

REMARKS BY MYLES BRAND TO STATEWIDE CONFERENCE ON  
RETENTION OF MINORITY STUDENTS  
12:15 P.M. LUNCHEON, FAWCETT CENTER  
JANUARY 11, 1989

GOOD AFTERNOON.

THIS YEAR MARKS THE 25TH ANNIVERSARY OF THE CIVIL RIGHTS ACT. TITLE VI OF THIS ACT COVERS THE ADMISSION OF STUDENTS TO ANY FEDERALLY FUNDED INSTITUTION OF HIGHER LEARNING AND ITS PROGRAMS. THIS LEGISLATION WAS A MAJOR STEP IN MAKING HIGHER EDUCATION ACCESSIBLE TO MEMBERS OF MINORITY GROUPS WHO PREVIOUSLY HAD BEEN DENIED ADMISSION TO THE COLLEGE OR UNIVERSITY OF THEIR CHOICE BECAUSE OF THEIR RACE, COLOR, OR NATIONAL ORIGIN.

THE PASSAGE OF THIS ACT WAS NOT JUST A LEGAL VICTORY. IT WAS A MORAL VICTORY FOR ALL OF US. COLLEGES AND UNIVERSITIES THROUGHOUT THE COUNTRY PLAYED A MAJOR ROLE IN BRINGING ABOUT THIS LONG-OVERDUE GUARANTEE OF EDUCATIONAL RIGHTS. WE IN EDUCATION -- FACULTY, STAFF, AND STUDENTS -- DEMONSTRATED MORAL AND SOCIAL COMMITMENT AND LEADERSHIP.

TODAY WE ARE FACED WITH A DIFFERENT CHALLENGE: THE HIGH ATTRITION RATES OF MINORITIES IN FOUR-YEAR COLLEGES

AND UNIVERSITIES. WE HAVE A CRITICAL NATIONAL AGENDA BEFORE US WHEN WE CONSIDER THAT THESE ATTRITION RATES ARE ACCOMPANIED BY A DISPROPORTIONATELY SMALL NUMBER OF MINORITIES WHO ARE EVEN APPLYING TO COLLEGE -- ESPECIALLY TO GRADUATE AND PROFESSIONAL PROGRAMS. IF WE DO NOT DEVELOP AND IMPLEMENT SUCCESSFUL STRATEGIES FOR ADDRESSING THIS NOW, WE WILL FEEL THE SOCIAL, POLITICAL, AND ECONOMIC CONSEQUENCES FOR GENERATIONS.

WHY DO BLACKS, HISPANICS, AND MEMBERS OF OTHER UNDERREPRESENTED GROUPS STILL NOT ENJOY SIGNIFICANT PARTICIPATION IN HIGH EDUCATION? BOTH WITHIN SOCIETY AND WITHIN ACADEMIA, WE APPEAR TO HAVE LOST THE MOMENTUM THAT LED TO THE SUCCESSES OF THE CIVIL RIGHTS ERA.

THE REAGAN ADMINISTRATION'S RECORD -- OR LACK OF A RECORD -- IN THE AREA OF AFFIRMATIVE ACTION HAS HAD AN IMPACT. UNFORTUNATELY, TOO FEW PROMINENT POLITICIANS HAVE SPOKEN OUT AGAINST THIS LACK OF NATIONAL COMMITMENT. IN ADDITION, THE LOW PRIORITY THE GOVERNMENT HAS GIVEN TO AFFIRMATIVE ACTION HAS CONVEYED TO MANY PEOPLE THE IMPRESSION THAT EQUALITY IN OUR SOCIETY IS NOW AN ACCOMPLISHED FACT. IN REALITY, SUCCESSES IN THE LEGAL ARENA HAVE FACILITATED, BUT NOT GUARANTEED, EQUALITY OF RIGHTS AND OPPORTUNITIES.

FURTHERMORE, ALTHOUGH COLLEGE AND UNIVERSITY CAMPUSES HELPED TO INSPIRE AND SUSTAIN THE CIVIL RIGHTS MOVEMENT, TODAY'S STUDENTS DO NOT APPEAR TO HAVE AS STRONG A SENSE OF SOCIAL CONSCIENCE AS DID STUDENTS IN THE 1960'S. THEY ARE, IN THIS RESPECT, REFLECTING THE MOOD OF THE COUNTRY.

IT IS TRUE THAT UNIVERSITIES ARE DIVESTING THEMSELVES OF HOLDINGS OF COMPANIES THAT CONDUCT BUSINESS WITH SOUTH AFRICA. WE ARE ACTIVELY RECRUITING BLACK AND HISPANIC STUDENTS. BUT FAR TOO MANY OF THESE STUDENTS THEN DROP OUT OF SCHOOL BEFORE GRADUATION. FEDERAL MONEY IS STILL AVAILABLE FOR STUDENT AID. BUT RISING TUITION COSTS NOW MUST BE MET IN GREATER PART BY LOANS WHERE, IN THE PAST, GRANTS WERE AVAILABLE TO LOW-INCOME STUDENTS.

DOES THIS MEAN WE HAVE FAILED? NO. BUT WE HAVE REACHED A TURNING POINT. RATHER THAN RESPONDING TO CHARISMATIC SOCIAL AND POLITICAL LEADERS, WE IN HIGHER EDUCATION MUST OURSELVES BE LEADERS. WE MUST RESIST THE WEAK AFFIRMATIVE ACTION STANCE THAT WASHINGTON HAS TAKEN IN RECENT YEARS. WE MUST TAKE A MORAL -- AND YES PRACTICAL -- POSITION THAT DIVERSITY SHOULD BE ENCOURAGED AND VALUED. THEN WE MUST MAKE CERTAIN THAT IT IS.

THROUGHOUT ITS HISTORY, THIS COUNTRY HAS DRAWN STRENGTH FROM THE GREAT DIVERSITY OF ITS POPULATION. OUR VARIOUS ETHNIC HERITAGES GIVE A UNIQUE RICHNESS TO AMERICAN CULTURE. WE HAVE NOT, HOWEVER, ALWAYS TAKEN FULL ADVANTAGE OF THIS GIFT OF DIVERSITY, IN GREAT PART BECAUSE WE HAVE NOT UNDERSTOOD AND APPRECIATED EACH OTHER'S STRENGTHS AND NEEDS. OUR COLLEGES AND UNIVERSITIES ARE APPROPRIATE PLACES TO EDUCATE TOMORROW'S CITIZENRY ABOUT THESE STRENGTHS AND NEEDS.

THE PROPORTION OF THE NATION'S POPULATION COMPOSED OF MINORITY GROUPS IS GROWING RAPIDLY. THIS MEANS THAT THE POTENTIAL POOL OF MINORITY COLLEGE STUDENTS IS ALSO INCREASING. IN 1985, MINORITY CHILDREN ACCOUNTED FOR 20 PERCENT OF THIS COUNTRY'S SCHOOL-AGE POPULATION. BY THE YEAR 2000, ONE-THIRD OF THE SCHOOL-AGE POPULATION IS EXPECTED TO BE MEMBERS OF MINORITY GROUPS. BY THE YEAR 2020, IT WILL BE NEARLY 40 PERCENT. INSTITUTIONS OF HIGHER EDUCATION MUST SHOW LEADERSHIP NOW, IF INCREASING NUMBERS OF THESE YOUNG PEOPLE ARE TO RECEIVE COLLEGE DEGREES.

IN THE LAST DECADE THE NUMBER OF HISPANICS 18 TO 24 YEARS OLD -- THE TRADITIONAL AGE GROUP OF COLLEGE STUDENTS -- HAS INCREASED 62 PERCENT. THE NUMBER OF HISPANIC



STUDENTS ENROLLED IN COLLEGE HAS NOT KEPT PACE WITH THIS INCREASE. AND, MANY OF THESE STUDENTS ARE NOT ENROLLED IN FOUR-YEAR COLLEGES. HISPANICS EARN FEWER THAN TWO AND A HALF PERCENT OF THE MASTER'S AND THE DOCTORATE DEGREES GIVEN IN THIS COUNTRY. WE MUST INCREASE THIS PERCENTAGE SIGNIFICANTLY BEFORE THE TURN OF THE CENTURY, WHEN HISPANICS WILL MAKE UP 11 PERCENT OF THE POPULATION IN THIS COUNTRY.

SINCE THE MID-70'S THE NUMBER OF BLACKS RECEIVING MASTER'S DEGREES HAS DECLINED 32 PERCENT. THE NUMBER OF BLACK MEN RECEIVING DOCTORATES HAS DECLINED 27 PERCENT. THESE ARE ALARMING STATISTICS. THEY INDICATE THAT UNLESS WE ACT QUICKLY AND DECISIVELY THE NUMBER OF BLACK FACULTY MEMBERS, RATHER THAN INCREASING, MAY DECREASE.

IN THE YEAR 2000, ALMOST 13.5 PERCENT OF OUR POPULATION WILL BE BLACK. YET ACCORDING TO REGINALD WILSON, DIRECTOR OF THE AMERICAN COUNCIL ON EDUCATION'S OFFICE OF MINORITY CONCERNS, AT THE PRESENT TIME ONLY 4 PERCENT OF ALL FULL-TIME FACULTY ARE BLACK. ONLY HALF OF THESE TEACH AT PREDOMINANTLY WHITE INSTITUTIONS. THIS IS A MINUSCULE NUMBER OF ACADEMIC ROLE MODELS FOR BLACK STUDENTS.

IF WE ARE TO REMAIN COMPETITIVE IN THE GLOBAL MARKETPLACE, THIS COUNTRY'S MINORITY POPULATION MUST HAVE A MUCH HIGHER REPRESENTATION IN OUR INSTITUTIONS OF HIGHER LEARNING -- AS FACULTY, <sup>administrators,</sup> ~~ADMINISTRATIVE STAFF,~~ AND STUDENTS. WE CAN BEGIN BY RETAINING INCREASING NUMBERS OF MINORITY UNDERGRADUATE STUDENTS. MINORITY UNDERGRADUATES SHOULD BE ABLE TO STUDY AND SOCIALIZE IN A POSITIVE, NURTURING ENVIRONMENT IN WHICH THEY ARE ENCOURAGED TO REACH THEIR FULL POTENTIAL. IF THEY FIND SUCH AN ATMOSPHERE, WE HAVE INCREASED THE CHANCE THAT THEY WILL GO ON TO GRADUATE OR PROFESSIONAL SCHOOL, AND THAT SOME OF THEM WILL CHOOSE A CAREER IN ACADEMICS.

IN THE FUTURE, EMPLOYERS WILL EXPECT THEIR EMPLOYEES TO HAVE A HIGHER LEVEL OF EDUCATION THAN IN THE PAST. EMPLOYEES WILL NEED THE ABILITY TO ADAPT AND TO BE RETRAINED IN RESPONSE TO TECHNOLOGICAL ADVANCES. A COLLEGE EDUCATION WILL BECOME MANDATORY FOR MANY MORE OCCUPATIONS THAN CURRENTLY. IN ADDITION, TODAY'S YOUNG PEOPLE WILL HAVE THE BURDEN OF CARING FOR AN AGING POPULATION. OUR COUNTRY CANNOT AFFORD TO EXCLUDE ANY PORTION OF THE POPULATION FROM THE PRODUCTIVE WORK FORCE, FROM THE MANAGERIAL, PROFESSIONAL, AND ACADEMIC RANKS.

YOUR PRESENCE HERE TODAY IS A PERSONAL COMMITMENT IN THIS DIRECTION. WE MUST WORK TOGETHER TO ENSURE THAT WE CREATE COMMITMENT AT OUR HOME INSTITUTIONS. RETENTION EFFORTS REQUIRE COMMITMENT AT THE HIGHEST LEVELS. AND THIS MEANS FUNDING -- ON A CONTINUING BASIS -- TO SUPPORT COMPREHENSIVE PROGRAMMING. IT IS IMPORTANT FOR ADMINISTRATORS AND STAFF TO ATTEND CONFERENCES LIKE THIS ONE WHERE THEY CAN SHARE STRATEGIES. BUT WHEN YOU RETURN TO YOUR OWN CAMPUSES, THERE MUST BE FINANCIAL SUPPORT FOR THE DEVELOPMENT AND IMPLEMENTATION OF RETENTION STRATEGIES.

WE MUST IDENTIFY SHORT- AND LONG-TERM GOALS. THEN WE CAN DEVELOP, FUND, AND IMPLEMENT COMPREHENSIVE STRATEGIES THAT WILL ENSURE THAT THE CAMPUS ENVIRONMENT RECOGNIZES AND CELEBRATES THE DIVERSITY WITHIN OUR SOCIETY. THIS WILL BE A MAJOR STEP TOWARDS INCREASING MINORITY RETENTION RATES.

IT IS IMPORTANT TO UNDERSTAND THE COMPLEX FACTORS THAT DETERMINE WHETHER OR NOT A BLACK, HISPANIC, ASIAN-AMERICAN, OR AMERICAN INDIAN STUDENT REMAINS IN SCHOOL UNTIL GRADUATION. OFTEN MINORITY STUDENTS COME TO COLLEGE WITH HIGH EXPECTATIONS. THEY MAY ASPIRE TO BE THE FIRST IN THEIR FAMILY TO RECEIVE A COLLEGE DEGREE. SOME MAY

BELIEVE THE CAMPUS ENVIRONMENT WILL BE MORE PROGRESSIVE, MORE SENSITIVE TO ETHNIC DIFFERENCES THAN IS THE SOCIETY BEYOND OUR HALLOWED WALLS.

UNFORTUNATELY, THESE HIGH EXPECTATIONS MAY CLASH WITH THE REALITY OF CAMPUS LIFE. A STUDENT'S PERCEPTION OF THE QUALITY OF THE CAMPUS ENVIRONMENT HAS A MAJOR IMPACT ON HOW SHE OR HE ADJUSTS TO COLLEGE LIFE. EQUALLY IMPORTANT FOR MINORITY STUDENTS ARE THE PERCEPTIONS OF MAJORITY STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS. BASED ON ETHNIC IDENTIFICATION, THERE ARE SOME VERY STRIKING DIFFERENCES BETWEEN STUDENTS' IMPRESSIONS AND SATISFACTION WITH CAMPUS LIFE.

BLACKS, NOT SURPRISINGLY, ARE MUCH MORE AWARE THAN ARE WHITES OF RACISM ON CAMPUS -- BOTH SUBTLE AND BLATANT. MAJORITY FACULTY AND STUDENTS MAY ASSUME THAT MINORITY STUDENTS ARE ACADEMICALLY INFERIOR AND WERE GIVEN ADMISSION PREFERENCE OVER MORE QUALIFIED STUDENTS. THERE A TENDENCY AMONG MANY WHITES TO BLAME HIGH BLACK ATTRITION RATES ON A LACK OF ACADEMIC PREPARATION AND FINANCIAL DIFFICULTIES.

YET A RECENT STUDY AT OBERLIN COLLEGE SHOWED THAT RETENTION IS STILL A PROBLEM WHEN BLACK STUDENTS ARE



"HIGHLY MOTIVATED" AND SHOW GREAT "ACADEMIC PROMISE," WHEN COMPREHENSIVE FINANCIAL SUPPORT PACKAGES ARE AVAILABLE. AT OHIO STATE FROM 1975 TO 1980, ONLY 50 PERCENT OF ALL ENTERING BLACK STUDENTS WHO SCORED IN THE 90TH PERCENTILE OR HIGHER ON THE ACT GRADUATED. THIS 50 PERCENT COMPARES WITH A GRADUATION RATE OF 75 PERCENT FOR ALL STUDENTS ENTERING DURING THAT TIME WHO SCORED IN THE 90TH PERCENTILE.

SUBTLE DISCRIMINATION, INSENSITIVITY TO CULTURAL DIFFERENCES, AND BEING REGULARLY SINGLED OUT AS A SPOKESPERSON FOR ONE'S RACE OR ETHNIC GROUP ALL SERVE TO UNDERMINE ENTHUSIASM AND MOTIVATION. ULTIMATELY, THESE FACTORS CAN INHIBIT ACADEMIC ACHIEVEMENT FOR MEMBERS OF ANY UNDERREPRESENTED GROUP.

THERE DOES NOT NEED TO BE A THREAT OF OVERT RACISM FOR A SENSE OF ISOLATION TO DEVELOP. AND FEELINGS OF ISOLATION AFFECT A STUDENT'S DECISION TO REMAIN IN SCHOOL OR TO DROP OUT. MEMBERS OF UNDERREPRESENTED GROUPS TEND TO FEEL THE CAMPUS IS AN IMPERSONAL PLACE THAT ISOLATES THOSE WHO DO NOT POSSESS CERTAIN PHYSICAL AND CULTURAL CHARACTERISTICS. WHITES ARE MORE LIKELY THAN MINORITY STUDENTS TO FEEL A STRONG AFFILIATION WITH THE INSTITUTION

THEY ATTEND BECAUSE THEY FEEL THEY ARE VALUED MEMBERS OF THE CAMPUS COMMUNITY.

HOW CAN WE, IN HIGHER EDUCATION, ARTICULATE TO OUR CAMPUS COMMUNITIES AND BEYOND THAT DIVERSITY AND EXCELLENCE ARE INTERTWINED? HOW CAN WE BE SENSITIVE TO THE LONG-TERM SOCIAL, POLITICAL, ECONOMIC, AND EDUCATIONAL NEEDS OF ALL MEMBERS OF OUR SOCIETY? WE MUST HAVE A CLEARLY DEFINED PHILOSOPHY OF AFFIRMATIVE ACTION THAT PERMEATES THE INSTITUTION'S GOALS. WE MUST ENGAGE IN A SYSTEMATIC EFFORT TO DEVELOP AND IMPLEMENT COMPREHENSIVE PROGRAMMING THAT WILL NOT ONLY IMPROVE RETENTION RATES FOR MINORITY STUDENTS, BUT WILL ALSO ENHANCE THE EDUCATIONAL EXPERIENCES OF ALL STUDENTS. WE HAVE LEARNED THAT IT IS NOT SUFFICIENT TO HAVE A POLICY OF NONDISCRIMINATION. WE MUST BE AGGRESSIVE IN OUR APPROACH.

CREATING A SUPPORTIVE CAMPUS ENVIRONMENT WILL REQUIRE A SENSE OF RESPONSIBILITY ON THE PART OF EACH MEMBER OF THE FACULTY AND STAFF AND EACH STUDENT. MAJORITY MEMBERS OF THE CAMPUS COMMUNITY WILL NEED TO GO OUT OF THEIR WAY TO MAKE THEMSELVES AWARE OF AND TO ADDRESS THE SPECIFIC PROBLEMS FACED BY BLACKS AND MEMBERS OF OTHER UNDERREPRESENTED GROUPS. A VISIBLY STRONG INSTITUTIONAL

COMMITMENT WILL HELP BRING FORTH STRONG INDIVIDUAL COMMITMENT,

WE MUST BE SENSITIVE TO DIFFERENCES AMONG UNDERREPRESENTED POPULATIONS. STRATEGIES THAT WORK FOR RETAINING BLACKS MAY NOT BE ENTIRELY APPROPRIATE FOR HISPANICS. ALSO, WE MUST RECOGNIZE THAT THE MEMBERS OF ONE LARGE ETHNIC GROUP, SUCH AS HISPANICS, OFTEN HAVE A DUAL SENSE OF IDENTITY. FOR EXAMPLE, THEY MAY BE CUBAN-AMERICAN, MEXICAN-AMERICAN, OR PUERTO RICAN. SIMILARLY, ASIAN-AMERICANS MAY ALSO BE CHINESE-AMERICAN, JAPANESE-AMERICAN, OR KOREAN-AMERICAN.

A QUALITY EDUCATIONAL EXPERIENCE REQUIRES INFORMED AND SENSITIVE INTERACTION WITH OTHERS IN A MULTITUDE OF SITUATIONS -- FROM ACADEMIC ADVISING TO FINANCIAL AID COUNSELING, FROM CLASSROOMS TO RESIDENCE HALLS. THE OHIO STATE UNIVERSITY IS COMMITTED TO A COMPREHENSIVE, LONG-TERM PROGRAM TO ADDRESS THESE ISSUES. DURING THE LAST DAY AND A HALF, I KNOW YOU HAVE HEARD ABOUT PROGRAMS BOTH AT OHIO STATE AND ELSEWHERE. THEREFORE, I WILL NOT ATTEMPT TO DESCRIBE OHIO STATE'S PROGRAMS IN DETAIL. I WOULD, HOWEVER, LIKE TO MENTION A FEW OF OUR ACTIVITIES.

IN AUTUMN 1987, THE UNIVERSITY ANNOUNCED AN ACTION PLAN FOR THE RECRUITMENT AND RETENTION OF BLACK STUDENTS. UNDER THIS PLAN WE HAVE STRENGTHENED CURRENT PROGRAMS AND ARE INITIATING NEW ONES. WE HAVE COMMITTED INCREASED FUNDING TO RECRUITMENT OF AND FINANCIAL AID FOR BLACK STUDENTS. WE HAVE ESTABLISHED A MENTORING PROGRAM WITH PEER AND PROFESSIONAL MENTORS FOR INCOMING BLACK FRESHMEN. IN A JOINT UNIVERSITY-COMMUNITY PROJECT, BLACK UNDERGRADUATES FROM OUTSIDE FRANKLIN COUNTY HAVE THE OPPORTUNITY TO BE MATCHED WITH A LOCAL BLACK FAMILY. THE OFFICE OF RESIDENCE AND DINING HALLS IS ACTIVELY INVOLVED IN PROGRAMMING FOR PROMOTING IMPROVED RACE RELATIONS.

THIS LAST AUTUMN WE BEGAN A PROGRAM TO ASSIST MINORITY SINGLE PARENTS WHO SEEK AN UNDERGRADUATE DEGREE. WE WILL BE DEVELOPING SEMINARS AND WORKSHOPS TO ADDRESS THE ISSUE OF THE RETENTION OF BLACK STUDENTS IN THE CLASSROOM. OUR NEW GENERAL EDUCATION CURRICULUM WILL FOSTER AN APPRECIATION OF THE PLURALISTIC NATURE OF OUR SOCIETY AND THE CONTRIBUTIONS OF VARIOUS CULTURES. IN ALL COURSES, WE EXPECT FACULTY TO TRANSMIT A SET OF VALUES THAT INCLUDES SENSITIVITY TO AND RESPECT FOR A MULTICULTURAL ENVIRONMENT.



ALL THE COLLEGES ON CAMPUS HAVE DEVELOPED PLANS FOR RECRUITING AND RETAINING MINORITY FACULTY AND STAFF. THIS IS A CRUCIAL STEP IN THE PROCESS. STUDENTS MUST HAVE ROLE MODELS AND ADVISORS WITH WHOM THEY CAN IDENTIFY. THE COLLEGES ARE BEING HELD ACCOUNTABLE FOR MEETING THE GOALS THEY HAVE ESTABLISHED.

WE ARE PLEASED WITH OUR SUCCESSES TO DATE. WE HIRED 28 NEW BLACK FACULTY. BECAUSE OUR RETENTION RATE WAS GOOD, THIS REPRESENTS A NET INCREASE OF 20 PERCENT OF BLACK FACULTY. WE ALSO SET A GOAL OF RECRUITING 440 NEW FIRST QUARTER BLACK FRESHMEN FOR <sup>the Columbus</sup> ~~ALL~~ CAMPUSES. WE SURPASSED THAT GOAL, ~~AND ATTRACTED 482 BLACK FRESHMEN~~

MINORITY PROGRAMMING IS AN INSTITUTIONAL PRIORITY AT OHIO STATE. WE HAVE AN OFFICE OF MINORITY AFFAIRS REPORTING DIRECTLY TO THE PROVOST'S OFFICE. SOON WE WILL BE OPENING A NEW BLACK CULTURAL CENTER, WHERE BLACK STUDENTS CAN COME TOGETHER FOR ACADEMIC AND SOCIAL ACTIVITIES. THE OFFICE OF STUDENT LIFE OVERSEES OFFICES OF ASIAN-AMERICAN STUDENT PROGRAMS, BLACK STUDENT PROGRAMS, AND HISPANIC STUDENT PROGRAMS. THE UNIVERSITY HOLDS AN ANNUAL ASIAN AWARENESS WEEK AND <sup>a Black World Week,</sup> ~~HISPANIC~~ AWARENESS WEEK. <sup>in Van</sup> IT IS VITAL TO HOLD EVENTS OF THIS NATURE

WHERE STUDENTS FROM DIFFERENT CULTURES CAN INTERACT AND SHARE THEIR PRIDE IN THEIR HERITAGE.

MINORITIES MUST HAVE AN ACTIVE, VISIBLE ROLE IN ALL CAMPUS ISSUES IF THEY ARE TO BE AN INTEGRAL PART OF CAMPUS LIFE. INVOLVEMENT IN CAMPUS ACTIVITIES IS ALSO IMPORTANT PREPARATION FOR TOMORROW'S LOCAL, NATIONAL, AND INTERNATIONAL LEADERS. RECENTLY, BOTH THE UNDERGRADUATE AND GRADUATE STUDENT GOVERNMENTS ON CAMPUS HAVE ACTIVELY SOUGHT PARTICIPATION BY MINORITIES. LAST YEAR, FOR THE FIRST TIME, THE BLACK FRATERNITIES AND SORORITIES AT OHIO STATE PARTICIPATED IN THE ANNUAL GREEK WEEK. IN 1984, THE THE COUNTRY'S FIRST HISPANIC FRATERNITY, ALPHA PSI LAMBDA, WAS ESTABLISHED AT OHIO STATE.

WE CANNOT WAIT, HOWEVER, UNTIL YOUNG PEOPLE ARE COLLEGE AGE. UNIVERSITIES MUST BEGIN FILLING THE PIPELINE EARLY WITH COLLEGE-ASPIRING YOUTH. WE HAVE A RESPONSIBILITY TO WORK WITH PRE-COLLEGE STUDENTS AND THEIR PARENTS TO MAKE THEM AWARE OF AND PREPARED TO DEAL WITH COLLEGE ISSUES. FOR EXAMPLE, THEY MAY NEED ASSISTANCE IN EVALUATING ALTERNATIVE FINANCIAL AID PACKAGES, HOW, FOR EXAMPLE, TO WEIGH STUDENT LOAN DEBTS AGAINST POTENTIAL FUTURE INCOME.

FOR MANY YEARS, OHIO STATE HAS BEEN INVOLVED IN COOPERATIVE PROGRAMS BETWEEN LOCAL SCHOOLS AND THE UNIVERSITY. WE ARE WELL AWARE THAT WE MUST INCREASE SIGNIFICANTLY THE POOL OF MINORITY STUDENTS WHO ASPIRE TO AND ARE ACADEMICALLY PREPARED TO SUCCEED IN HIGHER EDUCATION.

THEREFORE, WE HAVE MADE A MAJOR, LONG-TERM COMMITMENT WITH THE YOUNG SCHOLARS PROGRAM, OUR STATEWIDE EARLY INTERVENTION PROGRAM FOR STUDENTS IN MIDDLE AND HIGH SCHOOL. WE HAD A SUCCESSFUL START THIS LAST SUMMER WITH 200 STUDENTS FROM EIGHT URBAN OHIO COMMUNITIES. NEXT SUMMER 400 NEW SIXTH GRADERS WILL BE ADDED, AND 400 EVERY SUMMER THEREAFTER UNTIL 2,400 STUDENTS ARE PARTICIPATING. AT THE TIME OF THEIR ACCEPTANCE INTO THE PROGRAM, THE YOUNG SCHOLARS ARE GUARANTEED ADMISSION TO OHIO STATE AND AN APPROPRIATE FINANCIAL AID PACKAGE. WHETHER THEY CHOOSE TO ATTEND OHIO STATE OR ANOTHER INSTITUTION, THE RESULT WILL BE A GROWING NUMBER OF YOUTH FROM UNDERREPRESENTED GROUPS IN THE PIPELINE FOR COLLEGE AND PROFESSIONAL DEGREES.

WE WANT THE YOUNG SCHOLARS PROGRAM TO SERVE AS A

MODEL FOR SIMILAR PROGRAMS AT OTHER INSTITUTIONS. ~~NOT ONLY~~

*Indeed, I should like for a state-wide program involving all the public universities and perhaps some of the private ones as well participate in an early intervention program modeled on the Young Scholars program. I hope that the new tax initiative for education in Ohio can support this effort.*



IMPORTANT POINT. IT IS IMPERATIVE THAT WE, AS INDIVIDUALS AND AS INSTITUTIONS, SHARE OUR STRATEGIES, OUR FAILURES, AND, ESPECIALLY, OUR SUCCESSES. MINORITY RETENTION PROBLEMS ARE NOT INSTITUTION-SPECIFIC. THE EFFECTS OF RETAINING UNDERREPRESENTED STUDENTS WILL BE FELT THROUGHOUT OUR LOCAL COMMUNITIES, OUR STATE, OUR NATION, THE WORLD.

THERE IS A CHINESE SAYING: "THE SCHOOLS OF THE COUNTRY ARE ITS FUTURE IN MINIATURE." A UNIVERSITY'S RESPONSIBILITY TO ITS STUDENTS AND TO SOCIETY GOES FAR BEYOND SIMPLY ADMITTING QUALIFIED PERSONS. WE MUST BE MORE SUCCESSFUL THAN IN THE PAST IN GRADUATING STUDENTS WHO REFLECT THE COMPOSITION OF THE GENERAL POPULATION. WE MUST WORK HARDER AT RETAINING THOSE TALENTED MINORITY STUDENTS WHO ENTER OUR CLASSROOMS WITH THE ABILITY AND DESIRE TO SUCCEED, BUT WHO DROP OUT BEFORE GRADUATION.

THE COLLEGES AND UNIVERSITIES IN THIS COUNTRY HAVE A TRADITION OF MORAL AND SOCIAL COMMITMENT AND LEADERSHIP. TODAY WE FACE NEW CHALLENGES THAT OFFER US OPPORTUNITIES TO STRENGTHEN THIS TRADITION. I AM CONFIDENT THAT, THROUGH EXCHANGES SUCH AS THIS CONFERENCE HAS PROVIDED, WE WILL BE SUCCESSFUL.



IN CLOSING, I WOULD LIKE TO THANK THE OFFICE OF  
STUDENT AFFAIRS AND UNIVERSITY COLLEGE FOR THE FINE JOB  
THEY HAVE DONE IN BRINGING TOGETHER THIS GROUP OF  
DEDICATED EDUCATORS. I KNOW ALL OF YOU WILL RETURN TO  
YOUR HOME CAMPUSES WITH GREAT ENTHUSIASM AND MANY NEW  
IDEAS. I HOPE YOU <sup>and expect that</sup> WILL CONTINUE TO SHARE YOUR STRATEGIES  
WITH EACH OTHER AT ~~SIMILAR GATHERINGS~~ IN THE FUTURE.