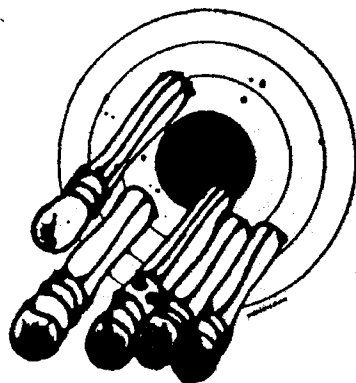


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October 1984

Some Resources for Advising Minority Students: CESHEP, Black Colleges and Black Members of NACADA

BOB CLAYTON, Program Director, The Robert Russa Moton Institute, Gloucester, Virginia, and WILLIE M. LEWIS, Chairperson, Graduate School of Counseling Education, University of Maryland

Rationale for Academic Advising of Racial and Ethnic Students Needs

The rationale for advising racial and ethnic students is for the academic advisor to avoid stereotyping them because of their racial, ethnic and sex background. Contrary to the most prevalent stereotypes used by racists, "All of us do not look alike, act alike, or make decisions alike." In academic advising the advisors should examine their biases and refrain from stereotyping their students. If the student is Black, do not discourage him or her from taking courses in mathematics and science by saying "he or she will never make it." All Asians do not want to major in the natural sciences; many are interested in arts and literature.

Turning to the academic advising of the women minority, the advising program must be designed so that it is not "sexist." It is necessary to design a program and response that are capable of providing a proper understanding of the changing roles and needs of women. Such a program will dictate that sensitivity to the needs of women is an important factor in its success on campus. Otherwise, a college or university should not have an academic advising program directed toward only one segment (White majority) of its population, and expect it to meet the needs of its diverse population. When an institution indicates in its catalogue and brochures that its academic program is "for all students," it arouses *false expectations* among the racial and ethnic minorities. If directors of academic advising do not want their programs to become known as "racist," or "sexist," then they need to stress sensitivity to and understanding of the changing roles and needs of persons from various racial and ethnic minorities, which include women.

There are many discussions today about integration, desegregation, assimilation, and absorption. Wherever one stands on these issues, there is one thing that is clear: AMERICA IS INTERRACIAL! So long as there are Black Americans, Brown Americans, Red Americans and Yellow Americans to participate with White Americans in helping keep America a

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strong and secure nation, there will be a need to target programs of human development; also, to identify and address issues of concern facing each racial and ethnic group.

The college campus is a microcosm of the society and it must provide minority and majority students with academic advising so that their maximum potentials as individuals and as members of the total community may be realized. Minority students must be provided equal access to campus services that are consistent with their campus expectations. Academic advising must be interracial, and advisors should insist on the best from each racial and ethnic group while providing the best for each group. Academic advising, for minority students, must give something to them (good guidance) in order to gain from them (interest, goals and respect) and it must do this for all groups. When academic advising programs perform these tasks, this nation will be stronger for the cause of democracy, and its varied racial and ethnic groups will have excelled far beyond expectation.

Literature on Minority Advising

A search of literature on academic advising reveals a minimum of articles and support data on advising Black and other minority students. Most writings about minorities address some phase of counseling, cross cultural counseling, and counseling minority students. An article by Bob Clayton that appeared in the NACADA Journal is one of the few works addressing minorities and academic advising.¹ The consultative services, described in that article, are still available to higher education as well as "faculty development opportunities." Consultants in Evaluating and Surveying Higher Education Programs, Ltd., (CESHEP), was incorporated as a non-profit agency in 1976. It is the oldest minority-owned agency providing academic advising, career development, recruitment, retention, and admissions marketing workshops for Blacks and other ethnic minority groups in the United States.

Bob Clayton, a consultant, has travelled across the country giving advice on minority advising to professionals at numerous meetings and conferences. In the interim, there has developed a cadre of persons that can serve as resources to those seeking such assistance. Those persons have been a part of NACADA since its inception in Vermont. A few of the persons have attended one or more NACADA conferences and then returned to their campuses to establish the *emerging models* of "Academic Advising and Black Students' Needs." Most of these programs have been established on the campuses of Historically Black Colleges and Universities (HBCUs). These are identified herein as examples and contact points when campus programs demand immediate involvement and assistance in addressing minority student concerns. These contact points can assist majority (White) and minority (Black) colleges in planning programs of academic advising for minority students.

Black Colleges

Black colleges have over one hundred (100) years of experiences assisting students from under-prepared secondary programs to: (1) learn what a college is all about, (2) learn what is expected of a college student, and (3) maintain an educational base wherein one's potential for learning is constantly being enhanced. Many of these colleges can help White colleges meet and respond to the needs of Black students. "Joint Venture" is a term in the business

¹ Bob Clayton, "Minority Advising Resources: An Example of Consultative Services," NACADA Journal 2 (1982) p. 30.

community wherein a minority firm and a majority firm "agree" to a contract to perform certain tasks together. Educational institutions may wish to enter into a "Joint Venture" for student development programs/activities.

There are six HBCUs that have benefited from NACADA's academic advising programs and NACADA's Minority Concerns Committee. These can immediately serve as contact points or "Resource Units" in assisting majority and minority institutions of higher education to increase their involvement of minority students in their academic advising process. The HBCUs are:

Bethune-Cookman College
Daytona Beach, FL 32015

Hampton Institute
Hampton, VA 23668

Langston University
Langston, OK 73050

Xavier University
New Orleans, LA 70125

Florida A & M University
Tallahassee, FL 32307

Howard University
Washington, DC 20059

South Carolina State University
Orangeburg, SC 29117

College of the Virgin Islands
St. Thomas, USVI 00801

A number of other HBCUs have academic advising programs. Each is able to provide some assistance since they have been providing educational opportunities to minority students longer than any majority institution in the country. There is an HBCU somewhere that can be likened to most majority institutions and those majority institutions can find opportunities for assistance, if they will ask. The "Joint Venture" idea would help both the majority and the minority institutions.

Black Members of NACADA as Resources

The human resources for academic advising of Black students have been shaped by involvement with NACADA and its Minority Concerns Committee. Academic advising has been thoroughly redesigned by the Black NACADA membership. Taking its cue from the initial NACADA Conference and the decision to reassess academic advising as a process and not as a static occurrence at a given time, the Black membership has worked hard to insist that all future academic assistance given to students be process oriented. It was their view that Black and other minority students needed to learn the process associated with advising rather than to learn to go to some person at specified times for specified tasks/assignments. The most active and visible of NACADA's Black members who have established themselves as resource leaders in the field of academic advising and have also established themselves as visible leaders within NACADA include the following:

Judith Sanford
Assistant Dean
Bunker Hill Comm. College
Charlestowne, MA 02129

Jimmie A. Gravely, Director,
Advising and Orientation
Bennett College
Greensboro, NC 27420

Edward Jones
NACADA Journal Editor
University of Washington
Seattle, WA 98195

Bob Clayton
Program Director
The Moton Institute
Gloucester, VA 23061

Six other Black professionals are emerging as "new leaders and resource persons" for academic advising of Black students; they are:

Willie M. Lewis, Chairperson
Graduate School of Education
University of Maryland,
Eastern Shores
Princess Anne, MD 21853

Ann A. Harvey, Director
Student Personnel Services
Xavier University
New Orleans, LA 70125

Sandra Alexander, Director
Freshmen Studies
N. Carolina A & T State Univ.
Greensboro, NC 27411

Robert Mays, Director
Academic Advising Center
South Carolina
State University
Orangeburg, SC 29117

Pam Hunter
Curriculum and Instruction
N. Carolina A & T State Univ.
Greensboro, NC 27411

Janice Kennedy
North Carolina Department
of Community Colleges
Raleigh, NC 27611

Willie M. Lewis is skilled in crosscultural counseling and is currently analyzing advising and counseling theories as they relate to racial/ethnic minorities.

Robert Mays has recently completed an extensive in-house analysis of South Carolina State's academic advising program and has revised the total format.

Ann A. Harvey has been a student of minority concerns in educational development and has spent numerous sessions with assessment options and minority students.

Pam Hunter is the curriculum specialist who is capable of analyzing those variables related to subject areas and minority student responses.

Sandra Alexander has developed a Freshmen Studies Advising Program that promises to be a model. And,

Janice Kennedy is considered one of the national authorities in educational programming at a community and junior college level.

Each of these persons can provide expert assistance in approaching academic advising and Black students, and other minority students.

The experts and Black colleges (HBCUs) can be valuable resource aids for local campus programming and the NACADA Regional/Institutional programming. The Minority Concerns Committee of NACADA is where NACADA members may turn for expert assistance and resources. NACADA must continue to provide the leadership and educational assistance to all students seeking to acquire those skills, abilities and ideas that will propel America forward as a leader in building great minds among all of its peoples. The technology of the future may still be on the drawing boards of inventors. Life styles may not now be clearly established in the minds of the planners. The future may be hazy, unclear, and/or unknown. The one thing we do know is that there will be people who must be somewhere doing something about whatever will be the life styles, technology, and worldview of that future. NACADA and those who work in advising students to prepare for being the people for tomorrow's world . . . must insist that Red, Brown, Yellow, Black and White remain as precious in "His sight." If there is to be an "abundant life," each racial/ethnic group must be advised to its maximum.

The final resource is a bibliography presented to further increase White advisors' background and understanding of the Black Experience necessary for properly responding to the worldviews of Black students. This is also presented as additional resources available to advisors and institutions that plan to develop contact with Black colleges and Black members of NACADA.

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Legal Issues Regarding Academic Advising: An Update

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We live in a very litigious society today which makes it imperative that all educators keep abreast of the current legal parameters within which they may make decisions and take actions. Academic advisors are not exempt from this necessity. Frequent updating of legal parameters is a must for academic advisors since they are on the "front line" of the college or university in dealing with students. It is a critical position, and the success or failure of the student's education and growth is influenced greatly by the advising function. In today's litigious atmosphere, the advising function is more critical than ever.

The legal relationship between students and the public institution is a constitutional one. Students are citizens and do not shed their rights when they enter the campus gates. The Fourteenth Amendment to the United States Constitution prohibits the state from depriving its citizens of life, liberty, or property without due process of law. It also mandates that states treat people equally under the law. Since the public college or university is an extension of the state, the institution must abide by constitutional parameters.

In a private institution, however, the legal relationship between the student and the college or university is contractual, because the Constitution has no prohibition against private action. If the private institution becomes entwined with the state to a great degree, such as involvement with the governance of the institution or a contractual relationship with the state (there are also many other factors to be considered such as receipt of public funds, tax exemptions, etc.) it may be declared to be engaged in "state action" which would trigger constitutional guarantees for its students. However, it is rare that private institutions are found to be engaged in "state action."

In the area of academic affairs, the legal relationship is contractual. This is true in both the public and the private college or university.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in October 1984