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OKLAHOMA ADVISORY COMMITTEE

to the

UNITED STATES COMMISSION ON CIVIL RIGHTS

COMMUNITY FORUM:

The Status of Desegregation in Public Institutions
of Higher Education in Oklahoma

March 4, 1986

Lincoln Plaza Hotel
Oklahoma City, Oklahoma

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Meet.
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TABLE OF CONTENTS

1		
2		pages
3	Opening Statement	1 - 3
4	Adams: A Historical Overview and Analysis for Oklahoma	8 - 16
5		
6	State Compliance with Adams	17 - 48
7	Legislative Response to Adams	48 - 65
8	Institutional Response to Adams: At the Two State Comprehensive Universities	66 - 90
9		
10	Affirmative Action in the Context of Adams	90 - 115
11	Langston University: Oklahoma's Traditionally Black Institution	115 - 155
12		
13	Other Perspectives	155 - 167
14	Open Forum	167 - 183
15	Meeting Adjourned	183
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

MORNING SESSION

March 4, 1986

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3 The hearing on the status of desegregation in public
4 institutions of higher education in Oklahoma by the Oklahoma
5 Advisory Committee to the United States Commission on Civil
6 Rights convened in the Lincoln Plaza Hotel, Oklahoma City,
7 Oklahoma, at 9:30 a.m., Mr. Charles Fagin, Chairman of the
8 Committee, presiding.

9 MR. FAGIN: Ladies and gentlemen, let's convene this
10 meeting of the Oklahoma Advisory Committee to the United States
11 Civil Rights Commission. Because of the special nature of the
12 proceeding today, we have a court reporter present to make a
13 formal record so we will be conducting a more formal proceeding
14 than usual and want to make sure we state who we are when we
15 are speaking as we want to be certain that we have a complete
16 record of these proceedings.

17 I want to present a formal statement because of the
18 nature of these proceedings of who we are and the purpose of
19 our meeting today. My name is Charles Fagin. I'm chairman of
20 the Oklahoma Advisory Committee.

21 I would like to introduce the members of the Advisory
22 Committee here with me today. On my far left, Juanita Learned
23 of Oklahoma City, Charles Purdy of Bartlesville, Donald Maletz
24 from Norman. On my right, Dr. Earl Mitchell, Jr. from Still-
25 water.

1 I anticipate that there will be several others here
2 today. We are expecting them later. Also present today is
3 Richard Avena, Southwest Regional Director. I will call upon
4 him in a moment. Also Margaret Robbins who works specifically
5 with us in our state.

6 The United States Commission on Civil Rights was
7 established by Congress in 1957 and reestablished in 1983.
8 The Commission's jurisdiction involves the authority to study
9 and collect information on matters constituting discrimination
10 under the laws of the Constitution, on the basis of race, color,
11 religion, sex, age, handicap, or national origin in the admin-
12 istration of justice. That is the scope of their activities.

13 The Commission has in each state and the District of
14 Columbia advisory committees to assist in fact finding and to
15 act as a sort of clearing house. These committees are composed
16 of citizens who serve without compensation. The committees are
17 in fact the eyes and ears of the Commission in those states and
18 it's our purpose to advise the Commission.

19 Since this is an open meeting, the press, radio,
20 television, and media are invited and the general public is also
21 welcome. This is not an adversary type proceeding.

22 We have asked some individuals who have been involved
23 in some of the areas of our concern to come and share with this
24 Committee information, and their participation in doing so is
25 voluntary and certainly with the appreciation of this Committee.

1 We are concerned that we get all of the information
2 relating to the topic, but we are working on a limited time and
3 for that reason, we are limiting the questioning of the present-
4 ers solely to the Advisory Committee members and the doctor, who
5 I will introduce shortly. He is here in the nature of a con-
6 sultant for today's meeting of the Oklahoma Advisory Committee.

7 We would like to address the status of Oklahoma in
8 public colleges and universities and to gather information on
9 their compliance with the Adams Case and the mandates set forth
10 by the Court.

11 To this end, the presenters have been involved and
12 will present a brief historical review and update of their com-
13 pliance with the Adams Case. We will hear the State Legislature's
14 response to higher education desegregation.

15 Also, officials from O.S.U., O.U., and Langston
16 University, Oklahoma's traditionally black university, will be
17 present and will review the status of desegregation in those
18 universities.

19 We will hear later from a number of students as to
20 what impact the desegregation has had on them. I need to add
21 that the Advisory Committee is scheduled to meet from 9:30 a.m.
22 to 5:00. If there are any persons present who are not on the
23 agenda, but would like to address the Committee, we do have time
24 from 4:00 to 5:00 for this purpose

25 We will make every effort to help in answering

1 questions. If we find we are running tight, we will see how
2 many we have and try to limit the time. Anyone here that wants
3 to make a statement, please give your name to Richard Avena
4 or Margaret Robbins. Thank you.

5 At this time, I want to call upon the staff director
6 for our region, Richard Avena, for a few comments.

7 MR. AVENA: It's good to be back here again in
8 Oklahoma. I was remembering that many, many years ago when we
9 opened our regional office in San Antonio, Texas, I was attend-
10 ing a meeting in Colorado and they called me and told me to
11 come immediately to Oklahoma -- this was in the early 70's --
12 because Oklahoma was going to be one of our states and the
13 Advisory Committee here was holding a meeting on employment
14 practices in Enid, Oklahoma.

15 I especially want to greet the Advisory Committee
16 members and especially those of you who are new. You have a
17 long history and legacy here in Oklahoma of doing some excellent
18 work.

19 I'm also proud to recognize a former chair person of
20 the Oklahoma Advisory Committee, Hanna Adkins, who is here today.

21 The advisory committees throughout the country have
22 been very active in being what Charles Fagin said, the eyes and
23 ears of the Commission. We met in Washington in June of 1985
24 and the chair persons of the five advisory committees in our
25 region sat down and discussed what we might do given several

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1 new developments. For example, our region has been cut some-
2 what in our travel funds so the chairman came up with the idea
3 of trying to do something region wide as opposed to holding
4 just individual meetings on different topics in each state.

5 That is what gave birth to going to the four states
6 in our region; Texas, Oklahoma, Arkansas, and Louisiana, to hold
7 a review of matters that have some tie in either through the
8 Justice Department or universities in the states to the Adams
9 lawsuit and the compliance with that.

10 We had our first meeting in Arkansas, in Little Rock,
11 and we heard from many representatives of the institutions of
12 higher learning and people involved in the Affirmative Action
13 Programs and that is hopefully what we will do here in Oklahoma.

14 We are also gathering information on the status of
15 Louisiana and hopefully will also have a meeting in Texas. We
16 want to put all of this together and make some type of report
17 to the parent organization on the national level.

18 As Mr. Fagin pointed out, the Civil Rights Commission
19 reconstituted in 1983. The Advisory Committees were all cut
20 down to eleven members. It used to be twenty-eight or thirty
21 members. Now, with a smaller number and we are required to
22 meet at least three times a year, I think we have more activity
23 going on.

24 It's going to be incumbent upon us to see how creative--
25 and I use the word in parenthesis -- we can be in carrying out

1 our mandate with the limited number of funds and resources that
2 we have.

3 Nationally, the Commission is meeting -- in fact, I
4 think they are going to meet again next week -- and holding a
5 hearing on voting rights. The Commissioners in the February
6 meeting had a briefing by a group of native Americans from
7 around the country. The Commission is planning to hold a series
8 of hearings this year looking at the tribal systems of justice
9 or the administration of justice on selected reservations and
10 tribes throughout the country to see some of the positive
11 aspects, to see if there are any problems or any places that
12 they might be able to make recommendations to the President and
13 Congress for any type of change.

14 So the Commission is active. It's a big debate that
15 is going on in the country today. I think it's an exciting time
16 to be involved in the work of civil rights. Money has been cut
17 back, but what you have to do is get back a little bit and work
18 that much harder. Thank you very much.

19 MR. FAGIN: We are ready for our first presenter here.
20 For the Record, James Nathaniel Upton is a professor of political
21 science at Ohio State University. He was educated at that
22 institution and received his Bachelor's Degree in 1971, and
23 thereafter, his Master's in 1973 and his PhD in 1976, all in
24 the area of political science and political theory.

25 He has written extensive articles and reports and

1 studies and even a book which has just been published by Windall
2 Hall Press in 1984. He has also received many, many grants, and
3 particularly noteworthy in this time of cut backs, is still
4 receiving many grants and a number of these have been directed
5 specifically to the educational process, including grants for
6 study of higher education. He has done studies specifically in
7 Oklahoma.

8 Dr. Upton is also the chairman of the Department of
9 Black Studies in Ohio State University. At this time, we present
10 Dr. Upton.

11 DR. UPTON: Thank you, Mr. Fagin, for a very generous
12 introduction. Again, my name is James Upton and I'm an assistant
13 professor of Black Studies at Ohio State University. I'm a
14 political scientist by profession.

15 My involvement in the Adams Case is by way of a grant
16 by the Southern Education Foundation to conduct a case study
17 of Oklahoma's efforts to fulfill the mandates of the Adams
18 decision.

19 On behalf of the Southern Education Foundation and
20 Ohio State University, thank you for the opportunity to speak
21 before the Oklahoma Advisory Committee to the United States
22 Commission on Civil Rights.

23 First, I would like to provide the Committee with a
24 brief historical overview of higher education desegregation in
25 Oklahoma. Second, I will provide an analysis of Oklahoma's

1 efforts to comply with Adams. And finally, I will provide you
2 with my views on Oklahoma's higher education in a post Adams
3 era.

4 The Adams decision is by far the most important
5 desegregation litigation since Brown -vs- The Board of Education
6 in Topeka, Kansas, 1954. As a tool for addressing structural
7 or institutional desegregation, it represents more than a Court
8 mandate to be implemented by state policy makers.

9 At the root of the Adams decision is the questioning
10 of the legitimacy of states to maintain a dual system of higher
11 education. Thus, the Adams decision only addressed those states
12 that purposely created dual systems of higher education for
13 black and white students irregardless of a particular states
14 voluntary or present 1973 civil rights track record.

15 It is not without historical significance that two
16 land mark Supreme Court cases addressing desegregation in higher
17 education involved the State of Oklahoma. Although the Supreme
18 Court ruled in favor of the Plaintiffs in both cases, their
19 immediate impact was felt in the educational policies of the
20 nation's primary and secondary schools.

21 The actual legal basis for Adams was established by
22 the passage of the 1964 Civil Rights Act. Title 6 of the Act
23 specifically prohibits exclusion of people on the basis of race,
24 color, or national origin under any program or activity receiving
25 federal financial assistance.

1 Consequently, on February 16, 1973, United States
2 District Judge John H. Pratt reasoned that the existence of
3 separate white and black universities, the latter deemed to be
4 deficient in offering degree granting programs, constituted a
5 breach of the constitution and statutory law.

6 In broad terms, the following indicators undergirded
7 the Adams decree. One, desegregation of students in enrollment,
8 two, desegregation of faculty, staff, and governing boards,
9 three, dis-establishment of the structure of dual systems of
10 higher education, four, enhancement of historically black
11 institutions, and finally, creation of monitoring and reporting
12 mechanisms.

13 Despite Oklahoma's social justice progress prior to
14 the 1973 Adams decision, Oklahoma fell squarely within the
15 criteria Judge Pratt relied on when he ordered the then H.E.W.
16 to withhold funds to ten southern and border states who were
17 funding segregated higher education in the form of black and
18 white colleges and universities.

19 Between the years 1965 and 1975, minority students,
20 especially black and hispanic youth, made drastic gains in
21 higher education enrollment. In contrast to those years, the
22 last decade, especially since 1980, has seen few gains and some
23 loses.

24 The Regent's 1985 annual report reported comparisons
25 between Oklahoma and national level statistics as an added

1 feature in addition to the usual reporting format of comparing
2 Oklahoma with itself. Statistical and measurement choices made
3 one to one comparison difficult. This involved statistical
4 choices that ranged from percentage ratio and equivalency to
5 varying baseline measurement choices.

6 Therefore, I have found the application of national
7 level statistics useful and will follow the same format. Using
8 national level statistics in 1980 as a base year, twenty-nine
9 percent black in comparison to thirty-eight percent white
10 entered college.

11 In the fall of 1984, fifty-five point nine percent
12 black high school graduates in contrast to seventy-three point
13 nine percent white high school graduates entered Oklahoma's
14 post secondary institutions state-wide. We compared the enroll-
15 ment statistics in Oklahoma to the national aggregate level.
16 There is a greater dispersity between Oklahoma black and white
17 students. Hence, some gains and some loses. Attrition rates
18 for minority undergraduate students are high and consequently,
19 the numbers of Bachelor's Degrees for minority students is far
20 below parity with whites.

21 Using the same base year, 1980, the ratio of black
22 to white completing undergraduate school was one to one point
23 nine in 1984. Oklahoma's black to white ratio for competing
24 undergraduate school was one to one point three. Again, Oklahoma
25 displaying statistics below the national aggregate level.

1 The record in graduate school, however, is somewhat
2 disturbing. For example, black student enrollment in graduate
3 school plunged from sixty-five thousand three hundred twenty-six
4 in 1976 to fifty-four thousand six hundred eighty-six in 1982,
5 a sixteen point three percent decline.

6 By contrast, white graduate student enrollment was
7 ninety-six thousand six hundred twenty-six to eighty thousand
8 six hundred sixteen, a two point nine percent decline.

9 Although total minority enrollment increased until
10 1980, by 1982, a decline was in progress as hispanics joined
11 black enrollment in the decline.

12 During that year, blacks represented five point two
13 percent of the graduate students enrolled nation-wide. Blacks
14 constituted almost twenty percent of the college age cohort
15 population in the South and is expected to reach thirty percent
16 of that cohort by 1990, but presently, earn less than four
17 percent of the doctoral degrees.

18 As reported by the State Regent, black graduate and
19 professional school enrollment reveals glaring disparities
20 versus blacks and whites in Oklahoma. In 1984-1985, black to
21 white doctoral recipients was two point seven percent and
22 seventy point two percent respectively. Similarly, black to
23 white professional school degree recipients for 1984-1985, was
24 one point two percent and ninety-four percent respectively, an
25 even greater disparity than the graduate school statistics in

1 comparison to whites.

2 In the area of graduate degree recipients, Oklahoma
3 fell below the national norm as of 1982-1983 which were the years
4 of decline nationally. Finally, black administrators and faculty
5 in Oklahoma's institutions of higher education are below the
6 national norm. As of 1982, only five point four percent of the
7 nation's top level colleges and universities' administrators
8 were black and approximately six percent of black faculty held
9 full time faculty positions.

10 In 1984 and 1985, blacks represented three point
11 eight percent of Oklahoma's state university systems adminis-
12 trators and two point three percent of the faculty positions.
13 Both administrative and faculty positions were well below the
14 national norm, especially black percent of total faculty posi-
15 tions.

16 Once black students do head for college and get into
17 the educational pipeline, a nurturing process usually takes
18 place. Clearly black faculty administrators are central to this
19 process in regard to black students. The significance of black
20 faculty and administrators serving as mentors and roll models
21 is crucial to the degree completion of the black students at
22 the undergraduate and graduate levels of higher education.

23 Finally, my views on Oklahoma's higher education in a
24 post Adams era. In contrast to the 1980's, the decade of the
25 1960's maybe viewed as a decade of social reform. During this

1 period of history, several Court ordered and statutory laws
2 were passed to address historical injustice in housing, education,
3 employment practices and public accommodations. The 1964 Civil
4 Rights Act and the 1973 Adams decision were born out of this
5 climate of social protest and change.

6 However, the 1980's have ushered in a conservative
7 political outlook, especially at the national level of govern-
8 ment. One possible consequence of a conservative political
9 shift at the national level of government is that the fate of
10 Affirmative Action goals and directives may now rest with state
11 and local levels of government.

12 While this shift may lead to gross neglect in some
13 localities, it offers a unique opportunity and challenge to
14 Oklahoma. Oklahoma has the smallest number and percent of
15 blacks then any of the first tier level Adams states. Conse-
16 quently, if Oklahoma has the practical possibility of achieving
17 parity in all categories well within reach, especially if parity
18 is defined as black representation in the state university
19 systems in comparison to their percentage of the total black
20 population.

21 Thus, Oklahoma can serve as the pacesetter and proto-
22 type for the nation. It is only within this context that we
23 will have the opportunity to gauge the status of fundamental
24 concepts like equality, social justice, and democracy.

25 I agree with the Oklahoma Regents that the implications

1 of Adams goes well beyond blacks as a target group, to other
2 historically disadvantaged groups, especially hispanics and
3 native Americans. No one was more aware of the implications
4 of Adams than the Plaintiffs and the legal defense fund.

5 While a systematic study of statistics concerning
6 hispanics and native American were not part of the 1985 annual
7 report or the 1985 final narrative report, the following statis-
8 tics underscore the severity of the problem in the very critical
9 area such as graduate school enrollment. A recent higher
10 education article reported that on a national level, native
11 Americans and hispanics represented four percent of the total
12 graduate students in 1980 and only two percent of the degree
13 recipients, while the EOC estimated in 1980 that only one point
14 five percent of university faculty members were hispanics.

15 These two disadvantaged groups are also a major
16 priority for the State of Oklahoma by implication of the social
17 justice commitment. In some southwestern states, the percentage
18 of hispanics in the college age cohort population is expected
19 to exceed forty percent by 1990. One implication of these
20 shifts is that unless all historically disadvantaged minorities
21 are brought fully into the educational mainstream by some notion
22 of affirmative action or some measure of affirmative action,
23 then we run the risk of squandering our nation's most valuable
24 resource, it's human talent. Thank you.

25 MR. FAGIN: Thank you, Dr. Upton. Are there questions

1 at this time from the Advisory Committee?

2 Let me take a minute, for the Record, and introduce
3 Jill Tarbel, who was here more promptly than my introduction.
4 She came in prior to the doctor's presentation. She is very
5 active in so many things.

6 I believe you are also a State Regent --

7 MS. TARBEL: I'm on the University of Tulsa Board
8 of Trustees.

9 MR. FAGIN: Let me mention that we do not intend to
10 take a break until noon. If anyone needs to leave for any
11 reason, let's not wait for a break. Also, for the few people
12 who have come since we started, we are permitting questions only
13 from the Advisory Committee members because of our limited time
14 schedule. There is an opportunity from 4:00 to 5:00 for any
15 presentations or statements if they would sign in with Richard
16 Avena or Margaret Robbins at the rear of the room.

17 Moving right on schedule, our next topic is the state
18 compliance with Adams. In communicating with our presenters,
19 we asked that they address themselves -- I want to state this
20 for the Record although we do have a very limited time -- to the
21 role and activities of the state Regent in the desegregation of
22 Oklahoma's public institutions of higher education, comment on
23 the relationship of the state Regent to the governing boards of
24 these institutions, present views on whether the state has ful-
25 filled its commitment to make Lankston an integral part of the

1 state's system of higher education, and share views on the
2 commitment of the state in this post Adams era to the various
3 policies and programs initiated in response to Oklahoma's
4 desegregation plan.

5 Is Ms. Reece in the room?

6 MR. AVENA: Dr. Hobbs is here.

7 MR. FAGIN: In that case, we will go with Dr. Hobbs.

8 For the Record, let me comment on what we are seeking from Dr.
9 Hobbs. That deals with the current status of Oklahoma's higher
10 education desegregation plan, student recruitment, retention,
11 enrollment, faculty and staff, and so forth, to the roles and
12 activities of the State Regents in desegregation of the insti-
13 tutions of higher education and also views on whether the state
14 has fulfilled its commitment to make Langston an integral part
15 of the state's system of higher education.

16 Dr. Hobbs is Senior Vice Chancellor for Planning and
17 Policy Research for the Oklahoma State Regents for Higher Edu-
18 cation. I'm sorry we don't have any more of a file on you. If
19 you care to make any more comments on your background or the
20 scope of your activities, we would appreciate it.

21 DR. HOBBS: Mr. Chairman and members of the Commission,
22 I'm delighted to be here today representing the Staff of the
23 Oklahoma State Regents for Higher Education, the State level
24 coordinating board for higher education.

25 It is the State Regents who are responsible for the

1 development of the state plan representing the State of Oklahoma
2 and when the original state plan was developed, which was in
3 1973, there was a move by the Office of Civil Rights to attempt
4 to make the State Regents responsible for all aspects of Oklahoma's
5 higher education. The State Regents of course rejected that
6 because of their constitutional role for a segment of responsi-
7 bility in the state's system of higher education.

8 Oklahoma, like many other states, developed as a pop-
9 ular state and so there was a division of labor systematically
10 to keep government from doing what government was supposed to do.

11 The responsibilities of the Governor and of the Legis-
12 lators and of the people and of state agencies and commissions
13 were so systematically divided so as to keep any one entity or
14 any one segment of the state government from gaining control
15 over the total of the state's activities.

16 So it was that when the State Regents were recruited
17 in 1941 as a constitutional agency, some of that responsibility
18 was pulled back together in higher education and taken away from
19 the Governor, taken away from the Legislators, taken away from
20 the governing boards, and given to the State Regents.

21 Let me rehearse for you, if I may, for a few moments
22 what the constitutional responsibilities of the State Regents
23 are with the governing boards of the various institutions.

24 The State Regents are totally responsible in these
25 areas; to determine the functions and courses of study at each

1 institution. That is all of the programs that institutions are
2 to offer and the areas of concentration, whether agriculture or
3 medicine and the like, belong to the State Regents.

4 The prescribing of standards of education, which means
5 standards for admission to and retention in and graduation from
6 each one of the institutions in the state system belongs to the
7 State Regents.

8 The granting of degrees that are completed at the
9 various institutions is a responsibility of the State Regents.
10 Recommending the fees to be charged at the institutions to the
11 Legislator is a responsibility and the allegation of funds
12 appropriated by the Legislator is a constitutional responsibility.

13 Therefore, the State Regents are responsible for the
14 standards at institutions, programs that they are to carry out,
15 the degrees that are granted, recommending fees and alleging
16 resources.

17 Once an institution has its charge as to what it's
18 supposed to do and the money to do it with, at that stage, the
19 State Coordinating Board, the State Regents for Higher Education
20 must constitutionally take its hands off.

21 The State Regents do not hire faculty. They do not
22 run student life programs. They do not recruit students. So
23 there is a clear division of responsibility between the State
24 Regents as a coordinating agency, a prescribing agency, an
25 alleging agency, and the State Regents as a hiring body

1 responsible for hiring faculty and for recruiting students.

2 Now, in 1973, before the approval of the first state
3 plan in 1974 by the H.E.W., the State Regents agreed to serve
4 as the leadership agency for the State of Oklahoma. Of course
5 this is a State of Oklahoma plan and not a State Regent's plan.

6 Each institution in Oklahoma has its own Affirmative
7 Action plan. The State Regents agreed to gather those and to
8 summarize them and to forward the information to the Office of
9 Civil Rights.

10 So to act as a broker in some instances, a leadership
11 agency for others, and a responsible agency in those areas in
12 which the State Regents do have a constitutional responsibility.
13 That is the programs that each one of the institutions, including
14 Langston, has to offer is a State Regents responsibility.

15 The appointment to the governing boards of the various
16 institutions and indeed to the State Regents, themselves, is a
17 responsibility of the Governor as approved by the State Senate.

18 So, Mr. Chairman, in clarifying the role of the State
19 Regents in preparing the State plan, it's a leadership role in
20 some instances, it is a totally responsible role in other in-
21 stances, such as allegation of resources and approval of programs
22 and it is a brokering role in the instance of hiring faculty and
23 indeed of recruiting students.

24 With that clarification, I would like to then move on
25 to the next item. At any time that you would like to interrupt,

1 Members of the Committee, or Chairman, I would be delighted to
2 try to respond, and if I can't, the coordinator of the state plan,
3 who has conveniently come up with a good case of laryngitis today,
4 I'm sure would be pleased to write a response that I'm not able
5 to take care of.

6 MR. AVENA: One clarification, who hires the chief
7 executive officer of the university system? Is that appointed
8 by the Governor?

9 DR. HOBBS: No. The State Regents hire the chancellor.
10 The chancellor then recommends to the State regents the hiring
11 of staff for the State Coordinating Board. Bear in mind that
12 the State Regents are responsible for a segment of higher educa-
13 tion control within the state and are not responsible for other
14 constitutions. In fact, the Oklahoma statutes makes it against
15 the law for the chancellor or members of the staff or members of
16 the State Regents to even recommend about the appointing of a
17 faculty member or a president on campus. You are subject to
18 removal for even recommending the appointment of a person by
19 the governing board in the state system.

20 Every institution does have its own governing board,
21 although some governing board put on different hats and govern
22 more than others.

23 DR. MITCHELL: The Regents have the authority, but not
24 the responsibility on the one hand in terms of hiring at an
25 institution, but what kind of difficulties does that create?

1 What problems does that create for the regents to carry out the
2 mandates of Adams?

3 DR. HOBBS: I think one must start from the presumption
4 that this is not a State Regents' plan. This is a State of
5 Oklahoma plan. The Governor has a responsibility under that
6 plan, the Oklahoma Legislature has a responsibility under that
7 plan, the State Regents have a responsibility, individual insti-
8 tutions have a responsibility.

9 I would say, Dr. Mitchell, that in the absence of an
10 authoritarian form of government in the State of Oklahoma and
11 of course being a populace state, there is a fractured form of
12 government in the State of Oklahoma. You don't have anybody
13 responsible.

14 MR. FAGIN: Is it correct that each university, since
15 it has its own plan, submits that directly to the Office of Civil
16 Rights rather than to the State Regents?

17 DR. HOBBS: We broker those and summarize those, but
18 have no responsibility for dictating the terms of them or initiat-
19 ing them. The Governor, of course, is the one who officially
20 submits the State of Oklahoma plan to the Office of Civil Rights
21 and the Department of Higher Education.

22 This could be considered a cop-out saying that nobody
23 has responsibility, but the State Regents have attempted to
24 become responsible on behalf of the Governor and on behalf of
25 the institutions for the development of the state plan in its

1 entirety, including to encourage institutions to set worthy goals
2 for faculty employment, but again, the State Regents are limited
3 on how far they can go in that regard.

4 MR. FAGIN: There may be other questions, but I'm
5 wondering if we might call upon Ms. Reece for a presentation at
6 this time. Ms. Reece is a State Regent for Higher Education.

7 MS. REECE: Good morning. I guess I need some intro-
8 duction to know what I'm doing here and what it is that you
9 expect of me. I came walking in and I see a Board. What is it
10 that you would like to know about?

11 MR. FAGIN: Did you receive any advance notice?

12 MS. REECE: I received a letter saying that you wanted
13 me in for an interview at 10:15. I'm at a loss. I just drove
14 in from Muskogee.

15 MR. FAGIN: We appreciate that and I apologize that
16 there was a lack of coordination with us and with the staff.
17 I might just repeat briefly what we are doing here. We are
18 members of the State Advisory Committee to the United States
19 Civil Rights Commission.

20 Our duties are to make various fact-finding investi-
21 gations for the Commission as to the status and compliance with
22 the Civil Rights laws and mandates in the State of Oklahoma
23 today. This is part of a regional project in our region to look
24 at the progress and the effects in the desegregation of Oklahoma's
25 higher educational institutions and to report then as individuals

1 and as a regional project to the Commission.

2 We are also interested in seeing compliance specifically
3 with the Adams mandates and the plans that were required under
4 Adams of the Department of Health, Education, and Welfare, for
5 federally funded institutions, to see that desegregation plans
6 were formulated.

7 We are trying to ascertain here the status of where
8 we are at this particular time through the Adams mandate. If
9 you do not have or do not wish to make a formal presentation, we
10 could continue with the questioning.

11 MS. REECE: Either way. I mean, I can talk if that is
12 what you want me to do. You are walking witness of incidents
13 that have happened as far as the Regents of the State of Oklahoma,
14 but I personally feel the accomplishments that we have done. I
15 can give it to you.

16 I'm Avalon Reece from Muskogee, Oklahoma. I'm a
17 high school counselor. At the time I graduated from high school,
18 I was not permitted to go to any school in Oklahoma. I had to
19 go out of state for my education.

20 Consequently, the same board that I'm serving now is
21 the one that by state law implemented paid my tuition. You
22 didn't know that, but it's good to know some of these things.

23 I went to the University of Southern California to
24 get my Masters and received my Bachelors degree from Langston
25 University. I think at that time, the fees were \$20 an hour.

1 At the University of Oklahoma, it was \$4 an hour. The state
2 made up the difference.

3 In 1954, the law passed and it just so happened my
4 thesis was written on instrumental music and its contribution
5 to Negro high schools in Oklahoma so I had to get stepping and
6 I did graduate in 1954 from the University of Southern California.

7 Since that time, I have seen the implementation of
8 the program and I was glad to be a part of the State Regents'
9 program that was implemented in -- 1978 because I came on the
10 Board in 1980.

11 It was quite revealing to me to be a part of this same
12 system. I have the highest regard for our State Legislators and
13 our Governor for implementing the program. I think we stand
14 tall out of all of the Adams cases, even though it may not be
15 what one perceives it to be. We are far ahead of many of the
16 others.

17 Being in a school system the number of years that I
18 have, which is thirty-eight years in the Muskogee school system,
19 to see implementation of the type of program that we have tried
20 to implement in the State of Oklahoma, you would have to know
21 the background. I can appreciate it and it may seem unreal to
22 many of you, but to come through the grass roots of any type of
23 program of this nature, one could well see many accomplishments.

24 That goes back to my previous statement of what is it
25 that you really want to know because any phase you want to know

1 about, I think that I might be able to answer specific questions
2 that you would like.

3 MR. FAGIN: In your own experience in Muskogee, have
4 you been involved or seen direct affirmative action recruitment
5 programs from the colleges recruiting black students into the
6 colleges and universities?

7 MS. REECE: Very definitely. You would have to know
8 Muskogee. We are the type of city that we have excellence in
9 education and it has been that way through the years in spite of
10 our disadvantages.

11 Yes, many of the institutions come quite often.

12 MR. FAGIN: Every year?

13 MS. REECE: Yes. We have Career Days and all schools
14 are represented. At that part, they are not being denied.

15 MR. FAGIN: They are open to everyone, but are they
16 specifically directed, any of them, towards the black students?

17 MS. REECE: They may come out sometimes and ask. Yes,
18 various institution will come recruiting minorities. All of them
19 were hitting on all of the doors and because of the programs
20 that we have -- I think we have the largest minority area --
21 they have been concentrating in that area.

22 MR. FAGIN: I have one other question, in terms of
23 funding, do you give to the universities a gross budget or are
24 there specific funds allocated? For example, are their monies
25 for Affirmative Action programs specifically earmarked by the

1 Regents or do most universities determine their own budget?

2 DR. HOBBS: The Oklahoma legislators, by constitution,
3 appropriate it. The State Regents allocate it to the institu-
4 tions. The State Regents follow the same practice with regard
5 to allocations of resources to institutions. They allocate
6 resources to institutions in a lump sum and then, the institu-
7 tions prepare a budget for that lump sum and presents it back
8 to the State Regents for review.

9 Once it is approved, then it operates, the institution,
10 through the state treasury. So the State Regents do have a
11 review and approval, but they do not designate line item funds
12 for any purpose.

13 MR. FAGIN: Do they make line item recommendations
14 once the budgets are resubmitted? What I'm getting to is
15 whether it's an appropriate responsibility that you could suggest
16 to a university that there is much too small a budget for example
17 for Affirmative Action? Or would that be outside the scope of
18 you responsibilities?

19 DR. HOBBS: I think it's fair to say that the State
20 Regents can suggest to institutions appropriate division and do
21 on a generic basis, but they typically do it by a budget function.
22 There are about nine budget functions and so they would stay
23 pretty much at arm length. They would suggest within the area
24 of instruction that they may not be devoting enough of their
25 budget to instruction or to the library or to research, but

1 typically they won't go below that first level and suggest to
2 institutions that they ought to pay this faculty member more
3 than that faculty member or they ought to give this department
4 more than that department. I think they could, but they have not.

5 MR. FAGIN: Do you or your associate know whether the
6 State Regents have specifically looked at the budget on Affirm-
7 ative Action programs in the various colleges? I know there
8 are a lot of other line items.

9 MR. HAGY: The basic philosophy of the plan is insti-
10 tutionalization of everything.

11 DR. HOBBS: Mr. Joe Hagy has said that the basic
12 philosophy of the plan is not to budget, but to institutionalize.
13 Anything that the institution initiates and commits itself to
14 is much more likely to inhere over the long haul. While it
15 takes perhaps longer to do it that way, we are very pleased at
16 the things that institutions have committed themselves to that
17 why have stayed with through the decade.

18 I think it's fair to say that the State Regents, in
19 budget sessions with all governing boards, have gone over this
20 item every time that we meet with a governing board. These
21 will be some of the things that will be stressed, recruitment
22 of students, devotion of additional resources to Affirmative
23 Action, employment, and all of these things, but within the
24 scope of ultimate responsibility.

25 MR. AVENA: To Dr. Hobbs and Ms. Reece, both, part of

1 what we are doing is going through the four states in our region
2 that have Adams commitments and part of what I want to hear from
3 you as either administrators or members of the Board, is are you
4 happy with what Oklahoma has done under Adams? Are you satisfied
5 with what has been accomplished so far?

6 MS. REECE: If you are speaking to me, yes, I'm happy
7 with what Oklahoma has done. I'm not satisfied with all of the
8 things that I would like to see for the minorities, in particular
9 blacks, but as a total program, yes, I'm very pleased with Okla-
10 homa.

11 DR. HOBBS: I could echo Ms. Reece's thoughts about
12 being pleased with the progress that has been made and about
13 being dissatisfied with the number of elements that seem to be
14 intransigent, particularly professional school enrollment,
15 faculty employment. These kind of things are disturbing, not
16 only in Oklahoma, but they are disturbing on the national level.

17 As Dr. Upton pointed out, there are a number of
18 national data bases and statistics, none of which appear to be
19 definitive. I would like to see some definitive statistics
20 about the employment of faculty. I would like to see the Office
21 of Civil Rights make itself responsible for doing a state by
22 state data collection and publication so we could see how well
23 Oklahoma is doing or how poorly.

24 We have a feeling for the things that we are doing well
25 in and although there are still some gaps, I think the recruit-

1 ment of undergraduate students shows a good record. When you
2 look particularly at blacks and whites, thirty years ago, whites
3 went to higher education at three to one the rate of blacks.
4 Now, we are up to about ninety percent of parity by population.
5 While that may not be a hundred percent, if you did a series of
6 comparison of black income, of black aptitude, or accomplishment,
7 I think you would find that black enrollment is doing very well
8 in the undergraduate level and many of the graduate programs,
9 but the professional programs are quite different and we would be
10 the first to say we are not satisfied about professional school
11 recruitment or professional school enrollment and that is proba-
12 bly saying it mildly.

13 MS. REECE: You asked about the total program. We are
14 putting all institutions together, keep this in mind, because
15 there are some institutions that are not doing well, but if you
16 put them together, then we are talking about the state as a whole.

17 There are institutions that are not doing as well as
18 we would like for them to do and then there are some doing a
19 tremendous job and we would like to give them some Brownie points,
20 but it's impossible because you can't do that.

21 MR. AVENA: Why do you think some are doing better
22 than others?

23 MS. REECE: It could be the area. Say, for instance,
24 in certain sections of the State of Oklahoma, there may not be
25 any blacks. There may be one family or two families or this

1 sort of thing. I was meaning all of that. Consequently, you
2 couldn't expect an institution that didn't have any blacks to
3 have a big Affirmative Action program.

4 MR. AVENA: Let me ask you this, from your point of
5 view, what would the accomplishment be today in Oklahoma without
6 Adams? If there had been no Adams lawsuit, where would we be
7 today?

8 MS. REECE: We might be like we were more than thirty
9 or forty years ago. I think I have made a difference on the Board.
10 At the time when I came on, there was a separate budget over here
11 and a lump sum because of the Adams case and the other institu-
12 tions were itemized and I have seen the change where they are
13 into the system.

14 DR. HOBBS: I would differ in one respect to Ms. Reece.
15 Of course I do it at my own peril.

16 MS. REECE: That's right.

17 DR. HOBBS: I do differ in one respect. The data
18 between 1955 and 1973, after Brown versus Topeka, Oklahoma legally
19 desegregated its system in the Fall of 1955. Between there and
20 1973, when Oklahoma gathered its first data and the Office of
21 Civil Rights really came out with its first data base, there
22 was tremendous progress in the enrollment and desegregation at
23 the institutions at the undergraduate level.

24 I would say Oklahoma has made great progress under
25 Adams in the areas of attempting to employ faculty and staff, not

1 always successful in faculty but in staff, and they have made
2 some progress in the professional school enrollment area. I
3 think they have made good progress at the graduate level. They
4 have made more than progress in the appointment of minority
5 members to governing boards so that's now above population parity.

6 I think in the months ahead, you will probably see a
7 continuation of that. Only within that degree would I disagree
8 with Regent Reece. I think data clearly shows that Adams has
9 had little impact overall probably on undergraduate enrollment
10 in the black population at large, but I think it has had some
11 impact on the kind of institutions that blacks were recruited
12 from.

13 MS. REECE: It has had an impact on the institutions,
14 also. Mandates.

15 DR. HOBBS: I think, for example, we have seen great
16 progress year by year -- slow, but continuous -- at the Univer-
17 sity of Oklahoma. The University of Oklahoma should make pro-
18 gress because of the concentration of minority students in the
19 Oklahoma City schools and metropolitan areas. They have done
20 that. That has been progress.

21 Black students have left Langston and have gone to
22 other institutions in the state system and I think that has been
23 partially Adams and partially just family choice.

24 DR. UPTON: The progress Oklahoma made between 1955
25 and 1973 parallels the same progress that was made throughout

1 the country during this particular time. Anyway, how would you
2 respond to the charge of disparity that exists in graduates of
3 professional schools and with the employment of black faculty,
4 that these disparities overshadow all of the other accomplishments
5 in the undergraduate education and retention and whatever else,
6 because these were the more critical areas that have been iden-
7 tified in the literature to sustain the participation of blacks
8 and also to upgrade the graduation rates by giving students
9 mentors and role models for black students to participate suc-
10 cessfully in higher education?

11 DR. HOBBS: Are you bringing that charge against me
12 or the State Regents or the State of Oklahoma uniquely?

13 DR. UPTON: The State of Oklahoma. How would you
14 respond to that charge, that the other categories are more
15 easily in reach?

16 DR. HOBBS: That's true. I think if you will look
17 at the United States -- Again, I would challenge you for more
18 definitive statistics --

19 DR. UPTON: I agree this parallels the nation, but
20 somebody should take the lead in eradicating these disparities.

21 DR. HOBBS: I think if you are saying why have not
22 colleges and universities in the United States be able or willing
23 or perhaps both, then I would say we are in the same situation
24 as the nation. A survey conducted by Oklahoma State University
25 of the universities around the country, of one hundred fifty

1 institutions, makes it very apparent to us that particularly in
2 doctoral institutions, we are about on target now. You say how
3 much of that is due to the ability of institutions to recruit out
4 of the market and how much of that is a shortage on the market,
5 we don't know. How much of that is built in, institutionalized,
6 good old boys or buddy system among the graduates, the PhD
7 teachers who recommend the hiring of people at the institutional
8 level, I don't know. How much of it is an unwillingness of
9 institution governing boards investing resources, I don't know
10 that.

11 We have one program, Dr. Upton, as you are aware, of
12 minority faculty incentive programs this year. We have about
13 \$300,000 being invested at the market. I must commend the Okla-
14 homa Legislature for going against the grain, with the National
15 Administrators and perhaps even the Office of Civil Rights taking
16 much pressure off, and investing additional resources, an addi-
17 tional \$500,000, half a million dollars, towards affirmative
18 action programs in the state system to go with the resources that
19 are already being allocated and implemented by the State Regents.

20 Part of that money is to help institutions by giving to
21 them \$25,000 a piece for every permanent PhD minority faculty
22 member this year and if that continues, maybe in years to come.
23 Thus far, in our history -- and we have had one semester now --
24 we have not had a single bona fide claim yet by a PhD against
25 that \$25,000. We have had claims of other institutions like at

1 the Health Sciences Center.

2 Institutions have announced to us that they are going
3 to make claims against that the second semester. When we put
4 that program into operation, we had mixed reactions. Some say
5 that is nothing but a bounty on black faculty members. We said
6 so be it. We have tried everything else.

7 Now, we will be disappointed if there is a great out-
8 pouring of hiring of black faculty members as a result of this
9 program. The reason we will be disappointed is because we will
10 have to conclude that institutions weren't acting in good faith.
11 We can't lose. If we move further towards our goals, if they
12 hire additional black faculty members -- If not, we are able to
13 keep faith with ourselves that maybe they weren't out there
14 after all.

15 That's a long way around, Dr. Upton, but I would say
16 Oklahoma is probably no better than the nation, probably no
17 better or no worse than the nation for whatever comfort that
18 gives to us.

19 I think these things are not simplistic. They are not
20 merely matters of being unwilling. Unwilling and unable, in
21 combination, I would say that.

22 MR. MALETZ: Could you estimate what the effect of the
23 current budget crisis in higher education might be on this faculty
24 recruitment problem or other problems connected with this?

25 MS. REECE: Just like in any phase whether it's educa-

1 tion or the world of work, it's going to effect. It's going to
2 bring us closer together. It just so happens that last week, I
3 noticed Oklahoma State University and Oklahoma City University
4 were together and working out problems. This goes way back really.

5 I went to an inservice education program in Seattle,
6 Washington, and I came back and told the Regents that we are
7 going to have to work as a unit, higher education, secondary
8 education, elementary education, and vocational people because
9 we are all doing the same thing basically, state schools versus
10 private schools. This was four years ago.

11 It's here now, and I feel good because I came back and
12 told them let's all work together. When we have a money crunch,
13 many groups work together and they will find ways to mix and
14 mingle and I think we have a good relation with the private
15 schools in Oklahoma.

16 Thanks to our legislators and this sort of thing, we
17 are working together. It's because of the money crunch. The
18 private schools, their tuitions are enormous, \$125, \$130, \$150
19 an hour versus the state \$10 and \$20. You know what is going to
20 happen. We they found out it's that high, they start going back
21 to the state schools.

22 We are working together and taking classes with each
23 other. When you get that money, you will find ways to work
24 together and I think it will help us.

25 DR. HOBBS: I think there have been announced on behalf

1 of the Oklahoma Legislative leadership that they are going to
2 try to hold the cuts to education down to ten percent in fiscal
3 1987 over fiscal 1986. If that's so, we would expect the cuts
4 in this area to take a prorated, but no greater than prorated,
5 cut.

6 We have a little over \$800,000 at the state Regents
7 level invested specifically in the state plan program. We expect
8 that to be cut back by no more than ten percent.

9 MS. LEARNED: I was sitting here listening and I'm
10 new on the Commission and everything so I have a lot to learn,
11 but what concerns me is that Oklahoma I think has the second
12 largest in the country Indian population. What I'm hearing from
13 Ms. Reece is her concern for the black people and your concern is
14 for the whites. Where is the concern for the Indian?

15 MS. REECE: I will answer that because I didn't specif-
16 ically say the blacks. I just happened to tell you something that
17 happened in my life time. At no time have I said anything about
18 which race, but the Indians are very well taken care of because
19 they are not considered in the Adams case as Indians or a minority.
20 They are considered as white.

21 In the Adams case, everybody is over here and the blacks;
22 okay? So the Indians are included with the majority. So that
23 is the reason why you haven't heard. We have had a program
24 where we worked two years ago or three years ago on the minorities
25 and the American Indian and we have information on that compiled,

1 but in no time have they be denied.

2 If you want to look at it another way, when you start
3 hiring and they put minorities in, they have a lot of minorities
4 instead of blacks. I was just specifically mentioning the blacks.

5 MR. FAGIN: Let's do be clear, though, that the purpose
6 here today is that we are focusing on the Adams case and that
7 specifically deals with black desegregation in Oklahoma.

8 MS. LEARNED: Like I said, I'm new and I'm learning.

9 MS. REECE: That's all right. We are all still learning.

10 DR. HOBBS: This may be out of context, but the State
11 Regents are quite well aware that because of our heritage as
12 Oklahomans and because of our situation, we do have we think more
13 Indians than any state. California out distanced us, but if you
14 look at tribal affiliations, which is the way "real Indians"
15 look at each other, then Oklahoma would be first and we certainly
16 would have the greatest problem and the greatest opportunity.

17 Phil Hagy did the Nation's first study in higher edu-
18 cation, or an inventory, of Indian enrollment in colleges and
19 universities within a given state by tribe, and we are convinced
20 that we are going to have to operate not in a monolithic fashion
21 but with tribal governments and tribal counsels and parents and
22 groups in that manner and we do have programs ready to go.

23 This next year, we have a conference on minority
24 concerns coming up in Tulsa on the 20th and 21st, for which
25 there will be representation on the part of Indians as well as

1 blacks as well as hispanics and other minorities. We are not
2 neglecting this area. We do share your concern.

3 MR. FAGIN: In terms of the budget crunch that is being
4 faced, it may not be as severe as we are concerned. Since each
5 school has its own plan and is charged with its own implementa-
6 tion of the Adams plan, do you anticipate that there is an oppor-
7 tunity for those schools to work together? Are you indicating
8 that you believe that's a possibility?

9 MS. REECE: I don't know about some of them, but
10 speaking for my school, I can speak to that issue. We used to
11 have Career Days where all the institutions would come to our
12 school and then go to another one, but now, they are synchronizing
13 and there are schools together. An institution will come to
14 Muskogee High School in the morning and come to Hilldale in the
15 afternoon and schools will go there together to take advantage
16 of the various institutions that are coming at that time.

17 There is a coordination in that fashion. So one
18 school comes and another one and if they want to come back and
19 make a special plea to a group of students, we will set a time
20 for that.

21 DR. HOBBS: We are seeing cooperation of institutions
22 on various programs. Annually, we have a program in connection
23 with the Oklahoma City State Fair -- I must say it that way be-
24 cause Tulsa also has a state fair.

25 At the Oklahoma City State Fair, all of the institutions

1 join together in a combined recruitment effort. We have a cen-
2 tral education center that was created under a federal program
3 that was initiated a few years ago and all institutions do serve
4 as an information point for all institutions in the State of
5 Oklahoma.

6 But as you may well be aware, the recruitment of students
7 in a time of shortage has been highly competitive and rewarding
8 enterprise. It's very difficult. We use college age students
9 to further this kind of cooperation and we will continue to attempt
10 to do that.

11 MR. FAGIN: On the faculty recruitment issue, is there
12 a coordinated effort to bring people into this state or to hire
13 from within by the various universities?

14 DR. HOBBS; We have two programs at the state level in
15 the state plan designed to try to assist with that. One of them
16 is a state clearing house in the Will Roger\$ building in the
17 State Capitol complex in which institutions list their vacancies
18 and in which faculty members looking for positions can match up
19 together. We also initiated about three years ago in the state
20 plan a directory in which we go out to quite a number, more than
21 a hundred, PhD granting institutions and other places in which
22 we ask them to provide for us a roster of their graduating
23 minority and women students. That's a program initiated by Joe
24 Hagy. We do get several thousand graduates back and we make that
25 available to the Affirmative Action officers at the various

1 institutions to match up graduates with the needs of the insti-
2 tutions.

3 We hope as the years go by that both of those would
4 bear additional fruit and they have born some. One of the
5 encouraging things that have not been mentioned about faculty
6 hiring, if you look at the younger cohorts of faculty hiring
7 that have been made over the past ten years, you do find, even
8 thought the state average of black faculty is only at about three
9 percent, you do find in the younger cohorts between twenty-five
10 and thirty-five, over five percent blacks hired, in the group of
11 thirty-five to forty-five, four percent hired, but when you get
12 on up into fifty and sixty, you began to get down to less than
13 one percent.

14 In one sense, if we can retire off and die off the
15 older cohorts while hiring the new ones at the same rate in those
16 age groups, eventually you will come close to parity.

17 DR. UPTON: How far advanced do you anticipate the
18 state will be in twenty years or ten years given this progress
19 that you have just outlined?

20 DR. HOBBS: Looking at the data, of course you are
21 dealing here not with proportions of the population, but with
22 faculty availability. First, you have to graduate people through
23 the system. If we don't graduate minorities through the system
24 at that rate, it will take longer. I would hope by the year
25 2000, but I would not think any sooner than that.

1 We feel good about the minorities doctoral studies
2 program, in which students get resources that are worth about
3 \$65,000 by the time they go through the four year doctoral pro-
4 gram. Thus far in the history of that program, about two out
5 of three people who have entered into the program are still either
6 in the process or have completed and are in position either in
7 this state or other states -- we don't want to be so selfish as
8 to say we don't want one of our PhD graduates to go to another
9 state because these are our citizens and we want that to happen.

10 But our primary purpose is that we can grow our own.
11 So with two out of three, we would judge that to be successful
12 and we think that's a good program.

13 The Minority Professional Program is a like one.
14 We are very proud of that one. This is a cooperative program
15 now with the institutions. Over a four year period, the state
16 Regents will pay for two of them and the institutions pay for
17 two years of it. They are able to recruit minority students and
18 say, "Here, you have a four year ride," whereas when we started
19 this program, it was a one year ride. We got outbid by out-of-
20 state institutions.

21 The Minority Advocate Recruitment Program, we are able
22 now to generate at the tenth and eleventh grade in public schools,
23 lists of several thousand minority students, names and addresses
24 so that institutions can utilize those in recruitment.

25 Probably in retrospect, we are going to be proud of

1 our Minority Faculty Incentive Program, our Minority Doctorial
2 Scholars Program, and other things related on the campus level,
3 our Mentor Program. Some of these things we have borrowed from
4 other places where they have been successful. If you know about
5 some good things, we want to hear about them and we will try to
6 incorporate them.

7 As far as Langston University, the State Regents
8 responsibility on the one hand is to desegregate that institution
9 like we have desegregated every other institution in the state
10 system. On the other hand, at the national level, they pretty
11 much make a special case out of the traditionally black institu-
12 tions. So do you emphasis it's role as a traditionally black
13 institution in a segregated manner or do you desegregate it?

14 At this point, I think the State Regents can say that
15 the institution in its entirety, when you look at all three of
16 its campuses, is desegregated. It's about fifty percent non-black.
17 If you say has the institution had its fair share of resources,
18 I think the Record will say that it has.

19 The Office of Civil Rights has indicated in writing
20 that the State Regents have fulfilled their obligation to Langston
21 University under the most recent plan.

22 MR. PURDY: I have been reading through the statistics
23 from the report to the governor and I am quite impressed, but I
24 wondered to myself if it is appropriate to have effective affirma-
25 tive action plans at the college level for some areas of higher

1 education on an individual basis, I'm worried about the effect
2 of that. First, I don't want any lowering of necessary standards,
3 I don't want any artificial barriers, but I'm worried about whether
4 or not the emphasis shouldn't be below the college level. I'm
5 concerned about the fact that you might have criticism about these
6 these areas where efforts may not be constructively applied
7 at the college level of affirmative action as opposed to perhaps
8 in high school or lower.

9 I know that when I got out of high school, there wasn't
10 any way in the world anybody was going to get me into physics.
11 It's a little late. I know we are running out of time, but I'm
12 worried about criticism of Oklahoma's efforts on these individual
13 areas.

14 MS. REECE: This is a very difficult question. We are
15 all excited about the area of science and math. We are putting
16 more emphasis on it. I'm having problems relating with this in
17 the high school because a lot of times, people will say that they
18 want to lower the standards. You do not lower the standards
19 for minority students. You lower the standards for all students.
20 It just so happens those are the ones they exploit more than
21 others because many students are being effected by these standards
22 that you are talking about.

23 Particularly in the maths, we are talking about the
24 high technology and being a minority, I don't think you want
25 them to lower standards because in the final analysis, if we keep

1 putting these standards on for whatever reason they will put
2 them on, somebody is going to get hurt.

3 I have survived all of these situations, even in the
4 sciences and maths and the kids are going to do the same thing.
5 Despite what one might think, you know, they are trying to get
6 the superstars which are the black athletes, but they never
7 mention about the sciences, they never mention about the musicians,
8 they never mention about the speech people. It's always the
9 athletes, but there are other kids being denied, too, but you
10 don't get the statistics on them so they are going to hurt too.

11 If we go and build a program -- and I realize the
12 advantage of high technology that we have with the international
13 trade that we have coming in here. I can see things that are
14 happening just this year in high school because kids don't get
15 out of school now. They used to get out at 1:00 or 2:00 or when-
16 ever they got the necessary requirements, but they were putting
17 pressure on the adults because kids were taking jobs that the
18 parents needed. Consequently with the kids back in school, the
19 parents are able to get some jobs. There are many factors in-
20 volved.

21 It sounds good about the science and the math and the
22 various programs. How many kids are going to be affected because
23 the kids who are in high school that are taking veterinarian
24 medicine, it's like a franchise. It's big business. A little
25 boy used to have his lamb and his cow and his chickens and this

1 sort of thing, but now, they don't get a chance.

2 In Muskogee, most, fifty percent of it is agro-related,
3 making of the grain, but there are not that many kids involved
4 in it. Somebody has to feed us. These are the sort of things
5 where you try to motivate the kids, but everybody is out there
6 talking about computer science. A kid four or five years old
7 can go in a Safeway and tear that machine up. Sometimes we may
8 be putting it out of perspective.

9 If we encourage and pat the good kids on and tell them
10 there's something worth it -- Kids need to be motivated and I
11 think college will do that.

12 DR. HOBBS: You have at the institutional level, people
13 here who have headed up programs to recruit minorities into
14 engineering and math and science. Dr. Mitchell of your own panel
15 is one of them who has been successful at an institution in times
16 past in recruiting students in engineering and science. Hazel
17 Scott and Pauline Kopecky can tell you more about O.S.U. O.U.
18 also has its own affirmative action program to attempt to recruit
19 students for those fields.

20 Two years ago, the State Regents did adopt a series of
21 high school curricular requirements which will mean that when
22 students, whether they are minority or majority, when they do
23 get to college, they will have had the requisite math and science
24 as a base if they are interested in math or science so it won't
25 be too late for them to go into these particular fields.

1 We feel that in 1988, we will begin to see a substan-
2 tial upgrading in the math and science brought by minority students
3 to our state system. Then you have a chance to get into engineer-
4 ing, then you have a chance to get into math and science.

5 MR. FAGIN: Thank you both very much. We appreciate
6 you being here. Let me ask, if there are later questions of the
7 Committee, may we address them in written form to you, on a
8 purely voluntary basis?

9 DR. HOBBS: If you would get them to me, we will be
10 glad to see that Regent Reece over in Muskogee gets hold of them
11 or if you want to contact her, you have her name and address.
12 I will see that the institutions get them or that the State
13 Regents get them.

14 MS. REECE: Will we get a report of the interviews that
15 you have.

16 MR. FAGIN: We will see that you are mailed a copy of
17 the transcript.

18 MS. REECE: Thank you very much.

19 MR. FAGIN: We are running a few minutes behind. Our
20 next topic deals with the Legislative Response to Adams. I under-
21 stand that our presenters are here. Let me mention that the
22 specific information that we want to have addressed by the legis-
23 lators in the limited amount of time that we have is the background
24 on the appointment of a special committee on affirmative action
25 in higher education, the committee's work, their findings and

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1 results, and the views they care to share on whether the state
2 has fulfilled its commitment to make Langston University an
3 integral part of the state system of higher education, and any
4 views on the commitment of the state in a post Adams era to the
5 policies, programs and activities initiated in response to
6 Oklahoma's desegregation plan.

7 We have Representative Don Rosswith us and David Riggs--

8 MR. ROSS: He is represented here by Ken Harris.

9 MR. FAGIN: And we have Debbie Terlip. We turn the
10 floor to you in which ever order you wish to proceed.

11 MR. ROSS: I think first of all, Ken and I will -- I
12 will discuss the background Ken will review the commitments of
13 the state. The whole question about Langston, that wasn't an
14 essential part of our report and I don't feel confident enough
15 to go into that.

16 MR. FAGIN: We do have a time to discuss that later.

17 MR. ROSS: The committee was drawn up as the result
18 of an earlier committee where we explored the possible biases.
19 There were are number of professors, who incidently are minority
20 who also had concerns in secondary and higher education so we
21 began to discuss what could the legislation role be.

22 As we began to examine our problem, it seemed as though
23 the statistics and the Regents pointed out that we were not only
24 losing minority professors, particularly black professors, we were
25 losing minority students as such and we did not understand.

1 Many of the professors who were hired in those turbulent
2 1960's that gave a picture of some progress were no longer at
3 the universities. We decided to see if the House of Representa-
4 tives would go on record of at least examining that problem.

5 We presented it to the speaker who encouraged us to
6 do so. We brought it to the House. The vote was in favor of it.
7 We began to look, but as we examined the various facets of affirm-
8 ative action, we didn't know whether it was a power war.

9 I guess my naive notions, and to some degree I still
10 have them, that the State Regents still have a bigger stick.
11 After looking into the relationships of the University Regents,
12 that it was a constitutional factor, we realized that that wasn't
13 necessarily the case. Employment was the one area that as we
14 understood the Adams decision, wasn't generally covered in any
15 significant degree.

16 What I understood the federal government did was sue
17 a state or put a state on alert and say, "Solve the problem."
18 The government merely gave the problem to the Regents to resolve,
19 but the Regents have no control over employment. So even though
20 three fourths of the Adams decision had to do with employment,
21 there were no legal powers to deal with the area, that signifi-
22 cant area.

23 We did agree to look at employment, not because employ-
24 ment was a void. We thought that that was a place that was
25 appropriately addressed legislatively. We thought that if we

1 could enhance the number of minority professors on the university
2 level, they would serve as role models in order to enhance the
3 recruitment that was also declining. We took a sharp view in
4 one respect to answer a long overall view in another respect.

5 I guess we worked through this thing pretty negatively
6 because there was a degree of mistrust with the Regents of all
7 universities, particularly the State Regents, a degree of distrust
8 of the university system.

9 Through the education process, I did understand and
10 become more comfortable with the role that the State Regents must
11 serve and where the real problems were on the university level.
12 To cut it short and go to the bottom line, we had a colleague
13 of Dr. Upton's, a Dr. Reed, come in and speak to us about how
14 the areas of employment and others could best be enhanced.

15 Two of his recommendations were to get a pool of money
16 to hire minority professors and to have the legislature on record
17 of favoring this kind of emphasis through a resolution. I think
18 we passed a resolution with two resending votes in the House as
19 I remember.

20 We appropriated \$500,000 for affirmative action programs
21 some to enhance the Regents current institutional program, but
22 \$300,000 specifically geared or designed to hire minority
23 professors.

24 I presented a paper on Oklahoma's experiences to my
25 national convention in Philadelphia in November. That was almost

1 revolutionary in a sense because the other fifty states were
2 pulling back to some degree on affirmative action and Oklahoma
3 was putting money in it. Minor as it may be, it was significant
4 that California, which is kind of a leader in this area, had also
5 pulled back as I understood from there representative there.

6 MR. MALETZ: In what year was this appropriation made?

7 MR. ROSS: The current year. We responded to what the
8 Regents' statistics were even though initially the committee
9 thought that the colleges' goals for hiring minorities and
10 recruiting students was very low and that they set their own
11 goals, but they were not reaching them. We couldn't understand
12 that. The reason that most of the universities gave us was that
13 there was no money.

14 So what we tried to respond to was to answer the
15 question of no money because this money is earmarked specifically
16 for these programs.

17 I could go on further, but I would like my colleague,
18 Mr. Harris, to go into the second phase of what you requested.

19 MR. HARRIS: My name is Ken Harris. Incidentally, I
20 am the chairman of the State and Federal Relations Committee of
21 the House of Representatives. On this study, Don asked me to
22 be honest so the result has been an awareness that did not
23 previously exist and a tuning in to the fact that it's to all
24 best interest that the issue of the tax consumer become revenue
25 based providers with a decreasing minority population in this

1 part of the country. We have to do something to remove the
2 existing obstacles and allow self determination to take place.

3 As an attorney, I believe the legislative response to
4 it has nor been myopic, but fine tuned and honed in on this
5 business of money. The carrot and stick approach that was talked
6 about has simply been, for lack of a better term, a bounty
7 placed on each minority head who would receive a tenure tract
8 position from a hiring committee inside higher education.

9 Some of the shortcomings that Representative Ross men-
10 tioned were those of awareness on the part of the committee
11 members on how the hiring process worked in the past. What the
12 legislative response was and what it will be in the future, the
13 immediate future, is to address directly the barriers, and the
14 barriers are not necessarily race or prejudice inside the univer-
15 sities but might have been an excuse for not providing this
16 opportunity. The excuse has always been one of once you provide
17 tenure, you are married to that individual and we have to have
18 the best quality of person we can have and so we fall back on
19 the response of money.

20 You provide them the money in a bounty sense -- and
21 I've forgotten the details, but it \$25,000, I believe per head
22 if you will, -- and some of the opposition falls by the wayside
23 and barriers begin to crumble whenever a department head or
24 committee head in a hiring committee relizes that there is no
25 loss if they select somebody that they personally don't know or

1 are not comfortable with socially because the bounty provides the
2 opportunity for the relief of that stress of money. It's kind
3 of like a fail-safe system for the hiring function. We are saying
4 to the universities that we will hold your hiring budget harmless
5 if you will direct your resources to this pool of black minority
6 professors.

7 That's the first observation in the way of the legis-
8 latures response, and we will continue to respond in keeping
9 our eyes focused on making those people who object to the hiring
10 of minorities because of a loss of budget. We eliminate that
11 objection right away by providing the money and keeping it there,

12 Our immediate effort will have to be to keep the money
13 there because the attack on the budget is severe. If there's
14 any money laying around on the table, on the shelf, or in a box
15 awaiting appropriation for last year's budget that has been de-
16 fined as a new program, which this undoubtedly is, it's in serious
17 jeopardy. It's a serious concern that there is a \$300,000 pool
18 of money that is yet to be appropriated even though it has been
19 previously earmarked and designed for a particular purpose.

20 So the immediate legislative goal will be to protect
21 that money and that will be a challenge to anybody who recognizes
22 that there will be a need to increase the pool of higher educa-
23 tion faculty.

24 That's it. There's no time to discuss any of the
25 niceties of how you legislatively get out of a problem other than

1 to hone in directly when you are being attacked from all sides
2 trying to get at that money. It's time to cover the flanks and
3 that's all we are going to do in the immediate future in legis-
4 latively meeting the goals we have talked about in the past is
5 to protect that money. \$300,000 doesn't sound like a great deal,
6 but a lot of blood can be spilled over \$300,000 so the immediate
7 goal would be to protect that money.

8 MR. ROSS: If I might, I would like to call upon our
9 staff person, Debbie here, who is the brains. We take the credit
10 but she did all of the work. I would like Debbie to comment
11 on the findings, the results, and where we are now.

12 MS. TERLIP: I will make this very brief. I would
13 like to commend Representative Ross, Riggs, and Harris and all
14 of the Committee members on their special devotion to the subject
15 because a lot of times when legislators hold special interim
16 committees, they hold some meeting and have some people come
17 talk to them at the capitol, but this committee took their job
18 very seriously. They took it to the point of traveling to both
19 the University of Oklahoma and Oklahoma State University campuses
20 and held meetings on the campuses and asked minority faculty
21 representatives to come and talk with them and honestly discuss
22 the issue with them.

23 Some of the things that they learned were a little bit
24 surprising and I think they realized then the seriousness and the
25 size of the job they had before them. You don't really get a

1 true representation by talking to the affirmative action officers
2 on campus because it's the faculty that actually handles employ-
3 ment.

4 Looking at the latest statistics in the 1985 annual
5 report on compliance with Title Six of the Civil Rights Act,
6 it appears that even as the committee last year was trying to do
7 some work in this area, that the hiring figure remained at a
8 plateau and really did not show any improvement. If anything,
9 it might have backslid a little bit.

10 So I think the Committee's work is particularly timely
11 and I will be very interested in doing work for the legislature
12 in the future to follow the effects that this funding may have
13 had over the long term and to see if any results have come out
14 of it.

15 MR. MALETZ: Does the program work by offering the
16 institution a \$25,000 supplement for hiring a minority faculty
17 member on a one time basis or will it be continuing support for
18 that same faculty member? Is the program designed to be a one
19 time bonus?

20 MR. ROSS; It's designed to be a one time bonus after
21 that year's payment. To qualify, the university must put him
22 in a tenure tract position. We didn't want them to keep putting
23 guys under this whole umbrella of that program. We want to get
24 new people.

25 I know that Ken was saying that we have to battle this

1 on two fronts. We have already been cut ten percent of that
2 \$300,000 now in this current budget. That's just the first round.

3 MR. HARRIS: Let me tell you what I was saying. This
4 is a little intrcspection here, but once I realized or found out
5 that if you take at the professional level, a minority and inject
6 him into the work force where previously there had been none,
7 the work product of the entire community in that work force went
8 up, the quality of the work went up, and in most places that I
9 have seen, moral goes up and the individual, themselves, become
10 an asset. I'm talking about the minority individual who previously
11 was a threat, but now is a colleague. The result is better work
12 product from everybody.

13 Race is then no longer an issue. Once they get in that
14 pool of tenure tract people, it's no longer an issue. The barrier
15 has always been money. Coming from a military community, I also
16 know that when the three star at the top gives the instructions,
17 there's not a whole lot of problems with getting it interpreted
18 down the line.

19 Prior to Adams, we didn't have the lever we needed to
20 kind of get the middle man in line. With this funding, we do
21 have that lever.

22 MR. MALETZ: I'm sure this is stating the obvious, but
23 the budget crisis is severe and there is at O.U. currently, vir-
24 tually a hiring freeze. As far as I can understand, even a minorit
25 faculty member with this bonus would be a problem to hire. So

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1 the whole hiring problem for everybody right now is very severe,
2 as I think we all should know.

3 MR. ROSS: I haven't seen the actual order, but the
4 order is flexible in situations like this. There are situations
5 where they haven't been challenged yet. I would like to read one
6 thing into the Record. I borrowed this speech from a colleague
7 that used to make this speech before the Regents everytime they
8 had a meeting.

9 In 1897, there was one black dean and in 1985, there is
10 still one black dean. I would like to think as a result of this
11 Committee's work and other efforts that I can't make that speech
12 any more. We now have two black deans in the state of Oklahoma,
13 Dr. Paul Leland who is not only a dean, he's dean of a graduate
14 school, a dean of deans. That was revolutionary in our state.

15 MR. FAGIN: Does the legislature itself have any direct
16 rapport with the State Regents on funding for these programs?

17 MR. ROSS: One of my great challenges personally is to
18 institutionalize these programs and the Regents are certainly a
19 help there, but all we can do is state our intent and hopefully
20 the Regents will carry that out. There are certain penalties
21 that the Regents are well aware of if that intent is ignored.
22 The budget may be called next year. That's the kind of approach
23 that we use.

24 First of all, you get the legislature on your team,
25 in favor of these kinds of ideas. The Regents are as political

1 as we are. They understand what that means.

2 MR. FAGIN: So the legislature generally makes one
3 appropriation to the Regents and therefore the legislature loses
4 some control in terms of institutions?

5 MR. ROSS: Certainly. We do give an intent on how we
6 want this money spent. They have the flexibility to ignore it
7 or to follow it or to do nothing or to do it all.

8 MS. TERLIP: Constitutionally, the legislature is
9 pretty much prohibited from doing anything other than appropriat-
10 ing one lump sum. Some of the leverage they exercise over other
11 agencies is writing a law, but their hands are pretty much tied
12 on higher education on how the system operates.

13 They basically can create universities and close them.
14 The law makers here may want to correct me, but I don't really
15 think it serves their best interest to get into confrontational
16 battles, and threaten law actions and budget actions. It's just
17 an input to decision making that they do have and something that
18 agencies keep in mind. They always try as much as possible to
19 maintain good working relationships.

20 DR. MITCHELL: You have eluded to the cooperation you
21 had from the Regents and the universities in doing this study,
22 are there things that need to be done to maintain this program
23 in terms of the \$300,000 or what have you?

24 MR. HARRIS: This is still a commitment there on the
25 part of the recent legislature. There votes were quite over-

1 whelming for it.

2 MR. ROSS: I do think we have a commitment of leader-
3 ship at this point, although this is the first round and you don't
4 know what is going to happen at the end. I do emphasis at this
5 point. We will be watching to try to make sure that it stays, but
6 in terms of what the Regents are doing --

7 Joe Hagy, Beth and I have been working on a seminar
8 of social justice. I don't know whether they discussed that.
9 Our whole point is to introduce what we are trying to do in the
10 state to a wide audience and then get their input into it.

11 There's a second seminar planned in December, or when-
12 ever he decides to do it, where we will meet with all of the
13 Regents from all of the universities and colleges.

14 In the final analysis, the Regents can't implement that
15 policy nor can the legislators. Again, I want to applaud the
16 Regents for their particular effort.

17 MS. TERLIP: The Committee did make a specific recom-
18 mendation in addition to hiring minorities to doing post doctoral
19 research. I believe the Regents did approve development of a post
20 doctoral program. I'm unaware at this time as to the status of
21 it. One of the legislature biggest problems always is things
22 they do at the state level, getting down to the grass roots where
23 they would be most effective. It doesn't appear that a lot of
24 faculty are aware that there is money out there and therefore
25 can not develop any interest in pursuing it.

1 If you all have any recommendations on how the legisla-
2 ture can better advertise this opportunity, I'm sure we would love
3 to hear your input on it.

4 DR. MITCHELL: I could make one recommendation. When
5 you introduce a program, put a certain amount of money aside for
6 advertising, make that part of the program because there are a
7 number of programs that need that kind of input. Sometimes it's
8 difficult for programs to be implemented because of lack of know-
9 ledge. It's not the fault of anybody. It's just the way the
10 system operates.

11 MS. TERLIP; Many times I think the legislature enacts
12 a law and goes home satisfied thinking they have solved the problem
13 and the word doesn't get out the the problem really isn't solved.

14 MR. FAGIN: I notice in the report that was issued by
15 the Department of Education's regional office in response to the
16 report that was submitted by Oklahoma, they do blame budget for
17 some of this, but not withstanding, the University of Oklahoma,
18 in 1983-1984, only two of the nine hundred and six qualified
19 applicants for faculty positions were black. I think it's mentioned
20 in the report that it's due to an advertising situation. Is the
21 legislature the proper party to address in terms of this?

22 MR. ROSS: I don't think so. That was a major concern
23 of ours when we met at the university of Oklahoma and I don't know
24 if we resolved it at all. We never did get a lead on whose
25 responsibility that is.

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1 MR. MALETZ: As far as I'm aware, every single opening
2 at the University of Oklahoma is advertised by the national
3 Professional Personnel News Letter and by announcements and so on
4 so I don't see how it's an advertising problem. It's a pool
5 problem. The crying need is for minorities to go to graduate
6 schools and professional school and also to have the support to
7 do so. That's the key link in this whole crisis.

8 MR. FAGIN: I suggest to you that some of the traditional
9 magazines that you advertise in -- I have read some of them --
10 may not reach the persons we have in mind here.

11 MR. ROSS: There are journals particular to black
12 educators and for many years, that's the only way they could be
13 published was in those journals and I don't think we utilized
14 those journals as much as we could. I see those kind of adver-
15 tisements in those magazines and they are very, very limited.

16 MR. MALETZ: That would be an interesting thing to do
17 some research on, but it's my belief that anyone in an academic
18 position looking for a job, whatever the minority group or majority
19 group or whatever, will know in what official letter or journals
20 those announcements are made. It seems to me hard to suggest
21 that the information is not available.

22 MR. ROSS: Maybe in some instances they are not necessar-
23 ily looking for a job. We are talking about affirmative action
24 in recruiting and that's a little different. We want to reach
25 out a little bit differently. We want to go after these guys to

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1 get them to the universities.

2 MS. TARBEL: I think it's a consideration that we don't
3 have a bad image in place, but we don't have an image. Maybe
4 this goes back to what we were talking about that we do need a
5 more affirmative image that we are hiring. Maybe we aren't getting
6 the recruits because they don't think we will hire them.

7 MR. FAGIN: I guess I'm a little more disturbed at the
8 idea that the legislature itself is without significant power to
9 help to be a strong influence in instituting these desegregation
10 programs at all levels, including higher education. Maybe we have
11 to depend upon the governor for that.

12 MR. ROSS: When you go the college president and he
13 throws his hands up, I don't know where you go. It's not the
14 governors office. I don't believe it's the State Regents overall.
15 It has to be on the university level. The buck stops with the
16 Regents of those particular universities. The Regents hire the
17 president and he does what he is charged for.

18 I would like to say this if I may in summation, I'm
19 not displeased at where we are at this point. I think we are at
20 a junction where we need probably another year to see what happens.
21 There are some things in the planning stages that should develop
22 and we will be in a position to say if we are for real. I'm not
23 certain we are. I think it's a issue that has been raised and
24 certain institutions are responding.

25 My goal, as well as I think many of the Committee members

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1 is to institutionalize this whole process. We should be recruit-
2 ing minority faculty to the same degree that we recruit black
3 athletes. We can't get black professors to come but we can sure
4 get black athletes and I want to know what is particularly
5 attractive to get a black athlete but would be unattractive for
6 a college professor.

7 We are not a homogeneous people. The same things that
8 might turn an athlete on in terms of challenges might very well
9 turn off some college professors.

10 I think the goal at the legislature, if I have anything
11 to do with it, is to institutionalize these programs so that we
12 don't always have to use deals or threats. It happens because
13 it's another commitment the state has made.

14 MR. FAGIN: I notice it is now 12:00, or after, and
15 we do need to take a lunch break. We will be recessed until
16 1:00.

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AFTERNOON SESSION

(Hearing reconvened at 1:00 p.m.)

MR. FAGIN: Ladies and gentlemen, I believe we are all here now and we will reconvene our Advisory Committee meeting and our hearing. I do note that we have another member of the Advisory Committee here, Ethel Krepps, who is with us now.

We open our agenda for the afternoon with what we call the Institutional Response to the Adams Decision, trying to focus now on the specific institutions. So much of the actual power to implement any affirmative action in desegregation of the Adams plan rests within the jurisdiction of the individual institutions.

Representing Dr. James Boggs, the Vice President for Academic Affairs and Research at Oklahoma State University, we have Dr. Hazel Scott, Assistant Vice President for Student Academic Services, and representing Dr. Frank Horton, President of the University of Oklahoma, we have Dr. J. R. Morris, Provost, Senior Vice President and Chief Academic Officer.

For the Record, I would like to state specifically again that we do have a limited time today. The purpose for which we asked these people to be here is to respond to the current status of Oklahoma's higher education desegregation plan related to their specific institutions and the matters of recruitment, retention, enrollment, faculty and staff desegregation, facility programs and so forth, description of the changes and

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1 impact that the desegregation plans have had on universities,
2 and information on any policies, programs, and activities that
3 have been initiated in response to Adams that have been exempla-
4 tory or examples of programs and activities that were unsuccess-
5 ful. With this general information, Dr. Scott, do you want to
6 begin?

7 DR. SCOTT: Thank you, Mr. Chairman. I'm pleased to
8 be here on behalf of Oklahoma State University to address its
9 response to the Adams case. Our response has been in three
10 areas; recruitment of students, recruitment of faculty and staff,
11 and student retention programs.

12 What I would like to do is to share with you some of
13 the things that we have been doing at our institution for the
14 past several years and more specifically in the past two years
15 since I have been there. A colleague of mine, who will address
16 the Committee a little later, will give some historical perspec-
17 tives on the total program at Oklahoma State University. We
18 sort of divided this area up because of my short tenure at the
19 university.

20 Even though my tenure at the university has been short,
21 I feel that we have made some significant strides in relationship
22 to Adams. First, I would like to highlight for you some of the
23 programs that we have instituted into recruitment to address the
24 enrollment of black students on our campus.

25 Let me first acknowledge that as an institution, we

1 are not pleased with our percentage of black enrollment at Okla-
2 homa State University. Our black enrollment is two point seven percent
3 of our total university enrollment. That's far from acceptable
4 to us and we are working diligently to address that area.

5 I might add that after several years of deploying of
6 our entering black freshmen class, this past year we did see an
7 improvement of about fifty percent or fifty-seven percent of our
8 first time entering freshmen black students.

9 I think that change is probably indicative of some of
10 the programs that we have instituted there at the university.
11 I selected several to highlight for you today as opposed to
12 trying to outline all of the things that we are doing just to
13 give you a feel for our commitment and the level of activity on
14 our campus.

15 One thing that we do at our institution every year over
16 the past two years that we have changed significantly is that we
17 sponsor a black scholars day. This past year we have four hundred
18 and eleven black prospective students from around the State of
19 Oklahoma visit our campus for an entire day.

20 We underwrote the expense of transportation and pro-
21 vided meals for them while they were on our campus and we took
22 an opportunity at that time to address issues of concern to black
23 students in selecting an institution of higher education to
24 attend.

25 We addressed such things as financial aid and scholar-

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1 ships. We also focused on academic support systems for them if
2 they selected our institution to attend. This is an annual
3 event that we feel is very successful because one of our main
4 philosophies is that if we get students on our campus to see our
5 campus and to hear about the kind of support available to them
6 through us, they can make a more informed decision on where to
7 attend an institution of higher education in the State of Oklahoma.

8 We also involve our students in our recruiting process
9 believing that a satisfied student is our most effective recruiter.
10 To that end, we have developed a speakers bureau where we have
11 students who volunteer to help us in the recruiting process.

12 These students are carefully screened and selected and
13 trained and we use them to go back to their respective communities
14 during breaks and visit high schools and answer questions and
15 concerns about Oklahoma State University. This is the first year
16 for that program.

17 These students perform this task for us on Fall Break
18 of the first semester and over the Christmas break and will be
19 doing it again over the Spring break which occurs next week.
20 From these contacts, we have received several applications as
21 a follow-up of the specific students visiting and we feel this
22 is an effective way to communicate to prospective students the
23 opportunities that exist at O.S.U., especially coming from their
24 peers who experience O.S.U. first hand.

25 One other thing that we are doing this year for the

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1 first time is to involve our black faculty and staff in a phone-
2 a-thon that is directed toward prospective black students only.
3 For years, Oklahoma State University has participated in a phone-
4 a-thon of all students who have applied to us.

5 This year, we changed that format by having three
6 specific nights dedicated to phoning prospective black students.
7 We changed the dates of our phone-a-thon to early Fall when we
8 can get them in the decision making process and answer their
9 questions and concerns and also use that time to provide to them
10 information on processes they should be engaging in for success-
11 ful application at the university.

12 Also for the first time this year, we are actively
13 using the Regents advocacy list. Earlier today, Dr. Hobbs
14 mentioned that the State Regents generated for each respective
15 school in the State of Oklahoma an advocacy list of several
16 thousand sophomores and juniors in the State of Oklahoma, blacks,
17 some of these are also hispanics, and native Americans. We use
18 this list in several ways.

19 We use that list during the phone-a-thon. We also use
20 that list to proceed with a correspondence program that we have
21 at the university whereby during certain times of the year, we
22 correspond with these students to alert them to things they
23 should be doing in preparation for admittance to higher education.

24 For example, when the A.C.T. is given, we will alert
25 them prior to the enrollment date for the A.C.T. that they should

1 be signing up to take that exam. When it's time to pick up
2 their A.T.C.F.F.S. statement, which is the financial aid basic
3 application form, we write them and say these forms are now avail-
4 able in your high school counselor's office and you should be
5 picking them up at this time.

6 We notify them about deadlines and things of that nature
7 to assist them in the process of making application, be it to
8 Oklahoma State or wherever, but just to educate them about things
9 they should be doing to facilitate their entry into higher edu-
10 cation.

11 This benefits not only Oklahoma State, but the whole
12 state system of higher education generally. Coupled with that,
13 we work very closely with the five targeted counties. One way
14 that we have begun to work with those five targeted counties --

15 I'm sorry. Are you all familiar with what the five
16 targeted counties are? In the State of Oklahoma, there are five
17 counties -- and I don't remember what they are right off hand --
18 that are designated counties with high concentrations of minority
19 population and those five targeted counties are counties that
20 the State Regents office targeted for minority recruitment.

21 Within those five targeted counties, there are specific
22 schools with high concentrations of minority enrollment. Those
23 are the counties that we work very closely with to try to inform
24 prospective black students and their counselors about higher
25 education and opportunities in higher education.

1 We began working very closely with those five counties
2 this past year. We have developed, through the counselors in
3 those targeted schools in those counties, an advisory board and
4 we work through those advisory boards to develop programs and
5 to meet the needs of their high school students. This is our
6 first year to do that.

7 We have sixty high school counselors who we have
8 identified and who have agreed to assist us in this process.
9 One other thing that I will just elude to as it relates to fresh-
10 man recruiting is that last year for the first time, Oklahoma
11 State University actively recruited National Achievement finalists.

12 I'm sure you are all aware of National Merit finalists.
13 National Achievement is the black counterpart to that. That
14 program is administered by the college board the same as National
15 Merit is.

16 Through our recruitment efforts this past year, we
17 were able to enroll for the first time in the history of Oklahoma
18 State University five National Achievement finalists. That was
19 half of all of the National Achievement finalists in the State
20 of Oklahoma. We were very pleased with that. Not just in terms
21 of their enrollment, but also in the scholarship dollars we were
22 able to provide to them, a total of \$58,000.

23 We feel that by enrolling high caliber students and
24 them serving as a model for other students, that will help us
25 objectively in recruiting additional National Achievement finalists

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1 which we are very much in the process of doing at this stage
2 of the recruitment process.

3 Those programs, coupled with several others that I have
4 not highlighted for you, during the Fall semester alone, through
5 our university representatives who are our recruiters, we visited
6 twelve hundred eighty-eight black students in the State of Okla-
7 homa. Of course those visits are continuing for the Spring
8 semester.

9 We don't just limit our recruiting to new freshmen of
10 course. We are also concerned about transfer students, helping
11 students to proceed to achieve their educational objectives
12 through the transfer process.

13 Similarly as we do with high school counselors, we have
14 developed a core of junior college counselors and academic ad-
15 visors, and those counselors and advisors help and assist us in
16 making contact with and facilitating the transfer from the
17 community colleges to the comprehensive universities of black
18 students.

19 To help facilitate that, each year we offer an enroll-
20 ment day for all junior college transfer students. This year
21 we will be offering six of those days so that students would have
22 a wider selection of time to come to our campus and enroll.

23 I know my time is running short, but let me briefly
24 highlight some other things. One very distinct program that we
25 have that I need to make you aware of is counselor partner

1 program in the College of Engineering. If you have some ques-
2 tions about that, I will answer them specifically. Let me just
3 say that since 1983, they went to a scholarship format and they
4 currently have twenty-six students enrolled in the counselor
5 partner scholarship program.

6 There are more in the total program. These students
7 receive \$5000 for four years during the time that they are at the
8 university in that particular program.

9 For retention this year, the first time that we have
10 actively involved ourselves in trying to address retention of
11 black students, we instituted several programs. One is a tracking
12 system so we can keep track of how those students are performing
13 and refer them to necessary resources on our campus for academic
14 assistance.

15 We also are providing academic survival seminars for
16 them on a regular basis throughout the semester. We have a large
17 number of students taking advantage of these particular programs.
18 Our black faculty and staff organization is very actively invol-
19 ved in both the recruitment and retention process. More specif-
20 ically, we have a mentor program through the black faculty and
21 staff organization that we feel aids in the retention of our
22 black students on our campus.

23 We have twenty-four black faculty and staff partici-
24 pating in that program and approximately two hundred eighty
25 students participating in that black faculty and staff mentor

1 program.

2 We also have minority programs and services which is
3 a counseling and advisement unit on our campus. This provides
4 supportive activities for our black students. On the faculty
5 side, we have the O.S.U. minority lectureship which has been
6 in existence for ten or eleven years and this year for the first
7 time, we have a hiring incentive program that we parallel the
8 State Regents' program for the hiring of minority faculty on
9 tenure tract positions.

10 With that, I will be more than happy to answer any
11 questions or do so after my colleague speaks.

12 MR. FAGIN: Let's hold our questioning until we hear
13 the presentation by Dr. Morris in case we have joint questions.

14 DR. MORRIS: I would like to start off by making some
15 observations about student enrollment, retention, and graduation,
16 and then talk a little about faculty recruitment and retention.

17 Over a rather extended period of time, going back to
18 1973, from 1973 to 1985, while the overall enrollment on the
19 Norman campus increased by only two percent, enrollment of black
20 students increased forty-two point thirty-eight percent. We
21 now have eight hundred fifty black students enrolled on the
22 Norman campus. They constitute four point twenty-five percent
23 of the overall enrollment.

24 The most interesting thing about that figure of eight
25 hundred fifty is that was a ten percent increase over last year

1 while the overall increase was a one percent increase. So we
2 feel pretty good about that trend even though the overall numbers
3 are not where we would like them to be.

4 We have also seen increasingly black students coming
5 to the University of Oklahoma who are better academically prepared
6 to handle college level material than before.

7 The placement test scores of our black freshmen continue
8 to rise. When you examine the academic performance of the black
9 students at the university, you find a very interesting pattern.
10 If you control for placement test scores and look at retention
11 and graduation and overall academic performance group by group,
12 there is no difference between the performance of our black
13 students and that of the overall class.

14 The retention rates are the same. The fact that a
15 higher percentage of our black students are still scoring below
16 an A.C.T. composite of sixteen brings the overall figure down.
17 However, the retention rates and the graduation rates are holding
18 up, I think, very well.

19 Let me give you just a few comparisons. If you take
20 the A.C.T. group of composite scores fifteen to sixteen, in that
21 group, after a four year period -- this is from 1977 to 1981 --
22 thirty-eight percent of the white students in that category had
23 either graduated or were still in school making progress toward
24 graduation and thirty-nine percent of the black students in that
25 category had either graduated or were making progress toward

1 graduation.

2 In the category of scores seventeen and eighteen,
3 thirty-five percent of the white students had either graduated
4 or were still enrolled making progress toward a degree. Forty-
5 four percent of the black students were still involved or had
6 graduated.

7 Nineteen and above, forty-three percent of the white
8 students were still enrolled or had graduated and fifty-four
9 percent of the black students were enrolled or had graduated.
10 So our basic problem with regard to retention and graduation
11 still rests with the preparation of a large percentage of our
12 black -- a smaller percentage than it has been before, but still
13 a substantial percentage who would score below a sixteen on the
14 A.C.T.

15 We have tried to provide academic support and tutoring
16 and counseling services for these students and I think that
17 program is working very well. That has been in place since 1968.
18 It's a very experienced staff of counselors and tutors, which we
19 call Project Threshold, to give support, help, and academic
20 services to the students whose academic background is not as
21 strong as it ought to be for college level work.

22 We are concerned about trying to expand the number
23 each year of black freshmen coming into the University of Okla-
24 homa and we have had a very strong recruitment effort in that
25 direction.

1 One of the innovations of the past three years has
2 been the establishment of what we call the black leadership class.
3 We select a group from the freshman class of outstanding black
4 students and constitute them as what we call the leadership
5 group. These students participate in our recruitment program
6 working with our college relations staff in going out to their
7 own home towns and high schools to students they know to assist
8 us in the recruitment of black students.

9 We also have a very major event here in Oklahoma City
10 and also in Tulsa in recognizing academic achievement among
11 black high school students where we have representatives from
12 all areas of the University to give them information and tell
13 them about the University and hopefully interest them in coming
14 to the University.

15 We just recently had our Tomorrow's Black Sunshine Day
16 on the Norman campus where we bring black students in from all
17 over the state to participate in a full day of activities. So
18 we feel that the trends are in the right direction and we feel
19 that there is a very helpful and productive climate on our campus
20 and we are very pleased with the academic performances that we
21 see in general among the black students at the University.

22 With regard to faculty, this continues to be a rather
23 frustrating problem for us. Our goal this year was to have
24 twenty-eight black faculty on the Norman campus and we have
25 actually fifteen. Had we been able to retain all of the black

1 faculty that we have hired over the past eight or nine years,
2 we would have reached our goal of twenty-eight. However, reten-
3 tion has been a major problem for us.

4 During the period of time -- and I looked at this about
5 a year ago -- during the period of time when we hired ten black
6 faculty, we lost nine, and so instead of having nineteen from
7 that group, we netted one over a period of time. There are
8 several reasons for this failure in retention.

9 in a limited number of cases, it's because contracts
10 were not renewed. There are only two cases among our black
11 faculty who have left that I can recall where it was an actual
12 decision not to renew contracts by an academic department.

13 In most instances, our black faculty leave to go on
14 to what they consider to be better jobs and better circumstances
15 for themselves. Our major competition is that, the lure of better
16 jobs. Some have left higher education and have gone into private
17 business.

18 Nonetheless, we feel that one of the major problems
19 has been in trying to create the kind of climate within the
20 institution that makes it increasingly attractive for black
21 faculty to stay.

22 We have just instituted a mentor program on our campus
23 where we will assign a senior faculty member to become a mentor
24 to an entry level faculty member just joining the faculty. Very
25 often on our campus, if you are a black faculty member, you are

1 the only black faculty member in an academic department. There
2 is always that sense of separateness and alienation which can
3 become a major problem if there are not those who take an active
4 interest in establishing helpful relationships with the new
5 people coming in.

6 There has been a lot of enthusiasm among our faculty
7 for the mentor program and we hope this will work in helping us
8 to do a better job of retaining.

9 Now, we have essentially been in a period of retrench-
10 ment for four years. The next year will be the fifth year in
11 which we will face either a reduced budget to enter the year or
12 reducing budgets during the course of the year itself

13 So we have not been expanding very much. We have not
14 been hiring large numbers of faculty. We currently have four
15 prospects for black faculty which we are going ahead with. We
16 have a freeze on all other positions, but we just last week
17 hired a black faculty member for our College of Law and we have
18 three other academic departments currently discussing positions
19 with black candidates.

20 So we are making an exception to the freeze and going
21 ahead and trying to fulfill our obligation and our responsibility
22 under the Adams case.

23 We do have a problem in not netting enough black candi-
24 dates initially into our pools. That may be our major problem.
25 In the national advertising and recruiting efforts that we try

1 to have for each faculty position, we try to make special effort
2 to get minority candidates into those pools, but an examination
3 of the pools that we have had in the past does reveal that we
4 are just not getting enough black candidates to begin with into
5 our recruitment pools.

6 So we are going to try to renew our efforts in that
7 direction to try to expand that number to begin with, to see if
8 we can't be more successful in the final recruitment effort to
9 expand the number of black faculty members.

10 I think I will stop at that point and respond to
11 whatever questions you would like to ask.

12 MR. AVENA: I just want to ask Dr. Scott, I was sitting
13 here listening to all of the programs and projects you have. Did
14 these come about because of Adams? Was this creativeness on
15 somebody's part there? What caused this big push?

16 DR. SCOTT: Let me just address it from the perspective
17 of since I have been at the University --

18 MR. AVENA: How long have you been there?

19 DR. SCOTT: Two years. Perhaps Dr. Kopecky can address
20 it from a more historical viewpoint since she has been there for
21 a number of years.

22 When I came to Oklahoma State University, I heard and
23 felt there was a real commitment to recruitment affirmatively
24 for black students.

25 MR. AVENA: On the part of the president?

1 DR. SCOTT: Well, the administrator. Prior to that
2 time, a number of things had been done, but had not netted in
3 any substantial gain in students. In fact, we saw a reversing
4 of the trend. Our black student enrollment was declining.

5 I think by the infusion of new ideas and new energy
6 and creation of some additional programs and some non-traditional
7 ways of recruiting black students as opposed to the traditional
8 ways to recruit all students, we hope to net an increased en-
9 rollment of black students.

10 MR. AVENA: Do you think this commitment was because
11 of Adams or do you know?

12 DR. SCOTT: The commitment was there. I think the
13 commitment is partially legal and partially there is a moral
14 commitment to do something.

15 MR. AVENA: How about the University of Oklahoma?

16 DR. MORRIS: I think that what the Adams case has done
17 with regard to our overall efforts has focused attention on
18 special programs for blacks. I think that there was a commit-
19 ment at my institution prior to that time, but with the special
20 obligation and the special responsibility that came along with
21 the Adams case, we have made extra efforts with regard to both
22 black students and black faculty in trying to address those
23 problems.

24 MR. AVENA: You mentioned the mentor program for
25 students and faculty. I was reminded that sometime ago someone

1 was telling us the experiences -- I think this wa in fact in
2 the University of Arkansas -- the poor one or two black faculty
3 members there became the mentors for all of the black students
4 and what happened was there was just another burden on top of
5 them because they were black and because they were faculty
6 members and mentors.

7 I just wonder what would ever happen if we appointed
8 white faculty members to be mentors for black students. Do you
9 know what I'm saying?

10 DR. MORRIS: In our mentor program, we don't limit the
11 mentor roll to black faculty. As a matter of fact, most of those
12 who will be participating in the program will not be black
13 faculty, but other faculty.

14 The point that you make is a very good one because
15 there is an extra burden that falls upon minority faculty members
16 of staff members in a predominantly white institutions to play
17 that role informally if not formally.

18 MR. AVENA: Doesn't the community have certain demands
19 on that faculty member, also?

20 DR. MORRIS: That's right and it takes away from
21 research time and teaching time and it's a problem that really
22 necessitates attention particularly with young faculty who are
23 just trying to get started, just getting their research underway.

24 That's why I believe it's necessary to involve others
25 other than the minority members in those roles.

1 MR. FAGIN: Let me mention that we may have an overlap
2 because at 2:00, the same two institutions, O.S.U. and O.U.,
3 are going to present perhaps an overlap dealing with affirmative
4 action in the context of Adams. Some questions may be addressed
5 to you then so I'm wondering whether each of you would be able
6 to remain for the next thirty minutes in case there are questions
7 overall.

8 DR. MORRIS: Yes.

9 MR. FAGIN: I do have one question. We have been
10 advised today that there will be some funding cuts this year.
11 Do either of you see the funding problems with the budget as
12 effecting the thrust of these particular programs, all of the
13 programs; faculty recruitment, student recruitment, minority
14 recruitment?

15 DR. SCOTT: As an illustration of Oklahoma State
16 University's commitment, this past year, we set aside \$100,000
17 for affirmative action recruitment to hire minority faculty on
18 our campus. This is a high priority of our administration.

19 With the cuts in the foreseeable future, I will assume
20 that that program will take its proportion of cuts, but will not
21 be limited because it is a priority of the institution.

22 DR. MORRIS: I think where we will be most effected is
23 in the fact that we are holding vacant right now a substantial
24 number of faculty positions because we have been reluctant to
25 move ahead even though we have those funded vacant positions.

1 Most of our money of course is tied up in faculty po
2 positions. Already since fiscal 1983, we have reduced seventy-
3 four faculty positions on the Norman campus. If we have to reduce
4 another ninety to one hundred positions, which is horrifying to
5 think about, but it's not unrealistic in terms of the kinds of
6 cuts we may have to take, then we won't be doing as much recruit-
7 ing. However, as I have said, we have tried not to let the
8 retrenchment period specifically interfere.

9 If we are recruiting a black faculty member, as I said,
10 the only exceptions we have made to the freeze is to go ahead
11 with that recruitment and that hiring. But if everything slows
12 down, yes, it's going to have an impact. I don't see how we can
13 avoid it.

14 MR. FAGIN: The legislators mentioned this morning that
15 at least \$25,000 in a one time grant was available for black
16 minority hiring. If it was touched on by either of you, I
17 missed it, do you have any experience with that? Do you antici-
18 pate that generated any interest in your university?

19 DR. MORRIS: I think it's a useful incentive. As a
20 matter of fact, I have some letters prepared now requesting our
21 money. I think it will help, particularly in tough times like
22 this, it's a very helpful incentive.

23 DR. SCOTT: I agree. What we are doing at our univer-
24 sity is to use this incentive money to augment the State Regents'
25 programs.

1 DR. MORRIS: May I say, the money that comes from the
2 state is a one time money so it can not be used to fund the
3 positions, but it can be used to assist in the cost of the new
4 position or in picking up other kinds of one time costs associ-
5 ated with the new hiring.

6 MR. FAGIN: I was interested because it is a one time
7 thing.

8 DR. MORRIS: Of course we would all like to have it
9 where it's continuing, but it's very useful as one time money.

10 MS. KREPPS: I have a question for Dr. Morris. During
11 the course of your presentation, you said your primary problem
12 wasn't retention because it was consistent with the A.C.T. It
13 seems to be in recruitment, and with your Project Threshold,
14 you were to attempt to correct these A.C.T. deficiencies.

15 In light of the fact that your enrollment remains
16 low percentage wise and the program has been in effect since
17 1968, and considering the funding cuts that you are going to have,
18 do you think it would be feasible to emphasis Project Threshold
19 if you have to make choices?

20 I mean, what do you think would be your primary target?
21 Would it be something like Project Threshold or would it be in
22 some other area? How effective do you think that maybe increased
23 efforts in that area would be?

24 DR. MORRIS: As a matter of fact, we are in the process
25 of increasing the amount of state funds that we have in the

1 Threshold Project, which has been federally funded since 1969.
2 We put \$50,000 into it this past year and we have a priority of
3 putting an additional \$50,000 into it in the coming fiscal year.

4 Now, with a ten to fifteen percent cut, everything is
5 suspect, but that was a strong commitment on the part of the
6 University, to put \$100,000 into the program over the ten year
7 period. We are half way there.

8 I think the importance of it can be reflected in the
9 fact that if you look at those students -- I thought I had the
10 freshman attrition rates in front of me, but I don't -- if you
11 look at those student who score sixteen and below on the A.C.T.
12 and who are in the Threshold program, the retention rate between
13 the freshman year and the sophomore year for those students is
14 just about the same as the attrition rates for the overall
15 freshman class, which averages twenty-one on the A.C.T.

16 I think if you look at the students in that same A.C.T.
17 group who aren't in the Threshold Project, the retention rate is
18 much , much lower. So it is useful.

19 Where our problems come is in trying to extend that
20 kind of support all the way through a four year undergraduate
21 program to keep those students in school until graduation. That
22 is where we begin to lose them, as they get into the upper
23 division work and senior year and fulfilling graduation require-
24 ments.

25 There is no question that the program has had a very

1 salutatory effect on the retention rate among students who score
2 on that level.

3 DR. MITCHELL: Do you have private monies, foundation
4 money or corporate money coming into some of these programs and
5 how does that fit in in terms of support of any of these programs
6 that you might have?

7 DR. MORRIS: We do have some private money. Private
8 funds, I suppose most if it would be used in scholarships and
9 one time type assistance things rather than basic support for
10 programs themselves.

11 Scholarships would take more of it than any one thing.

12 DR. SCOTT: Same here. Most of our private dollars
13 from a specific foundation would be scholarships. Otherwise,
14 all of our programs are supported through state appropriation.

15 MS. KREPPS: On your phone-a-thon that you mentioned,
16 did you say that was for three specific nights?

17 DR. SCOTT: The one that we did for black students.

18 MS. KREPPS: Could you give me a percentage or a
19 number if you have it on the number of students that you reached
20 and if the results were good or fair or what your opinion was?

21 DR. SCOTT: Let me just give you some approximate
22 numbers because I don't have those figures in front of me.

23 Between the Regents' advocacy list and those black students who
24 had applied to the university, we probably called about fifteen
25 hundred students, most of those being on the advocacy list.

1 Of those students on the advocacy list, the response
2 was mixed. A lot of those students, No. 1, were not aware they
3 were on the advocacy list, were not aware of what that concept
4 was, a lot of them had not thought about pursuing higher education
5 so this gave us an opportunity to talk about pursuing higher
6 education and the kind of things you need to do to help facili-
7 tate that.

8 With those students that we called who had applied to
9 us, or had submitted and A.C.T. score to us, the response was
10 very positive. Now, the net results of course we won't know
11 until Fall enrollment.

12 MS. KREPPS: Did you do any follow up on those students
13 who didn't know they were on an advocacy list?

14 DR. SCOTT: We do a follow up of all students. As part
15 of our phone-a-thon, we have a questionnaire sheet that we
16 complete on each call. We follow up in terms of information
17 requested, information we feel they need, applications, or what-
18 ever other information that is necessary, either through central
19 administration or through the various colleges. So we follow up
20 on each phone call that we make.

21 MR. FAGIN: I think we have just about hit our time
22 limit. We have asked some of the other presenters that if
23 following this meeting, we should have additional questions we
24 should like to address to you -- this is obviously voluntary as
25 far as the response -- can we direct them to you?

1 DR. MORRIS: That would be fine.

2 DR. SCOTT: Yes, either through Dr. Boggs or through
3 our Affirmative Action office.

4 MR. FAGIN: We may have additional questions and we
5 appreciate that. Thank you both very much.

6 Next, trying to keep on our time table, we are dealing
7 with affirmative action in the context of Adams and dealing
8 specifically with O.S.U. and O.U. We have invited them specifi-
9 cally to address the Committee so we can receive information on
10 the affirmative action efforts and the problems that they have
11 encountered and the progress in achieving the goals of their
12 affirmative action plans.

13 From O.S.U. we have Dr. Kopecky, Director of the Okla-
14 homa State University Office of Affirmative Action, and from
15 the University of Oklahoma, Walter Mason, who is the Director
16 of the Office of Affirmative Action.

17 I served in the 1960's with you a long time back in
18 your career. It's a pleasure to see you.

19 MR. MASON: I have been at the University for eleven
20 years and as a matter of background, let me just drop this in,
21 I came to the University from the United States Office of Educa-
22 tion where I was involved in compliance activities. I did lead
23 the review teams to the state of Arkansas for the first Adams
24 compliance that that state had.

25 I was down there for about a year and a half and had

1 some very rich experiences in so doing. In coming to the uni-
2 versity, I had some knowledge of the Adams case and some knowledge
3 of its implementation and some understanding of its requirements
4 and it did not take me long to plug into what was necessary for
5 Oklahoma and for the University of Oklahoma.

6 As a matter of overview, I sat and listened to the
7 questions directed to the administrators here, Dr. Morris and
8 Dr. Scott, and had some feelings about the questions being
9 directed and some responses to them.

10 One, let me say that much of what is happening at the
11 University of Oklahoma in my eleven years as related to black
12 student recruitment, black student retention, black faculty and
13 staff recruitment and retention was indeed generated and focused
14 by Adams.

15 That is not a negative statement. I don't regard it
16 as a negative statement. I think that it's good. I think Adams
17 is good. Since it came along at the time it did, it caused us
18 to focus as we did and call our attention to something that as
19 a society we had neglected for much too long.

20 Now, we are beginning to get some focus directed to it.
21 This is a very complex question and a very complex task, one for
22 which there are no formula answers and one for which we can't
23 just sit here in response to your questions and give you answers
24 because answers don't really come that easily.

25 What does it take to recruit black faculty? I don't

1 know the answer. After eleven years of being involved with it,
2 I don't know the answer. I know what the data shows. I know
3 what Dr. Morris said is true, that had we been able to retain all
4 of the black faculty that we have hired since 1977, today we
5 would be at the Adams goal of twenty-eight, maybe even beyond the
6 Adams goal of twenty-eight.

7 So there is a problem with retention. I know that
8 what he said is true. It's not a matter of knowledge. It's a
9 matter of record that only two black faculty members that left
10 the university left because their contracts were not renewed
11 during the tenure process.

12 That's a problem with all faculty so there for, it's
13 a problem with black faculty. That has happened only two times
14 in that period of time with black faculty. They left for other
15 reasons. So retention is a problem.

16 Recruitment is a problem. We do not get the numbers
17 in the competitive applicants pools. I hope you heard that
18 statement, the competitive applicant pools. I was not here this
19 morning, but I have heard those people who were here this morn-
20 ing many times and I here the people out in the state and people
21 say "don't tell me you can't get applicants. There are plenty
22 of qualified people out there."

23 Well, let me give you one of my pet examples. Out
24 English department come over and says, "We are recruiting a
25 faculty member in Elizabethian literature." I say, "Fine" --

1 We have a process where this must initiate in my office -- I say
2 "fine, let's proceed with that." "Well, what we need in the
3 department is someone to teach Elizabethian literature and we
4 need someone who is prose nonfiction and we need someone whose
5 research is concentrated between 1640 and 1660 because didn't
6 much happen in Elizabethian literature before 1640 and not much
7 has happened since 1660. So we need someone who will meet these
8 requirements."

9 Who am I to debate with the English department that
10 that's not a legitimate requirement? I may debate with them,
11 but I always lose. Then we go out to try to recruit someone.
12 Yes there are plenty of black people out there with PhD's in
13 English, but how many of them majored in Elizabethian literature?

14 How many of them concentrated their research between
15 1640 and 1660? How many are prose nonfiction? How many would
16 fit that description? That is the competitive applicant pool.

17 What do we get? We get zero. We get a lot of questions
18 here on is that a legitimate requirement to impose? I don't
19 know the answer to that. Is that a legitimate requirement to
20 impose? Somewhere we would have to find the answer to that.

21 Can anyone go over into the English department and
22 teach literature? Could I do it? I barely got through college.
23 Could I go over there and teach it? What is legitimate in the
24 competitive applicant pool?

25 We could go on and on and on. We could go to zoology.

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1 Someone in zoology whose research is concentrated in dinosaurs.
2 Is that your speciality? How close to that do you come? How
3 do you find someone whose research was concentrated in dinosaurs
4 if that is a requirement of the department? We would have to
5 go out and develop an applicant pool.

6 In terms of affirmative action at the University of
7 Oklahoma, I have no doubt that there is administrative commitment.
8 I have not doubt and not one time have I gone to Dr. Morris, who
9 has served as Chief Academic Officer most of the time that I
10 have been there, I have not gone to him with one request that I
11 did not get granted, not one, and everyone had due consideration.

12 I know that there is a commitment. We raised the
13 question of money and we know that all things can not be done
14 with money, but many things require money. All things can not
15 be done with money.

16 The question was raised will the budget cuts be felt
17 in our programs? The answer is yes, it will be felt in our
18 programs. We have in the university's affirmative action com-
19 pliance programs, some sixty-four measures in here, imposed by
20 the State Regents and others developed by the University.

21 The total cost for these sixty-four measures is six
22 point eight million dollars. We don't have it. We don't have it
23 to put in there. Many of the programs that are in this AACP
24 will not get implemented.

25 The legislative committee was here this morning, I

1 understand, and I did not hear them, but one of the things that
2 they recommend in their report was that we have a minority faculty
3 recruiter. We agree. We should have. In this report is a
4 minority faculty recruiter with a budget attached to it.

5 It has not yet been funded. So we don't yet have a
6 minority faculty recruiter. We think that will help our recruit-
7 ing if we were able to fund this and implement it, but the
8 resources are not there to have it.

9 There are many other things that we would like to have
10 that we don't yet have. We think that it is necessary in order
11 to recruit black faculty that you have to get out there among
12 the people. We have to identify them. We have to maintain
13 contact with them. We have to maintain vita banks.

14 We have to be able to go to the academic departments
15 and say "Here are a body of names for you to consider. These
16 are the qualifications that they bring." We have to keep con-
17 tact with those and this is the only way it can be done.

18 That requires time and power, person power. It has to
19 be paid for. It's costly and we don't have the resources to go
20 through with it.

21 Administratively, I manage to remain in contact with
22 many of the people. In our recent search for the Dean of the
23 College of Arts and Sciences, I made thirty-seven personal
24 nominations to the applicant pool and contacted every one of
25 those nominees and they had an agreement to be nominated.

1 Those were all of the minority applicants in the
2 applicant pool, the thirty-seven that I made. I did it from my
3 office. I didn't go out to do it, only because I knew the
4 administrators.

5 But I can't do that for faculty in some sixty odd
6 academic units. It requires having someone out there who can
7 go out and do it. That requires investment of resources and of
8 person power. This is a program we must get implemented.

9 Finally, and I will let Dr. Kopecky have it here,
10 what is to come up now? I have talked with Joe and I have talked
11 with the people from the Office of Civil Rights. What is going
12 to happen now? We had a five year program and that ended.

13 The Office for Civil Rights came and went back to the
14 courts and we got a three year extension and there were some
15 goals set for the three year extension that ended in 1985. The
16 OCR had just completed a state wide review. You were aware of
17 that. They came up with some new data.

18 From my present perspective, we have not yet achieved
19 the goals that were set out so there is work yet to be done.
20 What do we do now? Do we get another extension and keep working
21 on it? Will the court come now and say "you have done the very
22 best you can and there's no need to expect you to be able to do
23 more"?

24 Will the court say "we don't think you tried hard
25 enough and we are going to impose administrative sanctions on

1 you now"? What do they say? My option is, my personal option
2 is, that there is work to be done and we need to keep working
3 on it. We need to keep having the encouragement that we have
4 had in the past to do so.

5 We need to find resources, either at the state level
6 or at some other level, to invest in these programs. This is
7 the only way to get it done. We are trying to correct in ten
8 years what it took one hundred twenty years to do.

9 You see it takes just as much effort to desegregate
10 as it did to segregate. South Africa is an example. They tried
11 it and I heard the announcement this morning that they are going
12 to end the sanctions. They don't work.

13 It takes effort, it takes investment, it takes money,
14 it takes commitment. We must put as much time, money, and effort
15 in desegregation as historically we have put into segregation
16 and we have to keep working on it. That's a general statement
17 and I'm open to questions.

18 MR. FAGIN: Specific comments were made in the prior
19 presentations as well as this one on the retention problem of
20 the black professors. Is that retention way out of line with
21 retention of overall faculty?

22 MR. MASON: Not really. No, it isn't. If you compared
23 it percentage wise, it would not be way out of line, but if you
24 only have fifteen and you lose one, you have lost one fifteenth
25 of them.

1 MR. FAGIN: I'm not saying it is, but could it be
2 indicative that perhaps if it's overall, it could be outside
3 influences and so forth that beckon them, but if it's a signif-
4 icantly higher percentage of blacks, that might indicate whether
5 or not the university, itself, has a problem, whether it's the
6 mentor program or discrimination or what?

7 MR. MASON: But to lose one hurts more. To lose nine
8 out of ten, kills you. Let me point out, the reasons for the
9 leaving may vary. Much of it is discontent, much of it is
10 frustration, much of it is feeling that they can't make it, much
11 of it is feeling that they are outside of the system and that's
12 why we have the mentor program and that is why we are working
13 with them, that's why belonging to organizations becomes very
14 necessary.

15 We know the university system. We talk about research,
16 teaching, and service, and we sometimes say RESEARCH, teaching,
17 and service. That's the way it goes. That's the way we look
18 at it. That's the way we evaluate it.

19 I see it every month when the Regents' agenda comes
20 over and I see the research grants that are applied for and those
21 that are granted, and I immediately look at it to see how many
22 minority faculty members are there. They are not there. Why
23 aren't they there?

24 Many of them think that they won't get considered
25 anyway, some of them can't compete with what is there, and some

1 of them are just much too busy counseling students.

2 MS. KREPPS: I have a question. I'm just trying to
3 draw on your expertise in this because your eleven years exper-
4 ience against my one hour of hearing testimony doesn't begin to
5 compare, but you said that you had thirty-seven applicants that
6 you submitted for this--

7 MR. MASON: Nominations.

8 MS. KREPPS: Nominations, but that you didn't know,
9 like, on the faculty or whatever. Is there a consortium or a
10 network of pooling or anything to draw on black expertise as far
11 as education faculty positions? Is there any centralized
12 location where this is stored? Is that made available every
13 time there is a position available?

14 MR. MASON: There's no one source. There are vita
15 banks available, some good, some bad, some are useless. They
16 are available, but there is no one source.

17 For those sources that exist, we draw on them. We
18 use them. We go to them.

19 MS. KREPPS: But that is not specific for black faculty?

20 MR. MASON: Yes, there are some specific for that.

21 MS. KREPPS: What in your opinion did you say you felt
22 like there ought to be -- was that meant in jest or was that
23 meant in earnest when you said you felt like there should be
24 an extension? Would that be your recommendation?

25 MR. MASON: I'm sorry. I didn't understand your question.

1 MS. KREPPS: When you said we were at the crossroads,
2 what was the court going to do, was there going to be an exten-
3 sion, or whatever, was your recommendation that there should be
4 another extension?

5 MR. MASON: I hope we can keep working and I hope we
6 can find the commitment to put some resources to what we are
7 doing, some money.

8 MS. KREPPS: If there's not an extension, or if there's
9 not an effort made, do you think it would revert back to the
10 previous position or do you think there have been enough gains
11 made that the status quo would be held?

12 MR. MASON: I don't think it will ever revert back to
13 what it was. Certainly there is institutional commitment and
14 much of this will go on in spite of what the court does or says.

15 Much of it will go on. It will never revert back. It
16 just simply helps to be encouraged. I should point out that we
17 are responding here only to the Adams question which refers only
18 to blacks, but I know Dr. Kopecky is going to say that our job
19 is much more than that.

20 We have five ethnic groups to attend to. We must be
21 doing these same things for all the other ethnic groups and
22 women and handicapped and veterans. Our comments here today are
23 only to the Adams question.

24 MR. MALETZ: May I ask, have you generally been satis-
25 fied with the methods used by academic departments at O.U. to

1 advertise open positions?

2 MR. MASON: I have not been satisfied with the results
3 and I don't know what it takes to really improve those results.
4 I know that the academic departments are open to suggestion.
5 We have a system here that everyone of these searches initiates
6 in my office and I have input into that advertisement and out
7 outreach and can suggest anything I chose, and in most instances,
8 the departments will do exactly as suggested, unless it costs
9 money and they don't have money.

10 MR. MALETZ: That would imply that you are relatively
11 confident that the announcement is getting out broadly enough.

12 MR. MASON: In most cases, yes.

13 MR. FAGIN: Do you deal only with the main campus,
14 itself, or do you also have responsibility over the Health
15 Sciences Center?

16 MR. MASON: That's Beth Wilson there. She has the
17 Health Sciences Center.

18 MR. FAGIN: Are you both part of the same office?

19 MR. MASON: Under the university, yes. She does essen-
20 tially the same thing I do.

21 MR. FAGIN: Could I ask you a question? We have a few
22 minutes left and I know you hadn't planned to be called upon,
23 but do you have any comment which you would care to make on the
24 affirmative action program, if there is one at the Health Sciences
25 Center, in terms of recruitment?

1 MS. WILSON: We do have an Affirmative Action Program
2 at the Health Sciences Center. It has essentially been in exis-
3 tence as long as the one for the university. It is a university
4 program. Simply as a matter of convenience, they are separated
5 for the two campuses since they have two administrative offices.

6 We have successes and we have problems just like every
7 other campus. For black faculty, the last year or two, we are
8 doing a better job. We are bringing three new ones on this year.
9 We thought we were bringing six, but I think the budget crunch
10 is going to have an effect on bringing in those additional three
11 that we are negotiating with.

12 With staff, we really lead the state system in the
13 number of black staff we have. We have seen a decline in black
14 staff representation in the last couple of years. I think part
15 of this is a budgetary problem because a number of the black
16 staff that we do have are in the lower level, in the occupational
17 level. Those are ordinarily the first to go when you are talking
18 about cuts.

19 For the professional schools, we have had some good
20 years and we have had some not so good years. I have been at
21 the Health Sciences Center for five years, going on my sixth
22 year. Last year we offered positions to nine black students in
23 medicine. That is right where we should have been according to
24 the goals established in the state plan.

25 In other years, we have been far below, though. I'm

1 not sure exactly where we will be this year because the admission
2 process is still going on. Part of the problem in recruiting
3 is our finding and attracting black students.

4 Part of the problem is where you are looking at the
5 cream of the crop of the students anyway and when you get to
6 that level, there opportunities are so vast that they can pretty
7 much pick and chose wherever they want to go.

8 The attractions for our institution are either that
9 they are residents of the state and want to stay in this area or
10 they have had some very personal contact with recruiters and were
11 impressed by them and they know students that are already at the
12 university and they want to be with them or we are able to offer
13 money that they can't get somewhere else. That is probably the
14 last thing that we would be able to do that somebody else couldn't
15 do better.

16 We do have one scholarship that represents about
17 \$250,000 that a private donor gave for specific purposes of
18 recruiting minority students in medicine. We don't have that
19 kind of money for dentistry.

20 We have managed to assist to some extent every black
21 student who has come to campus for those two programs. Any cuts
22 in financial assistance really hurt us because the cost for a
23 medical school is tremendous. You are talking about a lot more
24 money than for any other program. Financial assistance is real
25 important.

1 MR. FAGIN: I have lost control. We are running a
2 few minutes late. If there are any questions, we will direct
3 them to you later, but let Dr. Kopecky speak at this time.

4 DR. KOPECKY: I will try to move along since we are
5 running behind time. My name is Pauline Kopecky and I direct
6 the Affirmative Action Program at Oklahoma State University.

7 You asked me to give a little, brief biographical
8 sketch. I came from Texas in 1967 to the College of Business
9 Administration. I tenured on the economic faculty. In 1973,
10 I moved over to head of the office of Affirmative Action when
11 it was first formed.

12 What I'm going to do today is to zero in on a little
13 of the historical aspects going back to that time, 1973, which
14 opened up the office and also was the time that we had our first
15 Adams state plan and try to give you just a little historical
16 perspective.

17 Dr. Scott covered many of our programs. We do have
18 sixty programs that impact on minorities, particularly blacks,
19 at O.S.U. I want to focus in on how we run the Affirmative
20 Action program at O.S.U.

21 Talking about the progress we have made, what has been
22 successful, what has not been successful, and some of the problems
23 that we have and then looking very briefly at the post Adams
24 era, I believe this was my charge in the letter I received.

25 One of the things that I feel in terms of progress

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1 that has been made is looking at our student enrollment. If
2 you go all of the way back to 1973, at that time, our black
3 enrollment at O.S.U. was three hundred eighty-eight students.

4 By Fall of 1985, it was five hundred eighty students.
5 Throughout this period of time, there had been ups and downs in
6 the enrollment of black students, sometimes a plus and sometimes
7 a negative.

8 The height of the period was Fall of 1980 when we had
9 seven hundred five students. One of the things that I think we
10 can attribute this student enrollment of the pluses and minuses
11 to is that many times this follows recessionary times here in
12 the State of Oklahoma because these's a tendency when we have
13 bad times in the State of Oklahoma for the students to stay at
14 home, go to junior colleges, and this sort of thing.

15 I think one of the things, though, that is a very good
16 thing that we can look at is the reorganization that took place
17 two or three years ago at O.S.U. in the freshman programs,
18 high school and college relations, and then the establishment
19 of the office which Dr. Scott now holds as the Assistant Vice
20 President for Student Services in the Vice President's office
21 for Academic Affairs brought a lot of these things together and
22 with this restructuring, I think we are already seeing some
23 results because in spite of the fact that our enrollment was
24 down five hundred last Fall, if you look at first time entering
25 freshmen, you have a gain of twenty-two black males and thirty-

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1 one black females.

2 If you break this down in percentages, you can state
3 anything in a little different way with statistics, you can say
4 that we had one hundred six percent increase in black females.
5 Of course the actual number is only a gain of thirty-one. And
6 a twenty-two percent increase in black males, the actual gain
7 being nine.

8 So in spite of the fact that overall, we had a decline
9 in enrollment, we do have this gain in black freshmen. With
10 these programs taking hold, I think in view of the fact that
11 we have dismal times here in the State of Oklahoma, that some-
12 thing is going on that is increasing the enrollment of black
13 students at the freshman level, and if we can retain these
14 students, and we have a lot of programs in place to do this, I
15 think this overall is going to make a tremendous impact.

16 The next thing I want to talk about briefly is policies,
17 programs, or activities initiated in response to Adams. I think
18 it's difficult -- and I know you keep asking this question "what
19 has been done in response to Adams and what has been done other
20 than in response to Adams?"

21 Let me say from the point of view of my occupying this
22 office since 1973, at the beginning, many of these programs were
23 initiated either from my office or from Central Administration.

24 So I think a lot of this was in response to Adams, but
25 as these programs take hold and you excite some people on campus,

1 what we have to do is send out every year asking for all of the
2 programs that effect minorities, blacks, et cetera, and every
3 once in awhile we say "here's some programs we didn't even hear
4 about."

5 One of the things we have done on our campus is that
6 early on, I decided that I needed some help. I always like to
7 delegate because it makes it much easier for me so I asked the
8 President if I could have someone working in each of the colleges
9 and five Vice President areas so we have a group of what we call
10 Affirmative Action Coordinators.

11 These generally are people at the associate deans
12 level or someone in the vice presidents office that works very
13 closely with the vice president. Therefore, we have these persons
14 out in each of the colleges and five vice president areas and
15 in terms of personnel recruitment, all of these five things,
16 we have these persons that are initiating these programs, working
17 with personnel, supervising the recruitment, et cetera.

18 In conjunction with that, we also tried something
19 several years ago -- well, in 1983, to be exact, and this was
20 initiated by President Bogart. He felt very strongly that our
21 faculty and staff recruitment was not effective and that using
22 advertising in academic journals, et cetera, was not enough.

23 So at that time, we worked out a system where he wrote
24 a memo to all of the academic department leaders and non-academic
25 also, saying that he wanted to be in personal contact with the

1 search committees in recruiting women and minorities and he
2 particularly emphasized those minorities under the Adams criteria
3 which of course are blacks.

4 in conjunction with that, what we did was to develop
5 a video tape. On it was President Bogart, Vice President Boggs,
6 and I had a little bit on it. We show this to search committees.
7 This shows each search committee that the president has a personal
8 commitment. I think that is truly affirmative action recruitment
9 over and above the regular advertising, personally contacting
10 people, telephoning others, asking if they know of blacks, other
11 minorities, and women that could be applicants for positions
12 and then our office attempts to monitor these.

13 In addition to that, we sent out recruitment sources
14 and we are working with the alumni offices now in terms of identi-
15 fying all black and other minority alumni. This information will
16 flow back to all of the departments. They are adding the current
17 telephone numbers, addresses, et cetera, and we are trying to
18 develop some very viable minority banks so that whenever we have
19 positions open, we can call these persons up in terms of recruit-
20 ment.

21 This will also help high school and college relations
22 in terms of the recruitment of students and we are working on
23 this right now and we expect that we will be quite successful.

24 Vice President Boggs tired this and got some of the
25 early information on this in the recruitment of Dr. Hazel Scott

1 and we are still using some of these lists and adding to this.
2 We are trying to expand that.

3 Another thing that has been successful on our campus
4 is a minority lector program. This is an arrangement we have
5 with Oklahoma City public schools and Tulsa public schools where
6 they do the screening, the initial screening for us and then these
7 applicants that wish to be a minority lector on our campus apply
8 to the vice president of academic affairs office.

9 The final screening is done at that point and then
10 these persons are invited to our campus for a year. They do
11 some teaching and they can also enroll in our graduate programs
12 and then they return to their own respective high schools.

13 This program has been going on since about 1976 or
14 1977 and even though they return to these schools, in a couple
15 of cases, these persons have opted to apply for tenure tract
16 positions and are now on our campus.

17 In addition to this, Dr. Scott touched on this, was
18 the Counsel of Partners program. This started out in 1973 and
19 this program has grown and grown and grown. We were talking
20 this morning about a cooperative arrangement and this is an
21 arrangement that we do have where you have industry, private
22 industries that are supporting this program almost in its entirety
23 and also provide summer internships. The black engineering program
24 has been very successful.

25 We have a small program out of our office. It's called

1 the minority training program for clerical employees, those
2 persons who could not pass employment tests. For this, the
3 College of Business Administration donates all of the machines,
4 we pay for an instructor and any minority can attend this program
5 free and we have internships in all seven colleges.

6 I would hate to see this program go with the budget
7 crunch and we are trying very hard to maintain this program.

8 In addition to that, we have a secretarial refresher course
9 for those women returning. This is both minority and majority
10 women that are in this program.

11 The black faculty mentor program is, I think, going
12 to be a very successful program. I know that some of the earlier
13 discussion this morning was wondering if this was not too much
14 of an imposition in terms of the black faculty members.

15 What this one is, students are matched to the faculty
16 member and therefore, those students who do not want to have a
17 mentor do not have to, but this is initially agreed upon and
18 no black faculty, as I understand it, has to take these students,
19 but I think all faculty and staff has.

20 In terms of problems -- I have talked about successes
21 and all of us like to talk about success more than problems --
22 I think there's a couple of things that we have tried that have
23 not been successful.

24 One was a number of years ago, we tried a faculty
25 exchange with Langston and we would get a number of persons that

1 wanted to go to Langston and teach, but we could not find people
2 who wanted to come to O.S.U. and teach.

3 I think the timing was wrong. I think we may try that
4 again. I think that the student services had a very small
5 exchange program in the Fall and it seemed to work. Sometimes
6 the timing is wrong and maybe some of the things that are un-
7 successful at one point, we need to try again and they might be
8 more successful later on.

9 One of the problems always is money, but I think it's
10 a little more than money. Sometimes this is a simplistic answer
11 when we say money is a big problem. I know that in some of our
12 colleges, there is a lot of funding and I think one of the
13 examples mentioned was about the five students that have received
14 the National Achievement Finalist Award.

15 The scholarships there, and there was a combination,
16 there was \$58,000 for five students. That's a little over
17 \$11,000 a piece. This is over a period of four years. We have
18 one college where there is about \$18,000 altogether that could
19 to toward a black student if we had a black student apply in
20 that particular field.

21 Now, money is a problem and I'm talking about some
22 unique situations, but money is not the only problem. I think
23 the problem is commitment. When we talk about commitment, there
24 is no question in my mind that Central Administration is not
25 committed to a minority program.

1 I think though it is a carrot and stick approach if you
2 have to get persons committed and get the information out to all
3 search committees that it is to the interest of the department
4 as well as the university to have faculty that are of different
5 races so that our students will have a role model and so that
6 everybody will have an equal opportunity.

7 I would like to close by quoting a couple of things
8 here. One of them is from our O.S.U. newspaper so this may be
9 a little self-serving, but we think the reporter reported this
10 correctly.

11 They were interviewing the five National Merit Scholars
12 that we were talking about. One of these person's name is
13 Sean Stelistein. "Stelistein, who considered Howard University
14 in Washington, D.C. and West Point Academy, said he heard O.S.U.
15 was a nice school.

16 "There are a lot of students here," he said. "You
17 meet people quickly. They come up to you and talk to you."
18 This is another student, "before enrolling, Driver had visited
19 the campus and also liked the school's atmosphere. 'I thought
20 about going to Stanford or S.M.U., but I really like everybody
21 I met here,' Driver said. 'There's a family surrounding at O.S.U.
22 When visiting other schools, I sometimes received a cold feeling.
23 I felt like another number, not a person.'

24 "Hayley agreed. 'The thing that won me over was the
25 people. They seemed more concerned about me.'

1 I would like to say that I have long felt O.S.U. had a
2 very good, general friendly attitude and that minority students
3 felt at home. One of the arguments that I give for this is that
4 we have, I think, about two thousand international students.
5 We do very little recruitment for these international students
6 and they keep coming.

7 I think we have created very early on, back in the
8 early 1950's, a climate where international students feel com-
9 comfortable. I think that many times our own minority students also
10 feel comfortable.

11 The final thing that I would like to say, I'm quoting
12 here from the Washington Post, they are talking about this
13 problem of what they call minority brain drain, that we don't
14 have enough minorities going to college.

15 They say, "Although minorities are twenty percent of
16 the nation's population, they received only ten point nine per-
17 cent of all doctorates awarded in 1983. Blacks, who are twelve
18 point one percent of the population, only earned four percent
19 of the doctoral degrees in 1980.

20 "Moreover, minority doctorate degrees decreased ten
21 percent in the sciences. No longer is this just a social or
22 equal opportunity problem. The minority population probably
23 will have to supply more of the nation's future scientists,
24 engineers, and other professional fields.

25 "The country will face a severe shortage of trained

1 man power in the coming years if minorities fail to get a college
2 level education. Meanwhile, minority students, educators, and
3 parents must get on the case themselves for themselves. Too
4 many minority students arrive at college unprepared.

5 "Understaffing and underfinancing of the public
6 schools are partly to blame, but the schools need the help of
7 parents and community leaders to insure that young students go
8 to school and do their homework if this generation is to get
9 an education and achieve in the manner of its elders."

10 So in summary, I would like to say that the lack or
11 shortage of money, the lack of commitment, these things have
12 been road blocks, but since I have been in this office, since
13 1973, I have seen a lot of progress and a great deal of commit-
14 ment and I suppose that whether Adams goes on, whether Adams
15 stops at this point, whatever happens, I think we have programs
16 and commitments in place that will keep on.

17 MS. TARBEL: We now have the children that started in
18 Head Start; is that correct? Haven't they reached college level
19 now? Is anybody tracking those students to see if they are
20 doing better? Is this being filed in statistics? Are we getting
21 more children in school that have had Head Start as part of
22 their support system?

23 MR. FAGIN: Does anyone here have any idea?

24 MS. JACKSON: I have worked with the Head Start program
25 in Oklahoma and it has been a very successful program. Not only

1 that, but it has been so successful that Oklahoma and the rest
2 of the states were given another \$17,000,000 just last year to
3 keep the Head Start program going because I read the proposal.

4 MS. TARBEL: Have you asked these students if they were
5 in Head Start? Because surely if it was that successful, some
6 of these children will show up as leaders.

7 MS. JACKSON: I think you may be able to get some of
8 that information from the University of Oklahoma because they
9 were the first to have the Head Start program.

10 MR. FAGIN: Would you give us your name so we can
11 get it into the Record, please?

12 MS. JACKSON: I'm Mamie Jackson with the Oklahoma
13 Affirmative Action Office with the Oklahoma public schools.

14 MR. FAGIN: At this time, we are focusing on Langston
15 University, both as Oklahoma's traditionally black institution
16 and I think in some of the new direction in which it has been
17 heading in the past three years.

18 We have three presenters in this time slot. I'm going
19 to ask that they all sit at the table at the same time to facil-
20 itate us.

21 You are Dr. --

22 DR. EVANS: I'm Charles Evans representing Mr. Eaton.

23 MR. FAGIN: This is Dr. John Montgomery, Chairman of
24 the Oklahoma Board of Regents for Agricultural and Mechanical
25 Colleges, and Dr. Ernest Holloway, President of Langston Univer-

1 sity. We are grateful and honored that you are with us today
2 and apologise for the delay.

3 We will start out with Dr. Holloway and then go to
4 Dr. Montgomery.

5 DR. HOLLOWAY: I usually yield to him.

6 DR. MONTGOMERY: Because I do have another appointment
7 this afternoon, if you would permit me, Mr. Chairman.

8 I'm John W. Montgomery. I'm a member of the A & M
9 Board of Regents in Oklahoma City University. I'm currently
10 serving as chairman of that board and I'm delighted to be here
11 this afternoon, Mr. Chairman.

12 I received a letter from Mr. Avena and in that letter,
13 you asked me to come and appear and participate and share with
14 the Advisory Committee questions on the status of desegregation
15 with regard to Langston.

16 I signed, as Chairman of this Board, six affirmative
17 action compliance plans so I'm a little perplexed that you asked
18 me to come here and speak on behalf of Langston because I repre-
19 sent all of the A & M board institutions.

20 I'm sure I can speak for Langston, but as Chairman of
21 the Board, I wondered why you asked me if I would just speak to
22 Langston because Oklahoma has many institutions under the Civil
23 Rights compliance plan.

24 But to address the issues that you asked me to, I
25 would be very, very pleased to do it at this time. The role

1 and activities of the Oklahoma Board of Regents for the agri-
2 cultural and mechanical colleges, that is our board, in meeting
3 the mandates of the state's desegregation plan, particularly as
4 it relates to Langston University.

5 I want to tell you another reason I'm delighted to
6 be here this afternoon is because I have been on the Board
7 since 1975 so when Langston received its Civil Rights compliance
8 plan, I was on the Board and our board of course names a committee
9 to work with Langston on a civil rights compliance plan and I
10 served as the first chairman of that committee.

11 So because of that, I'm delighted to be here and I
12 have been around long enough to know about the role that Langston
13 has played and the role that Board of Regents that I serve has
14 played in this regard.

15 That Board of Regents has counseled all of the presi-
16 dents under the board and administrators. WE have counseled
17 and supported them to recruit minorities, particularly blacks,
18 in faculty positions and administrative position in all of our
19 institutions.

20 The Board believes that its support and encouragement
21 to these institution has fostered that effort. We have on our
22 recruiting board, blacks and minorities in all of our institu-
23 tions.

24 It has been my belief that one of the greatest boons
25 to retention of students is role models. I think that when a

1 student can come and see role models, particularly in meaningful
2 positions, administrative positions, I think this does more to
3 retain students than anything else. I don't think there is any
4 greater waste than the attrition of students once they enter
5 the university.

6 I want to tell you a special committee was named from
7 our Board. That committee is a task force for Langston Univer-
8 sity's compliance plan. I chair that committee, starting in
9 1979.

10 We have been monitoring and reviewing Langston's
11 progress with the civil rights compliance plan ever since 1979.
12 Even up to now and last month this committee met and continues
13 to meet to foster Langston compliance plan and enhance the
14 university as best we can because we believe that Langston
15 should be a viable part of higher education in this state.

16 The Board of Regents has approved Langston request
17 recently for a doctorial program in chiropractic medicine. We
18 also requested and got approved programs for the Master's Degree
19 program in education and business because we think Langston is
20 ready for these and needs these undergraduate high demand
21 programs so that Langston can not only enhance the institution's
22 viability and vitality, but these programs will also be a very,
23 very good drawing card for non black students.

24 Fortunately, Langston has been able to meet the civil
25 rights compliance plan of thirty-five point five percent as set

1 forth in admissions toward Langston and it has been able to do
2 that without these programs. As its first chairman in 1979,
3 I asked the State Regents for Higher Education if they would give
4 Langston a program in optometry and pharmacy because I knew
5 that these programs would attract students of all races, not
6 just black students.

7 At that time, the state was not suffering a budget
8 crunch. We had a tremendous amount of money when I asked for
9 these programs. I have seen these programs work at other
10 traditionally black institutions. I'm a product of Tuskee
11 Institute, where there is a college of veterinarian medicine
12 and of course a school of engineering.

13 These colleges attract students of all races and I
14 knew that if Langston was given one of these high demand and
15 unduplicated programs that Langston would also attract students
16 of all races.

17 So we asked for that. That request was not honored.
18 Of course you know Northeastern received the optometry program.

19 During the period of time when there was a conflict
20 in the interpretation of the plan for Langston University and
21 the Board of Regents had to really assert itself because strong
22 initiative was taken and so we had to assert ourselves both with
23 the state and federal government as to the correct interpretation
24 of Langston's mission as it relates to its civil rights compli-
25 ance plan.

1 We did that and this Board is very, very happy that
2 that interpretation was finally interpreted and correct.

3 The authority for approving programs, as you know,
4 and functions, rest constitutionally with the State Board of
5 Regents for Higher Education. We have worked with the State
6 Board of Regents for Langston's enhancement. We have a very
7 good working relationship with the State Board of Regents.

8 The administrator of Langston University and Oklahoma
9 City University, as you know, are agents of the Board of Regents
10 at the University of Tulsa. We, as a Board, have asked our
11 presidents -- this wasn't necessary -- but we have asked them
12 to interreact very frequently and strongly with the leadership
13 at UCAT and they have.

14 Not only that, but recently we met with the Board of
15 Trustees because it was our feeling that we should come to know
16 the Board of Trustees at the University of Tulsa. That meeting
17 I think, proved very, very fruitful.

18 I met Dr. Evans here, the director, at that particular
19 time. But in view of the official mission of the state plan
20 at Langston University approved by the State Regents for Higher
21 Education and the Office of civil Rights, there has been some
22 concern as to whether certain actions in the last few years
23 have been consistent with that commitment.

24 Langston was assigned a new urban mission. I was
25 particularly concerned so I want to read a letter that I wrote

1 to Mr. August, dated February 9, 1982.

2 "Dear Mr. August, This letter comes as an expression
3 of my concern regarding a study being made by the State Regents
4 for Higher Education to determine the need and feasibility
5 of establishing a state supported institution or branch of
6 upper division and graduate programs in Tulsa.

7 "More particularly, the whole concept is in direct
8 contradiction to the statement on page nineteen of the statement
9 of admissions to Langston University, which states 'no other
10 institution will be authorized to establish upper division
11 branches in Tulsa, nor will other institutions be allowed to
12 duplicate the courses or programs offered by Langston University
13 in that city.'

14 "Given this protection, the New Urban Mission will be
15 afforded the most fertile soil in which the academic seed can
16 spout and flourish.

17 "I also want to call your attention to page ten of
18 the procedures and implementation time tables, which states in
19 1982 and 1983, the State Regents will assess and evaluate the
20 progress being made to uplift and execute education programs
21 as prescribed by Langston University in June 1978.

22 "In view of substantial progress being made at that
23 point, the current implementation time table will be continued
24 as projected. If by November 1982, it appears the institution
25 is not meeting the desegregation goals set forth in Table Two,

1 the State Regents will then recommend to the 1983 Oklahoma
2 legislature that Langston University be transferred to Tulsa
3 or Oklahoma City to become an upper division and graduate
4 institution with continuing emphasis on urban affairs beginning
5 with the 1983 Fall semester.

6 "This is also contradictory to the commitments set
7 forth. As a member of the governing board of the A & M colleges,
8 and a present member of the task force today for the implemen-
9 tation of langston Urban Mission, I share a deep concern for
10 the future vitality and viability of Langston University as
11 set forth by either of these seven alternatives"-- there were
12 seven alternatives set forth in that statement--"would have.

13 "While the study shows that there are unmet needs
14 for higher education in the Tulsa community, I believe Tulsa's
15 needs can be met if Langston's two year" -- that is junior and
16 senior political base-- "were expanded and adequately funded.

17 "If I can be of further assistance in this matter,
18 please call on me because I'm requesting that you keep your
19 commitment made by the State of Oklahoma and the Office of Civil
20 Rights regarding Langston University."

21 "I'm submitting a copy of this letter and resolution
22 1014 to Mr. George Gardner, State Assistant desegregation Board,
23 Division of education, Office of Civil Rights, Washington, D.C."

24 I wrote that letter because I had great concern as
25 many of the members of our board did about the impact that UCAT,

1 the new university, would have on Langston, and Oklahoma State
2 University because Oklahoma State University is one of the
3 institutions that draws heavily on its student population from
4 the Tulsa area.

5 I also want to read you a quote from Mary Berry, who
6 had a part in drawing up the Civil Rights compliance plans,
7 a member of the United States Office of Civil Rights.

8 She says here in May of 1983, "I think the UCAT
9 system they have in Tulsa violates the desegregation plan and
10 that it's illegal, it should never have been instituted in the
11 first place."

12 "Any higher education opportunities that are to be
13 offered in Tulsa beyond what was there in 1978 ought to be
14 offered by Langston. That's part of what was in the plan.

15 "The resources that went into the whole UCAT concept,
16 all of that money should have been given to Langston to mount
17 any program there that needed to be mounted."

18 I read that to you because she's a member of the
19 United States Civil Rights Commission and that was her feeling.

20 It is noted also there that there are areas in the
21 documents for Langston University where commitments have yet
22 to be fulfilled.

23 "I speak specifically to the plan indicating that
24 Langston University should be given \$500,000 to assist in the
25 implementation of new programs. Had this been provided, the

1 institution would be in a stronger position to develop some of
2 those higher cost programs, particularly in the health related
3 professions.

4 "This fact taken with the situation that Langston
5 University was only allotted \$25,000 to begin its Urban Mission
6 in Tulsa, \$15,000 of that from their own revolving fund. These
7 facts have made it extremely difficult to physically manage
8 the implementation of the mission that Langston was called to
9 do in Tulsa.

10 "But the A & M Board has consistently encouraged and
11 supported Langston in its mission and asked it to make the best
12 of its resources in order that its mission could be successful."

13 I want to say again that this Board is committed, now
14 that Langston and Oklahoma State University are viable parts of
15 UCAT, the university at Tulsa, this Board is no less committed
16 to making Langston and Oklahoma State University the kinds of
17 institutions that provide excellence in education for the citi-
18 zens of the Tulsa community and others who choose to attend.

19 As I have already stated, the Board has consistently
20 expressed a strong desire that the desegregation plan of Oklahoma
21 would be fully implemented. I said Oklahoma. Although the
22 policies in Oklahoma which effect education are solely within
23 the lawful authority of the State Regents for Higher Education,
24 under the constitution of Oklahoma, the A & M Board continues
25 to be ready to support every effort to accomplish the Oklahoma

1 desegregation plan. Thank you.

2 MR. FAGIN: I just want to respond a moment to your
3 question on why we selected Langston. That is primarily that
4 we could not have a three day meeting because of the budgetary
5 problem so we tried to focus in one day on certain institutions
6 but we are certainly going to take a look at reports from all
7 of the institution.

8 DR. MONTGOMERY: I just wondered because you are talk-
9 ing about desegregation and Langston is the most desegregated
10 institution in the state system.

11 MR. FAGIN: I think there is some question as to the
12 plan and how it was viewed. Langston was required to preserve
13 itself as a traditionally black institution and also to desegre-
14 gate. Perhaps it has done both through its branches.

15 DR. MONTGOMERY: The branches are part of the insti-
16 tution.

17 DR. HOLLOWAY: I would like to just simply continue
18 with expanding on Langston's part in some of the concerns and
19 some of the questions that you shared with me in the communication
20 as a follow-up or continuation of Dr. Montgomery's observations.

21 I would speak first in the area that relates to recruit-
22 ment. I think there was a question about student recruitment
23 that was raised as it relates to Oklahoma's higher education
24 desegregation plan related to Langston University.

25 I took the position that that question had reference

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1 to non-black students. I took that position, but I do not know
2 whether it was the intent of the writer. Langston University
3 certainly has been involved in desegregating the university
4 through student recruitment of non-blacks.

5 We do have in place and have had in place for several
6 years, the non-black scholarships. These are scholarships that
7 were part of the plan toward admission to Langston University
8 which was partially supported by the State Regents. This par-
9 ticular plan called for scholarships equal to \$300 per semester
10 for non-black students.

11 Of course, these scholarships are restricted to the
12 main campus of Langston University. Langston University recruit-
13 ment efforts certainly, in the non-black category, the institu-
14 tion has on staff in its admissions area a non-black employee
15 who in fact is assigned to the recruitment efforts. This person
16 along with our other recruiters, visits the various high schools
17 in the state, participates in the College Nights and Career
18 Nights activities.

19 It's primarily localized within the four or five
20 counties surrounding Logan County which is the county where the
21 campus is located.

22 Speaking further on the area of recruitment, Langston
23 University, during the period of this particular -- well, more
24 recently, has put forth a honors program in order to attract
25 a higher prepared or better prepared student and we are happy to

1 say that through Regents' scholarships and presidential scholar-
2 ships, this is being done and of course this is effecting posi-
3 tively our recruitment efforts.

4 You raised another question and I would like to speak
5 to that, with regard to enrollment. Just for discussion purposes
6 I would like to make a couple of comparisons on enrollment. I
7 would like to reflect on first, you heard Dr. Montgomery talk
8 about 1979. Most of you know that this plan was approved in the
9 Fall of 1978. Our first full semester was in the Spring of 1979.

10 In an earlier conversation, we heard reference made to
11 percentages, and I think that would help project what I really
12 want to say. In the Spring of 1979 -- we are looking at enroll-
13 ment in terms of race because I think that is the primary nature
14 of your interest here this afternoon.

15 In the Spring of 1979, Langston's enrollment was seventy
16 percent black. I'm not talking about black Africans or all of
17 those others, but just black Americans. Today, Langston's
18 enrollment -- that's the Spring of 1986-- is fifty percent black.
19 That's total enrollment now.

20 When you look further at white enrollment during this
21 particular same period of time, the Spring of 1979 -- that's our
22 first efforts in Tulsa, the first efforts in our whole plan --
23 Langston's enrollment was eight percent white. Today, you
24 heard Dr. Montgomery indicate that we have thirty-eight point
25 plus percent whites. That within itself speaks to the whole

1 issue of desegregation.

2 Then for fear there has been discussion for conversa-
3 tion, but not a part of the plan's mandate, but I present it
4 just for conversation, and for your information as it relates to
5 the main campus just to let you know. We have talked about the
6 total system that is Langston University. Sometimes the question
7 is asked, what has happened with the main campus.

8 I will share with you that in terms of the black
9 enrollment on the main campus in the Spring of 1979, the black
10 enrollment was seventy-eight percent. The main campus this
11 Spring for black enrollment is seventy-five percent.

12 in the Spring of 1979, the white enrollment on the main
13 campus was approximately a little better than one percent. The
14 Spring of 1986, which is our current white enrollment on the
15 main campus is nine percent.

16 We have seen a shift of sorts in the other categories
17 which represent the international students. The international
18 student enrollment has gone down and the white enrollment has
19 gone up. Our enrollment of course for the most part has in-
20 creased overall since the Spring of 1979.

21 You also raised some questions in regard to faculty
22 and staff. This was not a issue at Langston university in terms
23 of initiative towards admission, but in some discussion since
24 1979, we felt that this issue should be incorporated in Langston's
25 activities as it relates to the desegregation plan.

1 Therefore, we present this information for your infor-
2 mation. In the Fall of 1978, looking at the Langston University
3 faculty, teaching faculty, full time faculty, sixty-seven percent
4 of the faculty was black. In the Fall of 1985, the black faculty
5 on the main campus is sixty-eight, which is basically about the
6 same.

7 The white teaching faculty in the Fall of 1978, was
8 about twenty-four point six percent or approximately twenty-
9 five percent. In the Fall of 1985, the white faculty is twenty-
10 two percent. There has been a slight shift in the white faculty.
11 As I indicated, we were already desegregated in our faculty
12 employment. I want to highlight that for the Record.

13 In the other category, we notice that other race
14 faculty in the Fall of 1978 was approximately ten percent and
15 today we still have a little less than ten percent of those on
16 our faculty.

17 But in the staff category, I think there are some
18 changes here that will effect the total outlook in terms of our
19 employees by race. Seventy-six percent of the staff in the Fall
20 of 1978 was black and in the Fall of 1985, sixty-seven percent
21 of the staff is black.

22 Among the staff in the Fall of 1978, approximately
23 fifteen percent of the staff was white. In the Fall of 1985
24 among the staff, thirty-one percent of the staff is white.

25 In the Fall of 1978, in the other races, approximately

1 nine percent was other races. Other races on the staff in the
2 Fall of 1985 is approximately one percent. So there has been
3 a decline in other races, but an increase in whites on the staff.

4 This overall projects total employment in the Fall of
5 1978, approximately seventy-two percent black and in the Fall
6 of 1985, sixty-eight percent black. Total employees in the Fall
7 of 1978, we had approximately eighteen percent white and in the
8 Fall of 1985, approximately twenty-eight percent white so there
9 has been a shift there of some significance.

10 Of course among others, nine percent in the Fall of
11 1978 and three percent currently in other race faculty. That
12 gives you some indication as to where the institution is in
13 regard to some of your questions on staff desegregation.

14 While it was not necessarily part of the initial plan
15 to do, to desegregate the faculty, because at that time it was
16 understood that we were involved in that activity already, but
17 it needs to be part of our efforts for the Record.

18 You raised some other questions that you would like
19 for us to share that I would just like to mention with regard
20 facilities. I think it would be fair to say that all of the
21 facilities that were indentified new mission for Langston Univer-
22 sity in the Fall of 1978, I would say that primarily the renova-
23 tion and all of the many buildings that were closed and et cetera
24 I'm happy to say maybe not because of but more or less in spite
25 of, we are happy to say that most of all of the improvement

1 needs with the exception of one historical facility -- that is
2 the facility that once housed the president's residence and we
3 are looking to make that a historical facility. That's the only
4 facility left on the Langston campus that has not been completely
5 renovated since the Fall of 1978.

6 With that on the drawing board, we have had many new
7 buildings that have been added since then. That has been con-
8 sistent with the plan. Of course if you have been the Langston
9 University campus, you would have a better feel for what we are
10 trying to articulate at this time.

11 You wanted me to talk about approved programs. I'm
12 going to say that in the documents it's noted that Langston
13 University had twenty-nine bacheloric programs and it had a
14 series of associate degree programs.

15 We were asked, and of course it was part of the plan,
16 we were scheduled for deletion of some of the two year programs.
17 All of those two year programs were ~~deleted~~ during the duration
18 of the plan and of course there were many new programs with
19 urban emphasis that have been added to Langston University's
20 academic programs.

21 We continue to evaluate those programs. Currently
22 we have thirty-six degree programs. These programs are constantly
23 under review. There are some that have done very well. There
24 are one or two that we once described as the Edsels of the Ford
25 era. They are there, but we may put them on the back burner later

1 on as we continue to look at the programs because at the under-
2 graduate level it is absolutely not in the best interest of any
3 undergraduate institution to try to offer three programs at the
4 undergraduate level because there is no high demand at that level.

5 Most of us, those of us in higher education, have
6 discovered that urban type programs are Master's degree programs
7 or above. We have already modified some of those since the
8 inception of the plan.

9 There were a couple of other points that you asked me
10 to comment on that relate to this whole matter of impact and some
11 of the changes that the desegregation plan has had on Langston
12 University. I would say this, I think one could conclude that
13 substantial progress has been made by Langston University in the
14 implementation of its urban mission as well as the general
15 administration and the management and operation of the institution.
16 I think one could come to those conclusions.

17 Whether desegregation has had anything to do with it,
18 I just present it here as information. I also present here some
19 other factors that probably would be of value. There has been
20 a shift in some areas I would say and there is a positive image
21 or an improved image in some respects. I think the image is at
22 least in a strong developmental stage.

23 In recent years, every now and then, we have to deal --
24 we have not always overcome damaging negative publicities, but
25 the institution has managed somehow at least to cope with it.

1 We have not heard much about our fiscal integrity being
2 questioned. Improvements made to the fiscal plan certainly has
3 been one that we believe has helped us in improving our image,
4 the addition of some of our new programs likewise.

5 Another factor of course that deals with this whole
6 business of impact, the administrative stability has been
7 established at the institution and probably this has had some
8 impact on the institution's ability to make progress with regard
9 to the plan.

10 Of course we know that Langston's relationship with
11 other institutions in the state system has improved. As long as
12 we don't beat them, we can play them in terms of intercollegiate
13 relationships. We don't beat anybody so we are able to play all
14 of the schools in athletics. There doesn't seem to be any problem
15 there.

16 Many of the Langston academic programs have been greatly
17 improved and we will continue to do all that we can to insure that
18 our end of that plan is fulfilled.

19 You had a third point that you wanted me to comment
20 on and I want to make reference to that. You want my views on
21 whether the state has fulfilled its commitment to make Langston
22 an integral part of the state's system of higher education.

23 I would say this, it is noted in our document toward
24 a new mission for Langston University and Dr. Montgomery referenced
25 this and I want to report it to show the emphasis and significance.

1 I would say this, in that document as I interpreted
2 it and the A&M board and the Langston University administration
3 interpreted it, there was a commitment in the plan and we speak
4 specifically of the \$500,000 to assist in the implementation of
5 new programs.

6 This is important because I am confident that had that
7 one time resource of \$500,000 that was addressed in that plan,
8 been provided, we would be further along. We have had to initiate
9 all of these new programs with just a normal budget and you know
10 how hard that task has been, but we have been able to do it.
11 The institution would have been in a stronger position.

12 In order for the institution to really strengthen its
13 viability, its function should be changed to allow for offerings
14 of the programs that Dr. Montgomery eluded to. Something unique
15 and different.

16 I'm convinced that if you have something you can't
17 get anywhere else, people will come. That's a fact. Before
18 UCAT in Tulsa, they were coming to whatever Langston had to
19 offer. They were coming. Probably they came too fast.

20 Anyway, I'm convinced that if we were the only persons
21 in Tulsa with an upper division program, and knowing what we
22 could have offered if somebody had given us the money -- You
23 heard the fact that the State Regents gave us \$25,000 to start
24 what is now UCAT, But UCAT started on \$2,000,000. I just thought
25 gosh, what I could have done with \$2,000,000 at that time.

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1 Nevertheless, I will let you be the judge on that.
2 I also want to mention the fact that I do believe, as some of
3 my colleagues have said previously, that we all need encourage-
4 ment to support us.

5 I think in terms of the desegregation plan, the only
6 tragedy that I find is the extended plan did not have stronger
7 support for Langston University. I think it had a lot of dis-
8 cussion and not enough substantive support and I think that is
9 still needed.

10 I believe that with the strong commitment that we
11 enjoy at Langston University from our governing board -- I do
12 not say that necessarily because they are here -- I said it
13 because this is what we have perceived since I would say the
14 Spring of 1979 from which time I have had the opportunity to
15 serve that university in the capacity that I now serve.

16 We have enjoyed support, but had it not been for the
17 support of our governing board who is responsible for seeing to
18 it that we manage the resources that we receive properly that
19 they allowed us in order to meet some of the demands that Tulsa
20 Community was placing upon us in terms of new programs. We had
21 all of the programs there at one time with one single budget.
22 They allowed us to redirect some resources because they under-
23 stood the importance of our participation. That has made it
24 easy for us in our position to have that kind of support.

25 The administration has no reason on the question you

1 asked me about whether or not your view on the commitment of the
2 state, the Oklahoma Board of Regents, the A & M colleges, the
3 Board of Trustees for the University of Tulsa, in a post Adams
4 era to the policies, programs, and activities initiated in response
5 to the state plan. We have no reason to believe that the commit-
6 ment is not strong on the part of the Oklahoma State Regents for
7 Higher Education and the State Board of Trustees of the University
8 at Tulsa.

9 I want to close by saying that I believe I'm accurate
10 in saying that we enjoy the administrative network at the Univer-
11 sity Center in Tulsa and our people there do enjoy and approve
12 relationships and I believe that if the quality of the relation-
13 ship is maintained, if the level of support is continued, that
14 Langston University can continue to fulfill all of these objectives
15 that are in place.

16 We plan to continue them because we find them good
17 for the university. We plan to expand our efforts on the main
18 campus. We have strong evening programs in terms of joint
19 venturing. We are looking to the community of Guthrie. They
20 have asked us to do some joint venturing with them and we probably
21 will develop some programs, particularly in our effort to improve
22 that community.

23 Langston University is certainly a strong historical
24 base for this state. I don't think there's any segment of our
25 society that doesn't recognize that.

1 MR. FAGIN: Thank you very much. This is Dr. Evans
2 the Director of Operations at the University Center at Tulsa.

3 DR. EVANS: Thank you. I am here representing Leonard
4 Eaton, who is chairman of the Board of Trustees for the University
5 Center at Tulsa. I am Charles Evans, the Director of the Center's
6 Operations, and executive officer for the Board of Trustees, a
7 new Board which was established eight months ago and became
8 effective the first day of July 1985.

9 In the way of background, I might just tell you a
10 couple of antidotes about my involvement here. Of course the
11 University Center at Tulsa involves the University of Oklahoma,
12 Oklahoma State University, Northeastern University and Langston.

13 I went to high school over at Langston as a matter of
14 fact, or at least in the community that serves Langston, and am
15 an alumnus of the University of Oklahoma, former staff member
16 of the University of Oklahoma and was a former member of the
17 staff of Oklahoma State University. In fact, I served on the
18 internal committee that drew up a response on how Oklahoma State
19 University would participate in the University Center at Tulsa.

20 Dr. Montgomery, I can tell you that in my point of
21 view, even though I was committed to the proposal, the least
22 effective way of serving the comprehensive needs of the community
23 of Tulsa would be to have a branch of any single university.

24 We talk in Oklahoma about comprehensive universities,
25 but the fact of the matter is we don't have a comprehensive

1 university in this state. If we combined the University of
2 Oklahoma with Oklahoma State University we still wouldn't have
3 a comprehensive university.

4 The response to the community needs in Tulsa, in my
5 judgement was a very appropriate one to bring the strong programs
6 from the four state publically supported institutions to Tulsa,
7 because we could offer through that vehicle a wider variety of
8 programs than would be possible from a single institution.

9 For instance, Langston University had thirty-six pro-
10 grams at the bacheloric level and the fact of the matter is that
11 they had implemented only nineteen at the University Center at
12 Tulsa. More importantly than that, the student body which responds
13 to the University Center at Tulsa is heavy at the graduate end
14 and lighter at the undergraduate end.

15 So when we speak to you, we are speaking from the
16 point of serving the metropolitan Tulsa needs as opposed to
17 speaking to you from an institutional view or even from the point
18 of serving a very social function of desegregation.

19 When we collect our statistics, for example, we make
20 no effort to count minority representation by Langston University,
21 Oklahoma State University, University of Oklahoma, or Northeastern.
22 We leave it to the universities to determine how the ethnic
23 breakdown for their own population falls out.

24 I can tell you that in terms of the University Center
25 at Tulsa, our ethnic distribution mirrors exactly that of the

1 Tulsa standard metropolitan statistical area. We have about
2 fourteen percent minority students and that's exactly the figure
3 reported in the last census for Tulsa as a whole.

4 Our black population does vary by about two percentage
5 points. We usually have a high of nine percent black in the
6 summers and then it falls to seven and eight percent during the
7 academic year. The reason that I have been interested to
8 find out, but have been unable to do so.

9 Our academic profile is virtually the same as it was
10 in 1982 when the University Center opened with eighteen hundred
11 and sixty-two students, which was a substantial number over what
12 had been enrolled in Langston University which was the only
13 public higher education presence above the junior college level
14 at that time.

15 We currently are enrolling twenty-seven hundred and
16 sixty-seven students in virtually the same number of programs.
17 Our constituent universities have purposed additional programs.
18 We have about fifty-five additional programs which we have been
19 unable to act on because primarily there are no dollars to imple-
20 ment those and secondarily because we have no space to accomodate
21 those.

22 I might also bring to your attention the fact that the
23 investment at the University Center at Tulsa is not only a state
24 investment. The community of Tulsa has committed two hundred
25 and fifty acres of prime downtown north Tulsa real estate, which

1 represents many millions of dollars of commitment on the part
2 of the community.

3 In addition, Tulsa has earmarked \$15,000,000 from a
4 sales tax revenue in the construction of facilities that will
5 house equally the programs from all for universities. We will
6 not have dedicated space for Langston, O.S.U., etc.

7 We will seek to share those facilities and I might
8 say that the relationships that are developing among the faculty
9 and among the students are exactly those that you might find
10 on a comprehensive university campus where there are strong
11 organizations around colleges and college deans.

12 We have much the same kind of faculty interaction as
13 you would find at Oklahoma State University. We believe that
14 when we do have a new campus available to us that that will
15 be an even stronger bond.

16 Our perspective is one of service to the State and
17 service to the Tulsa community. We believe that we are doing
18 that. We believe this is a vehicle that is appropriate to
19 the task.

20 Our relationship to the governing boards for the
21 institutions is a question which you asked me to speak on directly.
22 We have five campuses represented if you count the University
23 of Oklahoma and the Health Sciences campus as two. Therefore,
24 we have essentially three Boards of Trustees to deal with; the
25 A & M Board which represents two of the institutions, the univer-

1 sity of Oklahoma which represents two of our campuses, and the
2 State College Regents who have the responsibility for N.S.U.

3 Those are governing board who either have constitutional
4 or statutory authority for contracting or establishing programs
5 and for hiring and firing faculty, administrator, etc.

6 The University Center, in July of 1985, was favored
7 with a Board of Trustees by statutory action. It's composed of
8 nine members appointed by the governor with the consent of the
9 Senate. Five of those are by statute residents of the City of
10 Tulsa.

11 The responsibilities of that board are virtually the
12 same as the responsibilities for the governing boards. They have
13 the power to contract, the power to receive and hold property,
14 and they have the power to hire and fire their own staff.

15 They do not employ faculty. Faculty are employed
16 through the institutions. They do not recommend for degrees.
17 Degrees are recommended from the faculty to the governing boards
18 and from the governing boards to the State Regents who have
19 constitutional authority in this state to award degrees.

20 So with those major exceptions, the responsibilities
21 of the University Center at Tulsa Board of Trustees are identical
22 with those of the governing boards.

23 You have to understand that we haven't fully gone through
24 a year's cycle so some of our procedures are prospective and
25 not based on any historical precedent. As a matter of fact, some

1 of our procedures are mute because they are built on the assumption
2 of expanding budgets for new programs at a time when budgets are
3 not expanding and programs are likely to decrease.

4 We envision a process whereby the institutions who are
5 represented at the University Center at Tulsa purpose jointly
6 with the University Center at Tulsa administration programs for
7 approval and budgets to support those programs. So it would be
8 possible, for instance, for Dr. Holloway and myself to come
9 together to agree on an appropriate budgetary support for the
10 nineteen programs for which they are responsible at the University
11 Center. They would support our request for that amount of money
12 for our services and we would support their request for that
13 amount of money from the State Board of Regents.

14 Our assumption would be the same for all of the partici-
15 pating institutions. In a period of decline, I think that a
16 whole new set of questions pose themselves. In what location
17 are the priorities for program cuts made? Are those made strictly
18 on the home campuses or are they made in conjunction with the
19 administration and Board of Trustees of U.T.C.

20 We would hope that cuts could be made in exactly the
21 same manner as new programs, that is in consultation and conjunc-
22 tion, because I think we all share the same commitments to serve
23 the educational needs in the Tulsa community and that can only
24 be done as partner which I believe we have established.

25 As Dr. Montgomery pointed out to you, we do have a

1 precedent now whereby the Board of Trustees and the Board of
2 Regents have met socially. We believe this is an important
3 kind of contact, which speaking for our Board, we will endeavor
4 to continue. I think it's our turn next to host you.

5 A similar arrangement is being made with the Board of
6 Regents for the University of Oklahoma. As a matter of fact,
7 next week, the chairman of our Board and the chairman of the O.U.
8 Board will be having a breakfast meeting with some of the admin-
9 istrators on both sides to make plans for that kind of event.

10 Our relationship with the Oklahoma Board of Regents
11 are good and solid. They are basically the same is all constit-
12 uents of the Oklahoma public higher education system, in that
13 the Regents have responsibility for consolidated budget requests
14 and allocations after the legislatures acts to the University
15 Center of Tulsa just as they do to the governing boards of the
16 various institutions.

17 They also are responsible in their coordination
18 capacity for approving additional programs and for the deletion
19 of courses so that we do relate to the State Regents as do other
20 entities in full recognition of their power under the constitu-
21 tion in the state.

22 In relation to Langston University and the concerns
23 of this committee for the Adams case, it seems to me that the
24 relationships we have established and the operations which we
25 have established will be virtually unaffected one way or the

1 other. The University Center at Tulsa does not recruit students.
2 Student recruitment and student admission is handled by the
3 constituent institutions.

4 We do not employ faculty. the institutions employ
5 faculty using their own standards. We are concerned about
6 quality and we do have some pretty interesting skull sessions
7 when we are not particularly pleased with something that has
8 taken place in the classroom, but we make no pretense whatsoever
9 of having the authority to hire and fire faculty.

10 As far as my perspective is concerned, there is a
11 strong commitment on the part of all of our participating insti-
12 tutions to serve the educational needs in a virtually colorblind
13 fashion. We are proud of the fact that the admission of a student
14 from any one of our institutions there permits that student to
15 take courses from any institution.

16 We do have a list that shows that there is a very
17 heavy cross over among and within the institution. For instance,
18 the students in marketing and finance, which are bacheloric
19 programs offered by Northeastern State University, require their
20 students to take at least twenty-one hours of core courses from
21 the Langston University Business program.

22 We also find that Langston University students will
23 obtain economics courses and other courses that are available
24 to them from other institutions. So it's a good symbiotic
25 relationship.

1 I think we are coming out of an era when Tulsa was
2 frankly suspicious about the University Center at Tulsa and even
3 more so about Langston University. In the early days of my
4 involvement, at least in Tulsa, there seemed to be on the part
5 of many Tulsa citizens the suspicion that Tulsa was solving for
6 the State of Oklahoma many years of sins.

7 They believed that Tulsa alone was asked to compensate
8 for all those years of ill conceived social policies. I believe
9 that preception has largely evaporated, partly because the
10 quality of instruction has improved and is good. In fact, I would
11 say that it's superlative. Our faculty reports that the quality
12 of students in Tulsa are superior by and large to the quality
13 of students they find on their own campuses.

14 We find that the students who report back on faculty
15 say that the experience they are getting there is superior to
16 the experience they had when they were on other campuses. I think
17 it's partly because of the experience that the students bring
18 to the campus and partly because the faculty who make the effort
19 to come to the University Center at Tulsa are interested in
20 providing quality education.

21 I would be happy to respond to any questions that you
22 may have had about the presentation.

23 MR. AVENA: I'm a little bit confused. You have four
24 institution, each institution with its own board and then you
25 have a board of your own?

1 DR. EVANS: That's correct.

2 MR. AVENA: You are all housed in the same place so if
3 a student comes in and they are enrolled in one of the four
4 institutions -- maybe my confusion is what advantage is there?
5 Why don't you just make in one institution?

6 DR. EVANS: There are advantages to this because as I
7 said, Oklahoma doesn't have a comprehensive institution. This
8 is probably as close to comprehensive as Oklahoma has. We are
9 able to bring through these four institutions a wider variety
10 of programs than is available on any particular campus.

11 The other advantage is these are all accredited programs.
12 Students that come in today and enter the O.S.U. E.B.A. program
13 can come out and it be as if he were studying in Stillwater.

14 If this were Tulsa State University and we were build-
15 ing a campus from the first year on, we couldn't even become
16 a candidate for accreditation until after the first cycle of
17 students had achieved a degree.

18 We believe that the students are being well served by
19 having it operate in this way.

20 MR. AVENA: Do you see this going on forever this way?

21 DR. EVANS: Forever is a long time. I think that as
22 long as this model serves the needs of the metropolitan area
23 and the region around Tulsa, we will be very happy with it.

24 The moment for any reason we are unable to meet the
25 needs of the community -- and Tulsa constitutes a third of the

1 population of this state -- then a new model will be sought.
2 I'm committed and our Board is committed to making this model
3 work because we see advantages to it. This is a unique experi-
4 ment in higher education unduplicated anywhere else in the
5 country to our knowledge.

6 MR. AVENA: I'm not familiar with the history of this,
7 but was this not at one time intended to be the urban campus of
8 Langston? Following up that question, just for discussion
9 purposes, you mentioned in your statement that it's almost like
10 the people of Tulsa are relieved, and I thought that what you
11 were going to say is that they are relieved that this isn't
12 Langston.

13 DR. EVANS: That's certainly not the implication.
14 What Langston was able to bring were the programs that were
15 accredited at the Langston campus. That potentially is only
16 thirty-six programs and that is limited to the bacheloric level.

17 Langston was there. Langston was given charge to
18 urbanize their curriculum under the Adams case. The needs of
19 Tulsa include those thirty-six programs that Langston can bring,
20 but it also extends beyond those programs.

21 MR. AVENA: I guess my basic problem is why couldn't
22 the State of Oklahoma just enhance Langston, call it Langston,
23 and leave it there a Langston in the first place?

24 DR. EVANS: Public policy is not my charge and I can't
25 speak to that because that was done by people responsible for

1 public policy. But historically, Langston has been an under-
2 graduate institution. They did not have at that time faculty and
3 staff who were equipped or trained or experienced to offer
4 graduate level education which was a major need.

5 Our most heavily subscribed programs are our graduate
6 programs in teacher education, in public administration, business
7 administration, and certain graduate health programs, none of
8 which Langston was in a position to offer.

9 MR. AVENA: The Office of Civil Rights didn't have
10 anything to do --

11 DR. MONTGOMERY: I received a letter from the Office
12 of Civil Rights saying that they were monitoring this action,
13 they were familiar with it, and they were watching it. That's
14 about the extent of what they said.

15 You are right, Dr. Evans, I'm sure that at that partic-
16 ular time, Langston was perhaps not prepared to offer the graduate
17 level programs that you mentioned, but how do you get ready?
18 First you have to have resources to do it.

19 If we had been offered that optometry program, I'm
20 confident we could have offered a good program in optometry
21 because we would have gone out and recruited the kind of personnel
22 that would have made the optometry program an outstanding program.
23 We would have done that, I'm sure.

24 The A & M Board would have supported the institution
25 to the point where we would have found the personnel so we could

1 have offered a good program in optometry, just like Northeastern
2 is offering now.

3 DR. EVANS: They don't offer that in Tulsa.

4 DR. MONTGOMERY: We asked for a program in pediatry
5 and chiropractic medicine. We had tremendous support from the
6 Chiropractic Association in Oklahoma. They wanted to help us
7 in every way, even to the degree that there were offers of good
8 instructors and to point out consultants and places where we
9 could find outstanding people.

10 So this wasn't really the big problem. The problem
11 was we were just rejected.

12 MR. FAGIN: One of the concerns of the Committee is
13 that in meeting the desires of the Tulsa residents, the mandates
14 given under the state plan developed by the State Regents has
15 been shunted aside.

16 DR. EVANS: I believe we can demonstrate that the
17 people who are attracted to the University Center at Tulsa are
18 place-bound. They are not likely to have go to Langston.

19 I think we can further demonstrate that we have more
20 students enrolling in Langston University than are likely to
21 have enrolled in it had it stayed as it was. The absolute number
22 of enrollments has continued to rise for Langston and all of
23 those persons who are, as I said, place-bound have been added to
24 their enrollment.

25 MR. AVENA: That's a difficult part of desegregation

1 when you take a traditionally black institution, it's just like
2 the white institutions. The effort should be to desegregate
3 and then to offer something there and then if the person wants
4 to go to school there, he can.

5 DR. MONTGOMERY: How do we desegregate except by
6 essentially offering some high demand good quality programs that
7 would attract people of all races.

8 I mentioned Tuskee, black people can't hardly get on
9 campus there because of all the whites because we have quality
10 professional programs there and if you give that to any tradi-
11 tionally black institution and you will find the same thing.
12 People will beat a path to your door. It doesn't matter where
13 it's located. They will come.

14 There is the same thing at Houston at the School of
15 Law. They are there. Give these traditionally black institutions
16 high demand, unduplicated, quality programs and it will attract
17 people of any color. They will come.

18 MR. FAGIN: In addressing this concern and looking for
19 corrective or remedial action, would that come from the State
20 REgents?

21 DR. MONTGOMERY: The administration requests these
22 programs, our board approves these programs and they are submit-
23 ted to the State Regents because they approve all programs.

24 MR. MALETZ: Could you fill me in just a little bit on
25 the decision to build UCAT?

1 DR. EVANS: The bare bones is that the legislative
2 session in 1980, had a bill introduced for a free-standing state
3 university in Tulsa. That was tabled in committee. However,
4 in 1982, it was brought out again. At the request of the state
5 legislators, the State Regents conducted a study in Tulsa to
6 see if there was indeed a need for higher education at the
7 upper division graduate level, and if there was a need discovered
8 what would be the best response on the part of the state.

9 The State Regents responded to the legislative request
10 by doing the study and they did determine there was a need in
11 Tulsa and they suggested that there were seven possible models
12 that might be used as a response ranging from an independent
13 state institution to a consortium model very much like what was
14 implemented.

15 The legislature received this report and was dissatis-
16 fied, asking the State Regents to go back and select from among
17 those models the most appropriate form and bring it back to the
18 legislature, which was done. The State Regents recommended that
19 ultimately the solution would be a free-standing institution
20 publicly supported in Tulsa.

21 In the interim, however, -- and the interim was unde-
22 fined-- it would be best to have a consortium arrangement of
23 these four institutions, which ultimately became the University
24 Center at Tulsa.

25 In 1982, there was a bill passed which established

1 the University Center at Tulsa, limited its mission to upper
2 division and graduate work at the Master's level, specifically
3 prohibited the University Center from offering or duplicating
4 an course or program that was offered by the urban center of
5 Langston or by Tulsa Junior College or by Rogers State College.

6 That's how the university Center began. It began with
7 seventy-seven programs divided according to a very rational set
8 of criteria such as No. 1, Langston is the foundation institution
9 at the bacheloric level, No. 2, programs would be assigned be-
10 yond Langston to the institution having the highest level of
11 accreditation per program, and where there were two programs of
12 equal accreditation, the nearer one geographically would be
13 assigned the chore.

14 Using that set of criteria, the institution represented
15 dividèd the seventy-seven programs that are currently offered.
16 So there is no duplication or what duplication there is is un-
17 avoidable because of internal similarities in the core programs.

18 In 1985, the legislature created a Board of Trustees
19 for UCT partly in response to a belief that No. 1, the constitu-
20 tion of Oklahoma did not provide for the State Regents to have
21 direct governing control over an operational enterprise, No.2,
22 even if they did have such authority, it was very difficult to
23 administer in an entity such as U.C.T. from a hundred and four
24 miles down the turnpike and No. 3, Oklahoma City State Regents
25 were unlikely to be in a position to assess immediately the

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1 needs for educational programs in the Tulsa area. That's
2 pretty much the history in a nutshell.

3 MR. MALETZ: Is it correct then that this consortium
4 arrangement was a recommendation by the Regents. in their reso-
5 lution, but it was written in the statutes?

6 DR. EVANS: No, it wasn't written in the statutes.
7 That was part of the original recommendation of the State Regents.
8 The bill that was actually passed by the legislature made no
9 reference to that. As a matter of fact, I think the State Regents
10 had gradually evolved away from a feeling that the ultimate
11 solution would be a free-standing institution. I can't speak
12 for the Regents, but I have gotten a very strong impression from
13 the Chancellor that this is a model that can work, that is efficient
14 and a cost saving model.

15 MR. FAGIN: The \$500,000 improvement grant that you
16 addressed earlier, was that legislature appropriated or was that
17 the State Regents?

18 DR, MONTGOMERY: Here in Oklahoma, everything is under
19 the Regents. We got all of the capitol set out in the plan, but
20 it wasn't enough.

21 MR. FAGIN: The other funds haven't come through
22 because the Regents believe the funds must be used elsewhere?

23 DR. HOLLOWAY:.. The last time we have been in discussion
24 of that point, it was their interpretation that that wasn't nece-
25 ssarily a commitment even though it was in the plan. I think

1 that was the last discussion I had, which was about three years
2 ago. I think it's their belief that while it's stated in the
3 plan, it's not a commitment.

4 No other institution in this country initiated as many
5 programs that it did not ask for as Langston University. We
6 did it.

7 DR. MONTGOMERY: considering that we had a complete
8 change of mission from an affirmative type institution to an
9 urban affairs university.

10 MR. FAGIN: This will be the last question.

11 DR. MITCHELL: Give us a breakdown on the enrollment
12 of blacks and whites at Langston. What is parity in Langston?

13 DR. HOLLOWAY: As far as I'm concerned, we are far
14 above parity, but what is parity? No one has told me that.

15 DR. MITCHELL: If you would approach parity in the
16 sense of population in terms of enrollment and faculty, would
17 parity be opposite for the white institutions?

18 DR. HOLLOWAY: They take the reverse.

19 DR. MITCHELL: In that sense, you would be way above
20 parity which means that your goal would be to hire more blacks?

21 DR. HOLLOWAY: At this point.

22 DR. MITCHELL: The majority of the students at the
23 Tulsa Center, would they be white?

24 DR. HOLLOWAY: He just got through describing for you
25 that the majority of the students are white.

1 MR. FAGIN: Thank you all very much.

2 (short break)

3 MR. FAGIN: Let's reconvene this meeting. We are ready
4 for our final presenters. We are calling upon two students from
5 the University of Oklahoma, Cordelia Webb and Verona Russell.

6 MS. RUSSELL: Vernona.

7 MR. FAGIN: For the Record, it's V-e-r-n-o-n-a.

8 MS. RUSSELL: Right.

9 MR. FAGIN: I know you would each rather be at the
10 library studying. Hopefully you are going to give us a students
11 perspective based on your experience on the Adams compliance
12 with desegregation.

13 MS. WEBB: At the University of Oklahoma, I will say
14 they are making great strides in trying to desegregate our
15 campus and trying to recruit minority students. I'm very proud
16 of our university for that.

17 I'm not sure exactly what the problems are. They have
18 several programs for the Black Students Services Offices where
19 students can go if they have problems or if they need some help
20 or counseling. This is very effective as far as helping students.

21 They also have the Black People's Union where we work
22 out our problems in the area of programs. Right now, I think
23 a lot of the effort needs to be from the students. The students
24 have to really start making strides to desegregate the campus.

25 The atmosphere on campus to me is just pretty dry.

1 It's really bad as far as I'm concerned as far as the attrition
2 of blacks and black students working with white students. That's
3 a concern on my part.

4 Also, the black faculty and staff are a concern because
5 if you don't have any role models or anybody you can look up to,
6 then it's really hard to function on a predominantly white cam-
7 pus. It just seems that some of the professors and students
8 don't take you seriously when you feel like there's a problem
9 there.

10 When you are the only black student in a class of
11 three hundred or four hundred, it's really hard on you. I don't
12 think the university has taken that as a serious problem and I
13 hope in the future they will realize that it is hard on black
14 students and we are not hallucinating or being crazy or over
15 conscious about the problem at all.

16 Other than that, I think that some of the programs
17 that they have are very good for the university and I hope that
18 they will continue. Everybody is talking about budget cuts and
19 we are all afraid that some of the programs will be cut. I hope
20 that they will be spared in the crisis.

21 MR. FAGIN: Can I ask what year you are and what you
22 are studying?

23 MS. WEBB: I'm a junior and I'm majoring in accounting.

24 MS. RUSSELL: I'm a sophomore and I'm in Business
25 management. I think O.U. is making a great advancement

1 toward recruiting a lot of black students. The way I was recruit-
2 ed, I felt that since O.U. had taken such an interest in trying
3 to recruit me that it must be a good school.

4 There were many times I felt like I would have to
5 come home due to financial difficulties and they really try to
6 help you with that too.

7 There are some problems like she said in the classroom
8 with people taking you seriously. It's like a big shell shock
9 when you come from a predominantly black school and have to sit
10 in a classroom where there is three hundred white students.

11 The first thing you think is there might be some type
12 of racial attitude because you are the only black there and
13 you feel like everyone is looking at you. You have to take that
14 into consideration yourself and learn to do well.

15 O.U. does have some programs that are designed to try
16 to help you. They have Project Threshold and they have student
17 peer counselors and tutors that are free. I don't know of any
18 other school that provides free tutoring for minority students.

19 The Black People's Union can help you find jobs and
20 I think they are really trying to make a great sacrifice to
21 keep us there.

22 In the Minority Intern Program, they call you on the
23 phone at your home when you are in high school and they keep
24 interacting with you during your high school years and try to
25 get you to go to O.U.

1 I can't really say what the problem is for people not
2 wanting to stay on campus, but I think that there are some
3 programs designed to try to keep you there.

4 MS. WEBB: Also, commenting from our position in the
5 Big A, the counsel on black student government, we meet and
6 discuss all of the problems that we have on our campus. O.U.
7 has been always in the forefront as far as the administration
8 helping out the black minority students and reaching out and
9 trying to do anything to help them get relaxed and interact with
10 the mainstream or the dominant culture.

11 I have been involved with the counsel for three years
12 now. We are always far ahead of the other schools in getting
13 help from the administration. We are pretty glad about that.

14 With budget cuts and everything, we know we are going
15 to have to take our share of the cuts and we are worried that
16 some of our programs will be the first ones to go.

17 MS. RUSSELL: I think that if these programs are
18 taken away from us, you will see a great decline in black enroll-
19 ment because a lot of these programs go out of their way to
20 make sure that if you are really trying to get an education,
21 they help you. They try to help you get financial assistance
22 and they try to help you stay in your classes and teach you
23 techniques to talk to your teachers and let them know that you
24 are experiencing difficulties.

25 Like I said, those programs are a major factor in

1 retention. As far as participating in different committees, I
2 think that on behalf of those different organization, I felt
3 enough power to speak my mind on campus. Therefore, if they
4 weren't there, I might not have had the ability to do that.

5 MS. WEBB: Are there any questions that you would
6 like to ask us?

7 MR. FAGIN; Both of you seem to have focused on the
8 fact that there are a lot of problems, but that positive steps
9 have been taken. Do you think that part of the problem is not
10 necessarily what the university is trying to do or is doing,
11 but in terms of student resistance?

12 MS. RUSSELL: That's what I think. What it's coming
13 down to on our campus right now is going to be a great effort
14 from the students because the students at O.U. come from smaller
15 towns where there might not have been that interaction with other
16 cultures and people of other races and class.

17 Everyone is so segregated on our campus. There's a
18 great emphasis on athletics and the Greek organization and you
19 are separated in so many different ways so that there is not that
20 interaction.

21 Right now, along with the effort from the administration
22 there is going to have to be something going on with the students
23 to make that step because it's up to the black students to be
24 a part of the mainstream student government or up to some of the
25 white students to come and take part in our cultural activities.

1 That's where it's going to come to the students. It
2 is a concern that we interact more. We are just waiting on it
3 to happen.

4 MR. FAGIN: The different programs you mentioned,
5 are they primarily for black students and black faculty as
6 opposed to interacting with the white students? There is not
7 buddy system involving the majority?

8 MS. RUSSELL: Mostly it's black students. They do
9 try to open it up to where white students would want to help,
10 but nine times out of ten, they expect some type of monetary
11 reinforcement to help the black students. They are not willing
12 to reach out on their own personal time, but other students,
13 sometimes they feel the need to help us because they are with us.

14 If they are better at a subject than we are, they are
15 willing to help us. I don't think it's a problem because they
16 do open it up to where other students or other races help us.

17 MR. FAGIN: So it seems to you like the university is
18 trying to make some positive steps?

19 MS. RUSSELL: They really are trying.

20 MS. WEBB: Yes, they really are. You can give them
21 that. They are really taking it seriously now. They are trying
22 to keep the students and recruit them. As far as the white
23 faculty, I don't see them working with the students, but I don't
24 know if it's because they are busy or what. Anything the black
25 students get is going to be from the white students and that's

1 very few.

2 MR. FAGIN: Where are you from?

3 MS. WEBB: From Oklahoma City.

4 MS. RUSSELL: From Oklahoma City. The school I attend-
5 ed was mostly blacks and I wasn't used to dealing with a lot of
6 whites. I had gone to school in El Reno, but we tended to get
7 in our different sections. Dealing through these programs, I
8 have found that I can interact with different cultures.

9 MS. WEBB: I also had that problem, coming from a
10 minority school. We were just all minorities almost. There were
11 whites, also, but when I first came on campus, I had a huge
12 problem accepting being in a large university with all of these
13 white people.

14 I had a really hard time and I realize that mine was
15 probably more extreme than most student, but I was happy to see
16 that I could immediately reach out and grasp the Black Student
17 Services. They helped me to get over that fear and that resent-
18 ment of the dominant class and I'm glad it was there because it
19 was an experience.

20 MR. MITCHELL: What are your majors?

21 MS. WEBB: Accounting.

22 MS. RUSSELL: Management.

23 MR. MITCHELL: How much are you involved in business
24 clubs or student business organizations? Are you involved in
25 some of those?

1 MS. WEBB: I'm not a member of the Accounting Club,
2 but I'm a member of the Student Business Association and the Black
3 Business Services, also.

4 DR. MITCHELL: I'm trying to find to what degree you
5 are involved in the majority programs.

6 MS. WEBB: I'm not involved very much. The Student
7 Business Association is my main involvement and I'm also a member
8 of the President's Leadership Class. That's about it.

9 MR. MITCHELL: What about you?

10 MS. RUSSELL: I'm not involved in the business clubs,
11 but I am involved in the University Achievement Class. You do
12 get some interaction with different organizations there.

13 DR. MITCHELL: How many blacks are involved in that?

14 MS. RUSSELL: There's more blacks than any minority
15 group.

16 MS. WEBB: I'm the only black in the Student Business
17 Association.

18 DR. MITCHELL: Do you hold any office in that group?

19 MS. WEBB: I'm just a member.

20 MS. RUSSELL: I'm a student advisor.

21 MR. MALETZ: What made you select O.U. as a college?
22 Did you consider other branches of the state system?

23 MS. WEBB: I considered other school. I didn't consider
24 state schools. I came to O.U. because I got a scholarship there.

25

1 MS. RUSSELL: Basically the same reason and because
2 they recruited me as hard as they did. I had a scholarship to
3 Colorado, but that was so far away from home. The only state
4 school that really recruited me was O.U. and I felt that if they
5 were willing to take that much interest in me while I was in
6 high school, that they would probably try to help me when I was
7 on campus.

8 MR. FAGIN: Have either of you given any thought to
9 graduate school? Is there some effort being made to encourage
10 a graduate program?

11 MS. WEBB: At the university?

12 MR. FAGIN: At the University of Oklahoma.

13 MS. WEBB: No.

14 MS. RUSSELL: I'm just a sophomore.

15 MR. MALETZ: I don't think in business there is quite
16 an emphasis to go to graduate school.

17 MS. WEBB: The School of Law had a weekend seminar for
18 minority students to show them about the law school and go over
19 a few things. That was the whole weekend, but that's the only
20 thing that I have known of.

21 MS. RUSSELL: I would also like to say that on a
22 national level, O.U. is a good school to attend as far as minority
23 opportunities because we just attended a seminar in business and
24 we took a hundred and four minority students and we did win
25 awards.

1 Before we went, I think it was really hard to see that
2 you are accomplishing something because we have so far to go,
3 but after you see how some other schools are struggling, you
4 begin to appreciate what you have done so far.

5 MR. MALETZ: To summarize what you are saying -- tell
6 me if this is correct -- I have understood that you are saying
7 that the advising system you have met with is okay and you have
8 gotten financial support, but it's primarily in the social area
9 with social activities that the problems lie; does that sound
10 right?

11 MS. RUSSELL: Yes.

12 MS. WEBB: Except for the black faculty and just the
13 presence of blacks not being there, but they are working on that.
14 I think we can just wait and we will see more black students.
15 The fact of not having black faculty, that's getting to be a
16 problem, a big problem. We want to see more.

17 MR. MALETZ: Are you in the sororities?

18 MS. WEBB: No.

19 MR. MALETZ: Do you have any feel for the sororities?

20 MS. WEBB: What do you mean? As far as interaction
21 with blacks and whites?

22 MR. MALETZ: Yes.

23 MS. WEBB: We have one white guy that is pledging in
24 one of our black fraternities. We had two black girls that tried
25 to join a white sorority, but they weren't accepted. They tried

1 to pass them off as hispanic, but they were in fact black and
2 they didn't get accepted. I don't know if anybody wants to mix.

3 MR. MALETZ: The fraternities and sororities are almost
4 completely one race or another?

5 MS. WEBB: Right.

6 MR. MALETZ: How many black fraternities are there?

7 MS. WEBB: Four. There are four black sororities.

8 MR. MALETZ: Just black, or hispanic, too?

9 MS. WEBB: Just black. Again, I don't know if anybody
10 wants to mix.

11 MR. FAGIN: Did you say that you felt representative
12 in your comments for your peers and friends?

13 MS. WEBB: Yes.

14 MS. RUSSELL: I think there should be more minority
15 faculty. It's hard to try to make someone stay in college when
16 they don't see anyone who has really gone through it.

17 If they keep cutting education, it's going to be harder
18 to find someone that is going into the field of education and stay
19 because, money isn't everything, but it seems like if there are
20 cuts and cuts, you have to be a very devoted person to be an
21 instructor on campus. To most people, time is money and they
22 will go into different fields.

23 MS. WEBB: There are minority student programs and I
24 think they should publicize those more and add more because I
25 have learned a lot through those programs about the other cultures.

1 The American Indian Association has been doing a few
2 things this year and to me, they are more visible this year than
3 they have been and I have learned a lot.

4 I think they should just try to make everybody aware
5 of the minority student programs and add more programs because
6 that's the best way to deviate your fears about a group. If you
7 can learn more about what is going on in their lives, that might
8 promote more interaction.

9 DR. MITCHELL: You have talked about your interaction
10 as blacks, but what about your interaction as females? Is there
11 any difference that you have noticed in being in a predominantly
12 male environment in terms of the accounting program?

13 MS. WEBB: It has never bothered me. I have never
14 even paid attention.

15 DR. UPTON: It appears you have made your peace, but
16 how representative are you of the other students? Do other
17 black students share your same sentiments toward being on a
18 predominantly white campus?

19 MS. WEBB: I think that they should. There are always
20 going to be those people who shouldn't be in college or don't
21 want to be and they are not going to make an effort, but I would
22 say I'm representative of most students.

23 If they haven't found there peace, there is a way for
24 them to get what they need if they are having problems, but I
25 think that most of the people are pretty satisfied right now with

1 the progress being made.

2 MS. RUSSELL: The way I look at that is it's just like
3 getting a job. You don't go out looking for a job saying "where
4 can I work so I can work with all black people or all women."
5 You go out to find the best place for you.

6 If someone comes to the college with that attitude,
7 they are not going to last anywhere. You are going to have to
8 deal with different minorities and white people. You can't just
9 go through life trying to segregate yourself from everyone else.

10 MS. WEBB: It's really getting to be an individual
11 thing, how you are going to let it affect you individually. If
12 you are going to make an effort to remove all of those little
13 bad things that you were taught about the other races when you
14 were young or whatever, there will be some interaction.

15 It's not just totally social where the problems are,
16 but that's where most of it is coming from, the individual effort
17 of each student to reach out. I think a lot of blacks are scared
18 right now because you don't know how to approach that type of
19 problem.

20 MR. FAGIN: We thank both of you very much.

21 We are now to the Open Forum portion of our meeting.
22 We are running a little late. There are three presenters. I
23 would hope that we could limit them to six or seven minutes.
24 I realize that may not be very much time.

25 I want to call on Ira Hall at this time.

1 MR. HALL: I will talk much faster than usual because
2 I could say a thousand things. First, I would like to ask one
3 question that doesn't have anything to do with my being up here.
4 Was this the only school where students were invited to be here?

5 MR. FAGIN: Yes, it was based on limited time.

6 MR. HALL: No fault with that. The question I'm going
7 to ask involves a lot. I went to Langston University in 1921
8 and it took me about eleven years to get a degree in Business
9 Administration and finally I got another degree somewhere else
10 in School Administration. My life has been centered in the
11 administration of business and the administration of schools.

12 I have had the privilege to work with elementary and
13 high school superintendents with the State Department of Educa-
14 tion and I have seen water turned to wine. I went one summer to
15 a psychological workshop and I learned many things, like there's
16 a calender on the wall and a clock on the wall and right now we
17 are going by the clock, not the calendar.

18 The problems I see in our various cultures, the tradi-
19 tions, and all of these things go back to the ships that first
20 came over here and on down, down to now and I think we face two
21 or three basic things.

22 No. 1 is that within the individual, within the insti-
23 tution, within the agency, within the organization, within what-
24 ever it is there has to be a determined desire to move forward
25 and solve the problem.

1 Very few people ever solve the problem. It takes
2 courage, it takes humility, it takes getting on the corners and
3 crying, everything, because if you give up, you lose.

4 In working with the high school situations, I worked
5 for many, many schools and I will give you one example. In one
6 biology class, there was a map on the floor and razors and fruit
7 jars and those children left and went to colleges with biology
8 on it.

9 I saw similar things to that all during the nine years
10 that I traveled two thousand miles a year visiting schools.

11 So the problem is where does the buck stop. The buck
12 stops where the people involved refuse one way or the other.
13 I would say in my books with sixty-four years of experience with
14 education, I have seen all of the college graduates of Langston,
15 I have seen all of the curriculum and all of that, and I would
16 say that fifty percent of what I heard here today would not stand
17 scrutinization on three points.

18 It wouldn't stand scrutinization on the question of
19 togetherness, the question of integrity, or the question of
20 statesmanship.

21 Langston University is eighty-eight years old. I'm
22 so sorry that nearly everybody that was here is now gone. Most
23 of the people who should hear this question are not here.

24 I have for the last twenty-five years been concerned
25 about giving the black people, up until a few years ago, to get

1 the opportunity to get a Master's degree in Oklahoma. They didn't
2 have but one school to get that Master's degree in because they
3 couldn't go to the other colleges.

4 My question is why had not Langston University had the
5 Master's program? My wife is sitting here and we went over to
6 Tulsa and she was to address a class. The class was at least
7 fifty percent white. The first question they asked was Why
8 can't we continue our education at Langston with a Master's
9 degree?

10 So I have been pushing and pushing and pushing and I'm
11 very disappointed with the State of Oklahoma and the Regents of
12 Higher Education and the governing boards and all of the others
13 involved that we have never, never had a Master's program at
14 Langston University.

15 All of the four year colleges in Oklahoma today, all
16 but three, have a Master's degree program. So I would say that
17 fifty percent of what I heard here today just does not gel.

18 I think the greatest default, the greatest wrong, the
19 greatest mistreatment of the black people in Oklahoma, and now
20 all of the people in Oklahoma who want to get a degree on the
21 Master's level can not get it at Langston.

22 This is my last statement. There's a nursing program
23 out there. The nursing program for the first year had about
24 nine white students. The next year it had a far majority of
25 whites.

1 What I am saying is that the curriculum has not met
2 the requirements and not met the standards. That's my question
3 to all the people who are gone. Thank you very much.

4 MR. FAGIN: Next we will call upon Ruby Hall. You have
5 had a very long and distinguished career. Among other things,
6 you are a former Regent of the state; is that true?

7 MS. HALL: I was chairman of the Regents the year that
8 the state plan was adopted, but prior to that adoption, and this
9 has not been eluded to today, but you are probably already aware
10 of it, many of those years of the 1970's were spent removing
11 tensions between the A & M Regents and the State Regents for
12 Higher Education. Langston was the victim in that time by continuous
13 change of precedents.

14 I have no proof of this, but it was my apt preception
15 that an effort was being made to rid the state of Langston at
16 that time. I think the feeling was that if it would just go
17 away, we would have our desegregation problems solved.

18 It took a lot of understanding on the part of a lot of
19 people to change that attitude and we were lead by the Chancellor,
20 then E.T. Dunlap, who himself had a change of heart, because had
21 he not had a change of heart, we probably would not have been
22 able to make a success of changing other people's attitude like
23 we did.

24 Power is usually merciless and black people have very
25 little power. It occurred to me during my earliest months on

1 the Regents that I was going to have to read everything that
2 came across my desk because I must admit I was very skeptical.
3 I suppose I was skeptical because the governor who appointed me
4 solicited me. I did not solicit the position.

5 He said, "I want you on here to save Langston Univer-
6 sity." I said, "What do you mean?" He said, "That's all I'm
7 going to say." I knew then that there were things that I would
8 have to find out for myself and I did learn that very little
9 effort had been put forth to desegregate.

10 It was my perception that they felt that the Civil
11 Rights plan was going to go away. Until the Pratt decision,
12 nobody really took it seriously. I came on just after the Pratt
13 decision and we did begin to make efforts to get a plan that
14 would be acceptable and it took from 1974 to 1978 to do it.

15 There was a change of some positions on the Regents
16 membership, but the plan that was finally arrived at -- and
17 nobody ever said this,-- but I gathered that the Langston people
18 were ambivalent about the whole plan. I got the impression that
19 they felt it was imposed upon them rather than developed. I
20 don't know this. Nobody ever said this. It was just perceptiveness
21 on my part.

22 One of the programs assigned to them was the correction
23 program. They were changing precedents so fast until it was
24 difficult to get an administrative opinion, but Langston was
25 supposed to have been the sole offerer of the corrections program.

1 Nobody else was supposed to have handled it, but it looked
2 attractive and it was not long before other schools began to
3 intrude. When they were stopped by the Regents from having the
4 corrections program, what they did was to go back and change
5 the name of it and they became competitors for the students who
6 were intended for the Langston program, but who could now go
7 to other schools.

8 I can not really stipulate the order in which they
9 appeared, but I do know that they appeared under different
10 titles, but they were the same thing.

11 At Langston, I think they still have a program and still
12 graduate people who are good in the corrections field, but in
13 order to become proficient, they need the Master's program.
14 There are a large number of students enrolled in other institu-
15 tions that are able to offer the Master's degree program.

16 So I think this book, which was written by David Pil-
17 grim, gives a sort of proper illusion to what has gone on in
18 Oklahoma, that is Deception by Strategy.

19 I feel that power became partly merciful because of
20 interaction in programs which were sponsored sometimes by the
21 Regents, sometimes by the universities, sometimes by groups
22 within the universities, for example, the Affirmative Action
23 Group with the higher education system.

24 The Higher Education Alumni Counsel promoted programs
25 which would get people together and many of them believe, as

1 most of us believe, that America's salvation lies in unity and
2 not in separation of people into little groups. Now, we see the
3 farmers against the legislators and the laborers against the
4 capitolist and we see blacks against whites and we see women
5 against men and the only way we can make our democracy strong
6 is by a sort of bond between people with diverse backgrounds and
7 diverse beliefs.

8 With this in mind, these programs helped change the
9 attitudes of many people and I have to give credit to our black
10 legislators. Although they are few in number, they have made a
11 real impact. Don Ross who was here this morning was able to
12 get the Affirmative Action Committee through and get appropria-
13 tions for it.

14 you heard the statement about intent, how the legis-
15 lators can indicate to the Regents that our intent is what certain
16 appropriations will go to, and usually the benefactors are O.U.
17 and O.S.U., but nobody ever indicated from the legislature that
18 there was the intent that Langston would have that \$500,000,
19 if my memory serves me correctly. Had that been done, they would
20 have gotten the \$500,000.

21 I have seen more than once O.U. ask for a large amount
22 for something and invariably some pressure group will see that
23 O.S.U. gets the same amount. No reflection upon you.

24 DR. MITCHELL: That's all right.

25 MS. HALL: So it is power that makes its dent in

1 Oklahoma and I guess all of the other states. Power again
2 became merciless when it decided that that university at Tulsa
3 was going to become a living fact.

4 Regardless of what the Office of Civil Rights said,
5 and knowing that affirmative action was not being taken by The
6 Powers That Be in Washington, they pushed it on through. They
7 felt that Tulsa's needs were superior to anything else.

8 I'm skeptical because it's my feeling that here again
9 that is a ploy. My husband and I, along with three other Langston
10 alumni, were in the office of the chairman of the legislative
11 corrections committee one morning waiting to see him about Lang-
12 ston. That was during the period when they were trying to close
13 the school and it was being rumored that they were going to make
14 a prison of Langston. That's what we wanted to talk to him about.

15 While we were talking to him, after we were finally
16 admitted to his office, he said, "Wait just a minute. Today is
17 the day when the directors are supposed to go to Langston to see
18 about making it into a prison." We said, "Please don't let him
19 go." He said, "Nobody will ever know why he was there." We
20 said, "Everybody will know why he's there."

21 He talked to us for awhile and then he got on the phone
22 in our presence and asked him to delay his trip to Langston until
23 he heard from him. In the interim, we discussed with him and he
24 backed us in our efforts to keep a prison from being established
25 and to keep the school from closing.

1 The A&M Regents were going to close the school one
2 summer and the alumni had to intervene there. From that, the
3 Langston University Coalescent was formed, with my husband heading
4 it, because they told us that although the Regents could force
5 them to have the summer school, it was not going to be a success
6 because there were only a few students who did not owe money
7 and the A&M Regents had decreed that no student could enroll that
8 summer who did not have all his bills paid. The students usually
9 relied upon coming back over the summer and working and paying
10 off their bills in the summertime.

11 So under my husband's leadership, after we found out
12 the amount that every student owed, -- it amounted to some \$8,000--
13 the community, the State of Oklahoma helped to raise that money
14 and we sent it down to Langston and we had an alumnus who was a
15 certified public accountant to assist the institution and they
16 called back and said the Regents A&M Board said we can't enroll
17 all of these students because we don't have the staff.

18 So the State Regents sent staff out to enroll the
19 students and we had the largest summer school that we had had
20 in many, many years. But we saved it that time. I could go
21 on and on back through the years to indicate efforts being made
22 to close Langston University.

23 I may be alone in this, but I fear that if the Office
24 of Civil Rights does not continue to ask us to work on our plan,
25 that this University Center at Tulsa is a ploy to eventually work

1 Langston out of the consortium. For one reason, unless Langston
2 can offer the Master's degree program, it can not compete with
3 those other universities there. It's only if power remains
4 merciful that it can do it.

5 Power and policy makers are changeable to say the least.
6 So it's my opinion that since the plan has not succeeded and
7 since there is the impetus of an ongoing plan already made, that
8 oversight would be the thing to do to insure that Oklahoma totally
9 desegregates.

10 I give every credit to the Regents of Higher Education
11 and I believe they are sincere, but I also believe that there
12 are other powers, super powers, that may not be as serious.
13 Thank you.

14 MR. FAGIN; The last presenter of the Open Forum is
15 Paulette Black. I believe that you also have a statement that
16 is to be attached as part of the Record.

17 MS. BLACK: Yes. I plan to be real brief because I
18 have a practical matter to take care of, the picking up of my
19 little boy

20 My name is Paulette Black. I am the Associate Director
21 of Education and the Urban League and a product of Oklahoma State
22 University, receiving a Bachelor's and Master's degree there in
23 the 1970's.

24 Speaking on behalf of the Urban League, I would just
25 like to say that I think it's imperative if Oklahoma is to renew

1 its image as being a progressive state and one that can draw
2 economic development into the state, we have to renew our commit-
3 ment to education and I believe that includes the minority thrust
4 programs that are directed toward minority recruitment of students,
5 staff, and faculty. That really is the crux of what I want to say.

6 I think that is imperative if we are to change the
7 image of the state. That basically is all I have. Thank you
8 for the opportunity.

9 MS. HALL: Can I ask one question? Who planned the
10 program for today?

11 MR. FAGIN: It was planned by the regional staff along
12 with my input. On a broader scale, there was a regional meeting
13 during which we planned the thrust that we would take. The
14 actual selection of presenters came from us and also availability.

15 MS. HALL: The only institutions who do not have a
16 black on their staff are totally left out of this meeting.
17 That's the regents for the six regional universities. It is
18 within that group that very little change has taken place.

19 MR. FAGIN: What is that board called?

20 DR. MITCHELL: State Regents for regional universities.
21 One last question since both of you hit upon the question of
22 Langston's disability for the future, I guess politics have been
23 ignored --

24 MS. HALL: What are politics but power?

25 DR. MITCHELL: But in reality, the Urban Center in

1 Tulsa that is set up now, your true assessment in terms of what
2 the future holds for Langston in that setting because it's an
3 unusual situation where you have several universities involved
4 in the Center, and I think I heard Dr. Evans state that it was
5 a very unique, but very good experience in that it's a chance to
6 do something different --

7 MS. HALL: What he did not say was that the first time
8 the Regents made a study, they said there should be no total
9 university in Tulsa, but they were requested to go back and the
10 next time, they were more in favor. That's power.

11 MR. FAGIN: Are there any more comments before we
12 adjourn this meeting?

13 MR. MASON: Might I point out to the Advisory Committee
14 of the Commission that I think there's a real essence that has
15 been eluding us through the years when we talk about desegregation.
16 I was moved by the students and what they said as well as they
17 could say it.

18 What is desegregation? We have an order to desegregate
19 higher education in Oklahoma. That is a federal court order.
20 What does that mean to us? What does that mean to you as a
21 Commission? Does it mean that we simply get numbers in there
22 and we can measure up to some parity number and we can now say
23 that we have desegregated because the numbers are there for
24 students, faculty, and staff, leaving aside what the students
25 said, "but we have no relationships"?

1 Is that desegregation? Or is desegregation an environ-
2 ment where any person can walk in and feel free to participate,
3 feel to be involved, feel to be a part? Is that desegregation?
4 If it is, then most of the programs that we are now implementing
5 are not designed to do that.

6 They are designed to get numbers there, recruiting,
7 retention, providing scholarship money and incentive money,
8 grants for hiring black faculty, to get numbers there. Then
9 we can say that we are desegregated, but once we get them there--

10 We talked about retention of black faculty at the
11 University of Oklahoma. I have had some to say, "I'm leaving
12 here because I don't have any personal life here. They are good
13 to me in my department. My salary is okay. My research is
14 going well." One young woman said, "I can't get a date and I'm
15 gone. I simply can't get a date. There are no eligible men
16 here for me to date so I'm leaving," and she left.

17 Is that desegregation? What are we ordered to do?
18 When you examine this and evaluate all that you have heard here
19 today, what will your conclusions be? What is desegregation?
20 What will we have accomplished when we accomplish desegregating
21 higher education in Oklahoma? Will it consider all of these
22 other things?

23 At the University of Oklahoma, and I will speak only
24 for that institution, we have all of the major black fraternities
25 and sororities there on campus and they have memberships. The

1 question is should we have? Or should we have all major blacks
2 and all others and there be participation in all of them? Is
3 that desegregation? The students said, "No we don't have anyone
4 over there and I'm not sure anyone wants to be over there." Is
5 that desegregation?

6 Once we get the numbers there, have we desegregated
7 when they say we don't even want to be a member of it? Have we
8 desegregated?

9 You know, I'm really confused, and I'm approaching
10 retirement and about to get out of there, but I'm really confused
11 at what is really left when it's all over. What do we have when
12 it's all over? What have we accomplished?

13 I'm a graduate of Langston and I'm a supported of
14 Langston and I'm a supporter of its existence, but there is a
15 fundamental question at work here. Should it? If you ask that
16 question to twelve different people, you will get thirteen differ-
17 ent answers. Should it?

18 MR. MALETZ: I agree with you. That's a very, very
19 fundamental problem and those students spoke very wisely of it.
20 There is something beyond desegregation and that has to be really
21 reached for.

22 MR. HALL: Desegregation is that procrastination,
23 that guilt of allowing the thing to get away and come up with
24 the sweet sounding alibi. If you don't understand what I'm
25 saying, I will take a minute to explain. Bussing. Where we

1 allowed schools not to be required to do anything about things
2 like that biology class. Nobody did anything about what needed
3 to be done with kindergarten, primary, intermediate, and high
4 school education. They didn't have the gall or the guts or
5 whatever to say what should be done so they let bussing in.

6 Desegregation is the same thing. It's evading the
7 issue.

8 MS. HALL: You can make laws, but you can not make
9 people believe in the laws. They will abide by them so you can
10 change their conduct, but you can not change their hearts.

11 There is hope that as they change their actions in
12 order to abide by the law, something will take place within the
13 heart. It takes a long, long time.

14 I was very proud of those students, very proud of them.
15 I was proud of the frankness with which they spoke, but they
16 can't solve the sorority problem. My sorority does not want
17 to desegregate because there is a threat of not maintaining
18 leadership if it is opened up.

19 I think we do have some international members, but the
20 core of it -- and I may be speaking out of my heart -- is that
21 we retain our identity. My church is not interested in integrat-
22 ing. They will have other people come to the church, but we do
23 not want to relinquish having the pastor who we chose.

24 The First Presbyterian church is not interested in
25 integrating. There is no more segregated hour than the 11:00

1 hour on a Sunday.

2 We have a lot of work to do, but let us do this, get
3 the law put into effect in desegregating schools and keep the
4 Office of Civil Rights overseeing it.

5 MR. FAGIN: Perhaps it was fitting to have a closing
6 statement from Mr. Mason and the Halls because certainly we are
7 all confused as to what desegregation means. We know what we
8 would like to see. Will desegregation ever occur without the
9 interaction? But certainly every student in this state is en-
10 titled to a fine, quality education.

11 We thank everyone who has stuck here with us and we
12 thank Margaret and Richard especially for their help. Thank you.
13 This meeting is adjourned.

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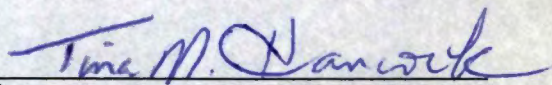
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STATE OF OKLAHOMA)
) SS:
COUNTY OF OKLAHOMA)

I, Tina M. Hancock, Shorthand Reporter and Notary Public for the State of Oklahoma, certify that the foregoing proceedings were taken by me in stenotype and thereafter transcribed and is a true and correct transcript of the proceedings; that the same was taken on March 4, 1986, at 9:30 a.m., at the Lincoln Plaza Hotel, City of Oklahoma, State of Oklahoma; that I am not an attorney for or a relative of either party, or otherwise interested in this action.

Witness my hand and seal of office on this 24th day of March 1986.


Tina M. Hancock, Shorthand Reporter and Notary Public for the State of Oklahoma.

My Commission Expires: 2-28-88