

Several UNC programs to help minority students

By Joy Thompson
Staff Writer

The University of North Carolina at Chapel Hill is home of several state and federal programs geared toward helping minority students adjust to the University and to college life in general.

Programs like Pre-Orientation and Decision Days are for students already admitted to the University.

The overall purpose of these programs is "to show minority students that UNC is a place for them to feel comfortable," said Camille Roddy, student coordinator of minority recruitment programs. "We want to help them see that there are things here for minority students."

Pre-Orientation is held in August, a day before regular freshmen orientation. Pre-Orientation does not take the place of the regular freshmen orientation; it complements it, Roddy said.

"It lets the students know about the problems of being at the University and how they can handle the problems as a minority student," Roddy said.

One of these problems, for example, is the instance of a minority student walking into a classroom of 150 to 200 students and "being one out of three black students in the entire class," she said.

Pre-Orientation counselors and University faculty try to help students cope mentally with situations like that, she said.

If a student has problems identifying with a professor, she said, he can talk to Hayden Renwick, associate dean of the College of Arts and Sciences, or Donella Croslan, assistant dean of the General College, for example.

Social activities are also a concern for minority students, Roddy said.

"Not all black students get into beer parties at Frat Court," she said.

Social functions sponsored by the University's Black Student Movement provide black students with a "social outlet more in tune with (their) social background," Roddy said.

The BSM gives black students "something more to relate to than to beer blasts and beach music," she said.

Students participating in Pre-Orientation are introduced to the activities and programs of such organizations as the Office of Student Counseling, the BSM and its various subgroups, Roddy said.

The Pre-Orientation program has 30 to 50 student counselors. The counselors work closely with Herbert Davis and Lillian Dawson of Undergraduate Admissions, faculty members and Lorraine Satterwhite, who is the program coordinator for University Affairs.

Satterwhite, who organizes all minority recruitment programs at the University, said she believes in Pre-Orientation.

"I feel that being at any (educational) institution is difficult," Satterwhite said. "But for a black student there is an added degree of difficulty."

Not only does the black student have to deal with academics, she said, but with finding a comfortable spot on campus.

Decision Days is designed to make students feel more comfortable at the University as a whole.

Decision Days differs from Pre-Orientation in that it is a follow-up program for minority students who have applied to and have been accepted at the University. This program, held in March, gives students a chance to get acquainted

with the University and see "whether they want to attend UNC or not," Roddy said.

Students participating in this program are addressed by several University people including Renwick, Croslan, the BSM president, the student body president, the editor of *The Daily Tar Heel*, and others, Roddy said.

The students are also informed of various programs they can get involved in, such as the Fellow's Program, a leadership program for freshmen.

Minority students tend not to always hear about programs and organizations like the student government, Roddy said.

Decision Days "helps in the diversification of the make-up of these organizations," if they decide to join, Roddy said.

Decision Days staffs about 15 to 20 student counselors who work with Harold Wallace, vice-chancellor of University Affairs, Donald Boulton, vice-chancellor and dean of Student Affairs, Renwick and Croslan.

Project Uplift is a minority recruiting program for high school juniors from all over the State. The students get a chance to visit the University for a weekend during the first summer session of summer school and "get a feel of what being on-campus is like," Satterwhite said.

"For a lot of them, it is their first spark of interest in college," Satterwhite said.

The purpose of Project Uplift is to recruit students for UNC-Chapel Hill, she said. However, after visiting the University, some of the students discover that they would prefer a smaller college, Satterwhite said.

"We try to introduce students to the social side (of college life) as well as to the academic side," Satterwhite said.

Classes as well as recreational activities are arranged for the students, she said.

"We try to cover a broad aspect in that day and a half," Satterwhite said.

Project Uplift requires a greater staff than Pre-Orientation or Decision Days.

"For Project Uplift we're talking anywhere from 30 to 40 counselors that we need," Satterwhite said. "There are also 13 to 16 paid people that we use, and all of them are students."

Project uplift is held for three different weekends during the first summer session, she said. Six hundred to 800 students usually participate in the program. The number of participants has greatly increased over the years, she said.

The reason for this increase is exposure to the program, Satterwhite said.

"The more kids we got to, the more the word spread around," she said. "And I really think kids are making the effort to get out and find out about colleges."

"I think more people have expectations about coming to college (over the past five years), Satterwhite said.

Among those people with high expectations of going to college are National Achievement Scholars and National Merit Achievement Scholars. Satterwhite organizes these two scholarship programs too.

The National Achievement recruitment program is specifically for minorities, Satterwhite said. The National Merit Achievement program is for all students.

"We invite those who didn't attend the National Achievement program to come back and attend the National

Merit Achievement program," Satterwhite said.

National Merit Achievement and National Achievement scholars are determined by Scholastic Achievement Test scores, she said. Students participating in the Achievement program are high school seniors.

"The National Achievement and National Merit Achievement programs are more laid back and loosely structured than Project Uplift," Roddy said. They require a staff of about 15 to 20 people.

While students spend a weekend at the University during the Project Uplift program, they only spend a day during the Achievement programs, Roddy said. The students visiting the campus usually just ask counselors questions about the life and activities on campus, she said.

All minority recruitment programs, with the exception of Pre-Orientation, are partly funded by the Student Government and the vice chancellor of Student Affairs, Satterwhite said.

According to Satterwhite, through Pre-Orientation and the other minority recruitment programs, minority students will be given the opportunity to meet people who really care about them and to discover more positive experiences at the University.

Although the counselors do not tell the students what to do, Satterwhite said, they inform students about both the positive and negative sides to university life.

"We (the staff and counselors) work hard at painting a true picture (of the University)," Satterwhite said.

All of the counselors are students, and participants in the programs need that contact, Satterwhite said.

Student counselors direct most of the activities, from social programs to "rap sessions." There are also dormitory and floor assistants, Satterwhite said.

"Counselors serve as role models," Satterwhite said. They also provide a support system for the students, she said.

The students counselors are nominated by the BSM, she said.

"I think on a whole the programs have been very successful," Satterwhite said.

Satterwhite is in the process of doing a study of the past three years of the program. The cooperation of the entire University is needed for the continued success of the programs, she said.

Project Upward Bound and Summer Bridge work with high school students and University freshmen. Students in the federally funded Upward Bound program usually continue in the Summer Bridge program after they graduate from high school if they are accepted at the University.

The Upward Bound program, housed in the University's School of Education, is designed to prepare high school students between the ages of 14 and 19 for success in college, according to program Director Joyce Clayton.

The program involves tutorials, academic courses, basic skill development, personal and academic counseling and career guidance, Clayton said.

According to the federal guidelines students participating in this program must be either a low-income or first generation college student.

"This means that neither the father nor mother has completed with a degree, a four year institution of higher learning," Clayton said.

"We serve students from Orange County, Chatham County and Dur-

ham City" Clayton said. The students come from seven high schools in those areas, she added. Each of the high schools has an Upward Bound coordinator.

Students come to the campus during the academic year for bi-monthly sessions and in the summer for a six week session.

"Once a student graduates from high school, he remains during the summer session and enrolls as a student in at least one course," Clayton said. The student is also required to take two courses in the program, she added.

The total enrollment of students is 70 and there is a permanent staff of 14, Clayton said. Enrollment in the program, however, has declined since the program's creation in 1966, Clayton said.

The reason for the decrease is that there are more programs available for students in the summer, she said.

"Students are much more in demand in the public and private sectors," Clayton said. "So the drawing card is not as great as it was in the 60s."

The program still gets a satisfactory number of students, Clayton said, adding that she just has to do more recruitment.

"Wherever I go I recruit," Clayton said.

Clayton said students for the program are also recruited on the basis of referrals from other students, teachers, guidance counselors, parents, ministers, housing authorities, and others.

There is a very detailed schedule for the students which includes social and recreational activities.

The program, however, does not recruit students specifically for this University, Clayton said. It recruits students for college in general.

"We pride ourselves in helping students arrive at a college that meets their needs," she said. The program is designed to help students explore a variety of options, she added.

The program receives a lot of support from the University, and she would like to see more parental support too, Clayton said. The program will be doing more community work this fall to get more parents involved, she said.

"We're also working on trying to get students better prepared for standardized tests, so their scores will be higher," Clayton said.

The Summer Bridge program, directed by Student Affairs Advisor Elson Floyd, is for students admitted to the University. As the name

implies, the program's purpose is to facilitate a transition or bridge from high school to college, Floyd said.

"It enables them (the students) to come to the campus early and become familiar with the University," he said.

The state-funded program has 25 staff members not including the staff in the reading room, he said. The students are enrolled in English, math, a reading program and academic and counseling programs, he said.

"The students know they are going to be in a very intensive academic program," Floyd said. There are very few social activities, he added.

Around 65 students are selected by Herbert Davis of Undergraduate Admissions on the basis of SAT scores, high school class rank and the size of the student's hometown, Floyd said.

Most of the students come from small hometowns, he said, because it is often harder for the student to make the transition from a small town to here.

The main problem students have in adjusting to college life are their high school study habits Floyd said. Students can get away with good grades by not keeping up with reading and other assignments in high school, he said.

"A lot of students feel they can do the same thing in college," he said.

"Once you get behind (in college) it is very hard to catch up," he said.

"We try to put students on a regular schedule" so that students can learn how to manage their time, Floyd said. "We think that works out very well."

Although the program does not deal with minority recruitment, it does help with retention rates, Floyd said.

While the overall retention rate of black students at the University is about 50 percent, he said, the retention rate of students in the Summer Bridge program is 64 percent.

Floyd said he would like to expand the Summer Bridge program into the students' freshman and sophomore years, so the staff can monitor the students' progress.

"If the students can make it through their sophomore year, they seem to be doing okay," he said.

Floyd said he hopes the expansion will come no later than by next fall. He said he is talking with Gillian Sells, the new dean of the College of Arts and Sciences, about additional staff and office space.

Fewer black professors

WASHINGTON, DC (CPS) - There are slightly fewer black faculty members at the nation's colleges than in 1975, according to new figures released by the National Center for Education Statistics (NCES) and the Equal Employment Opportunity Commission.

But the declining number of black profs could help financially-strapped black colleges across the country, as black students seek out schools with sizable black faculties.

Black profs numbered only 19,300 — or 4.2 percent — of the nearly 450,000 full-time college professors employed in 1981, the latest year for which statistics are available, the NCES reports.

That represents a drop of over 400 black profs — from 19,746 — from when the last count was taken in 1975.

"We don't really know if this is

a trend or not," says NCES research analyst Susan Hill.

"The decline corresponds to a similar decline in college enrollment among black college students," she notes. "And since the pool of Ph.D.s is not increasing, we don't expect any sudden increases."

"We do think (the decline) is a trend," laments Sarah Melendez, associate director of the American Council on Education's Office of Minority Concerns.

"At many universities over the last five years — ever since the recession forced many colleges to retrench and cut back — very often the people who were laid off were those with the least amount of seniority and those on 'soft' (non-tenured) salaries," she explains.

"This has affected blacks more