be presented so that individual readers and programs can determine which ones might best fit the needs of their specific programs.

Home Economics Mission

The underlying philosophy of home economics has been clearly established, particularly by Brown and Paolucci (1978). In my opinion, the problem with the philosophy, and this issue of minority under-representation, is that home economics has never brought the two together. All too often the profession has stated its intention but has not followed through. It is well-known that minority students tend to prefer institutions which emphasize teaching and a more personal approach (Stanton, 1989). Much of the success of predominantly minority institutions

is due to this factor. The Carnegie Foundation (Boyer, 1987) noted that students are more comfortable and appreciate the learning process to a higher degree in an institution where students are the focus, not research. Therefore, programs which continue to emphasize research at the expense of teaching and student services are not likely to succeed in increasing minority participation.

It is, as Siewert (1990) noted, time to get serious about minorities as well as all students. With the exception of consumer studies, fashion merchandising, and hospitality management, home economics departments have difficulty attracting students. There is no need to alter the philosophy of focusing on families. What is needed is a new perspective of implementation. Such factors as caring faculty and staff, faculty and staff available for students, teaching as a priority, and quality academic and occupational advising must be emphasized. Such efforts must start with top administrators and be clearly presented to all faculty of the program or institution. Home economics programs will also need to reach out to other disciplines in order to form coalitions in strengthening the appeal of

academic programs to minority students.

The Minority Population

There continues to be dramatic changes in the population mix of the United States. These changes will affect every aspect of society, including education. By year 2000, there will be over 30 million foreign-born Americans (Bureau of the Census, 1991), the most in our history. The large increases among Asians and Hispanics will continue, with Hispanics soon to become the largest minority group. Table 1 illustrates the projected population by group and percentage of population.

In Table 2 we can observe the college population of minority groups. Although Asian Americans represent a greater percentage of students in higher education than their percentage of the population as a whole, African Americans and Hispanic Americans are significantly underrepresented in higher education. The higher

Table 2. Minority Enrollment in Higher Education (1988)

African American	1,130,000	8.7%
Asian American	497,000	3.8%
Hispanic American	680,000	5.2%
Native American	93,000	0.7%
TOTAL	13,043,000	100.0%

Source: National Center for Education Statistics. (1988) *Fall enrollment annual survey*. Integrated Postsecondary Education Data System. Washington, DC: Department of Education.

education participation of Native Americans mirrors their overall population representation.

Minority underrepresentation should not surprise us.

Desegregation in higher education dates only from 1954 in *Brown vs. Board of Education*. Although this Supreme Court decision found segregation unconstitutional, discrimination was not truly addressed until the Civil Rights Act of 1964. It was not until the late 1980s that all 50 states had approved plans for desegregating

Table 3: Minority Degrees Awarded (Percentage of Total, 1989)

	Associate's Degrees	Bachelor's Degrees	Master's Degrees	Doctorate Degrees
African Americans	8.0%	5.7%	4.6%	2.4%
Asian Americans	2.9%	3.8%	3.5%	1.8%
Hispanic Americans	4.7%	2.9%	2.4%	1.7%
Native Americans	0.8%	0.4%	0.4%	0.2%
TOTAL:	100.0%	100.0%	100.0%	100.0%

Source: *Minorities in Higher Education*, American Council on Education, 1991.

higher education. Today, only 15 states have higher education minority enrollments in excess of 20 percent (National Center for Education Statistics, 1988), while 19 states have less than a 10 percent minority enrollment. Although the figures in Table 2 represent an increase in head-count enrollment, Native American participation has remained stable in terms of percentage, but African American participation has actually decreased. Hispanic American and Asian American enrollment percentages are increasing at an estimated three times the rate of African Americans and Native Americans. African Americans are now enrolling in increasing numbers at Historically Black Colleges and Universities (HBCUs), leading to further decline in their participation in predominantly white colleges and universities. A more enlightening picture of the minority situation emerges from graduation rates. From the figures in Table 3, we observe that with the exception of Asian Americans at the bachelor's and master's degree levels, the educational attainment of minority students peaks with two-year

degrees.

Tables 4 and 5 are presented in order to dramatize the enrollment percentages of minorities in hospitality management. The institutions represented all have hospitality management programs. The number of institutions enrolling minorities in proportion to their population are few, although it appears that home economics-based programs are less likely to enroll minorities than programs not based in home economics. In fact, the few programs in either Table 4 or 5 which exceed national averages are themselves located in states, or areas, which allow them to take advantage of host minority populations.

Hospitality Management Programs

There are, at present, over 500 two-year and vocational programs and an estimated 160 four-year programs in hospitality management. Like home economics, they suffer from lack of a single common name, although hospitality management represents the modern terminology. These hospitality

Table 4: Minority Enrollment in Institutions with Hospitality Management Programs (not based in Home Economics).

Institution	Native American	African American	Hispanic American
Cornell	0.3%	3.7%	3.7%
FIU	0.1%	8.8%	40.1%**
UNLV	0.5%	5.5%	5.0%
UMass	0.3%	3.1%	2.8%
Houston	0.2%	24.4%**	18.7%**
Michigan State	0.3%	6.1%	1.4%
Florida State	0.2%	6.3%	3.6%
Washington State	0.8%*	1.8%	1.2%
Denver	0.6%	3.1%	3.2%
S. Carolina	0.1%	12.4%*	0.8%
National Average	0.7%	8.7%	5.2%

*exceeds national average

Source: U.S. Department of Education, 1988

**exceeds national and state average

NOTE: Data on Asian Americans unavailable.

Table 5: Percentage of Minority Enrollment in Institutions with Hospitality Management Programs (Home Economics based).

Institution	Native American	African American	Hispanic American
Purdue	0.3	3.1	1.3
VPI	0.1	3.6	0.9
Iowa State	0.1	2.1	0.9
Kansas State	0.3	2.9	1.8
Ohio State	0.2	4.7	1.2
Illinois	0.2	4.8	2.5
Maryland	0.2	8.6	2.4
Tennessee	0.2	4.5	0.4
Oklahoma State	2.7*	2.7	0.9
Texas Tech	0.2	2.4	6.8*
Wisconsin-Stout	0.4	0.9	0.6
Kentucky	0.4	3.2	0.7
N. Texas	0.3	6.4	3.6
Penn State	0.2	3.9	1.4
National Average	0.7	8.7	5.2

*exceeds national average

Source: U.S. Department of Education, 1988

NOTE: Data on Asian Americans Unavailable.

programs are housed in various schools or colleges or may be stand-alone programs in a university or even be a single institution by itself. There are large programs in excess of 1,000 students, and there are small programs of less than 50 students. A recent development is graduate education, with 36 programs now offering graduate as well as undergraduate degrees in hospitality management education. Two factors common to nearly all programs are a lack of qualified faculty and high student-to-teacher ratios. Other factors commonly associated with hospitality management programs are an emphasis on teaching and close ties with industry.

Prior to examining the studies on minorities in hospitality management programs, two important groups need to be identified. The first is the Historically and Predominantly Black Colleges and Universities Hospitality Management Consortium (hereafter known as the consortium), a special interest group in the Council on Hotel, Restaurant, and Institutional Education (CHRIE). Founded in 1985 the consortium developed from a meeting of several hospitality

management program directors with the U. S. Department of Interior National Parks summer-employment program. The need for further dialogue on issues related to hospitality management programs on black college campuses was the stimulus for organizing this group. The primary mission of the consortium is to assist member efforts in planning, developing, implementing, and sustaining hospitality management and related programs with graduates of the highest quality (Consortium, 1989). Today there are some 20 member institutions and 12 allied member corporations. It should be noted that the member institutions educate the majority of college-trained African American hospitality management candidates. The consortium meets twice each year to exchange information and ideas as well as to engage in faculty and student development. The second group, recently established at the University of Houston, is the Hospitality Industry Hispanic Development Institute (hereafter known as the institute). The institute was founded to increase and expand the opportunities of Hispanics in the hospitality industry. The institute has initiated a high-school recruitment program

for Hispanics in the hope of increasing the level of educational achievement necessary for success in college.

Despite efforts by these two groups, few studies have been conducted on minorities in hospitality management education. Two which stand out for discussion are authored by Stanton (1989) and Jaffe (1990). Stanton conducted what should be referred to as the premier study of minorities in hospitality education. His purpose in this inaugural research was to determine if minority underrepresentation was in hospitality programs alone or was a factor related to the institution's overall enrollment. A secondary objective of this study was to compare proportions of minority graduates with their proportions in the hospitality program enrollment. Stanton looked at the 20 leading hospitality programs as determined in a study by Calnan (1988). Eighteen of these programs responded in the study and provided Stanton with data from Fall 1987 and 1988. Figures obtained in the study indicated enrollment averaged 10,070 majors in these programs in the two years examined. There was little or no change in enrollment in any of the programs. Minority enrollment also exhibited little change. Native Americans comprised 0.4 percent of hospitality majors, African Americans accounted for 5.33 percent, and Hispanic Americans 2.85 percent. The latter group does show signs of increased enrollment in these identified programs. Seven institutions accounted for over 74 percent of total minority enrollment in the hospitality programs. Each of these programs is located in an institution with a significant minority population. The number of minorities graduating from the 20 programs was found to be extremely low, in no way matching enrollment

proportions. In fact, five of the institutions in the study accounted for 68 percent of minority student graduates.

Jaffe (1990) was the first to identify programs and policies directed toward recruitment and retention of minority students in hospitality management programs. He received data from 55 four-year hospitality programs, with half reporting enrollment in excess of 150 majors. Most programs reported minority enrollment of less than 10 percent. Sixty-five percent of the programs had no minority faculty, and another 20 percent reported one minority faculty member. The recruiting tool most often utilized for undergraduates was minority scholarships, and tutoring and a minority affairs coordinator were most often reported for retention activities. It should be noted that these activities were, for the most part, based at the university level and not with the specific hospitality program. The most critical point about this study was that it identified hospitality management as an area which lacks a cohesive program in minority recruitment and retention activities.

Hospitality Management Employment

Employment opportunities for minority students in hospitality management are plentiful as they are for all hospitality students. It has been estimated that hospitality managers fall into the largest job-growth category established by the U. S. Department of Labor for the next decade (29 percent increase by 2000). No studies on actual minority hospitality managers exist, but recent data reported by the U. S. Equal Employment Opportunity Commission suggests that 91 percent of all managers are white men or women. The U. S. Department of Labor, along with other sources, estimates that the

majority of new workers in the future will be from a minority group. Most companies pursue traditional minority recruitment patterns and what is referred to as "open door" affirmative action programs. It will be necessary in the future to go beyond these traditional programs to help promising young people prepare for college, to nurture them in their academic career, to interest them in a corporate career, and to foster their progress in the managerial ranks.

Programs developed for minority students in hospitality management must recognize the needs and expectations of these students. The area of expectations has been a recent area of study by hospitality educators. Unfortunately, none of the studies yet conducted have included a large enough sample from which to draw conclusive evidence. In addition studies have not distinguished between majority and minority students. From the studies conducted on hospitality program graduates, however, certain motivating factors emerge related to recruitment and retention: reasonable salary, good training program, opportunity for career development, reasonable hours, opportunity for promotion, and good working conditions. In perhaps the most broad-based study of hospitality program graduates, Pavesic and Brymer (1989) noted that the institution attended had a profound influence on employment status. While there are many hospitality programs, the top 20 dominate in terms of prestige, industry support, and employment opportunity. Students from these programs tend to get the inside track on their competitors in terms of summer jobs, internships, and access to major hospitality companies.

The business community has created many programs to aid minorities in managerial

development. Among the well-known is InRoads, recently celebrating its 20th anniversary. Today, over 1,000 companies nationwide participate with internships and additional means of corporate support. The program identifies promising minority high school students, prepares them for college, places them in supervised corporate summer internships, and provides counseling and support services to groom them for corporate careers. For African Americans specifically, the National Business League is an organization which advocates African American business development. A similar role is played by the U. S. Hispanic Chamber of Commerce for Hispanic Americans. Federal agencies which exist to assist all minorities in business development include the Small Business Administration and the Minority Business Development Agency.

Within the hospitality industry, several programs are well-known and respected for their focus on minority issues. BBD Enterprises, a large Burger King franchiser, provides child-care services for its employees in a joint arrangement with a regional community child-care service. Pizza Hut has developed a mentoring program for newly hired minority and woman managers. The new employees are placed with personnel (two levels above) who serve as role models. Marriott Corporation has instituted free medical research and counseling in selected areas. A private health education company was hired as a resource center, not a diagnostic center. Employees can obtain information on the status of the latest medical research on a particular illness, treatment options, or the health care delivery system. In addition, numerous programs have been developed in coordination with state and local organizations for hourly employees, potential

employees, and grammar school children. Hospitality companies have recognized that the future labor force will indeed differ from today, and they are laying a foundation of programs designed to encourage pursuit of opportunities in the hospitality field.

Strategies for Success

There are no secrets as to what will work to bring minorities into home economics, nor is there any need to rediscover strategies which already exist in other areas. The following strategies have a record of success. Basic goals must be established and met or minority underrepresentation will continue.

Although our attention in higher education has focused on recruitment and retention, these are but a part of the overall plan. We must start with adequate preparation of young people for potential college training, increase their participation in higher education, provide more role models in education and industry, and provide career paths for these young people to pursue. Universities, until recently, have not become involved with grammar schools or high schools in helping to prepare young people for college. One of the first steps must be the recognition that we should not treat all minorities as though they have common problems. There must be what Attinasi (1989) calls early anticipatory socialization for college. This means working with families, teachers, community workers, and religious leaders, all of whom are in contact with these minority youth daily. In other words, we must begin constructive intervention when children are young, and we must work with them in their environment. This gives advantages to programs located near minority population centers. In the case of Hispanic Americans, 90 percent live in just nine states, and over half live in urban areas.

Another example of a preparation strategy is pre-college classes or enrichment programs. These go beyond a cursory campus tour or talks by an administrator. These involve bringing minority students to campus for a defined period of time and exposing the students to requirements, expectations, and procedures in your program.

Once we have prepared young people, we can recruit them to our programs. There is much discussion about eliminating admissions standards for minorities or decreasing them in order to achieve acceptable levels of minority representation. In order to get students to even consider college, preparation must come first. Differences in preparation cannot be eliminated in the short term, however; therefore, colleges must provide support services and extra time for degree completion. But the ultimate goal needs to be one standard for all students. Extended orientation programs must be conducted, preferably for the entire freshman year.

We must strive for a constructive multicultural campus environment where students are encouraged to become involved and to achieve. Universities must go beyond the traditional definition of affirmative action and equal opportunity. There must be a network of internal programs including representation from all campus segments. These networks should consider outreach to other colleges, particularly minority schools, and to community groups and businesses representing minorities. One such program now found in several large hospitality programs is the Society of Minority Hoteliers. All students in the hospitality program can participate with considerable contact with industry and other institutions. It might be helpful for higher education to adopt a philosophy similar to the Department of

Defense. The "Be All You Can Be" program has proven quite successful and is one in which minority participation has markedly increased.

Another area which has seen increased minority enrollment is proprietary schools, primarily vocational-technical, which are often not accredited but offer opportunity for minorities. Noting that minority students often end their education with a two-year degree, four-year schools should develop both intra- and inter-state networks, emphasizing articulation agreements and ease of transfer.

Research-oriented universities face a major challenge in making their campus environment conducive to minority participation. Usually their large size and emphasis on research create barriers for all students but particularly for minorities. These campuses are perceived as impersonal and racist. Teaching-oriented programs have a significant edge by providing comfortable environments and faculty dedicated to helping students learn. The choice for the institution is clear: change the individual student, or change the institution. If the expectation is for the student to do all or most of the changing, the institution will effectively limit its role in minority higher education.

Programs will also have to provide role models of minority faculty and/or graduate students. This presence extends to college staff and administration, as well as to industry. This particular strategy may be most applicable to research-oriented programs. These institutions can create programs designed to develop minority faculty. All schools should consider seeking assistance from state, local, or regional offices of higher education to provide funds for fellowships, scholarships, and grants. One potential program

might be to inaugurate a free summer-study graduate program for minority students. Another would be to hire minority instructors (perhaps from industry), who lack full credentials, to teach part-time in your program and to support their degree completion. Finally, we cannot overlook administrative commitment. Data on minority student experiences must be compiled. Such data would provide an empirical basis for policy decisions. The strategies implemented must be broadly applied, not narrowly focused. The commitment must be toward positive and effective change.

In the case of home economics and hospitality management, the stage has been set for change. For more than 20 years, the American Home Economics Association (AHEA) has talked about minority underrepresentation. Project 2000 was the starting point for resolving this issue. Individual programs must adapt strategies which are applicable to their own

environment. A final suggestion would be that AHEA consider sponsoring an annual award for institutional excellence in minority development. Selected programs would serve as examples for other educational programs and would demonstrate the profession's commitment to minority development.

As educators, we have a responsibility to lead in the efforts to diversify our society. Not to do so will result in greater alienation by growing segments of the population and in increased social tension in a conflicted world. We must join together to expand opportunity, not close the door on individual aspirations.

References

- American Council on Education. (1991). Minorities in higher education.
- Attinasi, L. C. (1989). Getting in: Mexican American's perceptions of university attendance and the implications for freshman year persistence. *The Journal of Higher Education*, 60 (3), 247-277.

- Boyer, E. L. (1987). *College: The undergraduate experience in America*. New York: Harper & Row.
- Brown, M., & Paolucci, B. (1978). *Home economics: A definition*. Washington, DC: American Home Economics Association.
- Bureau of Census. (1991). *Statistical abstract of the United States*. U.S. Department of Commerce, Washington, DC.
- Calnan, T. W. (1988). As we see ourselves. *The Cornell Hotel and Restaurant Administration Quarterly*, 31(2), 79.
- Historically and Predominantly Black Colleges and Universities Hospitality Management Consortium. (1989). *Annual Report*.
- Jaffe, W. F. (1990). The recruitment and retention of minority students in hospitality management programs. *Hospitality Education and Research Journal*, 14(2), 405-412.
- Pavesic, D. V., & Brymer, R. A. (1989). Industry retention /attrition of hospitality graduates. *Hospitality Education and Research Journal*, 13(3), 267-277.
- Siewert, C. H. (1990). Minorities and home economics: Time to get serious. *Journal of Home Economics*, 82(2), 31-37.
- Stanton, L. P. (1989). Minority students in hospitality programs—A programmatic or institutional concern? *Hospitality Education and Research Journal*, 13(3), 351-360.
- U.S. Department of Education. (1988). Fall enrollment annual survey. National Center for Education Statistics.

Accepted for publication March 5, 1992

Status of Minority Recruitment, Retention, and Participation in Dietetics/Nutrition

Lea L. Ebro and Esther A. Winterfeldt

This paper will present an overview of minorities in the workforce and in education and discuss the recruitment, retention, and participation of minorities in the workforce and in Dietetics/Nutrition. Because minority recruitment is also critical in allied areas, the status of minority participation in food service management and in allied health programs will be briefly presented.

The world is not simple or focused, and since the Brown decision in 1954 that desegregated schools (Kluger, 1976), diverse racial and ethnic currents have continued to shape the educational system. The literature on school desegregation suggests that schools have often given minimal attention to multicultural concerns. According to Grant (1990), "unless attitudes toward desegregation become more positive, unless all groups of color become actively involved in the desegregation process, and unless educators and society at large commit themselves to fostering positive contacts among the various population subgroups, the educational fruits that truly desegregated schools could offer will be unavailable for harvesting," (p. 32).

The need for systematic recruitment, retention, and mentoring of minority students prior to and during college and professional preparation was made clear in a symposium on "Maximizing Black Potential Towards the Year 2000" (Firebaugh and Ebro, 1976). This symposium was sponsored by the National

Dr. Ebro is Professor and Dietetic Internship Director, Nutritional Sciences Department, College of Human Environmental Sciences, Oklahoma State University.

Dr. Winterfeldt is Emeritus Regents Professor and Associate Dean, Nutritional Sciences Department, College of Human Environmental Sciences, Oklahoma State University.

Consortium for Black Professionals in 1976 and the discussions remain pertinent today. Many colleges and universities currently have graduate enrollments comprised of 20 percent or more minority students, many of whom will enter professions in this or other countries. How these students are influenced during the educational process will impact future manpower availability in the professions as well as in the workforce at large.

Minorities in the Workforce

Our country's strength is rooted in its cultural diversity, a fact to which our nation's motto provides testimony "*E pluribus unum*"—from many, one. America's record of bringing minorities into the mainstream is uneven, yet our history bears witness that the American dream is being realized. Some excerpts from the preface of the book *Three Realities: Minority Life in the U.S.*, (Mason & Wharton, 1990), are intriguing and pertinent:

"In half an hour, about 250 new Americans will join us, 222 will be born here and 30 will immigrate. Their names will be rich and strange and the color of their skin will vary. Some will be wealthy, some comfortable and many will be poor. All will be or aspire to be Americans. In that same 30 minutes, more than 160 young people will make personal decisions affecting the rest of their lives.... Nearly 50 will

drop out of school; 85 will commit violent crimes... and 478,000 teenagers will have given birth. Each of these young people is also an American, and a disproportionate number of them are members of minority groups. Most of them are not immigrants," (p.1-2).

In 1986, the Secretary of Labor formed "Workforce 2000: Work and Workers for the Twenty-first Century" project, (Johnson & Parker, 1987). The Hudson Institute was founded to conduct research on the dimensions and needs of the workforce through this century based on current and projected trends. This study found that the workforce will be shaped by the following demographic facts:

1. The population and the workforce will grow more slowly than at any time since the 1930s.
2. The average age of the population and the workforce will rise, and the pool of young workers entering the labor market will shrink.
3. More women will enter the workforce.
4. Minorities will constitute a larger share of new entrants into the labor force.
5. Immigrants will represent the largest share of the increase in the population and the workforce since the first World War.

In combination, these demographic changes will mean that new workers entering the

workforce between now and the year 2000 will be much different from those people in it today. Non-whites, women, and immigrants will make up more than five-sixths of the net additions to the workforce although they make up only about half of it today.

The actual projected increases by groups are shown as follows (Johnson & Packer, 1987):

	1985	1985-2000
White men	47%	15%
White women	36%	42%
Native non-white men	5%	7%
Native non-white women	5%	13%
Immigrant men	4%	13%
Immigrant women	3%	9%
Total	115,461,000	25,000,000

Minorities in Education

The National Center of Education Statistics issued a report (1990) indicating the enrollment in institution of higher education increased by over 1.8 million students from 1978 through 1988. All racial/ethnic groups contributed to this net increase in varying degrees. Ranked by their proportion to total increase, whites accounted for more than half of the growth followed by Asians or Pacific Islanders, Hispanics, Blacks, and American Indians or Alaskan Natives. Racial/ethnic minorities constituted about one-fifth of the total enrollment in 1988 which was an increase of 16 percent over 1978. Between 1978 and 1988, white enrollment increased by 12 percent and blacks by 7 percent. In contrast, Hispanic enrollment increased by 63 percent and Asian or Pacific Islanders by about 111 percent.

Male enrollment in higher education increased at a slower rate

than female enrollment. In fact, black male enrollment dropped about two percent during that period. In contrast, black female enrollment increased 14 percent.

In the Workforce 2000 report, a crucial need for education was shown in statistics illustrating that of all the new jobs that will be created during the 1984-2000 period, more than half will require some education beyond high school and almost a third will be filled by college graduates. Today, only 22 percent of all occupations require a college degree. Further, the overall pattern of job growth is weighted toward higher-skilled occupations requiring higher math, language, and reasoning capabilities. The implications for minorities can be illustrated through high school graduation statistics showing that Hispanics have the lowest rate of high school completion of all minority groups. Bureau of Census data indicate that more than 80 percent of all minority students who enroll in college fail to receive a degree (Lambrinos, 1991-1992). Since high schools and colleges are the producers of tomorrow's workforce, it is imperative that education address the needs of future workers, especially within the minority community.

Recruitment, Retention, and Participation of Minorities in Dietetics/Nutrition

In a study commissioned by the American Dietetic Association (ADA), a discussion on "Manpower, Present and Future" (1984 Study Commission) identified areas in which recruitment by the Association is needed including encouraging the participation of more minorities. It pointed out that the profession is overwhelmingly female (97%) and white (87%). While there had been no effort to restrict other racial groups or males from membership, neither had there

been an effective effort to recruit such individuals. The Study Commission made the following recommendations regarding dietetic manpower:

1. Increase and refine efforts to collect, maintain, analyze, and disseminate accurate and timely information about dietetic manpower for the benefit of the public and the profession, and
2. Provide accurate, timely information about careers in dietetics and actively recruit minority and male students into the profession.

The 1984 Study Commission pointed out that there are several reasons for a profession to determine its racial/ethnic composition. There is an obligation to assess the presence, absence and/or extent of occupational segregation (education, entrance to the profession, ability to practice). There is a desire to meet the needs of potential clients, which include increased sensitivity to racial/ethnic/cultural/language/social factors. There is the need for a profession to have an accurate picture of its membership in order to fulfill its responsibilities as a professional organization. In addition, there is the larger social obligation to tap the inherent potential within minority population groups and thereby benefit both the profession and society.

In response to the Study Commission's recommendations, a committee was formed in 1984 to develop an Affirmative Action Plan for the Association. In 1985, the ADA Long Range Plan for 1987-88 provided organizational direction for action and also recommended that a minority recruitment and retention plan be developed. Accordingly, in 1986, a Task Force on Minority Recruitment and Retention (MRR) was appointed. The Task Force prepared a

philosophical framework for enhancing involvement of underrepresented groups in the profession. The concept of the MRR plan was nurtured through a critical growth period by the ad hoc Minority Recruitment and Retention Committee. This committee also developed an action plan which was approved by the Board of Directors in 1987. The House of Delegates of the Association then appointed an Affirmative Action Committee of delegates with one member of the ad hoc committee serving as a resource person to the committee.

For the House of Delegates meeting in 1987, two members of the ad hoc committee developed a member resource file form (Morales & Ebro, 1987). Data were collected from 150 minority ADA members and filed at ADA headquarters. Since 1987, the resource file has grown and has been used by the nominating committee of the Association each year for selection of candidates to national offices and for selection of members to write and evaluate examination items for the registration examination.

The Affirmative Action Committee also conducted a forum at the ADA Annual Meeting in 1989. From topics in the MRR plan, the following activities were generated:

- ◆ Develop career awareness programs
- ◆ Involve members of underrepresented groups
- ◆ Involve members in minority recruitment activities
- ◆ Establish mentoring programs for career awareness and leadership development
- ◆ Promote employment opportunities and career enhancement for members from underrepresented groups

- ◆ Help dietetic majors from underrepresented groups complete programs and become practitioners.

The Minority Recruitment and Retention Plan was designed as an ongoing document, hence it has been revised yearly. During the first year, an affirmative action statement was developed to guide activities of the Association's membership and staff. In addition to the affirmative action session at the annual meeting, sessions on mentoring and leadership development were conducted. Three states—Washington, Connecticut, and Minnesota—received funding to develop models for implementing the MRR in their respective states. These models were later made available to other states.

An incentive award was established by the Association in the 1970s as an Institutional Award for Minority Recruitment and Service. Given in recognition of successful recruitment of underrepresented groups, the award initially consisted of \$500 plus travel to the annual meeting. Later, a plaque only was awarded, but in 1994 a cash award of \$1,000 will be given and the title changed to "Institutional Award for Excellence in Affirmative Action" (Lechowich, personal communication, 1993). A second program for recruitment and retention of underrepresented groups in colleges and universities was established in 1988. This is in the form of a \$5,000 grant for programs under development, (Mitchell, personal communication, 1993).

The Minority Recruitment and Retention Plan has been revised and updated using ideas generated through meetings and round table discussions at the annual meetings. The 1990 plan included the following:

A. Recruitment

1. Develop a model career awareness program for recruiting persons from underrepresented groups into dietetic education programs.
 - a) Establish a network of recruiters; conduct recruitment in elementary schools, secondary schools, undergraduate colleges and settings appropriate to persons seeking second careers; use dietitians working in school food service programs to promote dietetics careers.
 - b) Develop marketing materials which target underrepresented groups for parents, youth organizations, guidance counselors, teachers, and others.
 - c) Recommend that dietetic education programs address the need to recruit minority students.
 - d) Disseminate information about careers in dietetics through alumni associations, career and placement offices, youth groups, women's and men's career resource centers.
 - e) Provide media with materials promoting dietetics.
2. Obtain information on minority recruitment and retention activities in dietetic education programs and publicize them.
 - a) Conduct a survey of activities.
 - b) Publicize activities by dietetics programs.
 - c) Showcase winners of the Institutional Award for Excellence in Affirmative Action.
 - d) Utilize winners of the Promotion of Affirmative Action in Recruitment and Retention Grant as presenters

at annual meetings, educator meetings, and as resource persons.

3. Identify and encourage students from underrepresented groups enrolled in dietetic education programs to complete programs and become practitioners.

- a) Develop a mentoring program through which students can meet with practicing dietitians with similar backgrounds.
- b) Collect and disseminate aggregate data on minority enrollment and program completion.
- c) Include items targeted to underrepresented students in the Affiliate Newsletter.
- d) Identify students from underrepresented groups as part of the ADA system for tracking students.

4. Disseminate information to members and potential members about the cultural norms and attitudes of underrepresented groups.

- a) Present annual meeting programs.
- b) Publish articles on cultural norms and attitudes.

5. Increase participation by underrepresented groups in the development and evaluation of the registration exam.

B. Retention

1. Develop continuing education programs that encourage involvement of members of underrepresented groups both as presenters and participants.

- a) Provide continuing education workshops and other materials featuring leadership development.
- b) Provide workshops featuring development of grantsmanship skills.

2. Utilize members of underrepresented groups as presenters at national, state and district programs.

3. Actively seek members of underrepresented groups for elected and appointed positions and Association Awards.

- a) Maintain a current list of members from these groups as candidates for positions.
- b) Utilize the Courier and state associations to encourage persons from underrepresented groups to be nominees.

4. Develop a mentoring program utilizing present and previous office holders to promote and encourage candidates for appointed and elected positions.

5. Present the minority recruitment and retention plan at state association meetings and state president's meeting.

- a) Recommend that state meetings present minority recruitment activities.
- b) Use state publications to publicize programs.

6. Publicize accomplishments of members from underrepresented groups through the Association's publications.

7. Contact related organizations and exchange information about awards and programs for underrepresented groups.

8. Increase the opportunities for affiliate members to participate in the Association by providing activities specific to their needs and concerns.

9. Promote job opportunities for underrepresented groups.

- a) Publish job openings on ADA staff at local and state level with the statement that

ADA is an affirmative action employer.

- b) Require that all positions advertised in the Journal contain a statement that the employer is an AA/EOE.
- c) Collaborate with other organizations to encourage equal opportunity summer work experience /field experience for students.

The MRR Plan of the Association has two major goals:

1. Increase minority representation in the profession of dietetics and

2. Promote and support the ADA plan within the Association and the profession and the Affirmative Action policy statement prepared in 1988 which states: "It is the policy of ADA to promote, financially support, implement, monitor, and update AA practices and procedures in all their aspects. Guided by the principles of equal opportunity and nondiscrimination and a comprehensive AA program, the Association seeks to increase the participation of underrepresented groups in the national Association, state affiliates, professional leadership and staff."

Other highlights or activities of the MRR include the goal established by the headquarters office to fill at least 15 percent of all management and professional positions, including those requiring the R.D. credential, with persons from underrepresented groups by the end of 1990. The Committee on Association Membership and the Affirmative Action Committee have now established a national network of State Professional Recruitment Coordinators (SPRCs) in an effort to increase both students' and career guidance counselors' awareness about careers in dietetics and thereby increase the number of dietetics students. A strong effort is

Table 1: Number of Students Enrolled in Dietetic Education Programs by Type of Program

Type of Program*	1989	1990	1991	1992
	N	N	N	N
Dietetic Technician	2,149	2,214	2,479	2,897
Didactic (DPD)	6,442	7,006	7,391	8,207
Coordinated	1,346	1,326	1,339	1,284
Preprofessional Practice (AP4)	318	589	735	948
Dietetic Internship	884	850	828	833
Totals	11,139	11,985	12,772	14,169

*Approved programs in compliance with ADA Standards of Education.

DT—2 year associate degree with a minimum 450 hours of supervised practice.

DPD—BS degree meeting knowledge (didactic) requirements for entry-level dietitians.

AP4—Minimum of 900 hours of supervised practice after DPD meeting performance requirements for entry-level dietitians.

Accredited programs in compliance with ADA Standards of Education and have had at least one site visit.

CP—BS degree meeting knowledge and performance requirements for entry-level dietitians.

DI—minimum of 900 hours of supervised practice after DPD meeting performance requirements for entry-level dietitians.

being made to reach underrepresented groups in this campaign and as a part of this effort, sessions at the 1993 annual meeting focused on topics including "Managing Diversity," and "Mentoring: The Majority Helping the Minority." The target audiences for developing mentoring programs include students and entry-level dietetic professionals.

Recently, the Committee on Association Membership conducted a survey, "Dietetic Career Recruitment Study," to learn more about the various factors that influence current and projected career recruitment. In addition to a general recruiting initiative, the Association wanted to explore techniques for successful recruitment of underrepresented groups such as minority students and males. Among the findings was the recommendation that materials and resources be analyzed for sexual or racial bias. It was determined that successful role models are most important to recruitment efforts. The information gained through the survey has been made available to recruitment coordinators and educators in a 28-page manual, (Rodestein, 1990).

An example of an outstanding program to recruit and retain minorities in dietetics was reported by faculty at Howard University (Hill-Hagan, 1990). In 1986, the Department of Clinical Nutrition received the Minority Recruitment and Services Award from the American Dietetic Association to develop and implement a Career Ladder Minority Recruitment and Retention Program in cooperation with an Allied Health Career Opportunity Project. The program was based upon the belief that under-representation of minorities

in dietetics results in part from a lack of dietetic programs in predominantly minority institutions, inadequate minority role models, poor academic preparation, and inadequate financial resources.

Three components of the program were planned: recruitment, pre-enrollment preparation, and retention. In preparation for the program, the coordinator developed the following: career ladder curriculum sequences with linkage institutions (minority four-year community colleges), dietetic career awareness seminars, a list of possible financial aid sources, and alternatives for students to meet preprofessional required courses not available at linkage institutions. Active recruitment included visits to linkage schools and distribution of a variety of informational materials. After enrollment, students had the option of receiving tutoring, counseling, and special learning support activities as needed. After the first year of implementation, the preprofessional pool of students increased from 7 to 27 students.

Dietetic Education Programs

The ADA Council on Education (Mitchell, personal communication,

Table 2: Number of Dietetic Education Programs by Type of Program.

Type of Program	1989	1990	1991	1992
	N	N	N	N
Dietetic Technician	72	72	72	70
Didactic (DPD)	250	242	239	240
Coordinated	61	58	60	55
Preprofessional (AP4)	53	75	95	118
Dietetic Internship	97	96	93	95
Totals	533	543	559	578

Table 3: Number of Graduates of Each Dietetic Education Program.

Type of Program	1989	1990	1991	1992
	N	N	N	N
Dietetic Technician	405	431	468	496
Didactic (DPD)	2,343	2,202	2,196	2,521
Coordinated	637	607	615	577
Preprofessional (AP4)	60	265	472	655
Dietetic Internship	792	802	762	772
Totals	4,237	4,307	4,513	5,031

Table 4: Number of Students/Interns by Gender (All Types of Programs).

	1989	1990	1991	1992
Gender	N	N	N	N
Female	10,264	10,994	11,679	12,833
Male	875	991	1,093	1,336
Totals	11,139	11,985	12,772	14,169

Table 5: Number of Students/Interns by Race/Ethnic Origin (All Types of Programs).

	1989	1990	1991	1992
Race/Ethnicity	N	N	N	N
White (Not Hispanic)	8,536	9,229	9,641	10,860
Black (Not Hispanic)	887	943	1,004	1,007
Hispanic	545	626	651	801
Asian or Pacific Islander	412	474	511	562
American Indian or Alaskan	38	36	40	67
Totals	10,418	11,308	11,847	13,297

1993) tracks minority enrollment through annual reports from dietetic education program directors. Annual reports submitted by dietetic educators in November 1992 indicated that more than 14,000 students were enrolled in accredited and approved programs (see Table 1). This represented an increase of more than 3000 students from 1989 to 1992.

The total number of accredited and approved programs as of January 1, 1993, was 578 (see Table 2). Enrollment by type of program and year is detailed in Table 1. 2897 were enrolled in Dietetic Technician (DT) programs, while 8207 were in the Didactic Programs in Dietetics (DPD). Coordinated programs enrolled 1284, Internships 833, and AP4 programs 948. The enrollments over a four year period in each of the five types of programs are also shown.

An increased demand for the services of dietetic professionals in the 21st Century is projected. Expanded career opportunities and increased salaries for researchers, educators, and practitioners exist at all levels: technicians, baccalaureate graduates and advanced degree graduates. It is therefore heartening to note that the number of graduates has been increasing each year although shifts in the Coordinated

program (a decrease) and AP4 (increase) are evident (Table 3).

Females and whites are predominately represented in dietetic education programs as indicated in Tables 4 and 5. The figures are somewhat higher for Black and Hispanics than for any other ethnic group. The number of dietetic students by type of program, gender and race/ethnic origin is shown in Table 6.

In 1984, 97 percent of ADA members were female and 87 percent white. By 1990, the percentages were almost 98 percent female and 89 percent white (see Table 7). There were a record number of Asians completing the dietetic internship programs in the 1960s who were offered positions in the U.S., hence the higher percentage of Asian dietitians among ADA members. The goal to increase minority membership is therefore timely and, indeed, mandatory if manpower needs are to be met in the future.

Food Service Management

The foodservice industry represents restaurants, institutions, and operations that produce food away from home and includes more than 660,000 operations nationwide. Foodservice has been and will

continue to be a growth industry. In 1990, sales were about 230 billion and were projected to approach 270 billion by the turn of the century (Pork Foodservice Fact Book, 1990). The industry also includes the following: schools, colleges, hospitals, nursing homes, military operations, contract foodservice companies, and business and industries who often provide services as a support service to employees and customers. Dietitians are employed in management activities in all these areas of the industry.

The educational preparation of management dietitians is the same at the undergraduate level as for those dietitians in nutrition, and specialization usually occurs at the graduate level. Approximately 25 percent of all ADA members are employed in the general area of Management Practices which, in turn, is subdivided into five Practice Groups. These include Dietitians in Business and Communication, ADA Members with Management Responsibilities in Health Care Facilities, School Nutrition Service, Dietitians in College and University Food Service, and Clinical Nutrition Management. Management is an area of great opportunity for dietitians, and salary levels are generally higher than for dietitians in other areas of employment, with the exception of private practice. For example, the 1991 member survey indicated that 16 percent of those in management areas were earning \$50,000 or more, (Bryk & Kornblum, 1993).

With increased efforts by the Association to recruit and retain minorities, concomitant efforts are being made by colleges and universities to include course work in management areas which prepare students to work with diverse groups and to be familiar with affirmative action policies. "Diversity Management," "Cultural Diversity,"

Table 6. Number of Students/Interns by Type of Program, Gender, and Race/Ethnic Origin

Dietetic Technician

Race/Ethnic Origin	Female				Male			
	1989 N	1990 N	1991 N	1992 N	1989 N	1990 N	1991 N	1992 N
White (Not Hispanic)	1,410	1,502	1,629	1,881	160	156	183	253
Black (Not Hispanic)	315	319	378	388	49	47	61	61
Hispanic	69	97	98	110	14	21	18	25
Asian or Pacific Islander	50	50	76	76	1	9	11	13
American Indian or Alaskan	8	8	9	11	1	0	0	1
TOTALS:	1,852	1,976	2,190	2,446	225	253	273	353

Didactic (DPD)

Race/Ethnic Origin	Female				Male			
	1989 N	1990 N	1991 N	1992 N	1989 N	1990 N	1991 N	1992 N
White (Not Hispanic)	4,354	4,719	4,880	5,470	361	451	439	564
Black (Not Hispanic)	406	413	403	413	44	46	58	47
Hispanic	334	360	387	511	32	38	48	51
Asian or Pacific Islander	239	274	267	300	25	30	27	34
American Indian or Alaskan	21	15	16	30	1	0	0	6
TOTALS:	5,354	5,799	5,953	6,724	463	565	572	702

Coordinated

Race/Ethnic Origin	Female				Male			
	1989 N	1990 N	1991 N	1992 N	1989 N	1990 N	1991 N	1992 N
White (Not Hispanic)	1,128	1,087	1,067	1,043	68	69	79	76
Black (Not Hispanic)	41	48	54	43	5	7	2	5
Hispanic	44	40	45	46	2	3	4	3
Asian or Pacific Islander	48	50	52	59	1	2	2	0
American Indian or Alaskan	3	5	4	4	1	1	1	2
TOTALS:	1,264	1,230	1,217	1,195	77	82	88	86

Preprofessional Practice (AP4)

Race/Ethnic Origin	Female				Male			
	1989 N	1990 N	1991 N	1992 N	1989 N	1990 N	1991 N	1992 N
White (Not Hispanic)	266	499	613	774	9	16	27	50
Black (Not Hispanic)	11	24	28	34	0	1	3	2
Hispanic	7	14	13	19	1	2	1	1
Asian or Pacific Islander	21	22	39	46	1	2	1	5
American Indian or Alaskan	1	3	6	11	0	0	0	0
TOTALS:	306	562	699	884	11	21	62	58

Dietetic Interns

Race/Ethnic Origin	Female				Male			
	1989 N	1990 N	1991 N	1992 N	1989 N	1990 N	1991 N	1992 N
White (Not Hispanic)	757	714	700	714	23	16	29	35
Black (Not Hispanic)	16	20	16	13	0	0	1	1
Hispanic	39	47	33	34	0	4	4	1
Asian or Pacific Islander	26	34	35	28	0	1	1	1
American Indian or Alaskan	2	4	4	2	0	0	0	0
TOTALS:	840	819	788	791	26	21	35	38

"Human Resource Management," "Quality Assurance," and "Compliance with State and Federal Regulations" are now included in many curricula as well as the skill-related courses dealing with food production, service, and personnel management.

Future Needs

With changes coming in the workforce, persons in all professions and in business/industry will need to become more flexible and more knowledgeable about dealing with diversity (Riche, 1988). Supervisors must also ensure that all anti-discrimination laws are strictly followed. Further, the new Americans with Disabilities Act will add another dimension of diversity to the workplace. The manager is being called upon to create a working environment which both reflects and accommodates this diversity, (Ramsey, 1993).

The Restaurants and Institutions Magazine (Stephenson, 1991) points out that the impact of immigrants in food services will increase considerably during the next decade. Many immigrants expect to retain their own language, favor ethnic foods, may not have legal status, and may face quotas set by state or federal governments. While experts agree that a diverse group makes a

more dynamic workplace, the need for managers to adapt to this diversity is critical. Several measures have been recommended:

1. Acknowledge the existence of potential problems
2. Form inter-ethnic groups
3. Create the right climate
4. Appoint an ombudsman
5. Require sensitivity training

Allied Health Training

Many dietitians are graduates of programs located in Allied Health Departments in universities and Allied Health Centers, and coordinated programs were encouraged through federal funding. A number of colleges and universities explored the possibility of developing allied health programs in the early 1970s, but institutions quickly discovered that implementing new programs was time intensive. To alleviate the complexity of development of these programs on campuses, the American Association of State Colleges and Universities (AASCU) formed an Office of Health Affairs in 1972 (Fleck, 1980).

Difficulties faced by minority colleges and universities that initiated allied health programs included:

1. Recruitment of faculty
2. Recruitment of qualified students and low rate for passing the professional certification examination
3. Lack of appropriate and adequate clinical training sites
4. Lack of administrative support for the programs
5. Difficulty in obtaining and keeping program accreditation

As a consequence of these difficulties in minority colleges and universities, the allied health programs that were offered were often somewhat out of the mainstream of allied health education. Programs considered to be out of the mainstream were food and nutrition, corrective therapy, and medical technology. Their counterparts in the mainstream were dietetics, physical therapy, and integrated medical technology.

Available data in 1980 (Fleck) indicated that minority students continued to be underrepresented in upper-level allied health programs in majority colleges and universities. Most minority students did not include allied health professions in their career selection because of inadequate knowledge of career opportunities. Minorities also

Table 7. Comparison of Demographic Characteristics of Members of the American Dietetic Association
(Source: Bryk & Kornblum, 1991 and 1993)

Demographic Characteristic:	1990		1991	
	N	%	N	%
Gender				
Male	1,046	2.3	729	2.3
Female	43,948	97.7	30,902	97.7
TOTAL:	44,994	100.0	31,631	100.0
Race/Ethnic Origin				
White (Not Hispanic)	39,459	89.1	28,514	91.1
Black (Not Hispanic)	1,644	3.7	818	2.6
Hispanic	698	1.6	454	1.5
American Indian, Alaskan, or Hawaiian Native	72	0.2	64	0.2
TOTAL:	44,291	100.0	31,289	100.0

Note: Due to different response rates in 1991, the 1990 data provide more accurate demographic information about the membership.

tended to cluster in the associate or technician levels instead of baccalaureate programs. In 1980, 40 percent of the minority students were trained in minority institutions. The impetus for giving assistance to the allied health programs in minority institutions was due to recognition of the underrepresentation of minorities in allied health programs in majority institutions, to the uniquely important role being played by minority institutions, and to the special obstacles faced by them.

Through the combined efforts of the Division of Disadvantaged Assistance, Health Resources and Services Administration, DHHS, and the AASCU from 1979-1982, 21 of the 23 participating colleges and universities planned new activities in allied health.

Descriptions of these activities, new programs implemented, and consortia and cooperative arrangements for allied health programs are reported in detail in Sections II to V of the Allied Health Education Development publication (Boyles, 1983).

Enrollments have been increased through the following career awareness and recruitment strategies:

1. Health career demonstration day(s)
2. Orientation for allied health careers guidance counselors, undergraduate advisers and science faculty
3. Audiovisual presentations
4. Essay contests as an incentive for attracting students to learn more about professional opportunities by searching literature and talking with others
5. An introductory course for undergraduates for a positive orientation
6. Open houses and career days which include both educators and students

7. A community relations campaign for the general public
8. Pre-admission workshops to prepare students for admissions, applications, interviews, and financial processes
9. Adopt-a-student programs to recruit mentors for counseling minority students
10. Get-acquainted meal functions
11. Follow-up advisory programs for rejected applicants
12. An Alumni Advisory Committee to make contacts with qualified applicants, act as mentors and role models, and serve as an information link to the community and community resources

Student Retention

Examples of retention strategies used by allied health programs are listed below:

1. Diagnostic examinations administered to accepted students to identify academic and study skills deficiencies
2. Skills workshops for practice and refinement of study skills.
3. Tracking system which includes demographic, admissions, and course work files

DHHS Efforts

In 1984, the Department of Health and Human Services (DHHS) established a task force to investigate the health problems of Blacks, Native Americans, Hispanics, and Asian/Pacific Islanders, and to find ways for DHHS to decrease disparities in the health status of minorities (Heckler, Report of the Secretary's Task Force, 1985). The recommendations of the task force have relevance for increasing the number of minorities in the field of dietetics as well as in related health careers.

1. Integrate systems for collection and analysis of data on the number of health professionals within minority communities and the number of minority health professional students in training by discipline
2. Address health profession education issues such as increasing minority participation in various training areas, strengthening curricula to be culturally sensitive, and providing continuing education programs on minority health issues
3. Examine ways to increase minority representation in preventative medicine, public health, health education, communication, and other health professions

A persistent disparity in health indicators among certain subgroups of the population was identified in the DHHS Report. For example, Blacks had a life expectancy that was reached by whites in the early 1950s. An increased number of minorities trained in health care is essential if minority health care is to improve in quality and availability. Existing studies suggest that health professionals from the same cultural background may be able to communicate better and thereby have a positive influence on many of the factors affecting health outcomes.

Minorities are also underrepresented in research and teaching positions in health science. A limited number of role models and teachers who are sensitive to the training needs of minorities may have a negative effect on the training of future minority health care professionals.

Summary

ADA and all other health organizations must increase

membership from underrepresented groups if health care, especially among minorities, is to improve. Increased numbers of minorities should, in turn, increase access to and availability of health care. A key element in quality health care is the availability of well trained health care providers. Crucial to the role of reducing disparities in overall health status of all citizens is the availability of minority and majority professionals.

The active recruitment, retention, and mentoring of minorities is underway in dietetics/nutrition. A specific plan, formulated by the American Dietetic Association in 1986, has resulted in an increase in minority enrollments in all dietetics programs. Since 1984, the proportion of females and of whites who are members of the profession has remained almost the same, giving impetus to the need to continue and perhaps increase efforts to recruit and retain minorities.

References

- Affirmative action is everyone's business. (1988). American Dietetics Association *Courier* insert, 27:12.
- Affirmative Action Committee. (1990). Ideas for minority recruitment and retention. *Journal of American Dietetic Association*, 90(5), 1289.
- Boyles, M. V. (February, 1983). The Minority Allied Health Project and American Association of State Colleges and Universities. *Allied health education development. A comprehensive model for colleges and universities with special emphasis on minority recruitment.* Hyattsville, MD: U.S. Department of Health and Human Services, DHHS, PHS, HRA, OHRO.
- Bryk, J. A., & Kornblum, T. H. (1991). Report in the 1990 membership database of the American Dietetic Association. *Journal of the American Dietetic Association*, 91(9), 1136-1141.
- Bryk, J. A. & Kornblum, T. H. (1993). Report in the 1991 membership database of the American Dietetic Association. *Journal of the American Dietetic Association*, 93(2), 215-216.
- Dietetics in the 21st century: A strategic plan for American Dietetic Association.* (1988). Chicago, IL.
- Firebaugh, F. M., & Ebro, L. L. (1976). Problematic areas: Motivation and scientific preparation needed for entry into food sciences program. In H. D. Stafford (Ed.), *Maximizing Black potential toward the year 2000.* Louisville, KY: The National Consortium for Black Professional Development.
- Fleck, H. (1980). *Minorities in allied health education.* A comprehensive summary of the report. Office of Health Resources Opportunities, HRA, PHS, DHHS.
- Grant, C. A. (1990). Desegregation, racial, attitudes and intergroup contact: A discussion of change. *Phi Delta Kappan*, 72(1), 25.
- Heckler, M. M. (1985). *Report of the Secretary's Task Force on Black and minority health. Vol. 1: Executive summary.* Washington, DC., USDHHS.
- Hill-Hagan, C. (1990). Minority recruitment and retention: A career ladder approach. *Journal of the American Dietetic Association*, 90(4), 523-525.
- Johnson, W. B., & Packer, A. H. (1987). *Workforce 2000: Work and workers for the twenty-first century.* Hudson Institute.
- Kluger, R. (1976). *Simple justice: The history of Brown vs. Board of Education of Topeka and Black America's struggle for equality.* New York, NY: Alfred Knopf.
- Lambrinos, J. J. (Winter, 1991-1992). Tomorrow's workforce: Challenges for today. *The Bureaucrat, Journal for Public Managers*, 27-29.
- Mason, S. C., & Wharton, C. (1990). *Three realities: Minority life in the United States.* Washington, DC.: Business-Education Forum.
- Minority recruitment and retention plan. Update.* (April, 1990). Chicago, IL: American Dietetic Association.
- National Center for Education Statistics. (August, 1990). *Trends in racial/ethnic enrollment in higher education. Fall 1987 through Fall 1988.* Washington, DC.: USOE, OERI.
- Pork foodservice handbook.* (1990). American Pork Association, Chicago, IL.
- Ramsey, R. D. (March, 1993). Dealing with diversity in the workforce. *Supervision*, 9-12.
- Recruitment and retention for the profession.* (1990). Committee on Association Membership, Chicago, IL: American Dietetic Association.
- Report of the 1984 Study Commission on Dietetics. (1984). *A new look at the profession of dietetics. Manpower issues in Dietetics.* Chicago, IL: American Dietetic Association.
- Riche, M. F. (February, 1988). America's new workers. *American Demographics*, 34.
- Rodenstein, J. (1990). *Dietetic career recruitment study.* Chicago, IL: American Dietetic Association.
- Stephenson, S. (March, 1991). The changing faces of foodservice. *Restaurants and Institutions*, 20, 30-52.

Accepted for publication January 5, 1994

Focus on Minorities in Family Economics: Issues, Employment, and Recruitment

Claudia J. Peck

This article reviews the status of diversity in family economics programs and states the case for minority professionals in this specialization.

This paper focuses on minorities in family economics with discussion of program content as it relates to minority issues, employment, and recruitment. The first section includes introduction and justification. Second, relevant issues are identified and explored. The third section consists of the description and discussion of empirical data regarding the current status of minorities in family economics. The final section looks at one projected outcome scenario for the year 2000.

Introduction and Justification

Research has shown that samples representative of minority and white populations are not homogeneous regarding the influence of race in labor force studies. Additionally, there is increasing evidence of an interaction effect of several demographic variables and race; therefore, separate statistical models are necessary to take into account the statistical effect of race. Age, education, income, and health status are frequently of concern in this regard. What this means is that levels of education, for example, influence wages differently by race. Jones and Peck (Jones & Peck, 1989) report the differential effects of human capital, sociodemographic, and labor market factors on wages. An improved understanding of minority populations is a prerequisite to

understanding minority issues, employment, and recruitment.

Identification and Exploration of Relevant Issues

There is a need to better understand and relate to minorities in the family economics content areas of (a) family financial planning, (b) resource management, (c) self-sufficiency, (d) labor force participation, (e) wage estimations and differentials, and (f) labor supply. As a subset of the population, minorities have either been ignored or stereotyped as poorly educated, low income, unemployable, welfare recipients—and as of late, as drug addicts and lawbreakers. What do we know about the diverse backgrounds of minorities as they relate to the content areas of family economics?

As reported by the Census Bureau (U.S. Department of Commerce, 1989), there is a strong association between race and the likelihood of receiving welfare assistance. Nearly one-fourth (24 percent) of all blacks received assistance from a major program during each of the 32 months. The comparable figures for whites and Hispanics were 4.7 percent and 15.2 percent, respectively. The differences among whites, blacks, and Hispanics in the likelihood of receiving assistance reflect differences in poverty status and in the factors that help determine poverty status. The 1986 report of the Census Bureau showed that the poverty rates among the three groups were 11 percent (white), 31.1 percent (black), and 27.3 percent (Hispanic). The report

also showed that 73.5 percent of all whites lived in married-couple families, compared with 47 percent of all blacks, and 66.8 percent of all persons of Hispanic origin.

Yet, as Waldrop (1990) indicates, headlines about blacks in poverty obscure the large black middle class and the growing number of affluent blacks. America's 31 million blacks are a diverse group. Many blacks are poor; however approximately 13 percent of black families had an income of \$50,000 or more (Waldrop, 1990). Today's minority population, especially the black population is better educated than ever before with the highest earnings and greatest opportunities to date. Education enhances the opportunity to earn at higher levels regardless of race, but for minorities education can make an even greater difference than for whites. Whites still have higher levels of education than blacks; 78 percent of white householders 25 years or older are high school graduates compared with only 63 percent of black householders in 1988 (Waldrop, 1990). But young blacks are much more likely to complete high school now than in 1980, according to the Census Bureau. In 1988, 81 percent of blacks aged 25 to 34 were high school graduates, compared with only 75 percent in 1980. Among whites in this age group, 87 percent were high school graduates (Waldrop, 1990). Gains blacks have made in high school graduation have not carried over into college. Thirteen percent of blacks 25 to 34 were college graduates in 1988—one percentage point greater than 1980 (Waldrop, 1990).

Dr. Peck is Professor and Associate Dean, College of Human Environmental Sciences, University of Kentucky, Lexington.

According to Waldrop (1990) and consistent with Census Bureau figures, black families are generally larger and younger than white families. One in four white family households is less than 35 years old; in black families the proportion is one in three. Average family size for white families is 3.12, for blacks it is 3.49. Married couples are the affluent family type regardless of race. The median income of black married couples in 1987 was \$27,000—50 percent greater than the median income for all black families. Sixty percent of black married couples are dual-earners and their median income is over \$35,000; yet, dual-earner black couples earn about 85 percent of dual-earner white couple earnings (Waldrop, 1990).

Health status has been shown to

affect wages. In a classic study, Luft (1975) found that the negative effect of poor health on wages was greater for blacks than whites. Chirikos and Nestel (1985) provided evidence that a history of poor health decreases current economic status; economic effect of poor health vary by gender and race; and these effects can occur in several ways, including reduction in work hours and indirect effects on marginal productivity.

White men tend to have greater job tenure than black men and black women tend to have greater tenure than white women (Sehgal, 1984). White men have the highest wages and are least concentrated in specific occupations; white women rank second in terms of wages and have higher concentrations than white men; and black women have the lowest wages and are most

concentrated in specific occupations (Rytina, 1981).

Description and Discussion of Empirical Data

Thirty colleges and universities across the nation—chosen because they have a strong family economics program and provide broad-based geographic representation—provided data during early September, 1990. Additional home economics units were contacted, but did not reply or were not in session during the time period during which the survey was conducted. The sample is not intended to be representative of all family economics programs, but an attempt was made to include programs from each region of the nation.

As indicated in Table 1, information was gathered from the

Table 1: Status of Minorities in Family Economics Programs, 1990

	Total Faculty	Tenure Faculty/Tenure Track	Minority Graduate Students/Total	Minority Undergrad Students/Total	Special Minority Programs	Minority faculty recruitment	Minority student recruitment
Northeast	1A/16 1/5	/9 1B/5	12A/25 1B/1A/6	NA/305 NA/25	No No	No Yes	No Yes
Southeast	0/3 /1 0/20 0/12 1/7 0/3 2B/20 1/18	0/2 /1 0/8 0/12 1/7 0/3 0/12 1/16	1A/2 NA /28 6A, 6B/94 3A, 1B/11 3B, 1H/65 NA 2B/4	2B/16 0/250 30B/109 20/145 10B/90 2/25 42B/350 20B/50	No Yes? No Yes Yes No Yes No	Yes Yes? No Yes Yes Yes Yes Yes	No Yes? No? Yes Yes Yes No Yes
North Central	0/11 0/ 0/11.6 0/17 2/30 0/6 0/12	0/10 0/ 0/11.6 0/17 0/21 0/6 0/3	4B, 8A/25 3H, 3B, 9A/ 1H, 2B/17 2A, 3B, 2H/50 ?/23 0/3 6A, 2B/10	/5FE, 5B/ 4H, 10B, 1A/217 / / / 0/12 /120	Yes Yes No Yes Yes No Yes	? Yes No Yes Yes Yes Yes	? Yes Yes Yes Yes Yes Yes
South Central	0/2 0/2 0/5 0/7.4 0/1 1/1	0/2 0/2 0/4 0/7.4 0/5 1/1	0/5 NA NA 0/20 0/? 1/1	5b/80 5b/20? 2b/20 10B?/175 10/ 1/1	No No No Yes No Yes	Yes Yes Yes Yes Yes Yes	Yes No No Yes Yes Yes
Northwest	0/4 2/14 0/18 1/15 0/15	0/4 2/14 0/12 1/15 0/15	0/5 NA /91 0/20 2A/6	3A, 1B, 2H/45 NA /646 / /	Yes No No ? ?	Yes Yes Yes ? ?	Yes Yes Yes ? ?
Southwest	0/2 0/4	0/2 0/4	0/2 1H/5	1B, 1H/10 4/9	Yes No	Yes No	Yes No

Minority was defined to include blacks (B), Hispanics (H) of any race, and Asians (A), not including foreign nationals. Columns in Table 1 are the total number of minority faculty to total number of faculty in units where family economics courses are taught; total number of tenured minority faculty to total number of tenured faculty, number of minority graduate students to total graduate students, same ratio for undergraduates is in the next column. The last three columns indicate presence of minority programs, minority faculty recruitment, and minority student recruitment.

unit identified as teaching family economics courses—as broadly defined. Minority was defined to include blacks (B), Hispanics (H) of any race, and Asians (A) not including foreign nationals. Columns in Table 1 are total number of minority faculty to total number of faculty in units where family economics courses are taught; total number of tenured minority faculty to total number of tenured faculty, number of minority graduate students to the total number of graduate students, same ratio for undergraduates is in the next column. The last three columns indicate presence of minority programs, minority faculty recruitment, and minority student recruitment. Table 1 indicates a few minority faculty and minority graduate and undergraduate students are reported in some locations. Programs and opportunities do exist, but qualified, interested minorities are scarce. There are more opportunities than applicants. Therefore, what do we do? Start early with undergraduates to build interest in graduate studies. The same could be said for minority faculty. Start early with graduate students to build interest and recruit early. If the demographics hold and minorities take advantage of the opportunities, it is our responsibility to recruit minorities into home economics in general and family economics specifically. Start early, it sounds easier than it is.

Counting minority students is difficult; schools have printouts with name, address, gender information, but race is not listed. Some university applications ask for race, but because of laws, it is stated that answering the question is voluntary. One school indicated it does not pay attention to the question because many students answer incorrectly.

All universities reported great difficulty in recruiting minority faculty. One school said the state

had a minority clearing house for identification of candidates. Another sends a vacancy notice to all black colleges when announcing a vacant position. Some schools have a special minority recruiting office. Some schools send vacancy notices to 1890 institutions. One university has a plan which gives FTE to faculty who help recruit a minority faculty member. Another has a task force for every department. Salaries are not competitive in some states so it is very hard to recruit. One school pays additional funds to minority faculty. Another does special recruitment through the affirmative action office and the graduate college.

Minority recruitment is a very sensitive subject. The farther west one goes the more apparent trouble that programs, colleges, and universities experience recruiting minorities because the minority population is so much smaller. Several stated that minorities do not like to move into an all white atmosphere because they have a hard time making friends and feeling welcome. Some stated that nationally there are not many minorities to choose from when there is a faculty vacancy. Recruiting minority students has support but retention is a problem.

The Kentucky example, the one with which I am most familiar, can serve as an example for this paper. The Council on Higher Education in the state of Kentucky has set goals for the state universities and the community college system that reflect enrollment of minorities slightly above the share of Kentucky's population which is 7.5 percent black.

A six-year plan has been presented to:

- ◆ Increase the proportion of black students enrolled at Kentucky colleges and universities to a

level sought in the 1982 Higher Education Desegregation Plan.

- ◆ Increase the retention of black undergraduates to the level of white students and substantially increase the percentage of black students receiving baccalaureate degrees.
- ◆ Increase the proportion of black graduate students at Kentucky's public colleges and universities to the proportion of degrees awarded to blacks at the undergraduate level.
- ◆ Increase employment of blacks at all levels, with specific goals for each category.
- ◆ Increase the number of applications submitted by blacks to professional degree programs by 50%, increase admissions, and eventually degrees awarded, by one-third.
- ◆ Increase the number of black appointments to the Council and to university governing boards.

Additionally, the University of Kentucky provides monetary incentives for recruitment of minority faculty members. First, a visit to campus for the potential faculty member can be paid by funds from the Office of Minority affairs. Second, the President's office pays the first year of a new black faculty member's salary. The Graduate School of the University of Kentucky has a black male Associate Dean who makes numerous recruiting trips within and outside the state. In March 1991, the College of Human Environmental Sciences held the *1862 and 1890 Linkage: Research and Graduate Studies Consortium* proposed to and funded by the Graduate School. The purpose of the consortium is to network with traditionally black and 1890 institutions to match graduate students and graduate studies programs. Additionally, several scholarships are earmarked for minorities at the graduate and

undergraduate student levels. The College of Human Environmental Sciences has a graduate student scholarship for a minority or international student in nutrition. These opportunities are available for students in home economics in general and for family economics majors as they choose to take advantage of them.

Bonnie Guiton, Special Advisor to the President for Consumer Affairs, spoke at the Second Annual International Conference on Research in the Consumer Interest sponsored by the American Council on Consumer Interests (ACCI). She presented information regarding the National Symposium on Minority Consumer Issues, which she organized and sponsored in Washington, DC. during the spring of 1990. At that time she raised the issue of cultural diversity as it relates to consumer education. As a result, ACCI initiated a number of activities to expand its network to include minority professionals and programs.

Projected Outcome Scenario for the Year 2000

"The Alternative Future" is a section of an article entitled: "Black Households: The \$100 Billion Potential" which appeared in *American Demographics* (Sternlieb & Hughes, 1990). A paraphrased version is presented here as an insightful perspective on how individuals in this country as well as the country as a whole can be better

off if we enhance the well-being of minorities.

If black household composition and relative income levels do not change between 1990 and 1995, blacks will account for \$233 billion (in 1986 dollars) in aggregate household income. If black household composition and income by household type met the national pattern, annual aggregate household income would exceed \$344 billion—a gain of \$111 billion. The American economy can gain \$111 billion annually by 1995 by reducing fragmentation of black households and expanding household incomes (Sternlieb & Hughes, 1990).

It will take more time than five years for blacks to achieve parity, but a window of opportunity is emerging. Because of the baby-boom generation, the number of new workers entering the labor force is projected to decline and, in high growth areas of the country, labor is in short supply. Businesses need black workers. Blacks can turn this opportunity to their economic advantage. Both black workers and black consumers are becoming increasingly important to business success (Sternlieb & Hughes, 1990). Although Sternlieb and Hughes discussed black households, a similar scenario could be projected for other minority groups.

By the year 2000, the role of minorities in the work force is projected to be critical to

production. Likewise, there is a critical need to understand and relate to minorities in the family economics content areas. The thesis of this article is that the well-being of minority families is dependent upon increased awareness of the relation of education, health, and family composition to economic status. Minority professionals could fill an important role in this regard.

References

- Chirikos, T. N. & Nestel, G. Further evidence on the economic effects of poor health. *The Review of Economics and Statistics*, 67, 61-69.
- Corcoran, M. (1978). The structure of female wages. *The American Economics Review*, 68:2, 165-170.
- Gallup Poll Monthly, DemoMemo. (1990). *American Demographics*, 12:9, 4.
- Jones, J. E., & Peck, C. J. (1989). The effect of human capital, socioeconomic, and labor market factors on wages. *Home Economics Research Journal*, 18:2, 110-125.
- Luft, H. S. (1975). The impact of poor health on earnings. *The Review of Economics and Statistics*, 57, 43-57.
- Rytina, N. F. (1981). Occupational segregation and earnings differences by sex. *Monthly Labor Review*, 104:1, 49-53.
- Sehgal, E., (1984). Occupational mobility and job tenure in 1983. *Monthly Labor Review*, 197:10, 18-23.
- Sternlieb, G., & Hughes, J. W. (1990). Black Households: The \$100 billion potential. *American Demographics*, 8:4, 35-37.
- U.S. Department of Commerce, Bureau of the Census. (1989). Characteristics of persons receiving benefits from major assistance programs. *Current Population Reports: Household Economic Studies*, Series P-70, No. 14.
- U.S. Department of Labor, Bureau of Labor Statistics. (1987). Projections 2000. *Occupational Outlook Quarterly*, 31:3.
- Waldrop, J. (1990). Shades of black. *American Demographics*, 12:9, 30-34.

Accepted for publication April 24, 1992

California State University, Northridge Educational Equity: A Comprehensive Model for Faculty and Student Diversity

Alyce Akers Blackmon and Karen Robinette

This report explains an institutional model for faculty and student diversity. In addition, it presents strategies for building a multicultural university and concludes with factors that contribute to critical mass.

As with every state, California's ability to be a leader in government, business, and industry requires that the state have a well-educated populace. The need for a fundamental public policy coupled with the reality that California's population is changing rapidly (predicted to be composed mainly of racial and ethnic minorities by the year 2000) forced the California State University (CSU) system into formulating an educational equity plan. California State University, Northridge (CSUN) became a leader in equity within the CSU system by developing a comprehensive program involving recruitment and retention efforts on behalf of students, staff, and faculty. This report focuses on equity efforts for students and faculty.

According to Richardson (1989), universities go through three stages in their efforts to improve equity: reactive stage, strategic stage, and integrating stage. Each stage is characterized by different institutional strategies and programs.

Stage one is the reactive stage in which the emphasis is on increasing enrollment rates through interventions related to recruitment, financial aid, admissions, and scheduling (Higher Education Extension Service, 1990). While less costly than the other stages, the reactive stage involves less

systematic planning than the other stages and actually can lead to greater racial tension on campus than having no planned equity program at all.

In general, crisis-ridden programs perpetuate blatant and subtle racist behavior that stems from ignorance and insensitivity. Administrators and faculty have come to the realization that many faculty members are not equipped to handle students from ethnically diverse backgrounds (Ziegler & Hazeur, 1989). Donleavy and Pugh (1978) contend that, to combat racism in the educational setting, the university must provide various experiences, developmental processes, and interpersonal dynamics, all generated from a multiple perspective.

In the second stage, the strategic stage, the university begins long-term planning, often at the urging of Student Affairs/Services professionals. This stage involves more comprehensive strategies than the reactive stage, involves a wider segment of the university community, and usually includes orientation programs, enhanced advising, mentoring, and developmental education programs.

Stage three, the integrating stage, involves even wider faculty commitment to recruitment and retention efforts than in stage two and results in changes in the curriculum to reflect a multicultural perspective. The integrating stage can be characterized sometimes by conflict and resistance because it involves a commitment and sacrifice

of resources by the university as a whole and an expenditure of time and energy by individual faculty members. Eventually the development of a multicultural perspective in the curriculum will require faculty to make changes in what and how they teach.

Like any other ecosystem, when changes are made in one segment of the university system the other segments also must adjust and change. When the ethnic mix of students entering the university changes, eventually every aspect of that university is changed.

CSUN is in the midst of a transformation to a multicultural university. It is certainly well into the strategic stage and, in some limited ways, is moving toward the integrating stage. Based upon the recommendations of a statewide council of faculty and administrators, CSUN developed its own equity plan that includes a faculty diversity program and a school-based equity program for students.

The authors have been intimately involved in development of the comprehensive equity program at CSUN—one as a faculty member hired through the faculty diversity program and a member of the all-university and school-based equity committees and the other author as Educational Equity Coordinator for the School of Communication, Health, and Human Services (CHHS).

CSUN Faculty Diversity Program

According to Donleavy and Pugh (1978), the educational experience

Dr. Blackmon is Professor and Dr. Robinette is Assistant Professor, Department of Family Environmental Sciences, California State University, Northridge.

for ethnic minority and other underrepresented students must include an environment that is enriched through the interaction with an ethnically diverse faculty. By interacting with a diverse faculty, students may develop a greater sensitivity to and appreciation for cultural differences. In addition, diverse faculty members can act as role models for underrepresented students, enhance the educational environment, and ensure that the curriculum is culturally relevant.

Recruitment of Faculty

The CSUN Faculty Diversity Program gives departments flexibility to recruit ethnically diverse faculty by allowing departments to seek qualified candidates without following the regular personnel timeline. Position announcements are centrally processed through the Office of the Director of Affirmative Action and placed in *The Chronicle of Higher Education* and other publications that are likely to be read by qualified minority candidates. Department chairs and faculty are encouraged to contact potential candidates at conferences and meetings and through professional networks. To some degree there is more flexibility in the criteria used to screen these candidates (i.e., if the candidate has no doctorate, the potential of obtaining one or an equivalency to a doctorate is discussed). Frequently the candidate is a scarce commodity and therefore able to negotiate rank, salary, and possible immediate tenure. Moneys for faculty diversity hires come from the university's allotted funds before they are divided and distributed to each school and department ("off the top" moneys).

Administrative funds are set aside each academic year to support department efforts in recruitment and hiring under the faculty

diversity program. These funds may be used to bring a candidate from another state for the interview and to pay the salary for the first two years. In the third year of service, the faculty position becomes part of the regularly allotted positions from the State, but in the first two years it must be funded by campus general funds. Salaries come from three sources: Academic Affairs, the school, and the department. These funds permit the department to hire without using budgeted moneys and regularly allocated faculty positions. Departments also can use the faculty diversity hires to build curriculum area specializations or to prepare for anticipated shifts in faculty. The amount of funding is negotiable. That is, if there is a large part-time faculty pool, money for part-time faculty may be reduced or cut. However, if this source is not available the vice president may contribute a larger percentage to support diversity hires.

Along with the faculty diversity program, the CSUN administration has designed an additional incentive program for increasing faculty diversity. If a department hires a diversity candidate for a regularly allocated faculty position, the first year the candidate teaches at CSUN the department receives about \$2,000 extra in its operating budget to be spent any way the department determines.

Retention of Faculty

CSUN has developed a variety of support services to retain new faculty hired under the diversity program; these include:

1. Faculty-to-faculty mentoring
2. Minority faculty and staff support groups
3. Housing and moving allowances
4. Union support (California Faculty Association), including contract workshops

5. Faculty Affirmative Action Development Program which provides up to six units of reassigned time for creative activity or graduate work
6. A reduced teaching load for the first year
7. No committee work required for the first year
8. Fellowships and Forgivable Loans and Doctoral Incentive Programs

During the first three years of the program, 56 faculty from underrepresented groups (African American, Native American Indian, Latino, but not Asian) were hired as full professors. According to the Executive Assistant to the Vice President of Academic Affairs (Cameron, personal communication, 1990), retention was excellent. Of the original 19 professors hired in 1988-1989, sixteen were still on the faculty; retention rates for subsequent years were similar. Also noteworthy is the fact that only one of the hires made through the faculty diversity program resulted from the advertisements in professional publications; all the other hires were the result of personal contacts made by CSUN faculty.

The School-Based Educational Equity Program for Students

The second major equity program at CSUN is the school-based student program. In Spring, 1989, CHHS formed an Educational Equity Committee to recruit and retain underrepresented students. The committee included a faculty representative from each of the nine departments in CHHS (including Family Environmental Sciences), two minority students majoring in CHHS programs, the faculty coordinator of educational equity, and the staff director of student

services. This committee was the cornerstone for the school-based program for several reasons. First, this standing committee had the same status as that of the Academic Council (the curriculum/policy committee of the school) and was responsible for determining policy. Second, every department was involved in developing the policies and programs. Third, there was extensive involvement of the staff (director of student services, advisers, recruiters) who carry out the policies. Fourth, the student representatives provided insights, suggestions, and support.

From our perspective, school-based programs have at least the following advantages over all-university equity programs:

1. Faculty involvement. Faculty members are far more likely to commit time and energy if they are involved in the decision-making process.
2. Discipline/department-based programs. Professional organizations are more likely to provide support if they perceive direct benefit by way of culturally diverse professionals entering the career ladder.
3. A tailor made program. The school-based program is more flexible in making alterations of retention services and in recruiting from high schools and community colleges where contacts have been made. Thus the school-based program is more likely to be successful.
4. Student involvement. Students are more likely to identify with the department and to use support services in school-based programs.

All these advantages add up to faculty ownership of the program, a

feeling of involvement, commitment, and shared decision making.

Recruitment Efforts for Students

Historically, educational equity efforts related to the issue of minority participation in the California State University system focused on access. However, most groups affected by a broad-based, rational, and well-implemented educational equity program agree that retention and graduation are equally important (California State University Educational Equity Council, 1986). Equity programs, whether school-based or not, have two components—recruitment and retention. When beginning new programs, one must evaluate where to place energies and resources. Early on, the Educational Equity Committee in CHHS decided that retention of currently enrolled students was the highest priority. Of the almost 5000 students majoring in CHHS programs, more than 900 were equity students—the largest number and percentage of any school at CSUN. Overall, CSUN had a 45% freshman-to-sophomore attrition rate, the third worst in the CSU system. Although CHHS had a slightly better retention rate than the all-university rate, clearly there was a need to focus on retaining students.

Although selected CHHS faculty and students participated in recruitment efforts, the school depended heavily on Outreach, an all-university program specifically for recruiting equity students. Outreach services include visitation by staff and students, application and financial aid assistance, campus tours, and parents' meetings. The Outreach personnel are ethnically diverse, youthful, and are specifically selected for their positive interpersonal skills.

Overall, it has been our experience that student recruiters seem to be most successful in recruiting high school students and community college transfer students. Faculty seem more successful in recruiting situations where parents are involved. In general, faculty efforts may be best utilized for on-campus recruitment, such as orientation programs, tours, and retention activities.

Retention Efforts for Students

In 1988, approximately 650 equity students (not including Asians) majored in CHHS programs, 12.9 percent of the total. By spring 1990, there were more than 800 equity students, 15.6 percent of the total. By fall of 1990, more than 900 equity students, about 18 percent of our total. In Family Environmental Sciences, we increased our percentage of equity students from 8.4 percent to 12.6 percent from 1988 to 1990; this is above the all-university average. If Asian students were counted as equity students, Family Environmental Sciences would have about 18-20 percent minority representation. Additionally, Child Development is an interdisciplinary major at CSUN, with the core courses being taught in Family Environmental Sciences, and as of 1990 had 19.7 percent equity students.

The following programs concentrate on retention:

1. Student Services Center. In fall, 1990, CHHS established the Student Services Center to house its school-based equity program. The Center has given the school-based equity program visibility on campus and has facilitated student identification with the program.
2. Advisement. Improving advisement was the focus of many of our efforts. First, we

established a school policy that required all of our equity students to have appointments with department faculty advisors at least once a semester. Second, the faculty coordinator, the director of student services, and ethnically diverse peer counselors advised the students. In 1990, approximately 2100 counseling appointments were made with more than 600 students. This was a very labor intensive activity but rewarding for the faculty advisors and successful as a retention tool.

3. Faculty Advisers to Minority Students. The number of Faculty Advisers to Minority Students (FAMS) was gradually increased. The FAMS program is an extensive training program that requires the volunteer faculty member to participate in a weekly 4-hour seminar for 16 weeks. The group facilitators are professional counselors specializing in student race relations. The purpose is to increase the listening skills of faculty and to improve student-faculty interaction through sensitivity to cultural difference in verbal and non-verbal communication. The faculty member receives three units of reassigned time for one semester from the school to participate in the training.
4. Mentoring. Faculty mentors were paired with student protégés; the program pairs upper division student protégés with faculty mentors and lower division students with the upper division students.
5. Student Awards. Personal recognition of students is very

important in any equity program. Every year, CHHS honors equity students for outstanding academic achievement, leadership, etc. The students receive a certificate at a ceremony and reception to which their family, peers, and faculty are invited. Award categories include Outstanding Achievement, Most Academically Improved, Academic Achievement, Leadership Contribution to the University and Community, and the Spirit of Educational Equity.

6. First Year Foundations Course. There is a considerable body of research supporting the importance of orientation courses in retention of students, particularly equity students. Such courses are considered critical for developing a sense of community among the students, helping students clarify their educational goals, and providing insight into their strengths and weaknesses as learners. The course introduces the students to the university experience and helps them to explore careers in CHHS disciplines.

Special Programs for Graduate Students

The CSU system instituted two programs to encourage underrepresented students to pursue advanced degrees. The first is the Graduate Equity Fellowship program that grants up to \$2,500 per year of enrollment to full-time qualified graduate students. The grants are made on a competitive basis; however, each campus is guaranteed five fellowships. In 1990-1991, CSUN had 18 graduate students enrolled in these fellowships.

The second program, initiated in 1989-1990, is the California Pre-Doctoral Program. The program was developed cooperatively with the University of California system and is designed to increase the number of minority students who continue their studies at the doctoral level. Inculcation into the profession is stressed through student involvement in educational opportunities, mentoring, membership in professional associations, and attendance at professional conferences. The student receives travel money to visit at least two universities to investigate doctoral programs.

Strategies for Building a School-Based Program

Realizing that many universities have not yet moved into the strategic stage of the multicultural university, we offer the following as a starting point for developing programs.

1. Read the research literature. There is an extensive amount of existing research on equity programs, especially recruitment and retention strategies.
2. Start with your faculty, your greatest asset. There is unanimity in the research regarding the role of the faculty in retaining students (Noel, Levitz, & Saluri, 1985). A caring attitude by faculty for students is the most important factor in student satisfaction with the institution and/or discipline. If you do not have a dime to spend, you can still have an equity program if you have committed faculty members. They will be your advisors, mentors, and recruiters. Start with the faculty who are eager for a new challenge, who support affirmative action, and who

are the most student oriented. Form a core of faculty advisors you can count on to give the students the correct information while lending a sympathetic ear. Approach the professionals in the Counseling Office, Academic Services, or Associated Students to advise and train your faculty.

3. Talk to your students. Do systematic interviews with your presently enrolled equity students. Ask them about their experiences on campus, in classes, and in the dorms. Ask about how things can be improved. Patterns will appear, and the necessary direction will be clarified.
4. Form a partnership with Academic Services/EOP personnel. They are the experts on equity issues and have a wealth of experience. They will support your efforts if they have been consulted first. You may also need to form liaisons or consult with

the ethnic studies departments on your campus.

5. Institute a reward system for faculty members involved in equity efforts. At CSUN, equity efforts are specifically mentioned in the criteria for tenure and promotion. Reduce the teaching loads, pay them, or give them recognition certificates.
6. Recruit undecided or undeclared students through career days, open houses, and advising.
7. Work toward a five-year plan. Set realistic goals and work steadily toward them.

Summary and Conclusion

A comprehensive equity program at any university must have at least two elements—a faculty diversity program and a student recruitment and retention program. Success in only one of the elements will be a short-lived success. Minority faculty and students need to see themselves reflected in the makeup of the

university community in order to feel comfortable. The presence of a "critical mass" of both minority students and faculty is related to the campus atmosphere, appropriate role models and visible leadership, and the development of a multicultural curriculum.

References

- California State University Educational Equity Advisory Council. (1986). *Educational equity in the California State University—Which way the future*. Long Beach, CA: Office of the Chancellor.
- Donleavy, M., & Pugh, C. A. (1978). "Multi-ethnic" collaborations to combat racism in educational settings. *The Journal of Applied Behavioral Science*, 13 (3), 360-372.
- Higher Education Extension Service. (1990). Ensuring a rainbow after the storm: Recent initiatives to institutionalize pluralism on predominantly white campuses. *Review*, 2, 1-10.
- Noel, L., Levitz, R., & Saluri, D. (1985). *Increasing student retention*. San Francisco: Jossey-Bass.
- Richardson, R. D. (1989). *Institutional climate and minority achievement*. Denver, CO: Education Commission of the States.
- Ziegler, D., & Hazeur, C. (1989). Challenging racism on campus: Thought and action. *NEA Higher Education Journal*, 5 (2), 31-36.

Accepted for publication April 25, 1992

1995-96 Kappa Omicron Nu Fellowships/Grants

Eligibility

Each fellowship and grant will be awarded on a competitive basis to a Kappa Omicron Nu member who has demonstrated scholarship, research, and leadership potential. Awards will be made for study and research in home economics or one of its specializations at colleges or universities with strong research programs and supporting disciplines for the chosen major or topic.

Research/Project Grants

One or more grants are awarded annually that meet the criteria of the Kappa Omicron Nu research agenda. Cross-specialization and integrative research is the research priority for the honor society. The focus for 1993-1997 is targeted to cultural diversity and minority issues in home economics and its specializations. Multi-year proposals will be considered.

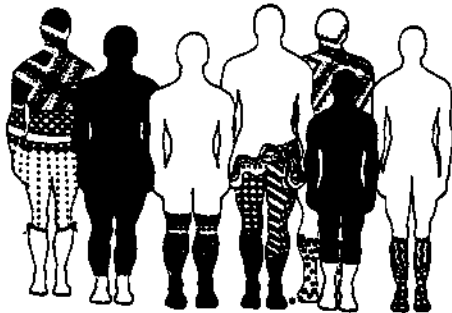
Master's Fellowships—Eileen C. Maddex, \$2,000; National Alumni, \$1,000.

Doctoral Fellowships—Hettie M. Anthony, Omicron Nu Research, Mildred Dransfield all at \$2,000.

Adviser's Fellowship—Dorothy I. Mitstifer, \$2,000.

For further information, or to request an application, please contact the KON Administrative Offices at 4990 Northwind Drive, Suite 140, East Lansing, MI 48823-5031. Telephone: 517/351-8335, Fax: 517/351-8336.

3. How to Choose Your Socks



Choose your friends by their character and your socks by their color...

Choosing your socks by their character makes no sense, and choosing your friends by their color is unthinkable.

Reprinted with permission from the University of Montevallo

Directions:

1. Ask each participant to bring a clean pair of matching socks to the meeting.
2. Place pairs of socks in a large brown paper bag and shake so pairs are separated. (Use only enough pairs to provide one sock for each participant).
3. When each participant comes into the group, ask them to reach into the paper bag and draw out one sock and then find the person who has the matching sock.
4. Give each pair several sheets of large white newsprint and a marker; ask each pair to sit in a comfortable location.
5. Ask the groups to identify 10 ways in which they are similar to each other; 10 ways in which they are different from each other; they should note these on the newsprint; post these and have each pair identify the similarities and differences between them; point out the similarities and differences in all of the pairs.
6. Conclude the discussion by asking members of each pair to identify one time when he/she felt discriminated against and share this with the other member of the pair.

Adapted from Shivers, F. & Tatum, C. (1992) How to Choose Your Socks. Montevallo, AL: University of Montevallo RA Conference.

TEST YOURSELF:

HOW WELL DO YOU MANAGE MULTICULTURAL DIVERSITY?



To assess how hard you will have to work to manage diversity, succeeding in the multicultural workplace and communicating in a multicultural society, rate yourself on your responses to the statements below. Use a scale of 1 to 5 to rate how strongly you agree with the statements, 1 being low agreement and 5 being high.

_____ 1. I am interested in the ideas of people who do not think as I think, and I respect their opinions even when I disagree with them.

_____ 2. Some of my friends or associates are different from me in age, race, gender, physical abilities, economic status, and education.

_____ 3. If I were at a party with people outside my own group, I would go out of my way to meet them.

_____ 4. I recognize that I am a product of my upbringing and my way is not the only way.

_____ 5. I am aware of my prejudices and consciously try to control my assumptions about people.

_____ 6. I take steps to make sure I get the right experience and training necessary to meet my career goals.

_____ 7. I recognize that others may stereotype me and I try to overcome the incorrect assumptions they may make about me.

_____ 8. I can accept different ways of getting a job done and can work with others who do things differently.

_____ 9. When I don't understand what someone is saying, I ask for clarification.

_____ 10. I recognize my personal and cultural values and know which values I am able to compromise without losing my integrity.

_____ 11. I allow extra time to communicate with someone whose first language is not mine.

_____ 12. I do not judge people on their accents or language fluency.

_____ 13. I never make ethnic jokes, and I object when others do.

_____ 14. I never make remarks that are "Hot Buttons" for women, minorities, or any other group.

_____ 15. I make an effort to talk about differences. I try to include people in discussions that affect them.

How to Score: Total your answers. If your score is 60 or above, you probably value diversity and are able to communicate with people who are different from yourself - but you have room for improvement. If your score is 33 or below, you probably experience much difficulty working in the multicultural setting and could benefit from training.

An Urgent Need for Dialogue on Race Relations in America

Taken from Can't we all just get along? A manual for discussion programs on racism and race relations, Study Circles Resource Center, P.O. Box 203, Pomfret, CT 06258.

New Evidence of Racial Divisions

In his 1903 book, *The Souls of Black Folk*, W.E.B. DuBois said, "The problem of the Twentieth Century is the problem of the color line." While racism exists in many other nations, it has been called "America's national obsession." Almost a century after DuBois's book, Andrew Hacker began his 1992 book, *Two Nations: Black and White, Separate, Hostile, Unequal*, with this line: "Every one of us could write a book about race. The text is already imprinted in our minds...."

Throughout our history, we have struggled with questions of race and ethnicity. In the second half of this century, we began to see some progress in race relations. But many think that race relations in America have taken a turn for the worse in the past decade and that some of the progress made by the civil rights movement has been reversed. There are more documented cases of overt racism; there is certainly more pessimism about race relations. In the past, racism often brought to mind the attitudes of whites toward blacks. Today, most people are aware that racism affects Asian Americans, Latinos, Native Americans, and Arab-Americans as well. Tensions and misperceptions exist among many groups in our society.

As society changes, these tensions become more apparent. The large wave of Latino and Asian immigration that began in the 1980s is changing the makeup of our nation. In some western states, whites may be a minority within a generation or two; by the turn of the century, one in three Americans will be a person of color. This diversity

has brought new energy and talent, but some Americans—concerned that ethnic groups aren't doing enough to "blend in"—have felt threatened by it. There have been discussions of how much we should encourage or discourage cultural diversity. The recession of the early 1990s, the long-term decline in earnings, and the loss of job opportunities have added to the competition and hostility between ethnic and racial groups.

The three days of riots in Los Angeles in the spring of 1992 confirmed the concerns of many that we are experiencing a worsening racial climate in America. The verdict [in the King case] astonished and outraged many Americans. Most thought the tape showed that the police had used excessive force and brutality. The acquittal,--by a jury that included ten whites, an Asian American, and a Hispanic American—seemed to confirm what most African Americans believe: that there is little justice for black people in America.

The rioting that followed was fueled by long-standing anger in the black community about its mistreatment by the Los Angeles police. But it quickly spread to other neighborhoods and involved people of other races. Of those arrested, 45% were Latino, 41% black, and 12% white. While black anger was directed at whites, much was also directed at Korean business owners. Some Latino gangs apparently used the opportunity to settle old scores with other Latino groups. As the rioting spread, so did its significance for a nation watching it on television.

Many reporters said the riots were "about class as much as race," about

poverty, despair, and exclusion from the wealth and opportunities of the larger American culture. Some citizens, who were normally law-abiding, looted and took advantage of an opportunity to "shop 'til you drop," or as one reporter wisecracked, "steal 'til you kneel." Gangs ran amok and may have even set fires in order to steal firearms. But clearly racial hatred was the spark that set off the fires that burned South Central Los Angeles.

There was at least one positive outcome of the riots. The killing, looting, and burning focused the attention of political leaders, the media, and ordinary Americans on racism and race relations, and on a host of related issues; as one community organizer noted, "I've heard more truth reported in the media in the last three days about the state of race relations, poverty and urban conditions in America than I've heard in the past ten years."

Race has indeed become a central part of the political debate on these and other crucial issues facing our society, including welfare, crime, economic opportunity, and the urban underclass. Until we can talk frankly about race, we will be unable to create the moral and political will to make progress on any of these issues.

For the first time in years these problems appear to be near the top of the nation's political agenda, making this a crucial time for dialogue. But dialogue on race is always vital—it is only when we can talk sensibly and safely about racism and race relations that we will be able to reduce the tensions that exist among individuals of different races.

Using Study Circles for Dialogue on Race Relations.

This manual is designed to help you enter into this important dialogue on race. Study circles—small-group, democratic, participant-driven discussions—are a useful way to engage in dialogue on critical social and political issues.

A successful study circle creates a cooperative, safe environment where people can express their views candidly. That is particularly important for discussing a charged issue such as race. All the participants in a study circle should be committed to open, respectful dialogue. The leader's role in a study circle is not to teach, but to help the group work toward productive discussion in the midst of a spontaneous exchange of ideas.

Study circles provide an opportunity to explore the assumptions and values that underlie long-held beliefs. When study circles work, participants can try on new ideas and understand better the views of those with whom they differ. They also come to better understand their own views.

Even though just a single study circle session on race relations will produce benefits, a series of discussions will offer more opportunities for people to work through their beliefs and attitudes. As mutual respect builds in the group, participants find it easier to re-examine their own ideas. If your group is racially and ethnically diverse, you will be able to draw on a greater variety of experiences and perspectives. But dialogue about race will be useful even in relatively homogeneous groups.

Session A—Race Relations and Racism: Experiences, Perceptions, and Beliefs

The purpose of this session is to help group members examine their

own perceptions, attitudes, and experiences in light of those of others. For this discussion to work, everyone in the group must help the group leader maintain a safe, comfortable, and respectful environment for personal sharing.

An understanding of and commitment to the study circle process—open, thoughtful, focused discussion—is essential for this session.

The following questions and cases provide some possible starting points for a discussion of experiences, perceptions, and beliefs. To increase the comfort level of the discussion, your group may wish to break down into groups of two or three for an initial discussion of personal experiences.

General questions on personal experiences and attitudes

What about your racial, ethnic, or cultural background has contributed to your attitudes about race relations? Please talk for a few minutes about your background.

Why do many Americans feel uncomfortable talking about racism and race relations? Are you uncomfortable talking about this subject? Why?

In what ways does your attitude toward persons of other racial or ethnic groups differ from that of your parents?

Do you think it possible for anyone to grow up without racial stereotypes? Is stereotyping always a problem?

What do you think is different about the way we view problems of race in this country today from the way we viewed them 10 years ago? 20 years ago?

People For the American Way, in recent survey of young people's attitudes on race, found that even though many white people have

friends of other races, they are likely to see them as "exceptions to the rule." Why is it so difficult to change perceptions?

As you examine your own attitudes, do any of them run counter to the ideals that you hold? How do you resolve those internal conflicts?

Where have you experienced or seen discrimination or racism in practice? Has racism affected you or people that you know? Is racism something that you have to contend with on a daily basis? How would your life be different if you didn't have to contend with racism?

Have you heard expressions of prejudice from family members, friends, co-workers, or members of your community? Has the prejudice affected their behavior? If so, what do you think accounts for their actions?

How often do you interact with people of other races? What is the nature of these interactions and where do they occur?

Do you have friends of other races? If so, how did you get to know them? Is it hard to make friends with people of other races? If so, why?

How do you help your children to deal with the racism they encounter? To understand race relations?

What are the causes of racism? Some causes to consider include: human nature, our political or economical system, our culture and history, and society's need for scapegoats and enemies.

Group members must understand that they can disagree without being hostile and that they can confront a misperception or mistaken idea without accusing someone of being a racist.

President's Message

In our recent publications and letters to you, we have referenced our study of board governance. This message attempts to explain changes in our philosophy and practice based on the two-year study we have undertaken as a board.

During this past biennium, the Board examined its role in management and leadership and explored governance models. With the help of the Member Survey and an internal value analysis, the Carver model of policy governance was chosen. This model commits the Board to setting policy for its constitutional role, determining ends, clarifying board and staff roles, and spending board time on these roles. In essence, when using this model the Board provides leadership.

A new governing document for KON was developed from Board deliberations. A compilation of policy statements includes policies on Ends, Executive Limitations, Board-Executive Linkage, and Board Process.

The *ENDS* policies define "which needs are to be met, for whom, and at what cost. Written with a long-term perspective, these mission-related policies embody most of the board's part of long-range planning" (1).

The *EXECUTIVE LIMITATIONS* policies establish "boundaries of acceptability within which staff methods and activities can responsibly be left to staff. These limiting

policies, therefore, apply to staff means rather than to ends" (1).

The *BOARD-EXECUTIVE LINKAGE* policies clarify "the manner in which [the board] delegates authority to staff as well as how it evaluates staff performance on provisions of the Ends and Executive Limitations policies" (1).

The *BOARD PROCESS* policies determine the board's "philosophy, its accountability, and specifics of its own job" (1).

The members fit within this governance model as *OWNERS* of Kappa Omicron Nu. Therefore, it is incumbent upon the Board to maintain a meaningful dialogue with members in the development of policy. The Member Survey and focus groups provided information for development of the proposed new mission and ends policies. And the Board has a continuing responsibility to offer opportunities for members to help shape policies.

I believe I speak for the Board when I say that we are confident about the future, and we will take our responsibility very seriously in representing the membership. We were fortunate to be able to build upon a rich heritage, and we trust that our contributions and the document we have created will enable Kappa Omicron Nu to continue that heritage.

Virginia L. Clark, President

1. Carver, J. (1992, May-June). The policy governance model. *Board Leadership*, 1, 3

HOME ECONOMICS FORUM
Volume 7, Number 2 Fall, 1994
4990 Northwind Dr., Suite 140
East Lansing, MI 48823-5031

EDITOR

Dorothy I. Mitstifer

GUEST EDITOR

Gladys Gary Vaughn

EDITORIAL COMMITTEE

Edna Page Anderson,

Karen G. Arms,

Wilma P. Griffin

James D. Moran, III,

Anne MacCleave,
Sharon K. Nickols

BOARD OF DIRECTORS

President

Virginia L. Clark,

President-Elect

Carol E. Avery

Vice President/Program

Frances E. Andrews,

Vice President/Finance

Julia M. Dinkins

Secretary

Anne M. Weiner

Student Representatives

Angela Higgins,

Ayodele Jordan,

Susan Poch

Executive Director

Dorothy I. Mitstifer

Official Publication of Kappa Omicron Nu, Inc.,
National Home Economics Honor Society—
Member, Association of College Honor Societies.
Copyright 1994. Home Economics FORUM is a
refereed semi-annual publication serving the
profession of home economics. The opinions
expressed by authors are their own and do not
necessarily reflect the policies of the society.



KAPPA OMICRON NU
HONOR SOCIETY

KAPPA OMICRON NU, INC.

4990 NORTHWIND DRIVE, SUITE 140
EAST LANSING, MICHIGAN 48823-5031

Non-Profit
U.S. POSTAGE
PAID
Lansing, MI
Permit No. 224