

November 7, 1968

What are we trying to do? How can the faculty be of use in defining our goals and implementing them?

1. Educate poor students: a. financially poor?
b. disadvantaged but promising?
2. Educate poor students: a. regardless of race?
b. concentrate on blacks?
3. Attempt to increase proportion of blacks
a. concentrating on disadvantaged?
b. regardless of financial or other need?
4. The critical problem of finances
a. Do the existing financial constraints determine program?
b. Do we determine what we want to do and go out for the money?
c. If b, what realistic hopes have we of funding and by when?
5. If we decide to decide what we want to do, how do we determine what we want to do and can do?
6. What constraints are there beside financial on the number we can handle?
a. What is the number of eligibles? How determine this?
b. Can this be determined from defensible criteria of educational promise? plus financial need? plus state residence if this is desirable?
7. Do we need to think of a social requirement of this state and perhaps a national requirement for college educated blacks that could give us a target?
8. Do we need to think of what we can do within the constraints of not helplessly diluting standards to develop educated blacks to meet a crisis need? If we think so, can we persuade the requisite others?
9. Does a rational appreciation of state and national need for some effective college level education with this type of student suggest exploration of the techniques used by the military and other unconventional approaches to achieve a desired and desirable goal? Should we accept as in war time a production target of a product meeting specifications defined by the social and economic need that we are prepared to produce even if it requires the kind of retooling we accepted in war time?

11/6 Lunch

Ted Brown: Faculty received a package from the adm.
We want details about next year. How many tuition & fee waivers are you asking for, etc.?

Proyer: Admin can get what it wants w/out the faculty.

Long: Maybe JWP is backing off, for compelling reasons; if we "advise" we had better be ready to come along w/ real power behind it.
If he does what we want, we better be ready to back
① Mobilize hard-headed support from outside

Green: We could also mobilize internal support — new curricula, etc.

Brink: ^{Policy decision needed} when do these students go off the program? What support needs do we have. Topping educational support.
Some already want to leave the program.
Program may go more broad, but more narrow
↳ take in non SEOP students.
next year
↳ Students who is "not in the program."

What support?

Elsam
Two types of program
① skill development
② motivation, personal support
"relevance"

Proyer: We, in here, have different goals. Haven't defined
Law school: program for blacks. Special admission standards + tutorial help. Choose blacks, regardless of financial aid, if promising.

Ted Brown: If you ask JWP his goals, he will answer "what you faculty want
done." Better to get them to describe their perception of it.

Green: Long range goals, plans; immediate problems. { ① Success
② time bounds

Long: Program was based on ^{white} ritual dogooding. This is a lowly
political base.

Paris: Evaluate the current program, in terms of goals.

Long: You are imposing goals on a chaotic situation.

Plager: Program detail

Long: Assume JWP agrees w/ us in what we want.

1. What would be a realistic response by his institution in
terms of the needs in this state?

What are the constraints?

What can we walk on to accomplish, together, given
these constraints?

*What would staff members like to have asked of their bosses?

Everyone doing the urgent and ^{not} the important

What are we trying to do?

1. Educate poor students: a. financially poor

b. disadvantaged but promising

2. Educate poor students a. regardless of race

b. concentrate on blacks

3. Attempt to increase proportion of blacks

a. concentrating on disadvantaged

b. regardless of financial or other need

4. The critical problem of finances

a. Do the existing financial constraints determine programs

b. Do we determine what we want to do and go out for the money

c. If b. what realistic hopes have we of funding & by when.

5. If we decide to what we want to do, how do

we determine what we want to do and can do?

Definition of need
the social

Assessment of an institution's proper role.

Money
Political possibility
Education possibility

What factor is rate controlling?

- 1. availability of students
- 2. money
- 3. availability of educational resources

6. What constraints are there beside financial on the number we can handle?

a. What is the n of eligibles? How determine this?

b. Can this be determined from defensible criteria of educational promise? plus financial need? plus state residence if this is desirable?

7. Do we need to think of a social requirement of the state and perhaps a national requirement for college educated blacks that could give us a target?

8. Do we need to think of what we can do within the constraints of not hopelessly debasing standards to develop educated blacks to meet a crisis need? If we think so can we persuade the requisite others?

9. Does a national appreciation of state and

national need for some effective college level education with this type of student suggest exploration of the techniques used by the military and other unconventional approaches to achieve a desired and desirable goal? Should we accept as in war time a production target of a product meeting specifications defined by the social and economic need that we are prepared to produce even if it requires the kind of retooling we accepted in war time?