

Yes! I would like to join the EMA Network for one year.

- I have enclosed my check or money order, payable to Indiana University Kokomo.
- My credit card information is below.

Name _____
University or Organization _____
Department _____
Daytime phone () _____
Street address _____
City _____ State _____ Zip _____
☐ Discover Card ☐ MasterCard ☐ Visa
Credit card number _____
Expiration date _____ Signature _____

☐ Please also send a complimentary copy of the EMA Newsletter to the following colleague: _____

Mail this coupon to: The EMA Network, Continuing Studies, Indiana University, 2300 S. Washington, Kokomo, IN 46904-9003

Join the Network!

One year membership
in the EMA Network:

\$20
\$10 for students

Become a member of the EMA Network! The network will allow you to stay in touch with others who are working to enhance minority success. Membership privileges include early notification of upcoming EMA conferences, a discount on your EMA registration fee, free sets of labels of the EMA mailing list, and access to EMA resources. Membership also includes an annual subscription to EMA: The Newsletter, a quarterly publication that gives you the inside scoop on programs, jobs, and current opinions. The yearly membership fee is \$20 (\$10 for students). ■

INDIANA UNIVERSITY KOKOMO
DIVISION OF CONTINUING STUDIES
2300 S. Washington St.
PO Box 9003
Kokomo, IN 46904-9003

Nonprofit Organization
U.S. Postage
PAID
Kokomo, Indiana
Permit No. 112

Enhancing Minority Attainment

The Newsletter

Vol 2:1



The Urban Sites Writing Network: "Hard Talk" among Urban Teachers

Richard Sterling, director, Urban Sites Writing Network

A 1991 grant from the DeWitt Wallace-Reader's Digest Fund allowed the creation of the Urban Sites Writing Network, a partnership composed of urban schoolteachers who participate in the National Writing Project. The network allows teachers in grades K-12 to work together directly to address the issues they face. The following article by Richard Sterling, director of the Urban Sites Writing Network, discusses what network educators discovered during two summer institutes.—Editor

The idea for the Urban Sites Writing Network came about in 1987 in response to the fact that little of the research in education focused on the reality of schools in large urban centers, and, as a result, reflected neither our experiences as urban educators nor the experiences of our students, many of whom, as immigrants and people of color, face a variety of challenges common in our cities. At the same time, there was a growing awareness among teachers and directors in the National Writing Project that too few teachers of color were participating in project activities either as teacher-consultants or in leadership roles.

At the center of the USWN was a desire on the part of national writing project teachers from urban areas to share their knowledge and struggles in the classroom and to seek new knowledge that would help their

children become successful learners. As professionals in too-often beleaguered school systems, these urban teachers also wanted to assume a critical voice in the school reform movement by forming an advocacy group in urban education that could be heard across the country. Our goals included a commitment to greater equity in resources for all children, coupled with a determination to promote a deeper understanding of the cultural and linguistic diversity of students in urban classrooms. At the same time, we wanted to hold high expectations for these students' ability to learn and to compete with children elsewhere.

During the summer of 1991, 50 teachers, more than 50 percent of whom were African-American, Hispanic, and Asian, brought their classroom questions and expertise to Princeton, New Jersey, for USWN's first ten-day summer institute. The teachers were chosen for their effectiveness as urban teachers. They brought to the institute their concern about the crisis in education that they discovered was common to all seven cities represented (Baltimore, Boston, Chicago, Houston, St. Louis, the Bay Area of San Francisco, Los Angeles, New Orleans, New York, Philadelphia, and Pittsburgh). Some teachers were overwhelmed by the continuously deteriorating conditions in their school systems, while others were concerned because so much of their teaching was not as effective as they hoped it would be. But all of them came because they were strongly committed to finding responses to these problems, and because of their deep concern for the children in their schools.

(Continued on page 3)

Inside This Issue

What's Different 2
Contributions Welcome 2
The Bridge Program 4
Kathy Krendl Named Dean 5
People in the News 5
Liberal Education and Diversity . 6
Employment Opportunities 7
Regional Coordinators Sought .. 8
Current Regional Coordinators . 9
EMA Conference a Success 10
Join the Network! 12

FEBRUARY 1994

Enhancing Minority Attainment: The Newsletter

EMA: The Newsletter is published three times a year by the Office of Marketing and Promotion, Indiana University School of Continuing Studies, 302 Owen Hall, Bloomington, IN 47405, phone (812) 855-1549; fax (812) 855-8997.

Editor-in-chief:

Donald Lane

Assistant editor:

Lesa Nalley

Managing editor:

Lisa Denlinger

Graphic designer:

Phyllis Taylor

Editorial assistants:

Karen Steele,
Michelle Walla

Director, Marketing and Promotion:

Joann Alexander

Contributors:

Herman Blake,
Annamarie Melodia,
Richard Sterling,
Jamie Watson

Editorial correspondence and subscriptions: Division of Continuing Studies, Indiana University, 2300 S. Washington St., PO Box 9003, Kokomo, IN 46904-9003, phone (317) 455-9395; fax (317) 455-9476

What's Different about This Newsletter

Enhancing Minority Attainment: The Newsletter provides professionals in education, business, and the community a forum to discuss the challenges facing our culturally diverse society and to share information and ideas relative to the advancement of minority attainment. EMA: The Newsletter is unique because it

- presents information about all underrepresented groups, whether they be underrepresented because of age, gender, or race.
- relies upon your submissions, participation, and interest.
- minimizes rhetoric and tells you about programs that have worked and that you can apply.
- allows you to exchange information about professional and academic job opportunities.
- reports news on diverse topics. News is coordinated by regional representatives with first-hand knowledge about what's happening in their area.
- provides an accessible forum in which you can exchange information, express views about issues and challenges, celebrate successes, and network with others. ■

Watch for our next issue in April!

Your Contributions Welcome

Written by and for people dedicated to enhancing minority achievement and success, EMA: The Newsletter has no staff writers, so there's a constant need to expand our pool of contributors. Please make this newsletter your forum by sending us your articles, announcements, ideas, and photos. Newsletter topic areas include

- Affirmative action
- Gender issues
- Research activities
- Grant/Proposal information
- Innovative programming
- Multicultural studies
- Continuing education
- Professional development
- Special population needs
- Publications and other resources
- Recognition of achievements
- Position announcements
- Conference information
- Calendars of events
- Photos (black and white preferred) and artwork
- Others: Please recommend

Newsletters for 1994 are scheduled for April, July, and November. If you would like to contribute material to EMA: The Newsletter, contact Donald Lane, Continuing Studies, Indiana University, 2300 S. Washington St., PO Box 9003, Kokomo, IN 46904-9003, phone (317) 455-9395; fax (317) 455-9476; E-mail DLANE@IUIS.BITNET. The deadline for the April issue is March 4, 1994. ■

Hard Talk

(Continued from page 1)

Through our discussions, seminars, presentations, and individual conversations, several overriding questions emerged: How can we insure that students in our classrooms are learning? How do we help students represent their thinking in writing? How can children's cultural backgrounds be used to support learning, and how do we involve parents and communities in that effort? What is the relationship between language and learning in diverse classrooms? How do we demonstrate and assess children's progress? How do race and social class affect the way we understand and talk to each other and to our students?

Participants also had the opportunity to listen to a variety of outside speakers, some of whom brought perspectives that challenged assumptions held by many writing project members. The setting, the thoughtful teachers, the eloquent speakers, and the carefully articulated issues allowed participants to explore the above questions with startling candor. Also, in contrast to the circumstances in many school systems, where the great majority of teachers are white, USWN brought together a group of educators who could address as colleagues teachers from many backgrounds and with differing perspectives. Conversations turned to sensitive issues connected to our teaching, our pedagogy, and our effectiveness as educators. For many of us, these frank discussions of race, ethnicity, and education were the first we had had in a setting where members of all groups under discussion were present.

When teachers returned for the second summer institute after a year of documenting their work in urban classrooms, they brought many compelling issues. While exploring the recurrent themes of student

achievement, assessment, effective practice, and parent involvement as they were played out in teachers' classrooms, the teachers uncovered an unexpected issue. To the surprise of teachers and coordinators alike, close classroom scrutiny had resulted in a rising dissatisfaction with the conditions, methods, and content of their own teaching. In addition, our discussions frequently focused on our fears concerning the rising problem of violence, dwindling resources, the general deterioration of the physical conditions of school buildings, and, underlying the entire process, the simultaneous cutting of school budgets.

"We have begun to build a community of educators that can undertake . . . the fight that awaits us. . . ."

This second summer also brought a heightened awareness of the issues related to language, race, gender, and class that had informed the first summer institute. The need to continue discussions that dealt honestly and effectively with these issues led us to question ourselves and each other about our differences in perception and about our underlying beliefs about children and their ability and desire to learn. We began to come to grips with the idea that even though we cared about students, teachers from different backgrounds and cultures had different ideas about how best to educate students. In short, we began to reflect on our quiet and disquieting beliefs about students who come, in many instances, from places and circumstances so different from some of our own.

All these conversations came to be called "hard talk." Shortly after such discussions began, we sought ways to

relate them productively to the inquiry projects we were embarking upon. For example, we created a list of guidelines that discussed the responsibility of individuals within the community who have to give "hard" feedback to presenters. We also sought to establish trust within the group through carefully planned sessions during which we spoke about our own personal experiences and their impact on our intellectual and social growth and on our teaching.

What is this project discovering? Many of the discussions between teachers from different ethnic groups were powerful, emotional, and risky. The fact that most teachers shared a common culture in the National Writing Project was the base that permitted a degree of trust, but that only provided the beginning. We also had among us people who did not always share the cherished beliefs of the Writing Project and who challenged all of us to think hard about each of the educational decisions we make for the children we teach. The desire to be more effective and compassionate teachers forces us to ask of each other, What do I have to know to teach the children in my school and city? What do I think or what do I believe that stands in the way of my being a better teacher? What do I think, say, or do that silences or opens the conversation between myself and a student, myself and another teacher, and myself and a parent?

Increasingly, these conversations shaped our classroom teaching. One conversation led us to decide to include parents in instruction and to ask them to help plan their children's education based on both the teachers' and parents' shared sense of the children's needs. Another conversation prompted us to design a project with a group of high school-aged mothers, helping them plan their children's education in the context of the children's needs.

Many teachers in this project, though, appear to have changed in more subtle ways, ways that go to the heart of a teacher's practice. They spoke often about the importance of learning how to listen very carefully to their students, to parents, and to colleagues. They began to speak candidly with each other in terms of ethnicity and social class, asking such questions as, What student behavior is acceptable, and what is not? What marks cultural norms, and when interactions between a teacher's philosophy and pedagogy are in conflict with a student's behavior, how are these conflicts resolved or negotiated in the interest of the student's learning?

It is clear to all of us involved in USWN that we have begun a difficult conversation that often goes to the very root of cultural self-definition. To participate in "hard talk," many of us must challenge cherished beliefs and be willing to give up attitudes that serve only to maintain the status quo. For those brave enough to take the ride, it may mean a very powerful learning experience for teachers and students alike. But one thing is clear to most of us who have participated in this extraordinary project. We are convinced that the conversations about language, race, class, and gender are leading us to become more effective educators. We are beginning to see through others' eyes, and we are beginning to envision futures for all children like the ones we envision for our own. Finally, we have begun to build a community of educators that can undertake, along with parents and others, the fight that awaits us in order to redress the vast inequalities plaguing the education of children in our large urban centers.

If you would like information on becoming a part of the USWN, contact Richard Sterling, Institute for Literacy Studies Lehman College, Bedford Park Blvd. West, Bronx, NY 10468-1589. ■

The Wabash-Washington Bridge Program

Since 1981, Wabash College and the Indianapolis Public Schools (IPS) have cooperated to provide a college preparatory program for a group of IPS high school students. The Bridge Program, currently in place at George Washington High School, prepares students for college admission and success. Designed and instituted as an outreach program, its intent is to encourage and support a group of inner-city youths as they prepare for college acceptance.

Program participants are selected in the eighth grade from among Washington's feeder schools. A candidate should be achieving at grade level and have an interest in pursuing a college education. Nearly all participants will become first-generation college students.

Currently, 114 students are enrolled in The Bridge Program at Washington High School. The racial makeup of the program reflects the racial balance at the school, which is approximately 60 percent African-American. At this time, there are 62 African-American students, 50 European-American students, and two Asian-American students.

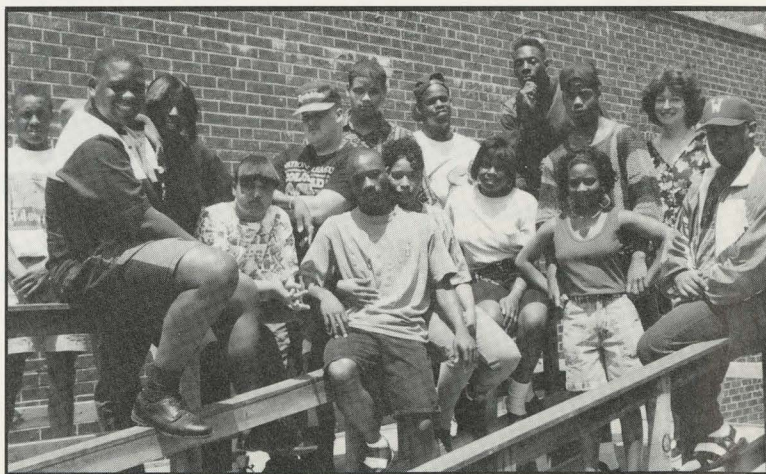
When students enroll in The Bridge Program, they are expected to take a college preparatory curriculum. The required bridge curriculum is designed so that upon graduation, no student feels that he or she is ill-prepared for college.

Working with a Washington High School faculty member who is designated as program coordinator, the program director plans and facilitates the implementation of program activities.

Bridge activities include trips to the Wabash campus, where students participate in classes taught by Wabash professors. These classes are planned in conjunction with high school faculty and designed specifically for bridge students. During these campus visits, students attend art events such as plays, concerts, and exhibits, eat in the campus dining hall, and interact with Wabash students in the classroom, as well as during recreation time.

During the 1992-93 academic year, students were involved in a variety of activities, ranging from composing self-portraits to analyzing the vitamin C content of fruit juices in chemistry lab.

The highlight of The Bridge Program is the two-week summer session that the bridge students attend following their sophomore and junior years. Students live in dorms



"Rising" seniors who attended the '93 summer program on the Wabash campus.
Photo: J. Zimmerman

on the Wabash campus and take classes designed and, in many cases, co-taught by Wabash and Washington faculty. (Last summer's curriculum included English, biology or chemistry, music or art, math, essay writing or philosophy, and workshops on preparing for college admission.) As a result of this "mini-college" experience, bridge students begin to see themselves as people who can succeed in college.

In addition to the summer faculty, college students are hired as tutor-counselors whose duties include helping with the social and academic aspects of the program, as well as enforcing rules in the living units. Of eight counselors who were hired in 1993, five are bridge alumni and all are succeeding in college. Among the five alumni, there is a Wabash junior, a Hanover junior, a Ball State junior, an IUPUI senior, and a 1992 DePauw University graduate who teaches English at Ben Davis High School in Indianapolis.

Nearly all of the students who complete The Bridge Program are accepted to a college or university. Of the class of 1990, sixteen of 21 students contacted are still in college. Ninety percent of the class of 1991 remain in college, and 87 percent of the class of 1992 are currently enrolled. With one exception, each member of the class of 1993 has been accepted to a college or university.

The intent of The Wabash-Washington Bridge Program is to increase the numbers of students who become competitive for college admission. In spite of obstacles inherent in overcrowded inner-city school systems, bridge students at Washington High School continue to meet this challenge.

People interested in more details on the Bridge Program are invited to contact Jamie Watson, director, Wabash-Washington Bridge Program, Wabash College, Crawfordsville, IN 47933, phone (317) 364-4301. ■

Kathy Krendl Named Dean, IU School of Continuing Studies

Kathy A. Krendl has been appointed as the new dean for the Indiana University School of Continuing Studies. Krendl brings to the position an extensive background in distance education, and hopes to help bring Indiana University to the

national forefront in that field. "The integration of electronic technology into the delivery of instruction offers a new set of challenges and opportunities to higher education," said Krendl. The school's immediate goal under her leadership, she continued, will be to identify and develop programs of interest to non-traditional students and to provide access to those programs through alternative, flexible means using telecommunications technologies.

Krendl joined Indiana University in 1983. She was named chair of the Department of Telecommunications in 1991, after serving three years as graduate program coordinator. She holds a doctorate in communication from the University of Michigan, a master's degree in journalism from Ohio State University, and a bachelor's degree in English from Lawrence University in Appleton, Wisconsin.

The School of Continuing Studies sponsors the EMA conferences. ■



Photo: Lynette Moore/
IU News Bureau

People in the News

Dr. Ronald P. Brown, director of Multicultural Affairs and an assistant professor of pan-African studies for Kent State University Ashtabula (Ohio), was recently elected to the board of directors for the Ashtabula Peoples Savings Bank.

As director of Multicultural Affairs, Brown is responsible for minority recruitment, including early intervention programs for high school students, assessment of financial aid programs for minorities, and counseling, advising, and placement of minority students. Brown also plans, develops, and oversees programs intended to facilitate cultural diversity on the Ashtabula campus and in the community.

Robert P. Brecht, president and CEO of Peoples Savings Bank said, "Peoples is fortunate to have someone with Dr. Brown's stature and experience on its board of directors. His knowledge and dedication will complement our efforts to involve strong community leaders in the directorship of Peoples Savings Bank."

Brown received a Ph.D. in counselor education, an M.S. in counseling and guidance, and a B.S. in history, government, and physical education from the University of Akron. He has twenty years of experience in administration and in the teaching and counseling fields and is involved in many community activities.

Brown resides in Akron with his wife Joyce and his two daughters Lisa and Paula. ■

Some Thoughts on Liberal Education and Diversity

Annamarie Melodia and J. Herman Blake

Office of the Vice Chancellor for Undergraduate Education, Indiana University-Purdue University at Indianapolis

In "The Creative Abyss: Liberal Education and Diversity," Annamarie Melodia and J. Herman Blake discuss ways in which educators can help make a liberal education relevant to all students, whatever their cultural or ethnic background.

Their major premise is that students must be encouraged to create an individual understanding of liberal education that is based on their own experience, identity, and background. An example of such an approach, say the authors, can be found in Gloria Naylor's novel, *The Women of Brewster Place*. A child in the story asks his mother, "Mama, Shakespeare's black?" and the mother responds, "Not yet."

"What the mother was saying to her child," explain the authors, "was that when he got to know Shakespeare—infusing that work with the spirit and essence of his experience as an African-American male—Shakespeare would be what he created."

Liberal education should not static and it should not be taught with a teleological bias that dictates what every student ought to know, continue Melodia and Blake. "Liberal education must be a system of constant dynamism. There is a constant need for each generation to create a new concept of liberal education, to infuse it with the meanings and understandings of each era, and to use it as a guide to wrestle with broad questions of identity, citizenship, and humanity."

Rather than directing students toward some predetermined educational end, say the authors, educators must challenge them to develop an understanding of and thirst for constant learning. This can be achieved by placing an emphasis on teaching and by encouraging students to be involved in and to take ownership for the learning process.

In addition, say Melodia and Blake, as educators discuss liberal education, they must keep at the forefront four values: (1) They must make diversity and multiculturalism the framework for the educational experience, (2) They must avoid the inadvertent imposition of a particular set of values on students, (3) They must recognize the constancy of change and develop a 'flexible' perspective that is comfortable with ambiguity, and (4) They must recognize the importance of an evolving, organic community that promotes and protects diversity, objectivity, and change.

Equally important, assert the authors, "liberal education ultimately must call for the transcendence of conventional, biased, and politically fused language, curriculum, and structure in regards to race, ethnicity, class, and gender and begin to embrace a new ideology—one that is human and humane."

Noting that "for most students, the roots of learning are located in the familiar," Melodia and Blake enjoin educators to encourage students to creatively use their own history and heritage "in order to shape from the literary material a critical and affirming environment that would extend beyond the classroom."

In addition, students must be supported in becoming "activists in the classroom and analytic observers in their own lives," and they must feel they belong: "A nonintimidating environment in the classroom," say the authors, "is as important as an atmosphere of nonintimidation in the larger institution. Professors can never afford to be indifferent to students. Indifference is quickly interpreted as, 'I don't belong. I cannot make it here.'"

Educators must also be willing to openly discuss values in the classroom, because "students intuitively know that education is about values. To have a professor pretend that the classroom is value-neutral is to invite silent cynicism and disbelief. We are convinced that students respond more positively in class when the value issues are confronted and addressed."

Students cannot undertake the learning process alone, write Melodia and Blake. "All of us must be willing to embrace the challenge of leaping into the creative abyss of uncertainty and change that contains a multitude of histories, heritages, and visions for the future. It is this leap that ultimately enables each of us to ask the question, 'Mama, Shakespeare's black?' Once we are able to ask such questions, we will then be on the path to creative realization of liberal education." ■

Employment Opportunities

Search Extended—Indiana University Kokomo Multicultural Education

The Division of Education at Indiana University Kokomo seeks a faculty member with research, teaching, and service interests in foundations and multicultural education.

Indiana University Kokomo is one of eight campuses of Indiana University. The campus mission is to meet the needs of north central Indiana through a broad spectrum of undergraduate programs leading to the associate and baccalaureate degrees, through a graduate program in education and business, and through a wide variety of continuing education activities.

The Division of Education has six full-time faculty and several adjuncts who teach in a variety of programs, including elementary education (B.S. and M.S.), junior high/middle school certification, secondary certification (science, English, social studies, and mathematics), kindergarten certification, and a reading minor. Awaiting funding are newly approved programs in secondary education (M.S. with two tracks for B.S. and B.A. holders) and an early childhood minor (with an emphasis in special education).

Responsibilities: Appointee will teach undergraduate and graduate students in foundations and multicultural education courses, sustain an active scholarly agenda in foundations and multicultural education, and provide service to diverse educational constituencies. The candidate will have the opportunity to shape programs that bring to campus minority and low-income middle school students to explore university life.

Qualifications: Candidates should have an earned doctorate by August 1994 to qualify for an assistant professorship or have A.B.D. doctoral status to qualify for a lectureship. Relevant teaching experience, active research agenda, willingness to seek external funding, and experience with field-based teacher education programs are desired.

Appointment at the rank of assistant professor/lecturer. Salary commensurate with qualifications and experience.

Applicants should submit a letter of application, vita, and the addresses and phone numbers of five references to Dr. Margo Sorgman, Division of Education, Indiana University, 2300 S. Washington Street, Kokomo, IN 46904-9003 (phone 317/455-9441).

IUK is an Equal Opportunity Affirmative Action employer. Women and minorities are encouraged to apply. ■

Indiana University Kokomo Division of Business and Economics Marketing Faculty Position

Rank: Assistant professor—a tenure track appointment

Qualifications: Ph.D. or D.B.A. in marketing required at the time of appointment

Primary teaching areas: Marketing management and related curricula, selling, retailing, and advertising. Prefer M.B.A. holder, industry experience, and evidence of effective graduate and undergraduate teaching.

Responsibilities: Teaching, research, and service. Teaching nine hours per semester at undergraduate/graduate levels. Research required. Community and professional involvement strongly encouraged.

Salary: Competitive

Fringe Benefits: Noncontributory TIAA/CREF program and group life insurance; contributory Blue Cross and Blue Shield medical and dental insurance

Appointment: August 1994. Applicant screening commences January 10, 1994, continuing until position is filled.

Contact: Thomas J. Von der Embse, Ph.D., Dean, Division of Business and Economics, Indiana University, 2300 S. Washington Street, PO Box 9003, Kokomo, IN 46904-9003 phone: (317) 455-9446

IUK is an Equal Opportunity Affirmative Action employer. Women and minorities are encouraged to apply. ■

Indiana University Southeast Department of Communication Undergraduate Teaching

The Department of Communication at Indiana University Southeast seeks an assistant professor committed to undergraduate teaching and productive scholarship. Ph.D. is required. Candidates should have a strong theoretical background in mass communication (history, criticism, cultural studies). Additional experience in electronic media and theatre is desirable.

This tenure-track position, beginning fall 1994, entails teaching some basic communication courses with the possibility of developing courses in an area of specialization. An option of nine hours of teaching plus active research or twelve hours of teaching is available. This position offers a competitive salary with superior benefits.

(Continued on page 8)

IU Southeast is one of eight degree-granting campuses of Indiana University. Located in the Louisville, Kentucky, metropolitan area, IUS offers an undergraduate major in communication studies, as well as a master of liberal studies. The Department of Communication is housed within the Division of Humanities.

IUS is committed to a learning environment that actively seeks to support students, faculty, and staff from diverse backgrounds. Consistent with the administration's commitment to diversity, the university strongly encourages people from traditionally underrepresented groups to apply. IUS is an Affirmative Action Equal Opportunity employer.

Applicants should send a letter of application, vita, graduate transcripts, and three current letters of recommendation to Human Resources, Indiana University Southeast, 4201 Grant Line Rd., New Albany, IN 47150. Applications will be reviewed beginning January 1, 1994, and thereafter until the position is filled. ■

Regional Coordinators Sought

EMA: The Newsletter staff is seeking volunteers to serve as coordinators for each of the EMA regions (at right). The coordinators will

- serve as regional liaisons for *EMA: The Newsletter*.
- develop and maintain contacts in their region with people in academia, business, government, labor, and the media.
- recruit regional representatives.
- encourage representatives to develop information networks.
- solicit news and information from these representatives on issues regarding minority attainment.
- gather information about job opportunities in their region.
- help all interested individuals in their region submit material to the newsletter.
- serve for one year.

If you are interested in volunteering as a regional coordinator, contact Donald Lane, Division of Continuing Studies, Indiana University, 2300 S. Washington St., PO Box 9003, Kokomo, IN 46904-9003, phone (317) 455-9395; fax (317) 455-9476; E-mail DLANE@IUIS.BITNET. ■

The EMA regions are as follows:

Region I

Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Atlantic Provinces

Region II

New York (except NY City area), Quebec, Connecticut

Region III

New Jersey, New York metropolitan area, Delaware, Pennsylvania

Region IV

Maryland, North Carolina, Virginia, Washington, D.C.

Region V

Illinois, Indiana, Michigan, Ohio, Wisconsin, Ontario

Region VI

Florida, Georgia, Kentucky, South Carolina, Tennessee, West Virginia

Region VII

Alabama, Mississippi, Louisiana, Arkansas, Missouri

Region VIII

Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Manitoba, Saskatchewan

Region IX

Arizona, California, Hawaii

Region X

Texas, Oklahoma, Kansas, New Mexico, Mexico, Nevada, Wyoming

Region XI

Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, Washington

Current Regional Coordinators

Region II

Wayne Locust

Director of Admissions
University of Rochester
Rochester, NY 14627
Phone: (716) 275-8594
Fax: (716) 461-4595

Region III

Allison E. Jones

Continuing Education Representative
Penn State University, Great Valley
30 E. Swedesford Rd.
Malvern, PA 19355
Phone: (215) 648-3262
Fax: (215) 889-1334

Region III

Vernis Welmon

Assistant Dean of Minority Affairs
Penn State University
106 Business Administration Bldg.
University Park, PA 16802
Phone: (814) 863-0474
Fax: (814) 863-7261

Region III

Jennifer Williams

Director of Student Life
Henry Hudson Student Residence
353 W. 57th St., Suite 1204
New York, NY 10019

Region III

Celeste Wynn

Senior Portfolio Advisor
Office of Testing and Assessment
Thomas Edison State College
101 West State St.
Trenton, NJ 08608-1176

Region IV

Lemuel Berry, Jr.

School of Liberal Arts and Education
Virginia State University
Colson Hall, Room 100
Petersburg, VA 23803
Phone: (804) 524-5068/5069

Region V

Elizabeth Lewis Brooks

Office of Afro-American Affairs
Indiana University
Memorial Hall West, Room 102
Bloomington, IN 47405

Region V

Paul Barton-Kriese

Assistant Professor
Political Science
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374-1289
bitnet: paulbk@indiana

Region V

Selme Gordon

Community Outreach Coordinator
Indiana Technical College
1440 East 35th Ave.
Gary, IN 46409
Phone: (219) 981-4419
Fax: (219) 981-4415

Region V

Terri Jackson

Minority Services Center
Sangamon State University
Springfield, IL 62794-9243
Phone: (217) 786-6333
Fax: (217) 786-7280

Region V

Mark P. Orbe

Division of Humanities
Indiana University Southeast
4201 Grant Line Rd.
New Albany, IN 47150
Phone: (812) 941-2620
bitnet: morebe@indiana

Region V

Vicky Roberts

Office of Afro-American Affairs
Indiana University
Memorial Hall West, Room 102
Bloomington, IN 47405

Region V

Keith Tillman

Coordinator of Minority Enrollment
Joliet Junior College
1216 Houbolt
Joliet, IL 60436
Phone: (815) 729-9020, ext. 388

Region X

Pam Williams

Academic Advising Specialist
Wichita State University
College of Liberal Arts
1845 Fairmount
Wichita, KS 67260-0005
Phone: (316) 689-3054

THIRD EMA CONFERENCE A SUCCESS IN KOKOMO

More than 250 participants from across the country gathered in Kokomo September 10-12 for the third annual Enhancing Minority Attainment conference, sponsored by the Indiana University Kokomo Division of Continuing Studies. This year's speakers included Shirley Chisholm, the first African American woman elected to Congress and the first to run for the presidency; Manning Marable, writer, scholar, and political adviser; Attallah Shabazz, producer, writer, lecturer, activist, and daughter of Malcolm X; Reginald Wilson, Senior Scholar of the American Council on Education; and Elsa Gomez, the first Hispanic woman to be president of a four-year college.

The theme of this year's conference was Empowerment through Coalition. Sessions emphasized the need to build coalitions within the university and between the university and the broader community.

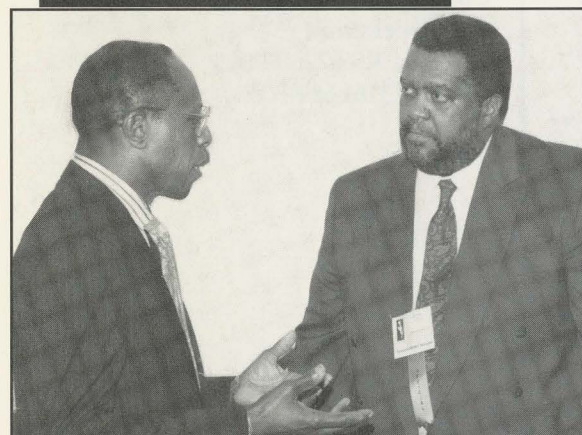
"The conference represents, on a small scale, what we can do on a much larger scale to promote minority success," said Donald Lane, director of Continuing Studies in Kokomo. "It's proof that we can join hands and work together, whatever our color, gender, age, or abilities." ■



Above: Presenters Greg Jones (l) and Kevin Washington (r) found exchanging ideas and resources a major benefit of the conference.



Left: Attallah Shabazz autographed programs at the reception hosted by the City of Kokomo and IUK.



Above: Opening speaker Reginald Wilson with Donald Lane.



Left: The Honorable Shirley Chisholm enjoyed chatting with IUK chancellor Erita Hill.

Below: The group, Drums of West Africa, executed a powerful performance.



Above: Participants explored their belief systems in Judith Lyles and Debra Harley's workshop on Educating the Educator.



Above: Presenter Ralph Bonner (center) spoke to Herb Miller (r) and other participants at the Friday evening general session featuring Reginald Wilson.



Above left: Mary Olufunmilayo Adkeson assessed the role of African-American women in higher education.

Left: The sessions were all well attended and sparked lively discussions throughout the weekend.

Yes! I would like to join the EMA Network for one year.

☐ I have enclosed my check or money order, payable to Indiana University Kokomo.

☐ My credit card information is below.

Name _____

University or Organization _____

Department _____

Daytime phone () _____

Street address _____

City _____ State _____ Zip _____

☐ Discover Card ☐ MasterCard ☐ Visa

Credit card number _____

Expiration date _____ Signature _____

☐ Please also send a complimentary copy of the *EMA Newsletter* to the following colleague: _____

Mail this coupon to: The EMA Network, Continuing Studies, Indiana University, 2300 S. Washington, Kokomo, IN 46904-9003

Join the Network!

**One year membership
in the EMA Network:**

**\$20
\$10 for students**

Become a member of the EMA Network! The network will allow you to stay in touch with others who are working to enhance minority success. Membership privileges include early notification of upcoming EMA conferences, a discount on your EMA registration fee, free sets of labels of the EMA mailing list for last year's conference, and access to EMA resources. Membership also includes an annual subscription to *EMA: The Newsletter*, a quarterly publication that gives you the inside scoop on programs, jobs, and current opinions. The yearly membership fee is \$20 (\$10 for students). ■

Nonprofit Organization
U.S. Postage
PAID
Kokomo, Indiana
Permit No. 112

INDIANA UNIVERSITY KOKOMO

DIVISION OF CONTINUING STUDIES

2300 S. Washington St.

PO Box 9003

Kokomo, IN 46904-9003

ENHANCING MINORITY ATTAINMENT

THE NEWSLETTER

Vol 2:2

IUK ARCHIVES

**Negative Mentoring:
A Unique Phenomenon
Experienced by Minority Students?**

Reginald Wilson, Senior Scholar, American Council on Education

NEARLY EVERY STUDY of academic mentoring confirms its positive effects with regard to protégé achievement, self-concept, and aspiration. Thus, the conventional wisdom is that mentoring can only be desirable for students in postsecondary education settings.

However, social science observers are beginning to remark on the phenomenon of negative mentoring, particularly as it affects minority student achievement, self-concept, and aspiration. As minority students become an increasing part of the student body, more attention must be paid to this phenomenon.

Negative mentoring can be characterized as unconsciously 1) lowering expectations for minority achievement in the classroom, 2) advising minorities to consider lower majors than their ability calls for, and 3) reinforcing already low self-concept rather than challenging students to aim higher.

The aspects of negative mentoring are difficult to pinpoint, because few mentors would admit that they engage in these behaviors—thus, the emphasis on the word *unconscious* rather than fruitless speculation about alleged racism. The result would be the same in any event.

The literature is sparse in noting any quantitative studies of negative mentoring, but it is rich in qualitative and anecdotal studies of the phenomenon.

"Throughout the history of the African-American experience in

America, white Americans have expressed doubts about the intellectual capabilities of people of African descent" (Allen, et. al, 1991). Classroom expectations of achievement have often been lower for blacks, and, in a perverse twist of liberalism, marginal classroom achievement has been highly marked because "that was the best you could expect of them." As a result, African-Americans experienced achievement "shock" when confronted with rigorous academic challenges upon entering higher education.

There is the case of the black Detroit high school valedictorian failing his first year at the University of Michigan, not because he was not bright enough, but because the achievement expectations had been so much lower for him in his segregated all-black high school. Lowered expectations in high school were a disservice to this student because his high grades gave him false expectations about the achievement level required in college.

Nettles (in Allen, 1991), in his quantitative study of differences between black and white student college achievement, stresses the "characteristics that students develop before entering college—mainly, their high school preparation," as being most important. Of course, he recognizes the importance of other factors—socioeconomic status, college experiences, and so on—but he

(Continued on page 3)

SEPTEMBER 1994

Enhancing Minority Attainment: The Newsletter

EMA: The Newsletter is published three times a year by the Office of Marketing and Promotion, Indiana University School of Continuing Studies, 302 Owen Hall, Bloomington, IN 47405, phone (812) 855-1549; fax (812) 855-8997.

Editor-in-chief:

Donald Lane

Assistant editor:

Lesa Nalley

Managing editor:

Lisa Denlinger

Copy editor:

Donald Stevenson

Graphic designer:

Phyllis Taylor

Editorial assistants:

Karen Steele

Michelle Walla

Director, Marketing and

Promotion:

Joann Alexander Brown

Contributors:

Reginald Wilson

Editorial correspondence and subscriptions:

Division of Continuing Studies
Indiana University Kokomo
2300 S. Washington St.
Kokomo, IN 46904-9003
phone (317) 455-9395
fax (317) 455-9476

What's Different about This Newsletter

Enhancing Minority Attainment: The Newsletter provides professionals in education, business, and the community a forum to discuss the challenges facing our culturally diverse society and to share information and ideas relative to the advancement of minority attainment. EMA: The Newsletter is unique because it

- presents information about all underrepresented groups, whether they be underrepresented because of age, gender, or race.
- relies upon your submissions, participation, and interest.
- minimizes rhetoric and tells you about programs that have worked and that you can apply.
- allows you to exchange information about professional and academic job opportunities.
- reports news on diverse topics. News is coordinated by regional representatives with first-hand knowledge about what's happening in their area.
- provides an accessible forum in which you can exchange information, express views about issues and challenges, celebrate successes, and network with others. ■

Your Contributions Welcome

WRITTEN BY AND FOR people dedicated to enhancing minority achievement and success, EMA: The Newsletter has no staff writers, so there's a constant need to expand our pool of contributors. Please make this newsletter your forum by sending us your articles, announcements, ideas, and photos. Newsletter topic areas include

- Affirmative action
- Gender issues
- Research activities
- Grant/Proposal information
- Innovative programming
- Multicultural studies
- Continuing education
- Professional development
- Special population needs
- Publications and other resources
- Recognition of achievements
- Position announcements
- Conference information
- Calendars of events
- Photos (black and white preferred) and artwork
- Others: Please recommend

If you would like to contribute material to EMA: The Newsletter, contact Donald Lane, Division of Continuing Studies, Indiana University Kokomo, 2300 S. Washington St., Kokomo, IN 46904-9003, phone (317) 455-9395; fax (317) 455-9476, E-mail DLANE@IUIS.BITNET. ■

Negative Mentoring

(Continued from page 1)

believes that the precollege experience is most important in shaping the expectations of college. Nettles goes on to observe that "black students' high school and college experiences contribute to their college GPAs."

Gail Thomas (in Allen, 1991) notes in her study of college major selection by black students that "blacks remain highly underrepresented in college majors and careers that offer the greatest opportunity for future job access and earnings."

A series of studies document that black students are vastly underrepresented in the natural and technical sciences (Herzog, 1982; Rosenfeld, 1980) and that the income differential between blacks and whites is largely attributable to differences in major field and career choices. Contributing factors to choice of college major are parents' education and the high school courses that students have taken.

Sells (1976) finds that blacks are most likely to come from first-generation college-going families and thus have lower career choices. In addition, says Sells, blacks take fewer mathematics and science courses in high school, making them ineligible for mathematics and science majors in college.

It is certainly the case that students who come from noncollege-going families will be less likely to choose highly competitive majors. More important for our purposes is the finding that attending a black college (and being influenced by black counselors and teachers) will raise the aspirations and significantly influence more students to aspire to mathematics and science majors.

Thomas's study corroborates this: The percentages of blacks who selected technical and science majors were "60 percent in black private colleges and 42 percent in predominantly white colleges."

Finally, black self-esteem can influence college career choice. Black self-esteem has been shown to be generally low. Despite the "Black Is Beautiful" movement of recent years, the self-esteem of blacks who aspire to highly valued careers is still depressed. When high school and college counselors further depress self-esteem by lowering black aspirations to such high careers, they further compound the difficulty of attaining such aspiration.

And although most African-American families support the idea of encouraging positive attitudes in their children, Whaley (1993) found that too many "parents actively promote attitudes that are damaging to a healthy self-concept." This parental

Providers of mentors for minority students must not assume that such mentors will raise their black students' aspirations.

lowering of self-esteem—reinforced by the schools—makes it difficult for blacks to aspire to high career and major choices.

In the final analysis, much more research will have to be done to provide quantitative substantiation to these inferences about negative mentoring. But one cannot discount the wealth of secondary data, inferential studies, and anecdotal qualitative information that corroborates this phenomenon.

Studies of the mentoring process must recognize that not all mentoring has positive results and may in fact inhibit high aspirations. Moreover, providers of mentors for minority students must not assume that such mentors will raise their black students' aspirations. A cautionary tale (that is repeated many times) must be

kept constantly in mind:

An African-American classmate of mine was advised by his high school counselor to consider a trade that would require use of his hands because he would never become a doctor. The student rejected this advice, graduated valedictorian of his college, completed medical school and is currently studying for his Ph.D. at Harvard (Smith, 1994).

REFERENCES

Allen, Walter R., Edgar G. Epps, and Nesha C. Hanniff, eds. 1991. *College in black and white: African-American students in predominantly white and historically black public universities*. New York: State University of New York Press.

Herzog, Regula A. 1982. High school seniors occupational plans and values: Trends in sex differences, 1976 through 1980. *Sociology of Education*, 55:1-13.

Rosenfeld, Rachel A. 1980. Race and sex differences in career dynamics. *American Sociological Review*, 45: 583-609.

Sells, L. W. 1976. The mathematics filter and the education of women and minorities. Unpublished.

Smith, Kevin R. 1994. Minorities in science and medicine. *Crisis*, February/March.

Whaley, A. L. 1993. Self-esteem, cultural identity, and psychosocial adjustment in African-American children. *The Journal of Black Psychology*, 19: 406-22.

Call for Papers

National Association of African-American Studies
National Conference
February 14-18, 1995

Virginia State University, Petersburg, Virginia

SUBMIT ON LETTERHEAD a 50-word abstract that relates to any aspect of the African-American experience. Subjects may include, but are not limited to, literature, demographics, history, politics, economics, the arts, religion, education, health care, the family, international relations, agriculture, business, the sciences, sports, computer science, women's studies, multiculturalism, and social services.

Abstracts should be postmarked by December 17, 1994.

Forward abstracts to:

Lemuel Berry, Jr.
Executive Director
National Association of
African-American Studies
Virginia State University
PO Box 9403
Petersburg, VA 23806

Phone: (804) 524-5447
TTD: (804) 524-5487
Fax: (804) 524-6708

Something to Think About

"Blacks are hired to deal with blacks. What happens is that you create what we call a 'Head Nigger Syndrome': 'Anybody who wants to deal with the administration who is black must do so by me.' So what you do is you make that black an overseer of other blacks."

—Biochemist Joseph Hall, explaining that he resigned his faculty position at Pennsylvania State University because white administrators at the university appoint black "overseers" to create a vague image of racial diversity but do not give these black administrators any real power to shape important facets of university policy

See Mark Megalli, "Diversity Doesn't Come Easy at Penn State," *The Journal of Blacks in Higher Education*, Winter 1993/1994, pp. 108-13.

Regional Coordinators Sought

EMA: The Newsletter staff is seeking volunteers to serve as coordinators for each of the EMA regions (at right). The coordinators will

- serve as regional liaisons for EMA: The Newsletter.
- develop and maintain contacts in their region with people in academia, business, government, labor, and the media.
- recruit regional representatives.
- encourage representatives to develop information networks.
- solicit news and information from these representatives on issues regarding minority attainment.
- gather information about job opportunities in their region.
- help all interested individuals in their region submit material to the newsletter.
- serve for one year.

If you are interested in volunteering as a regional coordinator, contact Donald Lane, Division of Continuing Studies, Indiana University Kokomo, 2300 S. Washington St., Kokomo, IN 46904-9003, phone (317) 455-9395; fax (317) 455-9476; E-mail DLANE@IUIS.BITNET. ■

Current Regional Coordinators

Region II

Wayne Locust
Director of Admissions
University of Rochester
Rochester, NY 14627
Phone: (716) 275-8594
Fax: (716) 461-4595

Region III

Allison E. Jones
Continuing Education Representative
Penn State University, Great Valley
30 E. Swedesford Rd.
Malvern, PA 19355
Phone: (215) 648-3262
Fax: (215) 889-1334
Vernis Welmon
Assistant Dean of Minority Affairs
Penn State University
106 Business Administration Bldg.
University Park, PA 16802
Phone: (814) 863-0474
Fax: (814) 863-7261
Jennifer Williams
Director of Student Life
Henry Hudson Student Residence
353 W. 57th St., Suite 1204
New York, NY 10019
Celeste Wynn
Senior Portfolio Advisor
Office of Testing and Assessment
Thomas Edison State College
101 West State St.
Trenton, NJ 08608-1176

Region IV

Lemuel Berry, Jr.
School of Liberal Arts and Education
Virginia State University
Colson Hall, Room 100
Petersburg, VA 23803
Phone: (804) 524-5068/5069

Region V

Elizabeth Lewis Brooks
Office of Afro-American Affairs
Indiana University
Memorial Hall West, Room 102
Bloomington, IN 47405
Paul Barton-Kriese
Assistant Professor
Political Science
Indiana University East
2325 Chester Blvd.
Richmond, IN 47374-1289
bitnet: paulbk@indiana
Selme Gordon
Community Outreach Coordinator
Indiana Technical College
1440 East 35th Ave.
Gary, IN 46409
Phone: (219) 981-4419
Fax: (219) 981-4415
Terri Jackson
Minority Services Center
Sangamon State University
Springfield, IL 62794-9243
Phone: (217) 786-6333
Fax: (217) 786-7280
Mark P. Orbe
Division of Humanities
Indiana University Southeast
4201 Grant Line Rd.
New Albany, IN 47150
Phone: (812) 941-2620
bitnet: morebe@indiana
Vicky Roberts
Office of Afro-American Affairs
Indiana University
Memorial Hall West, Room 102
Bloomington, IN 47405
Keith Tillman
Coordinator of Minority Enrollment
Joliet Junior College
1216 Houbolt
Joliet, IL 60436
Phone: (815) 729-9020, ext. 388

Region X

Pam Williams
Academic Advising Specialist
Wichita State University
College of Liberal Arts
1845 Fairmount
Wichita, KS 67260-0005
Phone: (316) 689-3054

The EMA regions are as follows:

Region I

Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Atlantic Provinces

Region II

New York (except NY City area), Quebec, Connecticut

Region III

New Jersey, New York metropolitan area, Delaware, Pennsylvania

Region IV

Maryland, North Carolina, Virginia, Washington, D.C.

Region V

Illinois, Indiana, Michigan, Ohio, Wisconsin, Ontario

Region VI

Florida, Georgia, Kentucky, South Carolina, Tennessee, West Virginia

Region VII

Alabama, Mississippi, Louisiana, Arkansas, Missouri

Region VIII

Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Manitoba, Saskatchewan

Region IX

Arizona, California, Hawaii

Region X

Texas, Oklahoma, Kansas, New Mexico, Mexico, Nevada, Wyoming

Region XI

Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, Washington

Employment Opportunities

Assistant Director Afro-American Cultural Center Indiana State University

RESPONSIBILITIES: The assistant director will report to the director and will oversee student committees planning and implementing cultural and educational programs. They will help coordinate the center's programs with other departments within the university and will meet with local community groups to facilitate these programs.

The candidate must be available to work 12:30 p.m.–9 p.m. Monday through Friday. While continued employment will be dependent upon satisfactory performance, the position is viewed as a three-year appointment with opportunity to be reappointed for a fourth and fifth year. In no case will appointment continue after the fifth year of employment.

QUALIFICATIONS: A bachelor's degree from a recognized institution is the minimum requirement and a master's degree is preferred. Experience working with African-American students and groups is desirable. Intellectual competence as reflected in academic records and achievements is required.

The candidate must show interest, sensitivity, and competency in dealing with the problems and concerns of African-American students. They must show a creative imagination, an ability to see opportunities, and a commitment to the objectives of the center's cultural program.

Vice President of Education and Training G. Russel Dunne Associates

RESPONSIBILITIES: The vice president of education and training will coordinate activities relating to curriculum

development, technology planning, faculty training, and student persistence; provide counsel and advice on educational issues; monitor data bases as part of quality assurance, research, and planning; and maintain cutting-edge knowledge of industrial, technological, and career school trends and developments.

QUALIFICATIONS: At least ten years of significant experience in the areas of development and management of technology-based education systems, student persistence programs, and change management; an earned doctorate, preferably in an area relating to instructional systems and technology (a doctorate is preferred, but a lesser degree with documented accomplishments may be sufficient depending on the scope and nature of responsibilities and the size of the operation); excellent written and oral communication skills; experience in the regional accreditation process; and knowledge of education learning resources with emphasis on library development and collections.

This position works closely with the executive management team. A close working relationship with the directors of education of the Institutes will be essential. This position may interact at a high level with industry and academic associations, and, as the chief academic officer for the system, will recommend creative solutions to academic challenges. The position operates without close supervision and has a significant amount of freedom to act.

SALARY: Compensation is open for discussion based on current earnings and experience, and will be in a range starting in the \$90,000's plus benefits and relocation assistance.

CONTACT: Margaret Dunn, President, G. Russell Dunn Associates, 2426 Marbury Road, Pittsburgh, PA 15221

or fax a résumé in confidence directly to her PC at (412)-242-2253; phone (412)-241-3792.

Coordinator Continuing Education and Distance Learning School of Library and Informational Science Indiana University

RESPONSIBILITIES: The coordinator will plan and develop with faculty an infrastructure for providing continuing education and distance learning. They will facilitate course development and delivery in both areas.

The coordinator will work with several constituencies—faculty, other continuing education providers for librarians, the library community, and offices and departments at IUPUI, Bloomington, and South Bend involved in these areas—to identify the areas in which SLIS is best suited to make a contribution and to develop the necessary infrastructure.

The coordinator will both develop and implement the plan on a full cost recovery basis. The coordinator will identify ways that information technology can be most advantageously used to support continuing education and distance learning.

QUALIFICATIONS: A master's degree in library science, adult education, instructional systems technology, or related discipline and library experience.

In addition, the successful candidate will demonstrate experience in planning educational programs, knowledge of technology applications in communication and education, excellent oral and written communication skills, graduate study or experience in distance learning, and experience in managing a self-support budget and in working with multiple constituencies on planning and development.

Area Director Residential Life Programs Indiana State University

RESPONSIBILITIES: The position of area director is a live-in or live-out, full-time administrative staff position in residential life programs. This is an academic year appointment with opportunity for additional employment during the summer term. The area director is directly responsible to the director of residential life programs and has overall responsibility for the management of two or three small residence halls housing a total of 800 students. The halls encompass a variety of living styles, including conventional single sex, coeducational, suite type, and honors housing. There are ten separate residence halls housing approximately 4,000 students.

Responsibilities include programming (diversity and multicultural awareness, wellness, social, recreational); staff supervision (recruitment, selection, training, evaluation); advising hall government; dealing with student conduct; and general hall administration. The area director does not have responsibility for food service, housekeeping, or maintenance personnel but works in close liaison with the housing and food service departments. The area director is assisted by part-time graduate assistant directors and/or assistant directors.

Indiana State University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

Associate Professor MBA Director Managerial/Fund Accounting Division of Business and Economics Indiana University Kokomo

QUALIFICATIONS: Ph.D. or D.B.A. in accounting and C.P.A. or C.M.A. required. Must have demonstrated administrative leadership interest and ability.

RESPONSIBILITIES: Teaching six hours per semester at undergraduate and graduate levels. Requires research at the level of tenured senior faculty; leadership in community and professional activities. Responsibility for administering and marketing MBA program.

SALARY: Competitive

FRINGE BENEFITS: Noncontributory TIAA/CREF program and group life insurance. Contributory Blue Cross and Blue Shield medical and dental insurance.

APPOINTMENT: July 1, 1995; a twelve-month appointment. Application deadline is November 1, 1994.

CONTACT: Thomas J. Von der Embse, Dean, Division of Business and Economics, Indiana University Kokomo, 2300 S. Washington Street, PO Box 9003, Kokomo, IN 46904-9003, (317) 455-9446

Assistant Professor (tenure) Business Law and Taxation Division of Business and Economics Indiana University Kokomo

QUALIFICATIONS: JD/CPA, LL.M./CPA, or LL.M in taxation area

RESPONSIBILITIES: Teaching nine hours per semester at primarily undergraduate level. Research required. Community and professional involvement strongly encouraged.

SALARY: Competitive

FRINGE BENEFITS: Noncontributory TIAA/CREF program and group life insurance. Contributory Blue Cross and Blue Shield medical and dental insurance.

APPOINTMENT: August 1995. Screening applications commences December, 1994.

CONTACT: Thomas J. Von der Embse, Dean, Division of Business and Economics, Indiana University Kokomo, 2300 S. Washington Street, PO Box 9003, Kokomo, IN 46904-9003, (317) 455-9446.

Indiana University Kokomo Computer Services Coordinator of Student Computer Services

RESPONSIBILITIES: Supervision of student computer consultants, consulting students, coordinating and conducting Jumpstart classes for students, producing the computer lab newsletters, and serving as a technical resource person.

QUALIFICATIONS: Bachelor's degree in computer science or a related field. Minimum of two years of experience as a computer lab consultant or trainer. Experience with microcomputer support and demonstrated high quality communication skills are needed. Supervisory experience and technical skills in Ethernet, UNIX or Netware, WordPerfect, or Works for Windows will be assets.

SALARY: low to mid-twenties.

CONTACT: Please submit a résumé with names and telephone numbers of three references by October 10, 1994, to William Bennett, Director of Computer Services, Indiana University Kokomo, 2300 S. Washington, PO Box 9003, Kokomo, IN 46904-9003.