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EXPLORING THE CONCEPT OF “PUBLIC GOOD”
WITH AFRICAN AMERICAN STAFF WORKERS SERVING ON
COORDINATING
GOVERNING BOARDS IN HIGHER EDUCATION

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EXPLORING THE CONCEPT OF “PUBLIC
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EDUCATION

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ABSTRACT

The purpose of this study was to explore the notion of “public good” among African Americans, who have been employed as professional staff on coordinating governing boards in higher education, in the State of Oklahoma. In this study, the areas of interest focused on African Americans’ views of diversity, access and admissions, community relations, employment of administration, and faculty and staff in relation to serving on coordinating governing boards. Additionally, accountability, affordability, and globalization were elements also addressed in the study in relation to the notion of “public good.” To gain “thick and rich” description, qualitative research methods, including semi-structured interviews, documents, videos, and artifacts were used to collect data. Three participants served as the primary focus of this study. These participants have served as members of a coordinating governing board of the State of Oklahoma. The results of the study revealed the following: (1) African Americans’ participation on coordinating governing boards created a change in the manner in which decisions are made; (2) there is a lack of African Americans serving on coordinating governing boards in the State of Oklahoma; (3) recognized perceived notion of their influence on policy issues; (4) gained an appreciation of serving on the coordinating governing boards as a meaningful contribution to higher education; and (5) modeled and mentored other African Americans who aspired to serve on coordinating governing boards in higher education. This study further emphasized a perspective in the need to appoint and select of more African Americans and other minorities who are pursuing a position in higher

education as a member of a coordinating governing board as well as other top-level administrative positions.

CHAPTER I

INTRODUCTION

State governments have historically been assigned the primary role of supporting and governing public higher education in the United States. At the most basic level, the principles embodied in the Constitution make matters of education an explicit state assignment. Public colleges and universities are largely creatures of the state (Hirsch & Weber, 2001). Through both constitution and statutes, the states have distributed the responsibility and authority for the governance of public universities through a hierarchy of governing bodies: the legislature, state executive branch agencies or coordinating boards, institutional governing boards, and institutional executive administrations. In recent years, there has been a trend toward expanding the role of state governments in shaping the course of higher education, thereby lessening the institutional autonomy of universities (Birnbaum, 2004). Few outside of this hierarchy are brought into the formal decision process, although they may have strong interests at stake, for example, students, patients of university health clinics, and corporate clients (Hirsch & Weber, 2001).

If political alienation occurs, the perceived level of trust in the process is lower. Yet despite this lower level of trust, which might ordinarily motivate constituents to participate in decision making, certain players are prevented from exerting influence by the bureaucratic nature of the decision making process (Pope, 2002, p. 80).

The relationship between higher education and the societies of which they are a part of, requires a collective reshaping of the ways in which all partners in the

relationship understand the needs, resources, challenges, and visions of the others. This dynamic and complex relationship also requires a collective, less competitive approach to fostering an environment in which public policy and public support are born out of the democratic spirit toward the public good (Pope, 2002).

Longanecker (2005) asserts that state governments do indeed see higher education as a public good or right. They invest heavily in higher education, providing for a greater amount of funding for an enterprise costing more than 70 billion annually. Higher education is one of the most significant areas of public expenditure, generally ranking either second or third behind elementary and secondary education and medical and public health services. States have built an infrastructure of more than two thousand public institutions which have evolved over the last century into the best and most expansive system of higher education in the world. Longanecker contends that by advancing civilization and helping to drive economic development, higher education serves the public.

The call of higher education, as it has been throughout its history, is to maintain the core values of its mission while pursuing its mission differently within a rapidly changing social and global context. Another challenge for higher education in the new social and global context is to continue to shape its own boundaries to allow for partnerships across and between different types of institutions to address public issues. A focus inward at its own practices, values, and social relevance, and outward at its social impact, networking flexibility, and collaboratively-inspired innovations will be required of higher education as a network in the movement to strengthen higher education's covenant with society (Longanecker, 2005).

In the pursuit of higher education for the “public good,” covenant and charter are terms used in educational, social and democratic contexts. Charter is used to describe the relationship between higher education and society. Charter has a corporate, transactional connotation that brings to mind legalistic and historically stable, maybe rigid, qualities (Chambers, 2005). At the National Forum, a conference made up of policy makers in higher education. The meeting called for new strategies to use in facing new issues in education. The term charter was borrowed by the Kellogg Commission on the Future of State and Land-Grant Universities. The 2000 report described what is believed to best frame the relationship between higher education and society.

“The relationship between higher education and society has both transactional (contractual) and transformational (moral and mutually developmental) qualities embedded within.” (Chambers, 2005, pp. 10-11) contends that covenants and charters require all parties to embrace particular sets of responsibilities. Within the context of a relationship and public agreement between higher education and society, the Kellogg Commission presented several responsibilities, or commitments, of higher education as those supporting: educational opportunity that is genuinely equal. These commitments include (1) access to being able to achieve in higher education regardless of ethnicity or employment status; (2) demonstrate merit in achievement in professional, undergraduate and graduate setting of learning that measure up to society needs in higher education whether public or private. (3) Provide an agenda that is broadly based to be used for the discovery and innovation of graduate education based on recent scholarship that is responsive to public needs. These

commitments must ensure safeguards are in place to combine the recourses with know-how in order to solve problems local, national and international in a sound way. A data tracking system will enable the commission to maintain transparency on accounting procedures in keeping with the commitment to the public good (Chambers, 2005). The relationship between higher education and the societies of which it is a part requires a collective restructuring of the ways in which all partners in the relationship comprehend the needs, resources, challenges, and visions of others. This dynamic and intricate relationship also requires a collective, less competitive, approach to nurturing an environment in which public policy and public support are born out of the democratic spirit toward the public good. Chambers (2005) asserts that the covenant or charter has to move the partners away from the old language of “us” and “them,” away from thinking and speaking of higher education as separate from the public, and toward a consciousness and practice of higher education as part of the public, as a part of society (p.-12) .

Current and emerging social trends will continue to shape, and be shaped by, the public role of colleges and universities. Just within the past four years, America, and by extension, the world have been unavoidably changed by the actions on September 11, 2001. Chambers (2005) further asserts that wars in Iraq and Afghanistan, regular announcements of terrorist threats and acts, and challenges to the civil liberties of American citizens have weakened relations and tainted perceptions of Americans held by others. Creeping unemployment, and decreasing state and federal financial circumstances, has increased the fear of losing a safe and better future for youth while looking out for the elderly and protecting the

environment. These items are all a part of the emerging reality of the twenty-first century.

Chambers (2005) further asserts that the realities mentioned above along with expansions in technology and telecommunications, have helped to advance the understanding of genetic research and the life sciences. Chambers (2005) contends “The growing recognition of diversity as social asset, and a new international dialogue around a growing understanding of the interdependence and fragility of our global ecosystem, creates an exciting, risky confluence of dynamics that, if addressed boldly and with a spirit of innovation and cooperation, can open unforeseen opportunities for higher education to create new forms of practices to serve the public good.”

Lay Trusteeship in Colleges and Universities

“The concept of lay trusteeship has been a fundamental, yet controversial, feature of American higher education” (Taylor, 1987, p.7). One recurring theme has been that trustees protect the public interest in higher education by protecting the campus from improper external intrusion as well as ensuring that narrow institutional interests are not served at the expense of legitimate public needs. While some view trustees as persons outside the institution whose legitimacy to govern can be questioned, the role of trustees and governing boards members in representing institutional interests in the face of increasing external involvement has become more important. More specifically, trustees are credited with helping to increase access to higher education, choosing campus leadership, promoting academic freedom, encouraging faculty to be troubled with the entire institution and not with only one

department or area, and providing support in raising funds and acquiring resources (Taylor 1987).

“The demographics of governing boards indicate that, nationwide, governing board members are 85% male and 93% white; more than 65% are 50 years or older.” (Kohn and Mortimer 1983, p. 33). In composition, boards of private institutions tend to be larger (the average size is 26) than are those in the public sector (average size nine). A compelling reason for larger boards in private institutions is the necessity for many of them to engage in fund raising on behalf of the institution. Accordingly, the numbers of trustees representing private institutions outnumber those representing public institutions by 17 to one (Zwingle, 1980).

From a broader perspective, lay trustees who work on state coordinating systems of higher education function in a particularly delicate relationship between the university and the broader society it serves. The university has a role not only as a servant to society but as a critic as well. The board serves not merely to create and disseminate knowledge, but to assume an independent questioning stance toward accepted judgments and values. To facilitate this role as critic, universities have been allowed certain autonomy as a part of a social contract between the university and society. To this end, universities have enjoyed three traditions: academic freedom, tenure, and institutional autonomy (Shapiro, 1987). The traditions of academic freedom and institutional autonomy will be discussed further in the chapter.

Berdahl (1971) created the classification system most commonly used in the literature on statewide coordination and identified (3) basic types of statewide boards: (1) the voluntary association, (2) coordinating board, and (3) consolidated governing

board. In the 1970s the Education Commission of the States began surveying its members on the basic legal structures and responsibilities of state coordinating and governing agencies, now known as the State Postsecondary Education Structures Handbook. “This source classifies state boards into the following categories: (1) consolidated governing boards, (2) coordinating boards (both regulatory and advisory), and (3) planning agencies.” (Mingle & Epper, 1997, p. 478).

Coordinating Boards in some states assign responsibilities for statewide coordination to a board other than one of the institutional governing boards. Regulatory coordinating boards have authority to approve academic programs, however advisory coordinating boards have authority only to review and make recommendations regarding academic programs to the institutional governing boards.

McGuinness (1997) identified 9 coordinating functions that are assigned in statewide coordinating agencies to one or more boards or systems. These 9 include: (1) Planning or strategic planning examines the state needs and by doing so it helps to establish state goals and objectives and recommends public policy priorities. (2) Establishing a state policy agenda while acting as a change agent. A public agenda is expected to be moved forward to incorporate institutional change. (3) Analysis of policy in the context of solving problems done by special study and focused research is a major function. Persistent issues to analyze may address concerns about enrollment shifts, minority access and achievement, affordability to include tuition and financial aid. (4) The definition of a mission is an extension of the planning process and is used to explain the terms of the degrees that will be awarded. (5) Program reviews are an ongoing process that examines proposals for new academic

programs. Program reviews may also be used to identify programs that would be considered for termination. (6) The development of budget and funding formulas developed for the purpose of allocation of resources. (7) Financial assistance and administration of other programs are important by keeping student grants and loans available. (8) Accountability and information assessment are functions that engage statewide data systems in the gathering of information to be used in the coordination of sharing resources and revenues. Resources to performance indicators are examined covering the assessment of facilities, faculty and staff. (9) Institutional licensure and authorization is required for all institutions designated as a State Post Secondary Review Entity (SPRE) to be responsible for reviewing post secondary education institutions for eligibility for participation in federal student aid programs.

McGuinness (1997). These factors are crucial to the appointments and qualifications of individuals seeking board appointments.

Coordinating Boards and the Concept of “Public Good”

Rousseau, with his notion of social contract as viewed in the context of national and state governments was among the first philosophers to address the concept of public good within a representative democracy. In relation to the democratic society which prevails, the most basic covenant, the social pact, is the agreement to come together and form a collectivity, which by definition is more than a mere aggregation of individual interests and wills. This act, where individual persons become a people is “the real foundation of society” (Friend, 2005, p. 8). Through the collective renunciation of individual rights and freedom and the transfer of these rights to the collective body, a new “person,” as it were, is formed. The

sovereign is thus formed when free and equal persons come together and agree to create within themselves a new agreement as a single body, directed to the good of all. Hence, just as individuals' wills are directed towards individual interest, the general will, once formed, is directed towards the common good, understood and agreed to collectively.

The sovereign of the social contract is committed to the good of the individuals who constitute each person and is likewise committed to the good of the whole. Therefore individuals cannot be given liberty to decide whether it is in their own interest to fulfill their duties to the sovereign, while at the same time being allowed to reap the benefits of citizenship (Friend, 2005. p. 9). The same is true with state governments and higher education. Coordinating boards must fulfill their duties and responsibilities for the common good in maintaining the autonomy of institutions while addressing pressures that emerge from the advancing public needs in our culture. State agencies and coordinating boards are designed to do just that, ensuring that higher education functions for the overall public good.

“Autonomy and freedom in regards to higher education seem to be entirely at odds with the equally compelling idea of accountability to a public agenda for higher education. All organizations have unavoidable responsibilities and dependencies; hence, absolute autonomy is impossible.” The public interest requires that colleges and universities both enjoy important freedoms and bear significant public responsibilities to the population they serve.” (Lingenfelter, 2004, p. 51). “Pursuing the public good in the operational details of colleges and universities requires balancing freedom and accountability along a number of practical dimensions.

Institutions must be accountable for using public resources responsibly, for addressing public priorities, and for pursuing their missions effectively. “The state has a right and responsibility to allocate resources to public priorities and to hold institutions accountable for achieving them their goals and priorities.” (Lingenfelter, 2004, p. 52).

Public universities must comply with the rules and regulations of the governing authorities and state agencies. Moreover, regulation is probably the most ubiquitous of the policy tools employed by state governments to influence institutional behavior. Policies governing the allocation and use of state funds are probably and ultimately the most powerful and these decisions are generally controlled by governors and legislators (Hirsch & Weber, 2001).

Universities are distinctive social institutions that receive special treatment regarding their academic freedom and procedural autonomy, but the states have a legitimate partnership role in substantive policies. Whatever their faults of omission or commission, the state wide boards of higher education (which have been created in forty-seven states) play a crucial role in helping both sides of the partnership determine substantive policies, as well as whether the various tensions stay benign or become pathological (Berdahl, 1997, p. 470). Berdahl’s view on autonomy and accountability does not seem to present semantic problems. Total autonomy is the power to govern without outside controls and accountability in the requirement to demonstrate responsible actions. Berdahl asserts (1997) what is needed is some ongoing process by which the tension between freedom and responsibility can be reconciled. One can investigate at least three major modes of reconciliation: bottom-

up; voluntary cooperation; top down consolidated governance or some intermediate form of statutory coordination that while more structured than cooperation, stops short of consolidated governance.

Reinforcing the concepts of public good or public interest and lay governance, Martinez (1999) indicates that legislators feel that the single most important factor in enhancing lay governance is a broader conceptualization on the part of the trustees. Hence, the greatest difficulty in meeting the public interest is finding an optimal balance between the trustees' role as advocate and guardian, which lies in the legislators' perception that trustees often do not see the "big picture." Trustees must get a broader view and see how to go beyond individual institutions and see how the coordinating boards fit into the state's total system of higher education. Martinez (1999) further asserts in his study that 80% of the respondents mentioned areas in which trustees need to consider how to go beyond individual institutions at the coordinating board level: (a) know how the institutions fit into the state's total system of higher education, (b) know how the board works to promote the increasingly popular concept of "seamless" education to promote greater access to higher education, and (c) how the board views its role in helping to address larger social problems and other needs of the state. "In cooperation and coordination, respondents felt that formal state-level coordination is desirable in the governance structure, helping to eliminate duplication and alleviate turf issues" (Martinez, 1999, p. 225).

African Americans on Coordinating and Governing Boards

During the late 1960s (Cross & Slater, 2000) contends it became fashionable in corporate America to appoint one or two African Americans to a company's board of directors. In most cases, these directors who were black were "window dressing" to deflect public criticism of the company's hiring and contracting policies. For banks and other financial institutions, the presence of black directors provided useful cover for redlining practices that denied credit to black neighborhoods. For the most part, the opinions and wisdom of these early black corporate directors were solicited only on racial and social issues (Cross & Slater, 2000).

In particular, the move toward a more diverse board has been done to mirror the black percentage of the American population. Blacks appointed to corporate boards are usually distinguished black professionals, former politicians, academics, and business people who are well versed in the protocols of business. They tend to be economic conservatives who will almost never publicly challenge a corporation's hiring policies or marketing practices in black communities (Cross & Slater 2000).

The composition of the governing board reflects in many ways the future directions of the institution. For example, the types of policies and practices championed by the board are likely impacted by its composition. At public colleges and universities in 1997, African Americans constituted 11.7 percent of the governing board members, while 82.7 percent were white (Madsen, 1998; Jackson, 2004). "The representation of African Americans on governing boards at private institutions increased 5.5 percent since 1969" (Jackson, 2004, p. 3).

According to Cross & Slater (2000) former Black trustees at institutions of higher education were held up as evidence that a college or university was serious about promoting racial diversity when in fact most were doing very little to achieve higher numbers of black students, administrators, or faculty. In many cases, Black trustees were expected to explain shortfalls in a university's racial progress, to deal with disciplinary problems with black students, pacify racial tendencies among black faculty, and to validate established white opinion on the nature of social and economic problems in the inner city. At the time of Cross & Slater's work, the study revealed that black trustees of our major colleges and universities tend no longer to be (no longer tend to be) treated as tokens.

The findings emerged from the results of a survey in the *Journal of Blacks in Higher Education* that examined the racial make up of board of trustees in 2000. For the 17 highest-ranked universities the study found that 83 blacks among the 1,277 served as trustees at these institutions (See Table 1). Thus, Blacks make up 6.5 percent of all trustees in these intuitions. For the 25 highest-ranked liberal arts colleges, blacks serving as trustees numbered 76 among the 813 board members of these schools, making up 9.3 percent of the trustees (See Table 2).

These recent data reveal very low numbers of African Americans who serve on governing boards in majority institutions in American higher education. The tables and data are important to reveal this because they relate to the extent of representation of African Americans at the board level that exist. By contrast, African Americans who are employed as professional staff and work behind the scenes for the chancellors and CEO's of federal agencies and coordinating boards are in particular

unknown. The present study explores the notion of ‘public good’ in relation to African Americans who have been employed on the professional staff of coordinating governing boards in higher education only in the state of Oklahoma.

In summary, the literature posits that coordination in the context of trustees’ responsibility is viewed in the “public interest” or the common good as a buffer and a bridge between the institutions or system governed and the community at large. From a law makers view point, governing boards could unilaterally impact an aspect of public interest based on whether a given issue required mutual attention between state and board, most agreeing on the need for mutual attention. Finally, one recurring theme has been that trustees protect the “public interest” in higher education by protecting the campus from improper external intrusion as well as ensuring that narrow traditional institutional interests are not served at the expense of legitimate public needs.

Purpose of the Study

The purpose of this study was to explore the concept of the “public good” of African Americans who served on coordinating governing boards in higher education in the State of Oklahoma. The study investigated their notion of “public good” as it relates to public policy and current issues of diversity, access and admissions policies, community relations, employment of administration which includes faculty and staff, accountability, affordability, and globalization. The experiences of these African American administrative staff employees, together with their positions, may have impacted and incorporated change in the Oklahoma state system of higher education.

Their experiences as administrators operating at their level of the state system of higher education created the forces that directed the path and nature of this study.

Statement of the Problem

Consequential from the lack of diverse leadership in upper-levels of higher education, current trends in higher education may move the public trust toward the center of having a diverse paradigm because of equity issues that prevail. This move of the public trust to the center may be due to relatively higher birth rates and the steady immigration of nonwhites (Estrada, 1988; U.S. Census Bureau, 2000). The increasing diversification of the United States has enveloped our society, influencing the language, culture, education, economy and racial discourse (Rodriguez, 2003). Although these shifts in racial/ethnic diversity have occurred, do they require a new paradigm or worldview? Is it safe for educational leaders to assume that they can proceed with business as usual or should they take stock in these shifts by developing strategies that recognize and capitalize on the changing social order?" These demographic shifts, in concert with remaining racial/ethnic disparities, give leaders legitimate reasons to pause and rethink the notions of leadership, diversity, democracy and the public good "(Green & Trent, p.104, 2005).

Rodriguez (2003) asserts that campus communities have not embraced the demographic shifts and have done very little to transform their campuses, culture, and curriculum to reflect these changes. In these cases, student protests, political embarrassment, or litigation must often precede the installation of diversity efforts. On rare occasions do such diversity efforts gain support from executive leaders without the stimulus of adversarial conditions. Nevertheless, the divisive contexts

from which these diversity programs emerge do not diminish their importance or contribution to campus, local, and statewide communities.

Conflict must first manifest itself before issues of diversity are substantively addressed. Taking proactive steps rather than instituting reactive measures begins with understanding that the demographic imperative that has profoundly affected our higher education institutions on a number of dimensions, including our organizational missions, student enrollments, undergraduate curriculums, research, community outreach efforts, and levels of public engagement (Rodriguez, 2003).

Executive administrators who strongly support racial/ethnic diversity find themselves in an era of aggressive legal and political campaigns to eliminate policies (such as affirmative action) and programs (such as minority targeted efforts) that have historically assisted educational institutions, businesses, and government in increasing minority participation and success (Green & Trent p.117, 2005).

Significance of the Study

African Americans, who work as professional staff on coordinating boards, although few in number, have played a role in policy decisions mandated from the state governing boards of higher education. In spite of a cultural history of overcoming obstacles and barriers in the pursuit of higher education, they have aspired to and occupied positions known historically to be uncommon in higher education for African Americans. Given the past history of African Americans and their struggle for equality, and specifically in the achievement of education beyond those existing barriers such as segregation and the separate but equal doctrine, the African American culture has still prevailed. This measure of success has occurred only through the

legal system and the supreme court of the United States of America. Key Supreme Court decisions in *Sweat v. Painter* (challenged de facto segregation in higher education) and *Brown v. Board of Education* (challenged segregation in public schools) began to pave the way for equal opportunity in education (Bickel, 1998). In the *McLaurin vs. Oklahoma State Regents* case, the court, in requiring that a Negro admitted to a white graduate school be treated like all other students, again resorted to intangible considerations: his ability to study, to engage in discussions and exchange views with other students, and, in general, to learn his profession. The focus of the racial discrimination that led to the Supreme Court decision was viewed as a monumental achievement for African Americans and would continue to the fight to gain access to higher education for generations to come.

The significance of this study was designed to understand the experience of these African American executives in decision making and their perceptions of how their positions may have possibly brought about change for a more diverse system in coordination of higher education in the State of Oklahoma. The investigation of their notion of the public good as it relates to public policy and the current issues of accessibility, affordability, accountability, diverse employment and globalization may add breadth to this focused study. In a short period of time, the emergence of diversity as an educational value and catalyst has moved from the margins to the center as both content and context in all avenues of learning in higher education.

The significance of this study was not only that these individuals who have attained administrative positions at their level on coordinating boards, but that they were in a position to possibly influence public policy in higher education. The

African Americans who served on the coordinating board as professional staff workers' duties and responsibilities matched their educational backgrounds and accomplishments. As administrative staff employees, these individuals were assigned to areas in which they may have influenced finance, student services and academic affairs in the coordination of the entire state system of higher education. Being qualified and employed in their capacities, the importance rested on their abilities to do their jobs beyond a hand held position for tokenism.

The study of African Americans' progression from emancipation of slavery in an educational historical context has created an enduring enigma, centered on the course and direction of education that African Americans should take based on their new found freedom. This study moved far beyond the Booker T. Washington and W.E.B. Dubois debates for policy makers that posits for utilitarian training vs. classical learning for African Americans. The research indicated a progression and status of African Americans by the Civil rights Act of 1964. The study explored the mainstream influences and presence of highly skilled and qualified African Americans who played a significant role in the advancement of higher education as a public agenda in the state of Oklahoma for more than three decades beyond the civil rights movement into the new millennium.

Research Question

The research question that guided this study:

How do African Americans serving as professional staff administrators at a statewide coordinating system of higher education understand "public good?" For the purpose of this study, "public good" is defined as benefits to society at all levels and

enhances the quality of life for all who seek education as a vehicle of success; therefore, resulting in meaningful contributions to society. Specifically, for the purpose of this study, “public good” was addressed in relation to these elements:

- Diversity
- Access and admission policies
- Community relations
- Employment of Administration, Faculty and Staff
- Accountability
- Affordability
- Globalization

Assumptions

- The participants in this study would respond openly to all questions that were presented without indications of feeling uncomfortable.
- The participants in this study would accurately reflect their experiences to the best of their knowledge based on their careers.
- The participants in this study would understand the meaning of “public good” as defined by the researcher for the purpose of this study.
- The participants in this study would take into account the researcher’s efforts to fully construct their experiences as described by them.

Limitations of the Study

The focus of this study was to explore the notion of the “Public Good” concept as viewed by African American executives employed by the Oklahoma State Regents for Higher Education, a coordinating board, in the State of Oklahoma. Their

notion of the importance they may have had while serving in their various positions may be limited and unique to Oklahoma. Although similar studies of minorities serving on coordination systems have been difficult to find, this particular study may be restricted, in that other states have coordination systems different from Oklahoma. The participants' experiences working with equity issues that impact access, affordability and accountability framed around the nature of their work that may be unique to Oklahomans. The study may be scrutinized because there has not been any know studies conducted on the perspectives of African Americans who have served on coordinating governing boards in higher education.

Definition of Terms

African Americans: American citizens of African descent.

Bureaucratic Representation: a unified theory of representation across two major schools of thought maintain that representation of people serving on decision making boards should equal the overall population of the constituents that policy is administered to.

Charter: for the purpose of this paper is used to describe the relationship between higher education and society in a legal context.

Coordination: is how the state provides for coordination of the overall higher education or postsecondary system, including both public and private institutions.

Covenant: a binding agreement or compact between two parties.

Governance: in terms of this paper refers to the process of policymaking and macro level decision making within higher education. All states assign responsibility for the operation of public colleges and universities to governing boards. The names of these

boards vary, but “board of trustees” and “board of regents” is the most commonly used. The responsibility of these boards is much the same as that of a board of directors for any nonprofit corporation.

Public Good: In higher education in the context of this paper benefits society at all levels and enhances a quality of life for all who seek to find education as a vehicle of success therefore resulting in the improvement of society as a whole.

Public Policy: is policy produced by governmental bodies, officials, and where non-governmental actors and other factors may influence public policy development. Politically, many people want to engage in policy advocacy using knowledge of public policy to formulate and promote “good” public policies that will have the “right” goals, that is, goals which serve their purposes and in the context of this paper policy engaged in society and its relations with higher education.

Social Capital: refers to connections among individuals, social networks and the norms of reciprocity and trust worthiness that arises from them.

Summary

Coordinating governing boards create a balance to help private and public institutions work for the good of society or are advocates for the “public good.” The coordinating board as a state agency acts as a buffer or intermediary tool between the public and state authorities to foster support for public institutions of higher learning. By state agency acting like a buffer it keeps higher education out of the political arena. These boards provide a regulatory function in the keeping of various programs active and viable while trying to reduce the amount of duplication of programs to ensure that allocated funds are prioritized and placed where they can benefit the most.

Coordinating governing boards are given funds and resources that come from the state legislature. Coordinating boards are trusted with the public money and are charged with the responsibility to allocate funds to all of the public institutions of higher learning. Currently there has been a new desire to create closer relationships with coordinating governing boards. Birnbaum (2004) asserts that a reshaping of higher education is becoming a reality and institutional autonomy may be in question. Accessibility and affordability for students who enroll from the greater population are a continuing concern. Recent trends indicate that minority enrollments in higher education are on the rise. This may be an indication that higher education is moving towards a more inclusive and diverse paradigm which will oblige state systems of higher education to address issues of equity. Such issues are associated with increased enrollment needs and employment concerns that impact higher education at all levels.

African Americans serving on coordinating and governing boards in higher education although low in number in many situations were looked upon by the institutions they served to explain shortfalls in a university progress moving toward a more diverse population (Cross & Slater 200). The low numbers of African Americans board members appointed to the nations top colleges and universities represent a shallow voice where decisions are made that effect the greater student population.

The exploration of the concept of the public good with African Staff workers serving on coordinating governing boards in higher education was investigated as a case study of the minority perspective

in higher education decision making. It is important to gain insight from a different point of view of the experiences of these participants that worked in higher education. The study explored the mainstream influences and presence of skilled and qualified African Americans who made important contributions to higher education in the state of Oklahoma.

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher's approach to the review of the related literature provided a format that helped to develop the course for the study. The literature search included a discussion of public policy and decision making on coordinating and governing boards in higher education. This included diversity of governing boards, higher education for the public good in a diverse population, bureaucratic representation and Critical Race Theory.

To understand the significance of this study, it was necessary to examine the major areas of the literature that provide a frame of reference for the research problem. Exploring the "public good" as understood by African American coordinating board administrators involved a literature search encompassing various theories and concepts. The focuses are the experiences of these executives in decision making and their understanding of how their positions may have possibly brought about change for a more equitable system in the coordination of higher education in the State of Oklahoma. The literature search initially took on the history and development of coordinating and governing boards. The functions and types of coordination in state wide systems were explored. Governance and governing boards and the kinds of research particularly on diversity were investigated. In regards to the government's role in providing funds to the universities and in its critical role in maintaining access and quality in higher education, the literature produced good information for the background of statewide coordination systems.

During the literature review the term public policy emerged and was defined to mean decision-making for the public good. As an interdisciplinary field of study and as the modifier, “public” implies issues caused by social forces or problems to be discussed with an orientation towards solutions that benefit society. Societal expectations, demands, and constraints become an element of support for more investigation (Lovell & Gill, 1997).

Governors and state legislators increasingly have expected state boards to play a more distinct and visible leadership role in setting a public policy agenda linking postsecondary education to public priorities. The trend is for states to move away from producing one-time documents called “master” or “long-range” plans toward a more strategic or “adaptive” approach to providing direction for the state’s postsecondary education enterprise. The change is away from static, “rational planning” models to a more strategic, market-oriented approach to policy leadership. The new tasks include:

- Developing a “public agenda” of priority issues to be addressed by the state system of postsecondary education on behalf of the citizens of the state;
- Building consensus around these issues with the public and the state’s political and educational leaders; and
- Taking steps to ensure the coordinated use of policy tools in a manner that promotes rather than hinders the pursuit of priority objectives.

With the release of the national report card, “Measuring Up 2000,” states are increasingly shaping public agendas defined in terms of improving the performance

of the educational system as a whole (e.g., P-16 initiatives cutting across primary education through graduate education and lifelong learning). Rather than being aimed only at the internal priorities of the postsecondary system, these agendas reflect the aspirations and priorities of the general public and of corporate, civic and political leaders (McGinness, 1999).

Rodriguez and Ruppert (1997) identified a set of principles and priorities for developing a state agenda that promotes a stronger relationship for higher education in workforce development. The design was developed in a Society of Higher Education Executive Officers' Report (SHEEO) for the U.S. Department of Education's Office of Educational Research and Improvement, Postsecondary Education and the New Workforce. This was a collaboration among higher education institutions and stakeholders that provided multiple opportunities for efficient use of limited resources.

Hern and Griswold (1994) discussed innovative policies relating teaching and assessment within centralized state governance systems. In these discussions, questions of the appropriate relationship between the campus and the state are often at the heart of governance issues. Kirkpatrick and Pettit (1984) observed that an area of particular concern, especially in the public sector, was the lack of board members who were minorities. Minorities are becoming an increasingly more visible constituent group, as students, as faculty, and as staff. Improving access to minorities and nontraditional students has not been among the most important tasks of board members, as they perceive their duties. Board members perceive that their most important tasks are to provide the governor and legislature with reliable data, to

articulate higher education's needs to the public, and to ensure quality in academic programs. Tasks of lesser importance include ensuring cost-effectiveness on campuses and balancing the competitive aspirations of various campuses. Minority trustees agree that seeking greater cultural diversity on boards will become a more important goal in the future (American Governing Board Reports (AGB), 1984).

To provide for the orderly growth of public higher education in America, state coordinating and governing agencies were created by statute to deal with the rapid expansion and growth of these systems (Millard, 1975). In the 1960s, there were only 16 state coordinating agencies or consolidated governing boards, one of which went back to colonial times. By the 1970s, 47 states had such agencies. They varied in 1970 and still do today in power, in structure, to some extent in purpose, and in scope of institutions or segments included under their sponsorship. Most of them were concerned primarily with public higher education institutions, although a few to a limited extent had responsibilities extending beyond the public sphere (Millard, 1975).

Governors and legislators, faced with increasing demands for higher education saw competition among existing institutions as a factor as evidence of chaos in random growth. The outcome of such growth moved the commissions to study and make recommendations to the legislature. The legislature then called for and established planning on a statewide basis for the institutions and segments under their range of authority. Institutions of higher learning emerged in a period of expansion and were charged with insuring orderly growth, effective use of funds to ensure that

growth, and planning for what at that time seemed to be an unending period of continuing growth and development (Millard, 1975).

Folger (1975) asserts equality of educational opportunity is a principle to which nearly everyone subscribes. It is in the same class as motherhood and the free enterprise system, and is one of those broad generalizations hard to oppose, hard to define, and hard to achieve. If educational opportunity is to be available, several conditions must be met; taken together, they constitute a definition of the concept.

- There must be a system of diverse institutions which provides a range of programs, admissions criteria, and services appropriate to meet the educational needs of all citizens.
- There must be a pricing system and student assistance funds which do not price any significant number of citizens out of the opportunity to attend school.
- Administrative arrangements and educational requirements must be clear and realistic, and should not constitute major barriers to attendance. This does not mean that every student can attend any program, because some are necessarily highly selective, but it does mean that there should be programs appropriate to the capabilities of most students.

The Carnegie Commission (1975) studied the institutional system and recommended additional community colleges and urban public colleges for states and metropolitan areas. By implication, if states provided the additional opportunities recommended, there would be an institutional system adequate to meet the needs of the citizens of most, if not all, states. “The matter is not that simple though, because

the distribution of different types of institutions interacts with the costs of attendance and the availability of student aid in providing a set of conditions which promote or retard attendance” (Folger, 1975, p.32).

The literature searches lead to a study presented by the Alliance for Board Diversity (2005) titled: “Women and Minorities on Fortune 100 Boards”.

Institutional investor groups, as well as authorities on board governance, have included diversity of board members as a highly desired aspect of good governance that acknowledges the interests of all stakeholders, employees, customers, suppliers, and the communities the organizations impact. The rise in the numbers of shares held by institutional investors has increased the diversity of shareholders, as a large number of shares are now held by the general population in 401K and pension and retirement plans. Although the race and gender demographics of shareholders and other stakeholders in U.S. corporations have changed dramatically, the directors of the boards remain predominately white and male. The Alliance for Board Diversity (ABD) conducted a research project to provide benchmark data assessing the current status of board diversity and to identify the number of women and minorities who currently serve as directors on the Fortune 100 boards. The findings of the study were:

- There is a severe under-representation of women and minorities on corporate boards of the Fortune 100 when compared to general U.S. population demographics for race and gender. Particular areas of concern include the lack of representation of minority women, as well as Asian-American and Hispanic populations.

- There is a recycling of the same minority individuals—especially African-American men to be board members. As of September 30, 2004, board seats on the Fortune 100 companies totaled 1,195. African Americans held 120, or 10.90 % of the seats, with African American men holding 93 seats, or 7.78 % and African American women holding 27, or 2.26 % of the seats.
- The desire for the diversity on Fortune 100 boards exists but very few of the boards have representation from all groups, and more than 60% of the boards have less than one-third of their seats occupied by women, minorities, or women and minorities (The Alliance for Board Diversity 2005).

Jackson (2004) asserts, based on his study, that 1993 to 1999 demonstrated shifts in the representation of African Americans in executive-level positions. The types of institutions had a marked influence on these patterns of the shifting ethnic leadership in American higher and postsecondary education. Over this six-year period, fewer African Americans and Whites were serving as full-time academic administrators. The overall decline was steeper for African Americans than for Whites. After the decrease, Whites still held 87.6% of academic administrative positions, and African Americans dropped to 6.5%. This trend indicates clearly that other ethnic and racial groups (e.g., Native American, Asian, and Hispanic) are making gains in academic administrative positions.

Higher Education for the “Public Good”

“Public Good” in the literature identified several areas of concentration which included: political, social and economic context which elaborated on the public agenda with ties to the business sector. McQuail (1992) calls the common interest

theory, as it relates to “public good” which seeks to advance those interests of a community “which all members are presumed to have in common.” This view does not deny that individual members of a community have private interest, only that there are fundamental common interests that advance the general welfare. The public is not simply the sum of individual interests, but rather the advancement of a healthy and well-functioning community, one where the pursuit of private interests is balanced with the pursuit of community interest.

The role of the individual is not merely as a consumer in a marketplace satisfying private desires, but as a citizen in a democracy, one who actively contributes to an ongoing dialogue about the common good and, in response to sound arguments, is willing to sacrifice self-interest for the public interest. For the right to pursue private interests rests with the right that is granted by a community and preserving the health of that community, thus the right to pursue private interests, is a common interest of all members of that community (Thompson, 2005).

Battistoni’s (1991) views of republicanism and affirmative action as a public good find the republican tradition suggests a different approach to affirmative action, one focused on the public interest involved. Instead of looking at affirmative action as a present afforded to the individual rights of white males or as a remedy for past discrimination against individuals from previously disadvantaged groups, the spirit of republicanism offers a forward-looking approach. From a republican perspective, affirmative action programs instituted by government are necessary to provide a “racially integrated future,” a society where “one class of citizens” exists (Sullivan, 1986: 97). Viewed this way, temporary race-conscious policies are justified by

overriding community interests, and the various claims of individuals on both sides must give way to the larger public good.

What the republican tradition ultimately teaches us is that questions of affirmative action, which involve serious public goods as well as private interests, are best left to the political process, ideally at the state and local level, where greater deliberation and face-to-face communication are possible. Political institutions seem better structured to achieve openness, to enable the disharmony of citizens' voices to speak and be heard, and to move beyond the interests of specific individuals to address the common concerns and the public good of the issues (Battistoni, 1991, p. 124).

The undergraduate experience serves as an important context that fosters the development of both human and social capital. This is primarily because universities, in particular, provide tremendous opportunities for social and academic engagement and the formation of peer social networks through residence hall, extracurricular activities, and academic programs. Many of these opportunities and forms of engagement have been established as predictors of a wide range of outcomes (Battistoni, 1991). Research also supports the notion that social ties that bridge diverse networks of individuals are ideal for such processes as job seeking, formation of political allies, and information diffusion (Putnam, 1993).

The college years are a time when important lifelong connections (the formation of social capital) are made that foster these valuable processes to achieve positive health, civic, and career-related outcomes. In addition, a college student's desire to influence society (or establishing social connections to serve the public

good) is associated with many measures of cognitive development including the disposition to think critically, capacity to evaluate evidence around ill-structured problems and complex thinking (Putman, 1993).

Lingenfelter (2003) asserts that State governing or coordinating boards have a single focus, good public policy for higher education, and they are less likely to be distracted by responsibilities for institutional management. They provide a buffer between the political process and institutional operations; this buffer contributes to the protection of academic freedom and to the flexibility required for effective institutional management.

Lingenfelter (2003) calls for an effective board that must be perceived as partially on everyone's side, but wholly on the side of the best possible outcomes for the state in the higher education arena. This means that the board will challenge elected officials to do their very best on behalf of the public interest in higher education, and it will challenge institutions to do their very best on behalf of the public. Ideally, both elected officials and institutions will be willing to tolerate those challenges because the board adds expertise and good information to the process of developing policy. While it is rarely easy to do so, the board can obtain support from both elected officials and institutions by demonstrating a willingness to listen carefully to all perspectives in the process, by contributing to mutual understanding, by effectively expressing opinions based on the professional expertise of its staff and the board's independent judgment, by responding promptly and professionally to the requests of elected officials, and at the end of the day by implementing the decisions

of duly elected public officials, whether or not they reflect perfectly the board's own views.

Longanecker (2004) asserts that the federal government plays a secondary role in supporting and financing American higher education, this role remains quite substantial and clearly helps to shape the enterprise. The federal government supports and directs two types of activities with higher education where it believes there is a primary federal responsibility: assuring access to postsecondary education and sustaining basic and applied research that is in the national interest. Second, the federal government provides support, generally more modest, in areas where there is a clear federal interest even though it is not primarily a federal responsibility. This federal involvement comes in three ways: funding, regulation of federally funded activities, and mandates to the states and institutions to pursue areas of federal interest.

Assuring broad student access through America's diverse higher education system is difficult for the federal government, because each of the 50 states has a unique mix of tuition, institutional support, and state-supported financial aid working in conjunction with federal activities. The federal effort has grown into a very substantial level of support over the last half-century, with the federal government today providing more than 75% of the total amount of student financial aid provided in America. Federal aid takes a variety of forms, including more than \$50 billion in student loans, \$10 billion in student grants, \$7 billion in tax credits to students and their families, and \$1 billion in work-study funds. Almost all of these funds are

directed toward the students as consumers rather than to the institutions that provide the education.

Longanecker (2005) further asserts that in basic and applied research, the federal government provides more than 15 billion dollars annually to research universities throughout the country. This research support comes through many federal sources, most notably, through, the National Science Foundation, the Institute of Medicine, the Department of Energy, and the Department of Defense. This investment in our nation's research infrastructure has secured America's preeminence internationally in the creation and transmission of new knowledge. The author goes on to say blending these federal efforts with those of the 50 states, however, is a substantial challenge, and neither the states nor the federal government does a good job of addressing it. While the states are generally aware of the importance of federal programs, seldom are state policies designed to complement federal efforts. The federal government is even less intentional in its policy efforts, seldom taking into account the ways in which changes in federal policy affect the states, either positively or negatively. Despite these difficulties, the net result is a hybrid system that is without doubt one of the most diverse, most accessible, and best systems of higher education in the world.

Lingenfelter (2004) asserts that neither the desire of higher education for resources nor the desire of governmental leaders for accountability and cost-effectiveness can be easily or permanently satisfied. Achieving the public interest in higher education requires things that are fundamentally in conflict: institutions with enough freedom to be responsive, competitive, effective, and efficient;

responsiveness to public needs as articulated by the democratically elected representatives; a substantial commitment of public resources to achieve quality and access; and cost-effectiveness. No matter how broad-minded, sympathetic, and well meaning, government officials and higher education leaders will have different perspectives on these issues.

The “Public Good” and a Diverse Democracy

Green and Trent’s (2005) notion of a diverse democracy, with an emphasis on race and ethnicity, requires substantial advocacy and leadership to promote it as a legitimate public good. The writers contend that long-standing debates pertaining to inequitable educational opportunities, mortality rates, employment opportunities, affordable housing, income and wealth distribution, and voting behavior continue to shine the spotlight on persistent disparities that affect the ability of marginalized racial/ethnic populations to fully participate in our democratic society (U.S, Census Bureau, 2000).

Further expressed, the protracted nature of such inequalities, combined with a false public perception that everyone essentially experiences the same democratic realities, adds more complexity to an already complicated situation. In light of these lingering tensions between racial/ethnic diversity and democratic participation, the discourse of a diverse democracy as a public good is distorted by political and social entities that wish to ignore, discount, or vilify racial/ethnic diversity poses to higher education institutions and the nation at large (Green and Trent, 2005).

Bureaucratic Representation

While exploring the public good in the literary search on African American administrators at the executive board level, the concept of Bureaucratic representation led me to new materials of research concerning diversity in upper-level management.

The theory of representative bureaucracy is bifurcated into types of representation: (a) passive representation and (b) active representation (Meier and Bohte, 2001). Passive representation refers to similarities in demographic characteristics between administrators and constituency groups. Active representation refers to situations in which administrators work to further the needs of a particular group who does not share their same demographic characteristics (Jackson 2004). Passive representation is the type considered for this study. Jackson's research was based on African Americans in executive-level positions in higher education and trends and analysis. He asserted, from an empirical perspective, that little is known about what happens to African American administrators once they reach executive-level administrative positions. Yet, these position allocation decisions can be as important to the pursuit of equity and administrative diversity as the more thoroughly studied positions at the lower to mid-level (Davis, 1994; Jackson, 2003).

Though the theory developed by Meier and Stewart (1992) and Keiser et al. (2002) has been applied to the study of representation in the bureaucracy, they are in fact institutional theories. Due to the similarities of collective representation in both the bureaucracy and legislatures, the theory of representative bureaucracy should be useful for scholars of legislative politics as well. The original studies of representative bureaucracy have been replicated in a number of settings. Applied to legislative research, this theory could provide leverage on questions of collective representation

in that institution as well as provide further external validation of the theory.

Additionally, a unified theory of representation across two major institutions of government could be an important step toward the development of general theory in the study of American politics (Nicholson, 2005).

Critical Race Theory

Critical Race Theory (CRT) provides a contextual understanding to contemporary legal debates concerning the effectiveness of past civil rights strategies in current political climate. The earliest writings on Critical Race Theory can be traced to the works of Derrick Bell and Alan Freeman in the mid 1970s (Delgado, 1995). According to Delgado (1995), both Bell and Freeman were deeply concerned with the slow pace of progress of racial reform in the United States. Bell contributed to the intellectual discussions on race. According to Bell (as cited by Tate, 1996), his purpose in writing was to examine the racial issues within the context of their economic and social and political dimensions from a legal standpoint. Other notions that come from Delgado (as cited by Tate, 1996), is that a different frame of reference and perspective must be expressed and understood coming from persons of color and not from the dominant culture for the analysis to be appreciated. African Americans who are professional administrators and who work for the state regents of higher education may present a value added dimension because of their experiences while being employed in the higher education system and may present a fresh perspective.

Green and Trent (2005) view critical race theory as an aid to higher education leaders in rethinking the diversity narrative because it assumes the presence of multiple racial/ethnic realities and experiences. According to critical race theory,

there is not one single reality, homogeneous experience, or one truth that we all share. Though we are all citizens of the same country, multiple realities, truths, and experiences exist among the public, all of which are valid in their own right. In addition, the multiplicity of truths, realities and experiences are influenced by a person's racial/ethnic background. Understanding and accepting that there are multiple realities and experiences dictated by an individual's or a community's race or ethnicity can help leaders to break from traditional thinking which assumes one truth, one American experience, and one reality that supersedes all others.

Critical Race Theory helps us appreciate “how the supremacy of Whites and subordination of People of Color is shaped and maintained in the United States” (Villenas & Deyhle, 1999, p.414) and, in many instances, how it is reflected in our classrooms. CRT provides a lens for the experiential and intrinsic intricacy of story knowledge and depends clearly on the other's lived experiences (Ladson-Billings & Tate, 1995; Solórzano, 1997; Villenas & Deyhle, 1999). The centrality of pragmatic knowledge in CRT cannot be overemphasized. Solórzano (1997) explains that “CRT recognizes that the experiential knowledge of Women and Men of Color is legitimate, appropriate, and critical to understanding, analyzing, practicing, and teaching about racial subordination” (Solórzano, 1997, p.7).

Affirmative action in the current literature as revealed from the mid- to late 1990s, according to judicial opinions and public referenda began to narrow the scope and even disavow affirmative action policies. States and institutions responded by rescinding their decades-long affirmative action efforts. In California, for example, the state enacted Proposition 209 in 1996, which was structured as a “civil rights

initiative” even though, ironically, it turned back some of the progress accomplished by the civil rights movement. The University Of California Board Of Regents had helped to pave the way by eradicating race-conscious admissions policies through the University of California System with the passage of special Policy-1 (SP-1) (Pusser, 2004). Regents Board member Ward Connerly became an outspoken adversary of affirmative action and the national voice for ending race-conscious admissions practices.

Conservatives have been careful in how they describe affirmative action practices to the general public. For instance, they have opted for phrases such as “racial preference” or “racial quotas” to convey that Whites are passed over for “preferred” persons of color, when in fact typical college admissions policies simply use race as one of many factors in making decisions about applicants. Strategies in which soft affirmative action has been implemented include affirmative marketing, recruitment, and counseling programs, and a commitment to anti-discrimination in the employment process (Adams, 2001). For a progressive vision to endure politically, many liberal politicians believed that a shift toward the center would be required. This new liberalism now resembles the old conservatism. With the increase of a movement toward a global economy they have made it possible for the expansion of Americanized free market philosophies around the world. The liberal conservative shift toward the center in higher education terms, was evidenced by the administrations of the 90s support for merit-based scholarship programs wherein middle and upper income level families have been the major beneficiaries. Such programs have broadened the gap of accessibility and affordability in regards to who

gets in college causing the underprivileged and minority students to fall further behind (Rhodes, Saenz & Carducci 2005). In light of the liberal conservative shift, the progressive move to sustain affirmative action is becoming more neutralized based on current literature.

Affordability and cost continues to be a key issue in the exploration of the public good and education in higher education. Current literature shows that the cost of higher education is on the increase. Public college tuition jumped to the highest rate in 10 years (Young, 2002), as noted in the Chronicle of Higher Education. Caperton, president of the College Board, stressed that the “good news means that on average, students are actually paying less for college.” Not every student, however, is able to take advantage of the increased aid. Ms. Baum a professor at Skidmore College and an education policy consultant said that the survey showed a growth in aid based on factors other than need, such as merit-based scholarships, which tend to go to students from middle-income families. Over the past decade, total student aid has risen by 117 % according to the survey, while loan volume has tripled. This further marginalizes low income students who need an improved educational background to succeed with an increase of financial resources to enter college.

In the current status of African Americans working in predominantly white institutions as faculty, professional staff and administrators have yet to be realized by many of its citizens. In the higher education arena, particularly within predominantly white colleges and universities, African Americans have systematically been denied the same opportunities to serve and lead that have been made available to other citizens. This legacy from the past does not have to continue into the future, and

institutions of higher education can and should show the way for other social institutions to be more inclusive of African Americans in leadership positions (Harvey, 1999). The problem of changing higher education campuses to become inclusive and supportive environments is made harder since the number of persons of color in “power” positions is even less than statistical numbers picture (Valverde, 1998). When one thinks about the many variables that are at play and help to determine the effectiveness of agents for change, one realizes why there is so little change, especially lasting change. It is easy to see why these few persons can be isolated and marginalized within the campus. There are rarely twenty persons of color, in any campus, even the large ones, who are in so-called leadership roles. The numbers are so bleak that one finds mention in the literature of the “one and only” or “the first and only” (Valverde, 1998).

In the literature related to globalization and the public good Castells (1997) asserts that we live in a new age defined not only by powerful organizations but also by markets and networks. He suggests that the nation-state is destabilized in an epoch dominated by neoliberalism, as market forces and global initiatives challenge the autonomy of national governments. Castells (1997) went on to argue that a market-driven neoliberal shift involves a weakening of organizations serving the public good, given the dominance of global enterprises and their powerful commitment to privatization and entrepreneurialism. As a global vision expands in power and influence, organizations committed to the larger social good are also forced to act within a market environment that increasingly seeks to privatize services. Such a

shift leads to greater economic competition, a trend not always consistent with serving the larger social good.

Summary

The literature review provided a design to help construct the course for the frame of reference that guided the research. Coordination and governance in higher education were explored in the management of diversity in our growing population. Bureaucratic representation was reviewed and current that literature reflected important writings associated with critical race theory were used in formulating the framework for the study.

In the exploration of the literature on coordinating and governing boards, with a majority of the research and writing on the higher education system, was initiated in the late sixties and mid-seventies. The majority of the literature during that time was focused on trends and outcomes based on individual institution's graduation rates but not specifically governance and coordination. Information and data from the 60s and 70s dealt mostly with institutions and not with state level coordination of postsecondary education systems. Because of the political nature in dealing with state government and institutions of higher education, states had to decide on some form of coordination in order for the public and private institutions to benefit in the overall landscape of higher education. This was primarily due to resource allocations that were channeled down from the federal government to the state level. Significant data began to emerge in the 80s and 90s based on state structured coordinating boards. Data began to also emerge reflecting funding formulas and appropriations for state wide systems in different states. The tension between the public sector and state

systems of higher education became greater with demands of accountability of the colleges and universities. In the past 15 years, more data has surfaced from the Association of Governing Boards, National Council of Education, and National Center for Higher Education Management Systems (NCHEMS) and others.

In the nineties moving toward 2000, state systems of higher education have move into a more proactive approach by surveying state legislators in an effort to get a feel for what the public needs are. In conjunction with missions and functions of higher education, state coordination boards are now moving into more than function of regulation and approval of various programs. While maintaining a buffer zone between the public and state on the university campuses, it is beginning to initiate new programs to ensure economic development for the community, which will develop an increased tax base that will benefit both our culture and the institutions.

Due to the demographic shift in our society, diversity is becoming an important issue in regards to policy decisions that will untimely effect the future of higher education and our culture. The moral imperative is that representation will exist at all levels in higher education that reflects the true image of our culture. Current literature is expressing the continued move towards a more equitable society as supported by CRT and the notions of Bureaucratic Representation.

CHAPTER III

METHODOLOGY

Qualitative research methods were employed in carrying out this study. A description of the rationale for selecting a qualitative research model, the characteristics of qualitative research, qualitative indicators in qualitative research are presented. The researcher's perspective, sample selection process, data collection method and a description of the methods used for the purpose of data interpretation are also presented. The purpose of the study was to explore the concept of the "public good" of African Americans who serving on coordinating governing boards in higher education in the State of Oklahoma. The study investigated their notion of "public good" as it relates to public policy and current issues of diversity, access and admissions policies, community relations, employment of administration which includes faculty and staff, accountability, affordability, and globalization.

Rationale for Case Study Method

Case study used as a research methodology brings investigators to an understanding of a complex issue or object and could extend experience or add strength to what was already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Researcher Robert K. Yin defined the case study research method as "an empirical

inquiry that investigates a contemporary phenomenon with its real-life context; when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used” (Yin, 1994, p. 23). Yin (1994) argued that these boundaries should be clarified as part of the case study.

A case study approach to explore the “public good” in African American coordinating board executive staff workers was the qualitative tradition that was chosen to provide critical insight pertaining to their function as a part of the state system of higher education. The positions that they held, being the first minorities employed as professional staff workers helping to influence policy decisions while in a bound system, offered a rich source of information to bring together and analyze. Merriam (1988) asserted a case study is an exploration of a “bounded system” or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in content.

This bounded system may be defined as large corporations and agencies having sub units of authority with departmental heads similar to hospitals, local and federal agencies (Merriam, 1998). Information gained from the boundaries between phenomenon and context from the perceived notions of the experiences from the African American participants became clearer through the data gathering process. Methods that were employed to analyze and make sense of the information emerged from the data collected and documents that were retrieved. These boundaries were constructed within the operation of the Oklahoma State Regents for Higher Education, who worked to coordinate higher education activity over the entire state of Oklahoma.

A case study was conducted to shed insight on a phenomenon, which included the processes, events, persons, or things of interest to the researcher. Examples of phenomena are programs, curricula, roles and events. Once the phenomenon of interest clarified, the researcher can select a case for intensive study.” “A case is a particular instance of the phenomenon” (Gall, Gall & Borg, 2003 p.436).

Any phenomenon has many aspects. Therefore, the researcher selected a main focus for investigation. The focus was the aspect, or aspects, of the case on which data collection and analysis was concentrated. In some case studies, it is possible to break down into units the aspects of the phenomenon on which the case study focuses. A unit of analysis as an aspect of the phenomenon is that segment which can be sampled. Each case was treated as a unit of analysis to be studied separately. In the research design for this study, three African American coordinating board executive staff workers were selected for the study to represent each phenomenon.

Several researchers would call each unit a separate case because each unit is studied intensively. This is acceptable as long as we do not lose sight of the fact that the three cases are part of a larger case that is the main focus of the study, namely African American coordinating board executive staff workers at the Oklahoma State Regents of Higher Education. The phenomenon was equity issues perceived by the participants functioning in positions where they may have influenced change. Questions were asked about their personal views and how they felt about the seven areas of interest. Did they feel they made a difference while serving as administrative staff employees?

In conducting case study research, it is recommended that investigators first consider what type of case study is most promising and useful. The case can be single or multi-site, and focused on an intrinsic case or on an instrumental issue (Stake, 1995; Yin, 1994). In choosing what case to study, an array of possibilities for purposeful sampling is available. Creswell (1997) preferred to select cases that show different perspectives on the problem, process, or event. He wants to portray, but also may select, ordinary cases, assessable cases, or unusual cases.

The case study approach was selected because the three staff members have individually served in three positions of importance in the three major academic areas of higher education. At the state level, these three areas are vital in the delivery and maintenance of college and university systems as they manage their operations and support their missions. The cases were studied individually and then studied together to include a cross case analysis.

Researcher's Perspective

According to Stake (1995), case studies that are qualitative in nature are highly personal research. Participants were studied in depth. Researchers are encouraged to include their own personal perspectives in the interpretation. The way the case and the researcher interact is presumed unique and not necessarily reproducible for other cases and researchers. The quality and utility of the research is not based on its reproducibility but on whether or not the meaning generated, by the researcher or the reader, was valued. Thus, a personal valuing of the work was expected.

The personal interest the researcher had in this study stemmed from the church, community and civic associations with the participants of the study. The knowledge and status held by these individuals at the state regents for higher education keyed the researcher's interest. As a former program director and professor in a community college in the state of Oklahoma and being African American, the researcher's interest has always been focused on equity issues and representation of minorities in all levels of higher education.

Participants

The participants for this study were African Americans who served as current and former administrative staff workers for the Oklahoma State Regents for Higher Education. Purposeful sampling was used because the research was designed to get at information that enhanced a greater understanding of the phenomenon of the lived experiences of these retired or still working African American administrative staff employees. Three separate interviews were treated as three separate cases although they are bound in an organizational system of higher education. Each of the three participants worked in different areas of the State Regents for Higher Education representing financial affairs, student services and academic affairs. The intent was to use purposeful sampling to get an in-depth understanding of how these African American staff employees viewed the concept of the public good in relation to their work and experiences at the Regents office. Similarly and more specifically the researcher explored their opinions as areas of interest on: diversity, access and admissions, community relations, employment of administration, faculty, staff, accountability, affordability and globalization.

In purposeful sampling, the goal is to select cases that are likely to be “information-rich” with respect to the purpose of the study. Purposeful sampling is not designed to achieve population validity. The intent in this study was to achieve an in-depth understanding of selected individuals, not to select a sample that represented accurately a defined population. This type of sampling was critical to the study because two of the participants’ tenure in higher education had passed while one is still employed (Gall, Gall, & Borg, 2003).

The issue of generalization has appeared in the literature with regularity. It is a frequent criticism of case study research that the results are not widely applicable in real life. Yin (1984) in particular refuted that criticism by presenting a well-constructed explanation of the difference between analytic generalization and statistical generalizations: “In analytic generalizations, previously developed theory is used as a template against which to compare the empirical results of the case study.” The inappropriate manner of generalizing assumes that some sample of cases has been drawn from a larger universe of cases. Thus, the incorrect terminology such as “small sample” arises, as though a single-case study were a single respondent (Tellis, 1997).

Stake (1995) argued for another approach centered on a more intuitive, empirically-grounded generalization. He termed it “Naturalistic” generalization. His argument was based on the harmonious relationship between the reader’s experiences and the case study itself. He expected that the data generated by case studies would often resonate experientially with a broad cross section of readers, thereby facilitating a greater understanding of the phenomenon.

Case study research is not sampling research as asserted by all the major researchers in the field, including Yin and Stake (1994). However, selecting cases must be done so as to maximize what can be learned in the period of time available for the study (Tellis, 1997).

The unit of analysis is a critical factor in the case study. It is typically a system of action rather than an individual or group of individuals. Case studies tend to be selective, focusing on one or two issues that are fundamental to understanding the system being examined (Stake, 1997). In the case of African American Coordinating Board staff workers, the issues are to what extent they felt that they had an impact on the system of higher learning in the State of Oklahoma.

Data Collection

Semi-structured interviews were conducted with three participants that involved asking a series of questions and then probing more deeply using open-form questions to obtain additional information. Questions were asked by design to get at their background, education and key situations based on their experiences from their employment. The researcher described various phenomena associated with experiences of these African American administrators and their views on exploration of the “public good.” As they operated in the bound system of higher education, through thick descriptions, key terms emerged and connected to unified themes that formulated constructs for interpretation of data. Patterns came to the surface of their descriptions that to some extent reflected commonalities in their perceptions. Utilizing a semi-structured interview approach, the researcher asked for the

informant's opinion on events or facts. This served to corroborate previously gathered data and added to what was the nature and intent of this study.

An introduction by phone was read by a written script stating the researchers' name and status in the university's doctoral program. The nature of the study was explained followed by a request for an interview time and place. Three interviews were taken at three different times and locations followed by different times and locations for the follow up interviews as well.

The first interview was conducted in the private home of the former Vice Chancellor of Academic Affairs from the Regents' office. It occurred at 10:00 a.m. in the morning and it took one hour to complete. The second interview was conducted in the office of the Vice Chancellor of Student Affairs at the Oklahoma State Regents for Higher Education at 11:00 a.m. in the morning and lasted forty-five minutes. The interview by the Vice Chancellor took one hour and a return visit completed the follow up questions in about thirty minutes in the early afternoon a week later. The third interview was held at the home of the researcher. The interview was conducted with the former regents' officer of fiscal affairs, started at 11:00 a.m. in the morning and ended one hour and fifteen minutes later in the afternoon. The total time it took to conduct the interviews was four hours and thirty minutes.

The transcribed data covered sixty pages of recorded information. It took five to seven hours per day over a five day period to transcribe each case study. Data was transcribed in raw form directly from the tape to the computer in Microsoft Word. The use of a tape recorder by the researcher was employed in the gathering of

information during the interviews. It was agreed upon by all of the participants to be recorded for the study.

The interview questions exploring the “public good” as it relates to the seven areas of interest were key elements in higher education and central to the core of this study. The purpose, for the most part, was not to get simple “yes and no” answers, but a description of an episode, a linkage, an explanation. There was sufficient triangulation of raw data from different sources. The alternative sources of information came from video tapes, memorandums, agendas and published documents. These documents and public records were significant in providing triangulation of the data in the study.

Documents and data were initially retrieved after the second interview was conducted on site at the Regents’ office. The researcher received printed publications from the Regents’ office discussing the history, goals and objectives of the Regents for Higher Education in Oklahoma. A second publication covered grants and scholarship programs with supporting data indicating the direction of where the regents’ office would like to be positioned for the future. A follow up return to the regents’ office was conducted where more publications and data were given to the researcher by a public service staff member in the regents’ office. The data received was similar but presented in a different format. Minutes of meetings and memorandums were accessed by the OSRHE link to the Internet. A special DVD was viewed pertaining to a retirement reception of the officer of fiscal affairs documenting the presence of all of the participants.

Data Analysis

The interpretation of the interviews from the African American coordinating staff workers followed the explanation-building and the pattern matching techniques. Through data collection, a detailed description of the cases emerged, as did an analysis of issues and an interpretation of assertions about the cases by the researcher (Stake, 1995). The three participants were treated as three separate cases. A typical format first provided a detailed description of each case and themes within the case, called a within-case analysis, followed by a thematic analysis across the cases, called a cross-case analysis as well as assertions or an interpretation of the meaning of the case. In the final interpretive phase, the researcher reported, as Lincoln and Guba (1985) mention, the “lessons learned” from the case. Data analysis and interpretation of answers from the interviews were formed into common themes. Case by case, they were analyzed separately seeking patterns of noteworthy themes. Cross-case analysis took place to compare the major themes and issues that the participants uniquely and separately shared.

The three cases were separated into tables identifying the responses to the research questions asked in the interview. For each of the seven areas of interest, the tables illustrated the views for the public good in relationship to: diversity, access and admissions policies, community relations, employment of faculty staff and administration, accountability, affordability and globalization. In each of the seven areas of interest, the defined concept of the public good was used to do a cross-case analysis. By using this method of analysis it enabled the data to be compared,

contrasted and matched to each of the cases studied so that the results and interpretations would follow.

Summary

The case study method was chosen to provide critical insight in regard to positions held by professional staff employees in the Regents' office. This methodology best matched the objectives of the study thus allowing for insight from the participants' points of view in which the participants were able to freely give their own perspective. The Oklahoma State Regents for Higher Education and the African American staff employees were the focus of the study. The researcher's perspective was given with an explanation of how the participants were selected for the method used in the study. The type of sampling as purposeful provided a good fit that matched the methodology used in this type of case study research. Purposeful sampling enabled the researcher to obtain the information that enhanced a greater perception of the phenomena. The researcher played a key role in the collection and interpretation of data. The technique of using semi-structured interviews for collecting the data was described in detail as were the steps taken to retrieve documents from the regents' office. A description of how the cases were analyzed separately and then contrasted with each other was made. This was done in an effort to bring together the results of issues that surfaced where conclusions were made.

CHAPTER IV

FINDINGS

This chapter presented the findings of in-depth, semi-structured interviews of three case studies regarding the exploration of the concepts of the public good with African Americans serving as staff workers on coordinating governing boards in higher education. This chapter contains data of raw feelings, statements and opinions attached to tables illustrating key points given by the participants from their response to the seven areas of interest. Case by case the information was compared and contrasted in an effort to analyze the collected works.

The purpose of the study was to explore the concept of “public good” of African Americans who served on coordinating governing boards in administrative staff positions at the Oklahoma State Regents for Higher Education in the State of Oklahoma. The study investigated the notion of “public good” as it relates to diversity, access and admissions policies, community relations, employment of administration (faculty & staff), accountability, affordability, and globalization. The role that they played in the formation of policy decisions in higher education was investigated as to what extent they impacted the higher education system in Oklahoma. Regardless of the past history of barriers and obstacles that they had to overcome, these individuals have aspired to and occupied established positions that were formerly non-existent. The experiences of these African American administrative staff employees, together with their positions, may have impacted and incorporated change in the Oklahoma State System of Higher Education. Their

experiences as administrators operating at their level of the state system of higher education created the forces that directed the path and nature of this study.

The researcher used a case study approach, focused on an in-depth analysis of multiple cases where the perspectives of the participants at the Oklahoma State Regents for Higher Education, were examined. The information gained may benefit society by understanding their work in a bounded system while being employed in three different areas of the Regents' office.

For each of the interview questions, pertaining to the areas of interest, the researcher isolated common themes from all three interviews and follow up questions were asked. A file for each participant's response to the interview questions was created based on common themes and relevant interview data. An outline was made from what the interviews seemed to reveal. The researcher set out to descriptively construct and analyze the background of the participants' education, preparation, experiences and opportunities. This was done so it would be applied to the participants' perceived responses to the research questions based on the "public good."

The investigation was separated into three different case studies. The rationale was to separate them according to their educational backgrounds, experiences with respect to the positions they served in, or at the time of their retirement. These administrative staff workers' experiences overlapped within different divisions of the Regents' office covering a time period of at least thirty years of service. Their experiences revealed a unique history of serving as staff workers on the coordinating board of higher education in the state of Oklahoma.

The research questions were asked against the backdrop of the participant's background, education, experiences and opportunities and their views in regards to their work as it relates to the "public good" in their respective positions and how it matched up with the seven questions. Each question was compared, contrasted and analyzed from all three cases in considering that the answers came from different duties and responsibilities of the three divisions of the Oklahoma State Regents for Higher Education as perceived by these African American professional staff workers.

Exploration of the notion of the "public good" is the pre-cursor link that addresses all of the research questions in the area of interest through semi-structured interviews. It is for the "public good" in the context of coordination of state systems of higher education in Oklahoma that all questions would be addressed, explored and reflected upon. Their individual experiences were addressed in each question that reflected historical presence relating to various periods of time of higher education in the state of Oklahoma

Each participant was asked, in regards to the "public good," how they felt about the positions they worked in and were assigned to in relation to the seven research questions of interest. The research questions were based on the exploration of the public good in higher education relating to the following: diversity, access and admission policies, community relations, employment of administration, faculty and staff, accountability, affordability and globalization as viewed in the context of their work in higher education in the Regents' office.

Exploration and the meaning of the “public good” was defined and applied to the seven areas of interest based on the research questions in this investigation as follows:

Table 1

For the “Public Good”
<ul style="list-style-type: none"> • Higher education for the public good benefits society at all levels and enhances a quality of life for all who seek to find education as a vehicle of success, therefore resulting in the up lift of society as a whole.
<ul style="list-style-type: none"> • Diversity for the public good benefits society at all levels by creating a diverse paradigm at all levels of higher education ensuring that representation of the public being served is well reflected in the greater population.
<ul style="list-style-type: none"> • Access and Admissions policy for the public good benefits society at all levels allowing for the opportunity for access to higher education to be attainable regardless of population’s education, background or social economic status.
<ul style="list-style-type: none"> • Community relations for the public good benefits society at all levels through higher education cooperating with the communities local and state governments. It helps solve issues that directly affect society by the use of research and extension of public service.
<ul style="list-style-type: none"> • Employment of Administration, Faculty and Staff in higher education for the public good is to assign positions at all levels of the system to minorities and the underrepresented that exist in the greater population of our society.
<ul style="list-style-type: none"> • Accountability for the public good benefits society at all levels by ensuring budgets and priorities are strictly maintained through a check and balance system of audits that ensure that the public’s money is managed correctly.
<ul style="list-style-type: none"> • Affordability for the public good benefits society at all levels by ensuring public colleges and universities cost stay within an affordable range enabling a way for all who seek to improve themselves through advanced learning will have an avenue through grants, scholarships and loans.
<ul style="list-style-type: none"> • Globalization for the public good benefits society in higher education by educating all students to be able to function on the world scene while being competitive and still possessing a sense of humanity for the world they will function in.

Diversity as an area of interest for the public good in higher education was viewed from the perspectives of African American administrative staff workers and how they viewed diversity at all levels of higher education and what impact that they might have made.

Table 2

Diversity	
James	<p>After the Supreme Court Decision of Brown vs. Topeka in 1954, things changed rapidly along the lines of integration.</p> <p>African Americans learned more and interacted with people with different backgrounds, culture and races where before they were restricted by law, and all students learned from each other.</p> <p>Affirmative Action was good because it achieved things in an aggressive manner by including people who had in the past not been included in all the facets of our culture.</p> <p>Adams Case was a federal mandate used to address the extreme lack of minority participation in the total aspect of higher education and it helped to create some change for a more diverse system.</p>
John	<p>By placing our young men and women in a position where given the educational skills and background and opportunity, they will have a chance to be successful.</p> <p>Successful visibility in the public domain and helping to mentor the young to understand that if I am successful then they can do the same and be successful also.</p> <p>Affirmative Action is passé and you must be educated and qualified, and have your “union card” to take your place in our society.</p> <p>People will continue to hire those who look like themselves and carry on in business as usual until change comes about.</p>
Harry	<p>Ada Lois Sipuel vs. the State of Oklahoma and the Supreme Court decision broke the separate but equal doctrine in the nation. This enabled minorities to go to any College or University they applied to if they were qualified to be accepted.</p> <p>Langston University did not have professional schools such as Law and Medicine or even schools for graduate education.</p> <p>Langston University as the only Historically Black College in Oklahoma (HBC) was treated fairly in terms of funding even through times of integration and increased enrollments.</p>

Access and Admissions Policies as an area of interest for the public good in higher education were viewed and explored. An investigation of policies designed to create access in the midst of the nation's changing demographics along the line of race, age and gender were explored.

Table 3

Access and Admissions Policies	
James	<p>Admissions policies are designed to make sure those students who are granted to public institutions show evidence of being able to complete the work.</p> <p>Colleges and Universities have the trust of public to those who qualify to make their education attainable without compromising strength of substance.</p> <p>There are any number of considerations that should be used for requirements for admissions; academic records, class standings, test scores and other measures.</p> <p>Make sure that anyone who shows promise with being able to benefit from higher education is not excluded.</p> <p>Admissions policies should be dynamic and flexible and subject to change when warranted based on considerable research and thought.</p>
John	<p>A variety of gates or ways of access to higher education must be in place because students mature in a variety of ways and at different ages. Because of the differences of age and population change policies must be created for these differences.</p> <p>There are entry points in place for this adjustment created by a flexible admission criterion at different points.</p> <p>People will make it difficult or easy for you to gain access to higher learning but you must be academically prepared and ready for the challenge.</p>
Harry	<p>Admissions policies were not under his responsibilities and duties. Funding was provided from his division to cover those needed programs that generated enrollment differently at the different institutions.</p>

Community relations as an area of interest for the public good in higher education policies were viewed and explored. The study focused on the community and the enhancement of economic growth and development at the local and state levels in Oklahoma.

Table 4

Community Relations	
James	<p>Higher education must work with local and state communities in assisting them to develop solutions for solving problems and issues that impact society.</p> <p>Comprehensive universities and colleges have the state as their community. They must be a supporter and friend in serving in a joint effort to solve problems in the community</p> <p>The participant served as a resource person for higher education and the public school system in an effort to increase enrollment of the underrepresented.</p>
John	<p>The “town-gown” concept is important because the community needs to know what the institutions of higher learning stand for.</p> <p>You have to respect the voice you bring legitimacy to, especially in the issues that impact the community.</p> <p>By understanding the community issues, public school and higher education may work together to better prepare high school students to meet the challenges of our current society.</p> <p>Higher education is no longer a separate entity to the public which it serves.</p> <p>Cooperation is essential in addressing issues that influence the common good.</p>
Harry	<p>In each budget, a segment of money was set aside specifically for the extension of public service in every institution of higher learning.</p> <p>Financial assistance for research as well as information on extension and public service for every campus in the state system in Oklahoma were provided.</p>

Employment of administration, faculty and staff as an area of interest for the public good in higher education policies was viewed and explored relating to employment of minorities in faculty, staff, and administrative positions.

Table 5

Employment of Administration, Faculty And Staff	
James	<p>The state coordinating system of higher education does not employ university staff and faculty, and this is left up to the governing boards of individual universities and colleges. He could not make recommendations for employment as long as he worked for the regents.</p> <p>The potential of the employee and what they may bring to the institution must match the requirements for fulfilling the missions of the colleges and universities they serve.</p> <p>A clearing house was established with the help of others to only inform the public to where the job openings were at all of the institutions throughout the state.</p> <p>Under the mandate of the Adams Case, James' duties was to encourage college administrators to diversify institutional governing boards, administrators, faculty and staff.</p>
John	<p>The state constitution made it perfectly clear, the role of the state coordinating board does not infringe on the role and responsibilities of the regional colleges and universities and other institutions of higher learning.</p> <p>The individual institutions of higher learning are responsible for the day to day operations and employment of their learning facilities.</p> <p>The regents do provide overall policy in terms of where higher education needs to go from a state wide perspective.</p>
Harry	<p>Hiring function is for the individual administration of the colleges and universities.</p> <p>The state regents does not hire or fire any faculty, they show information on the rank of professors down to instructors as to the salaries within the regional areas.</p> <p>Budgeting consideration in hiring presents an issue because of requested money and full funding from the legislature.</p>

Accountability as an area of interest for the public good was explored in higher education as it relates to program review and priorities of established budgets in the states system of higher education. Policies of accountability were explored in the managing of the total cost and revenues that operate higher education at all levels of higher learning.

Table 6

Accountability	
James	<p>Higher education must provide good stewardship because the state resources are being utilized as the tax payer's money.</p> <p>Maintenance and stewardship come into effect when they closely monitor how institutions spend their money.</p> <p>Budgets must be matched with stated priorities and checked for incongruence.</p> <p>Duplication of programs was a major concern and it is the responsibility of higher education not to waste money.</p> <p>A joint effort must be made to let common schools know what they must teach and what is expected of the students who graduate and come to the colleges and universities.</p>
John	<p>Accountability in higher education for the public good is a process that must be in place.</p> <p>State Legislature gives us over a billion dollars annually to run higher education in the state.</p> <p>The Regents have to be accountable on how resources are used and the benefit to be derived from them.</p> <p>The system has to document to what extent we are able to achieve goals that we aim for as a consequence of receiving funding.</p> <p>An audit is conducted each year from an independent auditing firm. All institutions in higher education to include the regents are audited.</p> <p>A work plan is developed based on things that are expected to be accomplished and is calculated into what has been done.</p> <p>This must be a transparent process and every institution of higher learning should demonstrate such transparency to the public.</p> <p>Greater academic preparedness for high school students entering colleges and universities is important in ensuring the likelihood of greater success for all students.</p>
Harry	<p>State Legislature gives the Regents for Higher education a budgeted amount of funds based on the budget request from the regents for higher education.</p> <p>Allocation of funds and disbursement of resources are handled from the Regents' office to all institutions of higher education.</p> <p>A budget analysis is used to scrutinize individual allocations to all the institutions of higher learning.</p>

Affordability as an area of interest for the public good in higher education policies was viewed and explored relating to the cost of higher education and the expense of going to college. Policies that focused on the justification of the rising cost of public education were explored and focused attentions were made on understanding of policy that keeps education in an affordable range.

Table 7

Affordability	
James	<p>Anything worth having comes with a cost and a price. It is important to place money where the priorities are. There were never enough funds to satisfy all of the institutions based on their priorities every year. He raised his voice in the pricing of students out of higher education in the state of Oklahoma A major concern was his notion of the system socializing the cost and privatizing the profit based on the money and high salaries of the university professors.</p>
John	<p>There must be a way to keep higher education in the state of Oklahoma affordable. One way is to make sure that scholarships and grants are in place for all who qualify and cannot afford college. Affordability is important because it helps students up through the education pipeline thus increasing their ability to secure a better quality of life. The Regents for Higher Education is currently asking the students to pay at least 1/3 of there tuition cost and feel that it is not out of line with sister institutions in the region. His notion of rate of return on investment is where students invest in education for a better future and quality of life.</p>
Harry	<p>Affordability as funds that are provided and appropriated based on the priorities and needs of all campuses. Based on enrollment and all monies collected from students cost is factored in with tuition and the total cost to run all institution of higher education.</p>

Globalization as an area of interest for the public good in higher education policies was viewed and explored relating to the changing population dynamics of the world and how higher education is adjusting in preparing students to accommodate to the current technological trends and function in the world.

Table 8

Globalization	
James	<p>There is a misconception about educating our citizens and the process is confined only to the state of Oklahoma.</p> <p>Our system of higher education is in the business of educating our people to make contributions and make their mark in the world. The world has turned over several times during his tenure in the Regents' office and we must be provincial in our thinking if we believe that education is only for our citizens in the state to stay and work in Oklahoma.</p> <p>We must think of the world as we educate our students so that they can take their place in the world market in every field of endeavor or specialization.</p> <p>Higher education must ensure that the concern for humanity throughout the world is emphasized in everything that is achieved in higher learning.</p> <p>After much research, programs were developed from the Regents' office with the help of others to establish international programs that fostered greater understanding the world and issues that impact the international communities.</p>
John	<p>The world is flat and is getting flatter because of the current trends and technological changes.</p> <p>When you call customer service in Oklahoma and the phone is answered in another side of the world then you know our world has changed.</p> <p>Our system of higher education should make sure that our students are well prepared to be successful in dealing with individuals on the global scene.</p> <p>We must educate our citizens to be placed in a position to compete strongly in the world market.</p>
Harry	<p>A certain percentage of our graduates of higher learning will leave the state for one reason or another.</p> <p>The regents is hopeful that our system of higher education have prepared students in Oklahoma to go all over the world and function effectively based on the learned skills in order to survive.</p> <p>It is the public good that students in Oklahoma are ready to face the challenges and compete effectively here at home and in the world.</p>

Summary

Findings in this chapter revealed data taken from semi-structured interviews of the three cases investigated. The results of this study were presented in a pattern that illustrated raw feelings of statements expressed from the experiences of the participants. The raw statements gathered from these African American staff workers in higher education were used to illustrate key points, statements and opinions of how they felt working in positions where they were able to assert some influence on decision making. Tables were used to classify their views and shared experiences they had while working in the Regents office.

Data revealed rich information that surfaced from the semi-structured interviews. All questions were framed around their understanding of the “public good” as it relates to: diversity, access and admissions policies, community relations, employment of administration, faculty and staff, accountability, affordability and globalization.

The participants’ educational backgrounds, experiences, and opportunities were the first sequence of questions. Their responses created a backdrop to gain some a level of the developmental understanding of what caused them to become the individuals that they are today.

Characteristics of Participants

Case I: James

The first interviewee, referred to as James in case I, served as Vice Chancellor of Academic Affairs up to his retirement. The son of a school teacher, James was very candid, sincere, deliberate and careful in the things that he talked about during his interview. In his discussions and deliberations, quite often he would preface the

statement with “by law,” as in the law of the land before giving his answers. He expressed himself, in my opinion, with an inspired determination to excel, and achieved in his explanations how he went about implementing the educational agenda for the chancellor to present to the coordinating board for approval.

James grew up in Oklahoma and attended Langston Laboratory School at Langston University in his earlier days. He went on to Douglass High school in Oklahoma City and graduated from a private school in Sedalia, North Carolina. After graduation, he returned to Oklahoma and entered Langston University where he completed a bachelor’s degree in History. James was active in Korea as a U.S. serviceman and after being discharged, entered the University of Oklahoma Graduate School and between marriage and family, later completed his master’s degree in 1960.

James’ professional career started when he taught school in Lawton, Oklahoma and later transferred to Douglass High School in Oklahoma City. At Douglass High school he became a counselor and moved into administration. He moved on and had the opportunity to work as assistant principal at the new John F. Kennedy Jr. High, which is currently called a middle school. Serving as vice principal at Kennedy Jr. High, he was given the opportunity to move and become principal of North East High School in Oklahoma City. The follow up interview brought to light that during this time the U.S. Supreme Court had mandated the de-segregation of all public schools. He was placed into a position to be a principal integrating one of the first public schools that was predominantly white in the Oklahoma City Public School district.

This was at the height of forced busing and racial tension throughout the nation and Oklahoma City. After his Northeast High experience he was offered a job at the University of Oklahoma Consultative Center for Equal Educational Opportunity. The Center's main objective was to have experienced professionals to go out and train school teachers how to work with ethnically diverse populations during this time of desegregation of public schools. James' work at the center at OU took him from Oklahoma to Texas and into Arkansas teaching public school teachers methods of how to work with acculturative different students. These things were accomplished while he earned a Doctorate in Educational Administration from the University of Oklahoma.

After the completion of his Doctorate degree from the University of Oklahoma, he was then offered a position of director of curriculum for the Oklahoma City Public School System. Completing three years as director of curriculum, he was then invited to join the staff at the Oklahoma State Regents for Higher Education. His work at the Regents' office was initially assigned for him to be a program standards officer where he worked with accreditation and helped to develop standards for institutions of higher education that were publicly supported in the state of Oklahoma. It was while working as a program standards officer for a few years that lead him to a recommendation and a promotion to serve as Vice Chancellor of Academic Affairs of the State Regents for Higher Education where he worked until his retirement.

Case II: John

The second interviewee, referred to as John is currently serving as Vice Chancellor of Student Affairs. He is the oldest son of his parents and graduated from

High School in Kansas City Missouri where he was a star athlete. John's college career started at the two-year level and he went on to complete his B.S. degree at the University of Colorado in Boulder. Afterward he taught school for a year then went on to gain a masters degree from the University of Colorado. Feeling that it was not enough, he then worked and completed his PhD at the University of Nebraska at Lincoln, and then shortly afterward he accomplished his post doctorate work at Harvard University. The follow up interview revealed that his initial goal was, after leaving high school he wanted to become a professional athlete. John, as the current vice chancellor of student affairs, didn't say a professional basketball player, but he stood six feet six or taller and the researcher could see after the hand shake that he should have no problem holding a basketball with one hand. As he spoke out on different issues, a strong booming voice would prevail. The way he answered questions suggests, in my opinion, or may denote a confidence and self assurance which could easily be mistakenly viewed by some people as having a sense of arrogance although his responses were proudly stated.

John was 28 years of age when he had the opportunity to work for the Governor of Nebraska for two and a half years. John went on to work at Grambling State University and served nine years as executive vice president at the early age of 30, stressing to me that it was at a regional university in the state of Louisiana. He was then asked to return to Lincoln, Nebraska and work for a Republican Governor where he previously served a democratic governor. John's move to the Regents' office was further explained during the second follow up interview where he mentioned previously about individuals in your life who believe in you and act to

”shepherd” your career. This participant had several men to watch over his career. He named Dr. Hans Brisch as one of the individual who served as Chancellor for the State Regents of Higher Education and who has since passed on. It was Dr. Brisch who first asked him to come and work with him in the Regents’ office. Interesting as well, it was James in case I who was serving as Vice Chancellor of Academic Affairs for the Regents for Higher Education who encouraged him to come to Oklahoma and helped him to make up his mind, and he is very happy he did. John identified a few more individuals who shepherded his career, which included Dr. Steve Sample who is currently the President of the University of Southern California, and Stan Maskie, executive assistant to the Governor and J.J. Exxon to name a few. He further stated, however, “ individuals must have what he called the “union card” as in the academic preparation and the degree.”

John’s experiences were far different from the case of James, primarily because of the time in which he began his education. His period of matriculation through the system of higher education began years beyond the civil rights era of desegregation and thus his experiences were somewhat void of the struggle. His education initially began in the two year system of higher education which provided an avenue of open access evading barriers that previously existed and were removed by Judicial and legislative order that changed the law of the land. John has benefited by his matriculation in an improved and readjusting American System of Higher Education. The participant has also benefited by having the skills and ability to become a star athlete. John’s skills and abilities were impressive enough to attract the attention of coaches and administrators in the area where he grew up. Such attention

placed him in a position and provided an opportunity that placed him on an inside track to move smoothly up and through the system of higher education. The athletic skills were only the door opener and soon fell short with injuries that foiled a possible professional career in sports. The safety net was a professional career in higher education. This bright young participant was primed for the educational experience of his life. In my view, being a very likable and outgoing individual, he was able to attract well wishers and influential individuals who saw promise and potential in him that existed enough to become his “good shepherd” the person he described to watch over one’s career and guide it to the top. Having the attributes of being extremely intelligent and able to take advantage of the opportunity, he finished his B.S. Degree and shortly took on a master’s degree and after that finished a Ph.D. At the early age of 28 he latched on to the inside track with contacts and influential people watching his career early on where he gained experience in the Governor’s Office in Nebraska. Later, he became a very young executive vice president at Grambling State University in the State of Louisiana where he continued to grow and gain experience prior to being asked to work in Oklahoma. Interesting to note, one of his good shepherds from his past work experience ask him to come to Oklahoma and work for the state regents. This shepherd was serving as the new Vice Chancellor for the State Regents for Higher Education in Oklahoma. The participant in Case II was also encouraged and persuaded to make the move to come and work for the Oklahoma State Regents for Higher Education by then James who was serving as the vice chancellor of academic affairs as participant in case one.

Case III: Harry

The third case interviewee, referred to as Harry in case III, served as a fiscal affairs officer up to his retirement. He came to the State of Oklahoma from Amarillo, Texas to enroll at Langston University in the school of business in 1954. After completion of his BA degree in accounting and mathematics he remained at Langston and worked in the business office as a claims clerk. By 1963, he earned a MBA degree in industrial management at Oklahoma City University while still serving at Langston in various capacities. Harry later was interviewed by Dr. E.T. Dunlap and was hired on as a fiscal research assistant at the Oklahoma State Regents for Higher Education in the fiscal affairs division. By 1973, he attended the University of Nebraska in Omaha and obtained a certificate of completion from the college of Business Management program. Harry contended that he was the first African American to be hired to work in the Regents' office in any capacity.

Harry's work in the beginning at the Regents' office was with the fiscal officer and his first assignment was to complete an income and expenditure report which was a year behind in preparation. This was due to the limited staffing in the department of fiscal affairs at the time. Dr. Edward G. Coyle was vice chancellor for fiscal affairs and Harry assisted him in the task of moving from a budget system and method labeled the "educational by general budget funds by function:" to the "educational and general budget by programs." The state office had a number of reports to submit and respond to in the nine state regents of the nine states surrounding Oklahoma. Harry contends that the new budgeting by program system created "cost centers" as academic units and data was collected on the number of students enrolled to introduce

the dollar amount of cost per institution. The Regents' office was able to move rapidly from functional to program budgeting then to the creation of cost centers. The information derived from the cost centers of the universities and colleges were used to provide information for state wide budget needs and used on programmatic basis throughout the state of Oklahoma. This system was used up to 1993 to the best of his recollection.

The most recent system was named the "peer group budgeting request" and with the nine state areas, selected institutions were chosen and compared with the budget needs of the institutions in Oklahoma. Harry, as the former fiscal affairs officer felt that the budget change was complicated and worthwhile to accomplish. The State Regents looked outside the Big 8 and Big 12 area as well as in our region. The system enabled the budget needs to look more like OU and OSU as compared with other institutions within Oklahoma and the nine state regions.

Harry further contends that it was the amendment to the Oklahoma State Constitution in 1941 that established the Oklahoma State Regents for Higher Education and this was done in an effort to take the college and universities out of the political arena. This move took the political activity out of the hands of the individual institutions and placed all of the information into the Oklahoma State Regents for Higher Education. Therefore, a chancellor was hired to oversee the activities of the colleges and universities within the state system of higher learning. The state regents could then look at different program facilities and make recommendations and approve the different kinds of activities with a campus without duplication of efforts within other campuses. The stress was not to over duplicate the system with various

programs from institution to institution, but let them specialized in some areas and offer programs that they felt were needed at each institution.

Exploration of the notion of the “public good” is the pre-cursor link which addresses all of the research questions in the area of interest through semi-structured interviews. It is for the “public good” in the context of coordination of large state systems of higher education in Oklahoma that all questions were addressed, explored and reflected upon. Their individual experiences were addressed in each question that reflected historical presence relating to various periods of time of higher education in the state of Oklahoma.

Case I: James

James’ responded to the section on Diversity and the “public good” discussed the history of rigid segregation in an atmosphere that he grew up in. The culture and climate excluded minorities from being integrated into the mainstream of Oklahoma activities. The policy in place was a system of separate but equal, but it was separate and unequal. The participant stated that after the Supreme Court Decision of *Brown vs. Topeka* in 1954, things changed rapidly. After his stint in Korea he found that predominantly black schools had begun to somewhat vanish and students were going to recently desegregated schools by law. James states it was to the public good that we as African Americans learned more and interacted with people with different backgrounds, culture, and races whereas before they were restricted by law in terms of education and most public arenas in Oklahoma and most boarder states in America. James goes on to say that bringing on African American professionals in terms of the public good was a good thing because other cultures were exposed to African

Americans as well as other students and we learned from all. It was good for this state to have diversity occur.

Affirmative Action was very instrumental in achieving that by going out and doing things in an aggressive manner and doing things to include people who had been henceforth not included. This includes women, white, brown, red and as well as men. Diversity is what it should have been all along. The participant doesn't think that we have reached our final goal but nevertheless there is a great improvement from the time he started out as a student and as a professional in his field. James goes on to say that the public good and the university system has worked entirely to see that their efforts occurred and there was very little recalcitrance on the part of administrators in Oklahoma subsequent to the Ada Louis Sipuel case and she won that. James further enumerated, that court case went all the way to the Supreme Court and became a land mark case in higher education law. "The state of Oklahoma reacted vigorously and Max Q Williams, the State Attorney General and then the Governor fought it, but justice prevailed and you see the results and for the public good things are better, I think for the diversity they are better."

In regards to his influence of change for a more diverse system of higher education in the state of Oklahoma, James was not assigned directly to affirmative action but he worked in a position where he encouraged change throughout the system. Serving in his position of vice chancellor of academic affairs he talked to Provosts and Presidents and got commitments from them to hire more minorities and talked to boards of regents of different institutions of the individual colleges and universities in the state and shared information. James visited with Provosts and

Deans of various professional schools in the state and got commitment from them to diversify their staff. The participant got a commitment from the then Governor and now the President of Oklahoma University to do the same. James was to actively desegregate and integrate these boards of regents through the regent's mandates through his efforts. Other leaders on board during the same time were Dr. Dan Hobbs and Robert Vincent. All worked to see that diversity was institutionalized throughout the state system and to that point it was for the public good.

The participant recalled methods of encouragement he used in asking Presidents and Provosts to commit to hiring ethnic minorities in order to enhance diversity in the system. He told them that it was a necessity and cited policy from the state regents' office that we will be open to all people, faculty and student and other and didn't receive resistance from anyone. James' main purpose as directed by mandate from the regents office based on the Adam's Case was to sensitize the college presidents and deans and provosts and even department heads to become aware that people were underrepresented in our higher education system. Brown (2005) asserts, Title VI of the Civil Rights Act of 1964 was federal subsequent litigation bolstered as the federal government's authority under Title VI, especially *Adams v. Richardson* (1972) and *United States v. Fordice* (1992). Both of these cases specified circumstances under which the federal government could intervene to resolve issues surrounding collegiate desegregation compliance within the 19 southern and border states. *Adams v. Richardson* was dismissed in 1990, and this action propelled *United States v. Fordice* (1992) forward as the new legal standard for collegiate desegregation efforts. James recognized there was, "evidence of vestiges

of institutional malpractice with respect to culturally diverse groups.” More specifically, he stated, the data revealed women were underrepresented in certain program areas like engineering, medicine, dentistry and veterinary medicine, the whole gambit and business.

African Americans were scattered across the board, but those that went to graduate school seemed to reflect a skewed distribution with respect to education having a large number simply because other jobs didn’t exist because the other jobs require prior training that the African Americans didn’t have. Once these individuals that were sensitized then they talked to the administrators and they began to take note in their schools and some had never thought of it before. The consultative center where he worked in the past at OU enabled him to use sensitivity methods, and other kinds of experiences in training, to be somewhat effective. James further makes note of the Adams Case which was a district circuit court case where 10 states in the south were found being out of compliance with the civil rights act simply because they had not integrated their systems. He raised his eyebrows and asked “what is enough?” Answering it himself, “as stated when you have only one or two you have a glared effect in your effort to promote cultural and racial diversity in the higher education arena.”

Working with the participants in an effort to manage the regent’s agenda on diversity were Dr. Vincent and Dr. Dan Hobbs who was the Senior Vice Chancellor at that time and he worked closely with both of them. James stated that Dr. Vincent and he worked together the most and provided the pivotal forces that moved it along with the help of Dr. Joe Heagie who worked tirelessly to see this thing

institutionalized in the state system. It was one of mutual professionalism; he gives Dr. Vincent credit for being the leader and he was later moved into that area of work.

In summary, James' views on diversity indicated a reflection on how one evolved in a process and the process evolved within its self. While matriculating through the educational process from a young man and throughout his professional career he was involved in working to help create change. In doing so he helped to implement transformation in a system that was predisposed to change. Laws were clear barriers that limited the path of his educational career. After receiving his first degree he found himself teaching in a public school system that was rapidly undergoing change as mandated by the Supreme Court decision to integrate public schools. James became vice principal and principal overseeing the integration of one of the first public schools in a major city in Oklahoma. In taking his experiences from the public school system, he carried those with him to graduate school at the University of Oklahoma and earned a masters degree, after which he went back to the public schools to oversee curriculum.

The preparation for his temperament that enabled him to act as an agent of change was further developed during his work at the University of Oklahoma where he worked for the Consultative Center for Equal Educational Opportunity. His job at the Center helped him to finance the doctorate degree he was working on while raising a family. James began to grow as a change agent in the process while working at the center, where he along with others worked with training teachers in the public and private sector on how to work with culturally different students. He had worked at the largest desegregated school in the state of Oklahoma. The high school

had an enrollment of approximately 2000 students, 50% were African American and 50% were white with some Native Americans in between but not in significant numbers.

This cultivated that more experience was needed for a person who could impart certain types of information and work for the center. His work at the center entailed providing seminars and conducting conferences and bringing in outstanding resources from all over the country to work with public school teachers. They provided sensitivity training on how to be effective in dealing with all cultures engaged in the public arena. The consultative center provided this type of training to teachers not only through the state of Oklahoma, but Texas and Arkansas as well.

After completing his Doctorate in Educational Administration and having an impressive work record, he was invited to join the staff of the Oklahoma State Regents for Higher Education. At the Regents' office he began to manifest himself as a change agent. From being a program standards officer overseeing accreditation in regional institutions in the State of Oklahoma to the position of Vice Chancellor of Academic Affairs, his work and experience prepared him to fulfill the duties to which he was assigned. The Adams Case was a circuit court case, which found Oklahoma alone with nine other states to not be in compliance with the civil rights act which required state institutions to integrate their systems of higher education. This resulted in a federal mandate to add diversity to all of the institutions board of regents in the state of Oklahoma. With his educational experiences and temperament, he impressed upon the provost and presidents the need for them to hire more ethnically diverse faculty and staff. James received commitments from Deans of Professional schools

in the state to become more diverse. He feels that things are better for the public good in regards to diversity and he has been a part of the system that made that change. Because of his dynamic education and experiences, it prepared him to make a contribution as one of the individuals that helped to transform our educational system in the state of Oklahoma into a more diverse system of higher learning. James struggled in the progression and in the course of action, he manifested change for the “public good”.

Access and Admission Policies

James’ views on access and admission policies and the “public good” contended that admissions policies are designed to make sure those students who are admitted to public institutions should show evidence of being able to complete the work. His profound statement is far reaching and the ramifications are based on the responsibility of the public to have the students prepared and ready to meet the challenge of college. On the same token, the college and universities have the responsibility to provide to those who qualify to make their education attainable without compromising strength of substance? James contended that there are any number of things that should be used for consideration of admission. There are academic records, class standing of graduates, test scores and other means of determining a student’s potential to achieve.

James’ was concerned about policy development in that public colleges and universities constantly need monitoring to make sure that we don’t exclude anyone who shows promise with being able to benefit from Higher Education. He makes note of one thing they did during his tenure, and that was not to make test scores the sole

criteria for admissions to Higher Education although, it is the driving force for admissions. James felt that the admissions policy should be dynamic and flexible and subject to change when warranted, but not without considerable research and thought. The flexibility of the admission process may be related to the changing demographics of a given population in a region of the state. He spoke of getting the right people with the right fit and that relates to becoming more diverse.

In a state system, James felt that one should be able to move from one level up to another. The system has prepared that through the three tier system, the two-year community college, the regional universities and the comprehensive major universities. Flexibility is positive in the context of adjustment to the needs of society because of the changing demographic pattern. It enables access by all populations regardless of economic status and cultural differences while maintaining standards. He contended in a very clear manner that our system of higher education in the state of Oklahoma doesn't leave anyone out or not exclude any group of individuals from the education process. It is for the public good that the populations of students that are being educated and trained in percentages are represented in the total population being served in the public sphere. The theories of bureaucratic representation are in agreement, including this concept taken from a managerial framework where this notion may be applied to education and the population in general.

James, who is an advocate for Affirmative Action, felt that it should be used as needed. His experiences are formed by the major changes that were created by Affirmative Action. The notion that when people hear of affirmative action they routinely think of African Americans is bewildering to him. Affirmative action has

been for the public good because women and all cultures and ethnic groups have benefited by allowing opportunities in higher education in Oklahoma and the United States. Because of affirmative action, minorities and women have been able to gain acceptance and finish schools of engineering, law and medicine where in the past the lack of representation in numbers were evident. He asserts that his mother and father paid taxes to a system that he could not benefit by until the law changed. Governing boards that hold the public trust in the use of money must stay cognizant of the fact that the educational system that they oversee is provided to all who qualify and not only for the rich and social elite in the context of public monies.

James was concerned about the admissions policy that turn down others who would be better qualified than an athlete and those who are admitted that show no evidence of being successful in college other than playing sports. However, during his life time it was against the law for any African Americans to attend any institution of higher education at the graduate level in the state of Oklahoma. Although victimized by historical and dated policies he became victorious in the evolution of change for the public good, thus helping to create a more equitable system of higher education.

Community Relations

James contended that leaders in higher education do have specific communities that they serve. These leaders work with colleges or universities in the local communities. These communities will then inform and use the universities and local colleges to assist them in developing solutions to solving problems and issues in the sphere of their area of responsibilities. The comprehensive universities and

colleges have the state as their community. Some smaller colleges play a role as a supporter and friend of the community by working in a joint effort to solve problems and issues in those communities that function for the public good. James thought that his work with the school systems that were within the communities was an effective approach. He felt that this was especially true as there was an increase in the enrollment of underrepresented students who were now attending institutions of higher learning.

In summary, the participant, James, travelled to many communities in the state of Oklahoma and gave presentation about the various opportunities that exists in higher education in the State of Oklahoma. These new opportunities were put in place specifically for our changing population of people in the various communities. He encouraged young people and the counselors in the high schools to look at the offerings of the institution of higher education and to seek further training. James served as a consultant in many communities' handling higher education issues that needed attention and these were some of his duty assignments as specified within the Regents' office. He served as a resource person at the Oklahoma State Regents for Higher Education in talking to educational leaders and public educators about the opportunities in higher education in the state of Oklahoma.

Employment of Administration, Faculty and Staff

James' opinion on the employment of administration, faculty and staff for the public good presented a major concern. The concern was given to whether or not this prospective employee could be a part of the university in its operation to improve the community that its serves. The potential of the employee and what they may bring to

the institution must also match the requirements for fulfilling the missions of the colleges and universities for which they serve. This participant was engaged in encouraging affirmative action policies while monitoring data based on gender and race and occurrence of each data set throughout the state system of higher education. James clearly stated that “The State coordinating board does not employ university staff, and this is left up to the governing boards of those individual universities and colleges.” He could not recommend them for employment as long as he was working for the Oklahoma State Regents of Higher Education.

James assisted with other staff members in the regents’ office in building a “clearing house” for higher education. This was still in the realm of his duties although the regents did not participate directly in the employment of universities and colleges. In his recollection, based on the follow up interview, that revealed that Dr. Robert Vincent and he helped to put this clearing house together in order to list the job opportunities by colleges and it was developed and processed through the Oklahoma State Employment security commission. This information was sent out in the form of bulletins once a month announcing the job openings and the institutions would report those jobs opening to the commission.

Everyone who was seeking employment somewhere in higher education would sign up to get a job listing. The employment would be conducted through the individual colleges and universities and some positions were filled by minorities and women. The “clearing house” evolved out of the fact that minorities and other people in higher education didn’t know where the jobs were being offered and what positions were being vacated. While still under the directive of the Adam’s Case in higher

education, he could only advise as stated by law in his efforts to increase the pattern of diversity in the higher education system in the state of Oklahoma.

Accountability

James' perspective on accountability for the "public good" in higher education believed that people who are in charge of higher education have to provide good stewardship because state resources are being utilized as tax payers' money and the maintenance and stewardship come into effect when they closely monitored how institutions spend their money. His major concern was that of the duplication of programs and felt that it's a major responsibility of higher education not to waste funds that may be generated by such duplication. He further stated that higher education doesn't need to be in the larger business of remedial education. It has its place but it should not drive the institutions. He felt that there should be a joint effort to work with public schools to make sure that universities are clear on what they expect from students who graduate from high school and what to be skilled in prior to graduation when coming to the universities. A question was asked by the former vice chancellor "If public schools don't know what you are expected to know how they know what to prepare their students for?"

James, during his tenure, asked to see the list of expenditures of each institution based on their budgets and matched them up with stated priorities. Where he found in congruencies he would request re-evaluations of the budgets. When inconsistencies would surface then the request would be given to the colleges and universities to go back and evaluate in an effort to correct the situations.

James discussed the duplication of programs where Regents would not delete a program unless the institution requested it. Their agency only encouraged them to request deletions especially if duplication was apparent and there were other programs these institutions wanted to add as new programs. The state regents recommended that the institutions delete other programs in order to keep certain other ones. James explained by “Every college and university in the system above the two-year level had a teacher education program of some sort. We didn’t need another teacher education program. Nursing programs was another example; they said they needed more nurses. We had the program in place but we didn’t have enough nurses. We had enough unnecessary duplication; we had two schools of engineering one at OU and one at OSU. “I felt that we only needed one school of engineering in this state.”

Affordability

James felt that having anything worth having comes with a cost and a price. This may be looked at as the cost being the funds and the money it takes to support higher education totally from the top to the bottom of the system in higher education. The price may be looked at as the work, the process and energies brought forth to make the system run. All things that are needed in the process at every level must be supported economically. James further contended that was important to put our money where our priorities were. The programs that were viewed as being important should have made the highest priority and money should have been placed in them to ensure that it was placed where needed. James was very outspoken on pricing students out of higher education in state supported institutions. He contended while

speaking of the increasing cost to the students as being tax payers in the public interest. "I never saw a year that the higher education community indicated that they were funded fairly or had enough funds." He looked forward to the day that the education community would say that they were funded adequately.

James accounted for the programs that offset the high cost of other programs in the state of Oklahoma. However, while looking at high salaries which were astronomical in his view and looking at parking fees and text books and other fees, these things had enabled him to become vexed. Reasons given for such feelings surfaced from seeing the university writing text books and making money and profits from the text books while using university assistance, utilities and resources. Seeing nothing coming back in terms of profit to the institutions per se left him in wonderment. He called this the process of "Socializing the cost and Privatizing the Profit." He raised his voice against pricing students out of higher education in the state of Oklahoma whenever it was needed.

Globalization

James felt that sometimes there was a misconception about the education of our citizens and the process was confined to the state of Oklahoma only. Our system of higher education is in the business of educating our people to make contributions and to make a mark in world. Since his tenure at the state office, he contends that the world has turned over several times in such a brief moment in our state's history. James felt that we may be provincial and narrow in our thinking if we believe that education of our citizens is only for the graduates to stay and live in Oklahoma and function only in our state and local municipalities. James contended that we must

think of the world as we educate our students so that they can take their place in the world market in every field of endeavor or area of specialization.

In light of maintaining good stewardship, higher education must ensure that the concern for humanity throughout the world is important in everything that is achieved through higher education. His notion of maintaining a moral imperative is consistent with his notion of extending the equity of higher education throughout our community and into the world. In order for our students to think globally it is crucial for them to be concerned for human kind. James was able to recommend for approval of international programs and introduced some of the research that impacted the international communities. After conducting the research on programs that focus on the international cultures, a needs assessment survey was brought in place. James and his staff were careful not to recommend a program that would have less than three professors or instructors. With the goals in place, they made sure that the program would require special skills to do the work. These items placed beforehand are important prior to approval to ensure that the design is structured to achieve its purpose. Such international programs were self evident as seen throughout the university system in the form of multicultural programs, events and celebrations held on campuses and funded through student and academic affairs. Recommendations of these programs were passed on to the Chancellor to have him to present it to the Coordinating Board of the State Regents for their approval.

Summary

James grew up during segregation and observed a rapid change after the Supreme Court decision of *Brown vs. Topeka* in 1954. James

saw African Americans for the first time having the opportunity to study and learn with people of different cultures. This interaction of African Americans with other people of different cultures was a new experience that otherwise was restricted by law. This interaction was also observed in a learning environment and students were able to learn from each other.

James had the belief that Affirmative Action was a good thing. He felt that Affirmative Action achieved things and made accomplishments that were never done before. James felt that it aggressively achieved and provided for the rights of all minorities and women to be treated equally under the law. James cited the Adams Case of the Ninth Circuit Court of Appeals where its decision created a second push for colleges and universities to integrate their institutions at all levels. He further contended that advances have been made. The country still has a long way to go in terms of bringing African Americans and other minorities into the mainstream of our society. He felt that there have been some changes but not enough, especially in higher education.

James believed that admissions policies were designed to make those students who are granted acceptance to public institutions have some way of proving that they are capable of doing the work. There are any numbers of considerations, James contended that should be used for admissions requirements such as: academic records, class

standings, test scores and other measures. James asserted that the system must make sure that anyone who shows promise with being able to benefit from higher education is not excluded. He further contended admissions policies must be dynamic and flexible and subject to change when needed, backed by research and thought.

Higher education in community relations as John asserted, must work with local and state communities in assisting to develop solutions for solving problems and issues that impact our culture. He contended that higher education in the state it is looked upon as a broader community helping to meet the needs of everyone. Higher education as, James asserted, must be a supporter and friend to the community and help to solve issues and problems that they are confronted with. James served as a resource person for higher education and provided common schools with information that was designed to increase enrollments especially in areas of the underrepresented.

James viewed employment of administration, faculty and staff in higher education as being left up to the governing boards of individual universities and colleges. He contended that he could not make recommendations for employment as long as he worked for the regents. He asserted that in general, the potential of employees and what they may bring to the institution must match the requirements for fulfilling the missions of the colleges and universities they serve.

James, with the help of others in his office initiated a clearing house designed to inform the public as to where the jobs openings in higher education were located throughout the state system. It was under the mandate of the Adams Case that James was utilized in encouraging college administrators to diversify institutional governing boards, administration, faculty and staff.

Accountability as viewed by James, was the means by which higher education must provide good stewardship because the state resources that are utilized is tax payer's money. He asserted that budgets must match their stated priorities and be checked for incongruence. James felt that duplication of programs must be monitored because it could create a large waste of revenue.

He believed that there should be a joint effort of common schools and higher education in the pursuit of gaining more knowledge of what is required of the students when they come to the colleges and universities.

Affordability as James asserted that education comes with a cost and a price. He asserted that it is important to place money where the priorities are. He stated he never saw where a given institution had enough funds to function adequately in a given year. He was concerned about the system of socializing the cost of students to pay for the profits of the professors of the institutions.

Globalization as James described it, is where our system of higher education is in the business of educating our students to make contributions and make their mark in the world. He asserted that the world has turned over several times during his tenure and our society must understand that our students must be prepared to leave the state and make a mark on the world in all areas of educational endeavors. James also stated that we must educate our students to be receptive and approach world cultures with a deep sense of humanity to other cultures that they may have a working relationship with.

Case II: John

John viewed diversity as placing our young men and women in a position where, given the educational skills and background and opportunity, they will have a chance to be successful. John asserted for the “public good”, there needs to be visual evidence that any individual who prepares themselves and who recognize that there is a benefit from higher education can indeed advance in the system of higher learning. This may be achieved by being visible in the public domain and whenever the opportunity presents itself. And furthermore, achievement will come about through mentoring those men and women who come after them. It was clearly stated by John that it was critically important to help our young men and women to understand that the same opportunities that happened to him can also happen to them, and hopefully, that will foster an ideology that if he made that success work for himself, then it can work for them as well. The participant pointed to the importance of being visible in the public domain and to letting people know who you are.

John's viewed diversity from a different perspective than James. Given the fact that the participant is currently involved in the process currently He saw diversity for the public good as the opportunity to help dispel some of the myths and rumors about ethnic groups. John used diversity as an educational vehicle within itself. He viewed diversity as a learning process that gives insight to perspectives that come from a different orientation of culturally and educationally different people.

John also asserted that to be in a position of authority and power with the education and to be a minority is an opportunity to set an example at all levels of higher education. It is an inspirational and motivational concept based on self-efficacy and self determinant theories that may come into play. He felt that when one can see the results of the accomplishment and success of an African American who rose to the top in their chosen fields of endeavor it is for the public good for all to see and to be inspired. The participant's achievements were mainstreamed in American society today. The result should not only motivate but create new and renewed aspirations for minorities to strive to achieve the same in their various fields and professions. John's believed in diversity that transcends every level of education, from the class rooms where learning and interaction with peer of different ethnic backgrounds creates a broader public sphere of understanding which is for the public good. In having a diverse faculty and administration it fosters deference for ones total presence. Diversity helps in a world view to understand that no one ethnic group has the corner market on intelligence.

He further contended that our cultures and our communities are clearly becoming more diverse. Our institutions of higher education must become equally

diverse. He also felt that “individuals in the system have to recognize that you have to share ideas and philosophies about life.” John expressed diversity as an avenue by which people grow and dispel some of the myths and rumors about other ethnic groups. John continued to assert” by having the opportunity to sit down and visit with an individual different from you and understand and appreciate where he are she come from and to know what he or she is thinking. Then you can appreciate how your thoughts may align or not align with what both parties view as important.” His reasoning of the fact that no one group has cornered the market when it comes to intelligence and there are other people who can think beyond the box. John contended that such thinking beyond the box can be value added to your life and society in general.

John’s statements regarding diversity shown in the employment of administration, staff and faculty at all levels of higher education he believed that it certainly has to be there. John asserted that when students have faculty who look like you in the classroom it also gives students the privilege and the opportunity to suggest to themselves that “I can do essentially the same thing too.” He stated that” I can do the same thing then I can be successful too.”A diverse classroom is like a diverse community it all adds quality to the educational system.

In regards to his influence of change for a more diverse system of higher education in the state of Oklahoma, his description was based on his background and where he came from stating that he has an appreciation of the challenges of what the young men and women are confronted with as they come up before him in higher education. John stated that the system needed to provide rewards that help students

recognize what they need to accomplish in order to be successful. John further explained that these types of rewards in higher education will help students recognize that if they do what is required to will be successful in the system. There are many opportunities in scholarships or grants or other venues that are available that they should be able to take advantage of. It was important in regards to his duties and responsibilities as vice chancellor of student affairs that he voiced those types of concerns. The system of higher education as John contended has to make it clear that the higher education system has to ensure that there is representation of a variety of folks not only in higher education but in our common education system and in our communities. Individuals in the system as John asserted, have to stand up and strive to really make a difference, and by doing so, they move education to the next level.

The follow up interview revealed that in his mind he felt that there clearly could be more done in the arena of diversity. John contended that individuals tend to look for other individuals who are like themselves intellectually, who look like themselves and think the same way. John asserted that it creates within the system, a comfort zone to ensure that you continue to preserve a conscious system of business as usual. He further stated that by adding some diversity you provide a different way of thinking. Individuals provide some insight that may not have been thought about, some things that may have been overlooked. "I think you add to the recognition that this is a pluralistic society and the higher education institutions should reflect the society that we live in."

Access and Admission Policies

John felt having access and admissions policies for the public good is important to use. He felt that a variety of gates or ways of access to higher education must be in place. He believes that many students mature in a variety of ways and at different ages. Data supported the fact that everyone isn't ready to enter college at the same time. John contended that the research indicated a need for a policy created for these differences. John felt because of the diverse communities that we serve, we should have flexible admission criteria at different points.

In the context of the changing dynamics of our communities and culture, he feels that versatility and flexibility must be addressed. This requires research on current trends and updated data in order to adjust criteria in an effort to accommodate the changing culture. There should be some system of mechanism in place to help by providing opportunities to overcome the deficiencies and help to develop their need to be in college. Academic support mechanisms have shown a measurable amount of effectiveness. The two year level particularly where such demographic shifts may be impacted not only by the learning skills assessment, but more remedial work that may create a financial burden by hiring of more faculties.

John felt that affirmative action in regards to access and admissions policies has been developed as a legislative agenda, and it may look good on paper but it doesn't give a student what he or she needs. Individuals will make it difficult or easy for you to gain access to higher learning but the bottom line is you must be academically prepared and ready to meet the challenge. Students must take advantage of opportunities that are there for them. The opportunities are now present that were not

there for their parents or grandparents. It is important that minorities take advantage of all things that are provided in higher education. When he states, “minorities don’t want people to say you got to where you are because of affirmative action,” he was asking African Americans and other minorities to step up to bat and take advantage of all of the progress and opportunities and stand on your own. John as vice chancellor of student affairs has been an example by also taking advantages of the changes in the past laws and the development of current opportunities that didn’t exist even before this time.

Community Relations

John viewed community development for the public good as being essential and felt that was what higher education is all about. The “town gown” concept is significant in that the community needs to know what the institutions of higher learning stand for. This town gown concept evolved out of conflicts between the students in the earlier universities and the citizens of the community. John asserted that they have to respect the voice you bring legitimacy to especially in the issues that impact the community. Individuals need to understand the issues that impact the community. By understanding these community issues public common schools and higher may work together.

The common schools may better prepare high school students to meet the challenges of the issues generated from the public. The institutions of higher education may establish courses and prepare programs and have them structured so that those potential students will have access to legitimate degree programs that will carry them through their professional lives. The current vice chancellor of student

affairs further stated that the community is no longer a separate entity to higher education and cooperation is essential in addressing issues that influence the common good.

Employment of Administration Faculty and Staff

John expressed that the constitution made it perfectly clear that the role of the state coordinating board does not infringe on the role and responsibilities of the regional colleges and universities' Boards of Regents. The regional governing boards are responsible for the day to day operations of their colleges and universities. They do provide overall policy in terms of where higher education needs to go but have no involvement in terms of faculty and staff at the individual institutions.

Accountability

John contended that, "accountability for the public good is a process we must have in place. The State Legislature gives us over a billion dollars annually to run higher education in Oklahoma." He further asserted that the Regents have to be accountable on how resources are used and the benefit to be derived from them. It was also mentioned that the system has to document the extent to which we were able to achieve the goals that we were expected to achieve as a consequence of getting those dollars.

John discussed the fact that we have a variety of systems are in place. There is an audit and every year the state systems are required to be audited by an independent auditing firm. All of the colleges and universities of the state regents are all audited by this independent auditing firm. Each year the state regents develop a work plan for the kinds of things that are expected to be accomplish. Then it is measured to the

extent to which the projected goals stated that would be calculated as being accomplished.

John further contended that in asking for money from legislators documentation is most essential. They are held accountable for those resources that they receive and they must demonstrate how they spent the money. He likened it to being structured as a transparent process and every college and university within the state system should be transparent in the operation and use of the states' money. This transparency starts at the State Regents Board level where they must be lucent in all of Regents business and activities in an effort to validate their position in higher education. As the cost of higher education continues to escalate, the public will raise the questions of why and the total aspect must be documented to answer those types of questions.

Ensuring the likelihood of greater success for students entering college has been a major task for the regents and the vice chancellor of student affairs. A data tracking process or system is used in the Regents' office and it gives a statistical analysis of the levels of academic preparedness in different subject areas at different grade levels in the common schools. The intent of the Regents' office is to help the schools and students to meet their goals of being successful in college. Data tracking mechanisms are also used in the Regents' office in analyzing what is needed in the area of training faculty in college and universities. This training is linked to the public school system where teachers and administrators are gaining better understanding of what needs to be taught in high schools to better prepare students for college.

Oklahoma Educational Planning and Assessment System (EPAS) and summer academy both reported directly to John and they represent key examples of the Regents' intent to try to improve student test scores and academic grades in the public schools arena. Such efforts are design to enable students to experience a greater level of academic success when they enter college. The Oklahoma EPAS and summer academy projects are also designed to motivate and inspire students who are from schools who have shown a lower degree of improvement on test scores so they will be motivated to change and study harder in order to reach new goals that may or may not have been foreseen in their future under Johns' direction the agency has been able to use a "scanning gun" approach and have identified those schools and students populations which have not done well by entering college and data would be focused on those schools where the resources would be more specifically applied. This data driven process gave John a real hopeful outlook on the students who will take advantage of the new awareness and educational opportunities.

The Oklahoma Learning Access Program (OLAP) John contended that a very powerful tool had been developed because it assured free college tuition to all students who sign up and follow a set of rules. Such rules are to take a set of college prep courses called core courses under the gate keepers list of things to take. The student must maintain a 2.5 GPA and stay out of trouble with the law. At the time of graduation from high school and if all requirements are met, they are able to enroll in any college or university in the state of Oklahoma in their institution of choice tuition free. The State Regents' office has approached the common schools guided by the data and research to share important information about success after graduation.

Specifically, information was given to the councilors and principles, disseminating information about the opportunities that are there for them to take advantage of to be successful in college and subsequent life.

For the public good in accountability John expressed in applied research versus pure research, both have a legitimate role in higher education. Applied, as stated from the data, John asserted it was to take what they have in regards to what the research has brought forth and then take what has been done and use it to benefit society. There is a direct benefit to society from this type of research. The other type of research he spoke of is the pure type where they are constantly trying to figure how to make a challenge more likely to be overcome. In essence, they don't know where they are going but they are going. John noted that cancer research and other maladies were examples of pure research, in that this research will overcome those challenges to make this world a better place.

Affordability

John contended that there must be a way to keep higher education in the state of Oklahoma affordable. This will be done by making sure that scholarships and grants will be in place to help those students who cannot afford to go to college. These opportunities in the form of grants and scholarships must stay in place so that people of color and the underrepresented will have an opportunity to go to school. In an effort to take care of their families, he asserted that education is a way up through the "educational pipeline." Therefore, one would be able to make more money by being educated and this would lead to the opportunity to acquire higher standard of living to

pay more taxes. John contended that the revenue would go back into our state at the top end and would pull society up to where all may benefit in our culture.

The Regents' office is currently asking the students to pay at least 1/3 of their tuition cost and feel that it is not out of line as measured from state to state and compared across the country. As compared to other states Oklahoma is reasonably low. The investment connotation is interesting in that if they invest in it personally they will most likely take it more seriously. This is an interesting notion implied in and compared with students who have their parents that pay for the full ride who don't take their studies as seriously as those who get scholarships and grants and have to foot their own bills. John feels that the State had the ability to take up the rest of the balance and the cost and provide an opportunity for those to gain access to higher education. He gave reference to the rate of return on investment (ROI).

In the state of Oklahoma, the more they invest in higher education the more they will be able to profit by in having better employment as indicated by the current research data. Oklahoma as compared to the Big Twelve in regards to cost of tuition is located at the bottom of the list in the cost of attending our comprehensive universities in Oklahoma. The idea of making sure that money is in place and having it available to all who desire to seek higher learning is an obligation of our state and national government. Having these monies available is undoubtedly important in order to ensure that the "educational pipeline" is constructed and stays undamaged for the public good.

Globalization

John saw the world as being “flat” in terms of the current trends and technology. When they call customer service here in Oklahoma and the phone is answered by someone in another country, then they know that our world has changed. “The world is getting flatter and our system must ensure that our students know that the realities are upon us in our society.” Our manufacturing companies and production companies are moving their resources to other nations on foreign soil. “Our system of higher education should make sure that our students are well prepared to be successful in dealing with individuals on the global scene”. The knowledge of the rapid growing technology and the ability to communicate is essential and is currently being address as one of the priority issues in higher education in Oklahoma today. The vice chancellor of student affairs is constantly reminding Oklahomans that the world is indeed “flat.” There are things moving very rapidly beyond our borders to other countries and we must be placed in a position to compete strongly in the world market.

Summary

John viewed diversity in higher education as a goal to reach by instilling in the minority population that by having an awareness of the need to develop a good educational background would create a greater likelihood of having success in college. By the development of required skills John felt that a greater population of minorities would be better prepared to engage in higher learning and be more successful. John asserted that by being in his position and being visible to the public this would inspire other African Americans and minorities that they would be able to

achieve the same. He contended that Affirmative Action was passé and minorities must be educationally prepared to qualify and take their place in society. He viewed diversity in higher education as a programmatic approach to helping to raise students' academic scores so they would be successful in college.

John asserted that there are various gates or avenues one might use to gain admission and access to the college or university of their choice. He further asserted that given the fact that there are different age groups in the population and they are functioning with different skills and educational backgrounds this created a need to construct a system that would provide different entry points. John stated that different entry points must be maintained to ensure all individuals will have an access to higher education.

John felt that the community and the colleges and university complex were not a separate entity. He maintained that by understanding the community issues while working with, public schools and other businesses, higher education could work together with them to better prepare students to meet the future challenges of our society. He stated that it takes cooperation on and teamwork on both sides in order to move society to a greater level.

John contended that employment of administration, faculty and staff of state wide colleges and universities is only left up to the individual governing boards of all colleges and universities they serve. He made reference to the state constitution stating that the role of the state coordinating board does not infringe on the role and responsibilities of regional colleges and universities and other institutions of higher education.

On accountability in higher education John insisted that it must be in place. State legislature gives higher education over a billion dollars a year and all systems of higher learning must be accountable in its use. He contended that external audits are conducted each year. Work plans are developed based on expected and calculated projections and priorities budgets are made and evaluated in a timely manner. Documentation was required to understand to what extent they were able to achieve goals they aimed for as a result of receiving funding. John contended that transparency in every institution to include the Regents office should be demonstrated to the public. Greater common school preparation was important, as attested to by John, in assuring the likelihood of greater success for all students who enter college.

Affordability, as John observed came forth with the discussion of his views on helping to find a way to keep higher education affordable. He contended that the system of higher education must make sure scholarships and grants are in place for all students who qualify to enter our colleges and universities. He noted that the State Regents for Higher Education asked on an annual basis for the students to pay at least 1/3 of their tuition cost which he stated was in line with regional colleges and universities averages. He further stated that students invest in education for a better future and therefore it enhances a greater quality of life. It is like a return on investments for the students receiving the education.

John viewed globalization in higher education for the “public good” as keeping up the current trends throughout the world. He stated the world is flat because of the rapid changes of technology and how communication around the world is within a millisecond away. He explained that telecommunications has enabled our

society to function widely on the global scene and our students must be ready to compete effectively and be well prepared to be successful in dealing with world markets.

Case III: Harry

Harry's discussion on diversity gave the study a vision of an enriched history of Oklahoma's coordinating system of higher education in relation to James in case I. It is more narrowly focused on his work in the fiscal affairs division of the Regents office. It appeared that Harry took great pleasure in letting me know that he was the first Black to be hired at the office of the State Regents for Higher Education. This was done even before the first Black was appointed to the State Regents coordinating board by the Governor.

His initial reference point was the *Ada Lois Sipuel vs. the State of Oklahoma* and the Supreme Court ruling that enabled African Americans to go to white American public state universities and colleges other than Langston University. At the time that was the only institution that was set aside for the education of African Americans in Oklahoma. It should be noted that it was the *Sipuel vs. Oklahoma Boards of Regents* case and the Supreme Court decision which helped to break the barrier under the separate but equal doctrine because Langston did not have a law school. The only school of law available for her to go to in Oklahoma was at the University Of Oklahoma School Of Law. This decision helped to break the separate but equal doctrine as the law of the land. This not only opened up the law school so that blacks could attend but also provided an opportunity for all minorities to attend

graduate school, law schools and other professional schools throughout the state of Oklahoma and the nation.

Harry gave reference to Langston University because it was his alma mater and the place of employment that helped to launch his professional work and career in the business and finance area of higher education. Langston, from its inception, has been the only historically black college or university formed in the state of Oklahoma. Harry perceived diversity in a historical context of Langston by working the business office and later at the Regents' office for higher education. Subsequent research discovered that the institution has always been treated fairly in the Regents' office from the beginning. Harry contends that based on size and enrollment of student per capita in terms of budgeted appropriations of funds, Langston was treated very fairly. While working as a fiscal affairs officer in the Regents' office, he insisted that all colleges and universities in the state were treated the same under the formula that was used by the Regents office and that was for the "public good". He had high regard for Dr. E.T. Dunlap, who was the first Chancellor he worked under. This tribute was noted in the context of how he applied equal funding levels in proportionate percentages at all institutions in the state.

Harry linked diversity with his work in fiscal affairs and working with budgets and funding resources that are applied to all programs in institutions of higher learning. He mentioned that even when Langston enrollment surged from 400 to 2000, from the early sixties to the mid-seventies, the institution received adequate funding. The school continued to function in a competitive manner even though by

then the colleges and universities throughout the state were now integrated, which was for the public good.

Access and Admission Policy

Harry contended that his area was not responsible for admissions. However, funding was provided to them by his division to cover those necessary programs that generated enrollment differently at the different campuses. Harry was not directly involved in the enrollment and admissions policy stating “that’s for the academic affairs division.”

Community Relations

Harry contended that with the community development and relations for the public good, his duties and responsibilities were focused on the budget. In each budget, a segment of money was set aside specifically for the extension of public service. This dollar amount is based on the size of the institution, the different programs that the different institutions project and what they need to meet the community needs in their various areas. Harry provided financial assistance for research as well as information on extension and public service for every campus in the state system in Oklahoma.

Although monies to campuses were allocated for various types of programs for support, however, it was not mandatory that the individual institutions spend dollars that were allocated to them in the area of research and extension and public service. They were asked by the State Regents’ office, if possible, to spend less so that if monies had to be moved from community service to instruction it would be possible to do so. Different institutions were doing things in different ways in their

financial operations that were not visible to the staff and budgets that were made. These being the case, budgets were constructed to be flexible in order to meet the needs of various campuses of the state's three tier system of higher learning. It is for the public good that funding should be set aside for research and public service in keeping with the purposes and functions of higher education in the advancement of learning and the promotion of society in our current changing culture.

Harry worked for public and community relations behind the scenes in the budget department. He ensured that their focuses and energies were placed on setting aside funds that would be specifically earmarked to the areas of research and community services. The allocations of such monies were placed apart to ensure that the service function of higher education would be in force at all of the colleges and Universities in according to their mission. Having such an extension of public policy in finance, it nurtures the enhancement of social capital and has kept higher education vigilant in the relationship with the public in the area of service to the community.

Employment of Administration Faculty and Staff

Harry said that the hiring function is the function of the individual administration of the colleges and universities. The State Regents does not hire or fire any faculty, what they do is show information on the rank of professors down to instructors as to the salaries within regional areas. Budgeting consideration in hiring presents an issue because of requested monies and the possibility of not getting full funding from the state legislature may exist. It is important for the individual colleges and universities to look at the studies that were generated on budgets and cost from

the Regents' office in order to ensure that their individual budgets will cover payments of all employees on their college campuses.

Accountability

Harry saw accountability only in terms of the budget. Each year the State Legislature gives the State Regents for Higher education a budgeted amount of funds. These funds are based on the projected annual budget requested by the Regents' office. Allocation of funds and the disbursement of resources are handled from the Regents' office. Each institution of higher learning throughout the state sends in a budget request for a projected amount of money to the state Regents' office. Based on the budget information, the money will be disbursed. Before the money is disbursed, each budget from all institutions are personally looked at making sure that the requesting colleges and universities budgets are in line with previous request. A budget analysis was used to closely scrutinize individual allocation of allotments to various campuses and various programs. Calculations were made and the institutions were made accountable for the activities that are granted by the regents under their budget operation. The budget approval accounts for the monies for instruction, libraries, books, administrative activity, and general expense. Percentages were used and applied to the brake out of all funds.

Affordability

Harry viewed affordability in terms of funds that were provided and appropriated based on needs of all campuses. Projections were made on the bases of enrollments and the money collected from those students. Harry's perception of affordability was looked at in terms of the cost and tuition and being placed on a scale

of formulas calculated in numbers of enrollees. The calculations are then matched with the individual college budgets and then are coordinated with their priorities and missions. Variables were considered especially when there were 28 colleges and universities that fall within the parameter of education for all. He contended that it is the student who pays regardless of where he or she goes to seek higher learning the state of Oklahoma, and affordability is calculated into all those variables.

Globalization

Harry contended that a certain percent of our college graduates from all of our institutions of higher learning will leave the state for one reason or another. He further contended that the “Regents is hopeful that our system of higher education have prepared students in Oklahoma to go all over the world and function effectively based on the learned skills in order to survive.” It is for the public good that students in Oklahoma are ready to face the challenges and compete effectively here at home and the world.

Summary

Harry asserted that diversity in higher education in Oklahoma emerged out of the *Ada Lois Sipuel vs. the State of Oklahoma* and the Supreme Court decision. This decision overruled the separate but equal doctrine in the nation. Harry contended that the results of the decision by the Supreme Court enabled minorities to go to any college or university that they were academically eligible to enter. Harry contended that Langston University did not have professional schools such as Law or Medicine or even a Graduate education college. Harry further contended that Langston was

treated fairly in terms of funding even through times of integration and as enrollment continued to increase.

Harry explained that admissions policies were not under his responsibilities and duties in the Regents office. Harry stated that funding was provided from his division to cover those needed programs that generated enrollment which was different at different institutions of higher education. In the area of community relations Harry stated that from his department, in each budget, a segment of money was set aside specifically for the extension of public service in every institution of higher learning. He further stated that financial assistance for research as well as information on extension of public service was allocated for every campus in the Oklahoma system of higher education.

In the employment of administration, faculty and staff, Harry stated that the hiring function was for the individual institutions of higher learning that were responsible for the hiring and of administration, faculty and staff. He further contended that the State regents does not hire or fire any faculty. He stated that budget consideration in hiring presented an issue because of the requested money and full funding from the State Legislature.

On accountability, Harry asserted that State Legislature gives the Regent for Higher Education a budget amount of funds based on the requested budgets from the Regents office. Harry also stated that the allocation of funds and disbursement of resources are handled from the Regents' office to all institutions of higher education. He further stated that a budget analysis was used to scrutinize individual allocation to all the institutions of higher learning.

Affordability in higher education as viewed by Harry indicated that funds were provided and appropriated based on the priorities and needs of all campuses. Based on enrollments and all monies collected from the student, costs were factored or calculated in with tuition and the total cost to operate all institutions of higher education in the state.

Harry discussed in terms of globalization that given the number students who were educated in the state of Oklahoma, a percentage of them will leave the state and even work beyond the borders of our country. He further stated that the Regents were hopeful that Oklahoma's system of higher education has prepared students to go all over the world and function effectively based on the learned skills in order to survive. He also stated that it was for the public good that students in Oklahoma are ready to face the challenges and compete effectively here at home and the in world.

CHAPTER V

DISCUSSION

The discussion and conclusions of the study are presented in this section. A summary of the findings and how they related to the literature on the concept of “public good” and African Americans serving on coordinating governing boards in higher education are also included in this section. This section of Chapter Five also includes a discussion of what the findings may mean with regard to higher education in diversity, employment of administration, faculty and staff, community relations, accessibility, accountability, affordability and globalization from a perspective of African American professional coordinating board staff employees. Recommendations for future research are also included in this chapter.

The need for the study was centered on African Americans who worked and are still working as professional staff employees on coordinating boards in the state of Oklahoma and the role they play in policy decisions for the Oklahoma State Regents for Higher Education. In spite of a cultural history of overcoming obstacles and barriers in the pursuit of higher education, the participants have aspired to and occupied positions known historically to be uncommon in higher education for African Americans in the state of Oklahoma. The experiences of these African American executive staff employees coupled with the notion of how being in their positions may have manifested change were the forces that directed the research questions. Seven research questions guided the study based on the concept of the “public good” as it relates to coordinating higher education in the state of Oklahoma. Open ended interviews were given to three coordinating board professional staff

workers who were employed at the Oklahoma State Regents for Higher Education. These in-depth interviews were recorded and transcribed and reviewed in the process of reflective analysis. Follow up questions were used to gain a deeper understanding of the participants experiences and emotions to add richness to the study.

Each participant was asked, in regards to the “public good,” how they felt about the positions they worked in and were assigned to in relation to the seven research questions as areas of interest. The questions were based on the exploration of the public good in higher education relating to the following: diversity, access and admissions policies, community relations, employment of administration, faculty and staff, accountability, affordability and globalization as view in the context of their work in higher education in the Regents’ office.

Diversity in the context for the “public good” in higher education was an area of interest viewed from the perspective of staff workers serving as policy makers and what impact they felt that they may have made on diversity in all levels of higher education. Access and Admissions Policy were explored in the context for the public good in higher education as an area of interest. The study focused on current policies that impact enrollment at all levels of the population of the state. An investigation of policies designed to create access in midst of the nation’s changing demographics along the line of race, age, gender and social economic status were explored. Community relations policies were explored in the context for the public good in higher education as it relates to extension of public service as an area of interest. The study focused on community relations and the enhancement of economic growth and development at the local and state levels in Oklahoma. Employment of

administration, faculty and staff positions in the context of the public good was explored in higher education as an area of interest. The focus was on the hiring of minorities at all levels of the system of higher learning.

Accountability in the context of public good in higher education as an area of interest was explored in relations to program review and priorities of budgets in the state system of higher education. Policies of accountability were explored in higher education as it relates to managing the total cost and revenues that operate higher education at all levels. Affordability in the context of the public good as an area of interest was explored relating to the rising cost of higher education. Policies that focused on the justification of the rising cost of public education were looked at with attentions focused on policy that keep education in an affordable range. Globalization in the context of the public good as an area of interest centered on the need to educate citizens in the state of Oklahoma and prepare them to function competitively in the world market. Policies that helped Oklahomans succeed beyond the borders of our state and nation was the center of our investigation. Each participant was asked to respond to the notion of “public good” in these nine areas: diversity, access and admissions policy, community relations, accountability, affordability, and globalization.

Diversity

The research question posed: “How do African-Americans serving as professional staff administrators at a statewide coordinating system of higher education understand “public good” as it relates to diversity?” Diversity in Case I as James and Case III as Harry both discussed diversity in higher education in a

historical context, meaning that both participants had barriers to overcome because of living in a time of segregation. Segregation as the law of the land affected the education of both participants where they achieved higher education in historically black colleges and universities. The theme that surfaced throughout both interviews reflected early barriers of achievement in higher education due to the laws of segregation. Although both experienced barriers, both participants as James and Harry achieved even more by attending and finishing graduate schools in major white majority institutions. It took a change in the law to enable the process to move the culture to a more diverse society in higher education.

James felt that he made a difference, and while serving under the mandate of the Adams case, changes were noted. James with the help of others constructed the clearing house that provided open information about job opportunities and positions advertised through higher education. It was posted so that African Americans, women and other minorities had access to all employment possibilities that were available throughout the state in higher education. This information was disseminated through the Oklahoma State Employment Commission. Although clearly stated in the transcribed data, James encouraged the leadership at colleges and universities to diversify their campuses from the governing boards to faculty and staff.

Current documentation revealed that the clearing house newsletter has been dropped from the Regents undertaking for several years. As indicated from the data an active plan to increase diversity in Oklahoma higher education has regressed. The efforts of James in the creation of the informational “clearing house” for job announcements and encouraging the mind set of administrators to diversify their

campuses has fallen by the way side. It took the Adams Case which was a federal mandate under Title VI that reinforced the federal authority to support the aims of desegregation of colleges and universities as late as 1972 and subsequently as recent as 1992 then the case was joined to the Fordice case. These cases spell out the ways in which the federal government may intercede in an effort to ensure that evidence of promoting diversity is in place.

James operated under the pressure of these cases to see that the notion of diversity in higher education would be a reality. James even brought in John to work in the Regents' office which was in line with his charged duties and responsibilities. James strongly expressed it was affirmative action that enabled women and minorities to gain entrance to professional schools and graduate schools. James believes in affirmative action as needed and his work was centered on achieving the goals to diversify.

John viewed diversity as a process in giving everyone the fundamental background of education and by providing the opportunities it will help to enable all individuals to achieve. John contends that affirmative action is passé. John saw the move to diversify higher education in a more programmatic and orderly sequential approach. Under his leadership he has helped to engage the public school population of students and teachers to motivate and inspire the youth to work harder to achieve. This has demonstrated some positive results as noted in the documentation.

As illustrated by the data the testing and training projects and the efforts to take on younger students by the 8th grade and focus on their skills is beginning to show encouraging outcomes. John expressed concerns about people who will hire

individuals who look like themselves in the majority as whites and will have a tendency to continue to hire the same is a reality. James felt that we as a state and nation still have a long way to go, although improvements have been made. James' pragmatic approach was quite different from John's resulting from a time where laws had to be changed and subsequently enforced did make a difference in light of surrounding circumstances. He recognized the reality to push for change under the mandates when it was necessary and felt otherwise things would stay the same as the status quo. John's viewed in his approach to diversity is programmatic and had merit in the motivating students and teachers who worked with the agency to gain early awareness to the possibilities of going to college.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) and Oklahoma Educational Planning and Assessment System (EPAS) are ways in which minorities in all populations will have an equal chance through their performance to achieve and be successful in any field of endeavor. Everyone needs a good Sheppard to guide your career and in reality they are a blessing that comes along once in a while. John's education was achieved during a time when new opportunities were opened up through the passing of new laws in the past. John had benefited by the accomplishments of the past and is a great example of what a minority can achieve in America. However James felt that it took the constant pressure by Supreme Court and federal mandates to keep the channels open where qualified minorities and women may still have a chance to succeed and get promoted in the ranks of higher education. The researcher felt that both approaches were needed, the legislative mandate and the programs to move our culture and society to a

greater level of equality. The mandates should continue to be in the form of affirmative action as needed with qualified minorities and the support of the programs as indicated by James. John felt that the programs that were in place would enhance student preparation for college through EPAS and others.

John believed the GEAR-UP initiative which starts at the 9th grade level will go a long way in creating better preparation for accessibility and academic staying power of our state students in higher education. By the same rationale interpretation from the data viewed members of the underrepresented as qualified individuals, needed to be placed in key positions as administrative professionals and faculty members in all of our state colleges and universities. This may move the system into a more diverse landscape as John contended that other minorities will see someone like themselves in those positions and it will give them hope that they can aspire to achieve the same also. Harry saw diversity only in terms of budgets and percentages applied equally through the system of higher education to include the states only Historical Black College and University (HBCU), Langston University.

Some evidence of diversity exists in most colleges and universities in the state of Oklahoma. The percentages are very small and as the former vice chancellor of academic affairs asked, "how much is enough?" Recent data in the literature supported James view on affirmative action and diversity that revealed that the number, nationally, of minorities, particularly African Americans being hired in faculty positions and administration is statistically insignificant. (Rhodes, Saenz & Carducci, 2005). A good shepherd, as John contended, may help just a fortunate few if they are a minority. John was fortunate to have basketball skills that moved him

into a position to have a shepherd. As indicated by the data, the researcher feels that the impact of not moving forward to advance diversity at all levels will soon be felt at the lower socioeconomic strata of our culture. If indeed affirmative action is “passé,” as stated by John, at a time of current demographic shifts in our populations the data and literature suggest that higher education will bear the brunt of this impact.

The participants in this study felt that higher education leaders are challenged to be engaged, responsive, and responsible toward all publics to which they are expected to serve. The literature supports John’s notion of the educational leaders who allow myths of incompatibility between racial/ethnic diversity and traditional thinking of educational excellence to dissuade them from practicing within the diversity paradigm. As stated by John, “as we move towards a more diverse culture in higher education it will help to dispel those same myths that allow us to follow the path as business as usual”. Current literature agrees that such practices represent false separations and synthetic straw men that should be dismissed, but leaders of educational institutions continue to operate from myths that have been exposed with empirical research (Chang, Witt, Jones, & Hakuta, 2003). John expressed the value added notion to the diversity paradigm is what will move society to a higher level in the overall education of our state and nation. Green & Trent (2005) assert that all publics, especially racial/ethnic constituencies and communities, are valued by and add value to the campus community and democratic process.

In spite of these perceptions, research that examines the benefits of racial diversity substantiates the claims that minority (such as African American, Native American, and Mexican American) students, faculty, and administrators add value to

all facets of the academy, especially scholarship and teaching Green & Trent (2005). James & John felt strongly and agreed that the evidence demonstrates that racial diversity is truly a “plus factor” for campus environments. Diversity, as indicated in the literature and by James and John in the study, is a plus because it aids the facilitation of critical thinking and viewing problems from different perspectives of both minority and non minority students, Green & Trent (2005) assert, given the demographic imperative and the need for integration of a diversity paradigm, this issue will not go away. Hence, the research data and current literature agree that it is time for higher education leaders to direct the debate and give voice to a new narrative that speaks to racial/ethnic diversity.

The data revealed that African Americans in the state of Oklahoma have served in an administrative and professional capacity at the Oklahoma State Regents for Higher Education from the 1970s to 2008. This represented about three and a half decades where great barriers for minorities and African Americans were set in place and then set aside by law. During this time the three participants in this study worked and functioned effectively creating and developing strategies that furthered the “public good” through their work for a better overall system of higher education in the state of Oklahoma. Documentation exists that all three participants in the Cases of James, John and Harry, functioned in their respective areas and carried out their duties in a professional and effective manner. A glimpse of the history of the Oklahoma State Regents for Higher Education is reflected on in themes surfacing from the data in regards to African American participation. Other themes that emerged were the push to diversify the system from the State Regents office to other

campuses in the statewide system. The data reflected appointments and encouragements to hire blacks and other minorities that were made by Oklahoman's past Governors that were then in office. Federal mandates have been invoked by courts to move towards a more diverse system of higher education in Oklahoma.

Currently at the State Regents for higher education, the research revealed that there is no published documentation that specifically addresses the need to diversify or any statements to denote that there is some type of ongoing effort to manage the changing demographics to diversify at all levels of higher education. While this may be true, the researcher found in the documents disclaimers printed in very small print stating and documenting statements in reference to Titles VI, and VII of the civil rights act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990 and other federal laws and regulations where no discrimination takes place. The suspicion rests with the researcher's perceived consciousness and interpretation in that the system of higher education has moved to a method of creating a culture and climate of a colorblind society. The document analysis on the researcher's view is that the system is redirecting energies to address achievement in higher education through directly focusing on those issues that specifically keep minorities and the underrepresented out of the main purpose of concentration.

The data also revealed that there were focused effort to better prepare students in the common schools through more testing and the training of teachers to work with motivating and inspiring students of lower socioeconomic status to achieve. There was clear evidence drawn from the data that a robust effort has been initiated in an

attempt to better prepare and improve the eligibility and academic achievement level of all of the public schools that produce students to enter the states' colleges and universities. The EPAS initiative is color blind but focuses on achievement test scores where schools demonstrate lower performance and then the students at those schools are retested and trained and have shown improved results regardless of the communities these schools are located in throughout the state of Oklahoma.

Notwithstanding, based on this study and the data, the researcher's felt that culturally deprived individuals may still fall between the cracks by not knowing that the system cares for all groups of minorities in various populations. As the literature asserted and the participants in the study agreed, the expression that "diversity matters," speaks to the importance of attending to racial/ethnic diversity and allows concepts of "color-consciousness" rather than "color-blindness" to dominate the prevailing thought of the day (Green & Trent, 2005).

Access and Admissions Policies

The research question posed: "How do African Americans serving as professional staff administrators at a statewide coordinating system of higher education understand "public good" in relation to access and admissions policies?" A theme that surfaced from the data in the area of access and admissions policies was to have in place an ongoing policy of inclusion of the population who qualify at all levels of higher education. The population should be academically prepared and ready to take on learning at a higher level. There should be various avenues available in order to enter public state systems of higher learning. In the case of both James and

John they both see a need for higher education to maintain the state of Oklahoma's three tier system entry of higher learning.

Data and documentation in the study revealed the three tier system of higher education in the State of Oklahoma has designed the variable fit. It adjust to the changing population of students who are now entering Oklahoma Colleges and Universities. The three tier system is currently coordinated throughout the entire state system of higher education. This system is designed to accommodate a variety of individuals who desire to achieve higher goals by enrolling in college and universities at some level in the Oklahoma state system of higher education. Given the educational level, skills and backgrounds, entry levels are in place that should meet the needs regardless of their academic preparedness. For example criteria, for research universities are more stringent in regards to academic achievement scores, GPAs, and tuition, and mandatory fees are the highest in the state. Regional universities criteria are less stringent and the cost is lower. Then the community colleges, higher education centers and technical branches exist. They serve a greater number of the population and require less in criteria for acceptance and enrollment academically where cost is formulated to be the smallest amount.

Greater preparation of high school students was the current thinking and trend that the state leaders are advocating. Documented evidence and data supported the efforts to assess and give feed back to the common schools focusing on the strengths and weaknesses of all students who have been tested and especially those who are geared for college.

As stated by James, access and admissions policies must be in place to accommodate all individuals who show academic promise so they may achieve their goals in higher education. Policies should be written to show multiple criteria for acceptance and not be considered by achievement test scores only. Programs designed by the Regents' office focus on the enhancement of academic skills. The programs are the Oklahoma Educational Plan and Assessment System (EPAS), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) and the Oklahoma Promise- OHLAP (Oklahoma Higher Learning Access Program). New resources have been acquired from national and local entities to provide scholarships to all students in public schools who satisfy the requisite.

The Oklahoma EPAS project is an ACT-based assessment tool that shows 8th graders and 10th graders how they are progressing in key academic areas while they study and prepare to take the ACT test. The EXPLORE test is the assessment taken by students who are in the 8th grade and it is given to measure their progress in achieving a higher score on the exams. The PLAN assessment is an indicator used for students who are in the 10th grade who are interested in scoring high on the ACT test to qualify to enter college.

As the study illustrated, GEAR-UP is a documented program designed out of the Regents' office to help public school students and their parents to engage in the process of preparing them for college. This is done by means of designed early awareness workshops and information centers produced and placed throughout the communities and schools they serve.

Oklahoma's Promise-OHLAP is a state-sponsored scholarship program targeted to students who have combined family income levels of 50,000 dollars or less. The program functions by providing to those students the opportunity to earn free college tuition if they do the following: take rigorous courses in high school and make at least a 2.5 GPA and maintain it to graduation. The required courses are all geared for college. If and when the student enters college he/she will have the background to succeed. This all encompasses an underlining requirement for the students, while in high school, to stay out of trouble and stay away from gang activity. The system for the public good is reaching out to those students who otherwise may not be motivated or encouraged to seek careers in higher education.

Access and admissions policies as noted by James should have several items and not just one determinant such as test scores used in the consideration for selection of students. Finally, there should be funds available through public resources to support both the institutions and the students who are engaged in the process. James asserted that policies must be designed and put in place to make sure those students who are granted entry to public institutions show evidence of being able to complete the work. Equally important as James contended and as reflected in the literature, Folger (1975) asserts that educational requirements must be clear and realistic. Requirements should not constitute major barriers to attendance. This does not mean that every student can attend any program because some are more highly selective than others, but it does mean that there should be programs appropriate to the capabilities of most students. The major concern of James is that policy development must continue to be focused on making sure that the system of higher education

doesn't exclude anyone who shows promise with being able to benefit from Higher Education. On a broader scope of functioning in the process of higher education in the public arena, the research findings also suggest the changing demographics have created modifications in the process that alter the dynamics of admissions policy to make it more flexible.

The creation of the three tier system of higher education in the State of Oklahoma has designed the variable fit to adjust to the changing population of students who are now entering Oklahoma Colleges and Universities. John strongly felt that the creation of broader opportunities would indeed enable more students who were underrepresented to gain access into the arena of higher learning. Greater preparation of high school students seems to be the current thinking and trend derived from the data and the state leaders are advocating. Documented evidence and data supports the efforts to assess and give feedback to the common schools focusing on the strength and weaknesses of all students who have been tested and especially those who are geared for college. New resources have been acquired from national and local entities that provide scholarships to all students in public schools with requirements that satisfy the criteria of most in the general public.

As the literature suggests and as exemplified by the Oklahoma State Regents for Higher Education has established a state wide system as Folger (1975) asserts, a system of diverse institutions which provides a range of programs, admissions criteria and services appropriate to meet the educational needs of all citizens. Harry contended it is important that resources are in place in all of the institutions to support all programs through administration, faculty and staff. Conversely, students must

have funds to pull from in the area of financial aids where both the intuitions and the public may be able to thrive and succeed.

The responses from the three interviewees regarding their duties and responsibilities in the Regents' office paralleled McGuinness' (1997) definitions in the literature discussion on coordinating board function. McGuinness (1997) denotes that one function is to analyze formal planning process and to undertake special studies on issues that transcend the concerns of any single institution. These may relate to long-term issues such as planning for ways to accommodate increasing enrollments or shifts in enrollment fee demands; minority access and achievement; affordability issues (e.g., tuition and student financial aid); or the implication of technology for new forms of service delivery.

Community Relations

The research question posed: "How do African Americans serving as professional staff administrators at a statewide coordinating system of higher education understand "public good" in the area of community relations? The participants addressed this question in relation to community development and relations. The data in the discussions revealed that it is important that the policies are developed in such a way to keep the system of higher education engaged in the growth and development of our culture. The information from the study suggested higher education must be an advocate and a partner in constant pursuit projecting itself as a leader in this arena. In the case of James asserted that community leaders should communicate with and inform the colleges and universities of problems and current issues that affect their communities and the state.

Documentation currently shows Oklahoma's public colleges and universities are contributing to the economic development efforts within their local communities and surrounding areas. From providing business and industry with customized workforce training and education to creating new business opportunities for entrepreneurs who are looking to move their research from the laboratory into the marketplace, Oklahoma higher education is responding to the challenge. A perfect example of these kinds of efforts is the collaborative initiative among the State Regents, colleges and universities, Career Tech and the Oklahoma Hospital Association aimed at addressing the dramatic health care worker shortage (OSRHE 2006).

Currently the research shows that many colleges are including technical programs and degrees along with their traditional majors. With cooperative alliances, some will grant college credit for technical training and for actual work experience. Some career programs will require specific skills in math, science, reading and communications skills. The State Regents annually provide financial assistance in the form of economic development grants to institutions that encourage partnerships in developing research, innovations and quality initiatives. These focused initiatives are designed to generate new companies and create more jobs in Oklahoma.

Studies show that most regions of the U.S. with a strong economy base are those with large research universities. Research conducted at state higher education institutions often create new business that produce new products and services that are the key to improving economic development in our state. In Oklahoma, currently public higher education institutions are heavily involved in research activities that

have the potential to make our state, nation and world a better place to live. Focused research in areas such as biotechnology and nanotechnology, energy, aerospace, medicine, and sensor technology and weather radar systems are just a few examples (ORHE 2006).

Community development in higher education for the “public good” is directly related to economic development. The growth of a given community closely depends on the culture and climate of the institutions that directly involves itself with local and state leaders of government. Furthermore, in order to extend this relationship between the community and higher education, the system must stay engaged in culture to assess the needs so it may facilitate components of progress through training and research. Higher education must show evidence of legitimizing their presence by operating in the mix to lend a hand to state and local planning and development. In addition, higher education should always be searching for resources to make sure that the planning is not in vain and projects are in reality completed for the “public good”.

Employment of Administration, Faculty, Staff

The research question posed: “How do African Americans serving as professional staff administrators at a statewide coordination system of higher education understand public good?” Specifically, “public good” was addressed in relation to administration, faculty, staff and student employment. The data and information gathered from the respondents states that their position and duties at the Regents office, by law they do not influence hiring or any type of employment at the university and college levels in the state. Under the provisions of the constitution of

the state of Oklahoma the Oklahoma State Regents for Higher Education specifically does not involve itself in hiring practices of the colleges and universities.

The research suggested that the hiring practices are the decisions based solely to the governing boards and administrators of individual colleges and universities. It was through a federal mandate in the Adams Case that gave James the authorization to push for a more diverse system of higher education in Oklahoma. He helped to set up a clearing house to make available job announcements in higher education in order to get the information out to the public. It provided a resource of what positions and jobs were available for all qualified individuals to apply for in the college and the university system. These notices were sent out on regular bases in the form of monthly bulletins. This enabled the underrepresented and minority populations to have resources and a place to look for current job opportunities throughout the state for which they may be qualified.

The data suggested that John operating in the student affairs area was engaged in the dissemination of information about opportunities that existed in higher education in the state of Oklahoma. Harry's main concern was making sure if positions were opened up that it would be reflected in the budgets with the correct appropriations only if such measures were approved by the various college and universities boards and sent in to the state regents as projected budgets for the year. The study revealed that the effort to actively set out to increase a more diverse applicant pool is currently not a priority or an issue in light of the changing population dynamics of our landscape in the state of Oklahoma.

The State Regents in Oklahoma abides by the law and is not directly involved in the internal affairs of colleges and universities especially when it comes to the hiring of personnel. Interviews from James, John and Harry, although operating in separate areas and times in the Regents' office, respected the law and their positions they held or currently have. The research suggested that public awareness is important and while serving the public, coordinating boards must encourage transparency in all institutions of higher education in the posting and employment of all job opportunities throughout the State of Oklahoma. The study further indicated that this will enable the underrepresented at all levels to have an inspired vision to be motivated from which to achieve and accomplish their goals. John is hopeful that minorities and women will eventually move beyond the status quo by being inspired by others minorities who have succeeded before them.

Accountability

The research question asked: "How do African Americans serving as professional staff administrators at a statewide coordinating system of higher education understand "public good?" Specifically, "public good" was addressed in relation to accountability. The information that surfaced from the data in the area of accountability and stated by James, the former vice chancellor of academic affairs were: "to maintain good stewardship of the tax payer's money in public institutions by constant monitoring."

The data revealed that "duplication must be kept to a minimum and done only if situations may call for it." Remediation must be kept to a minimum and also done only if a great need calls for it. It was further stated by James that a vision of clear

expectations should be made by higher education in general to the common school in regards to academic preparation along the lines of what is needed to be successful in college. James and John in case studies I and II both agreed that a joint effort to work with public schools and higher education must be produced in order to let the common schools know what is expected of them in preparing students for college.

Duplication of programs was a major concern of James and Harry who felt that the management of funds that should be put to areas that need more attention. The data suggest and all three participants agree that the tax payers have a right to be informed on how the resources are used in all levels of higher education. Current data and documentation from the Regents office are a part of their ongoing records to support its justification. The study indicated that higher education must hold on to priorities in budgeted items and follow them to completion.

Comments that also surfaced from John discussed that an audit system is in place and that there are documents at the Regents' Office and all other colleges and universities are required to be audited by independent auditing firms. As John asserted, the system must be accountable for over a billion dollars a year that is given to the Regents by the Legislature to be used in higher education throughout the state. The Regents must show evidence of benefits derived from such disbursement in the form of documentation and data. The system must be lucent as John contends in all the business of higher education and ensure that transparency is present at all levels in the state system of higher education. The Regents must ensure that research is designed to get information about problems and discrepancies so that those issues may be addressed and improved.

To create within the common schools, a renewed sense of urgency in an effort to better prepare students for college should be a high priority. By the use of current statistics as a data tracking mechanism the Regents, as documented, will continue to research and analyze higher education and common schools in order to help raise expectations and motivate students to be better prepared to enter college. The researcher's investigation indicated that accountability is a two way street in that colleges and universities must be clear on what is to be expected in terms of academic preparation. The data supported the notion that common schools must work hard and let the parents and students know what to start working on to get their children academically ready for college as early as the middle school level.

The process in assisting common schools to better prepare students who enroll in college from the public sector is documented through the regents' data tracking system. The finding of such data guided the focus to those specific school districts which need the most assistance. Other methods used to demonstrate accountability in the system in helping to motivate, inspire and encourage students are documented in the state programs that John was currently involved in EPAS and the summer academy programs.

In regards to preparation of high school students, the Regents best documented predictors of a student's success in college or in the workplace is the work and preparation manifested while they are in high school (OSRH, 2006). Since 2002 Oklahoma's composite average ACT score has fluctuated while the national average has increased slightly. When ACT test scores are broken down by subject, the greatest gap between Oklahoma and the nation is in math. Students who score below

19 on an ACT subject area test may need to take remedial courses for that subject. Data suggested that more than 44,000 Oklahoma students enrolled in remedial courses in 2004-05, about 1,000 more than in the previous year. A majority of those students, 79.2 % were taught at the community colleges, which are the primary source of remediation nationally (OSRH, 2006).

The research and data collected by the Regents Office revealed those students who require remediation graduate from college at a lower rate than those who do not. Also, students attending Oklahoma public colleges and universities pay a fee in addition to tuition for each remedial course they take. As concluded from the data in the end, remediation costs, time and money creates a grater expense for students (OSRH, 2006).The Oklahoma State Regents for Higher Education have implemented several comprehensive programs. Documentation from the Regents office reveals a federally funded program that helps middle and high school students prepare for college.

GEAR UP provides academic preparation programs for students, professional development activities for educators, and college access information for students and parents. Oklahoma EPAS project is an ACT-based assessment tool that shows 8th and 10th graders how they are progressing in key academic areas as they prepare for the ACT test. EXPLORE is an assessment taken by 8th graders in an effort to measure their progress. The PLAN assessment is an indicator used for students who are in the 10th grade. Based on the current data, the EXPLORE, PLAN and ACT tests, reveal that Oklahoma students need help now in order to reach college readiness. Based on the latest ACT scores, 66% of Oklahoma high school students

are prepared for college English, while just 32% are sufficiently prepared for college algebra and 23 % for college biology (OSRH, 2006).

The Oklahoma Learning Access Program (OLAP) is under a different person other than John in the Regents office, but it is still a part of the initiative of the Oklahoma State Regents for Higher Education's efforts to improve student numbers and success levels entering Oklahoma institutions of higher learning. As reflected in the data it is interesting to note that OLAP program was originally designed for minorities and people of color who have shown promise. However, the data illustrates a greater percentage of low-income white Americans are now benefiting from this initiative more than the focused target groups because it is such a great deal for all students in the state of Oklahoma.

The Oklahoma's Promise-OLAP (Oklahoma Higher Learning Access) program is a state-sponsored scholarship program that allows Oklahoma high school students whose family income is less than \$50,000 per year the opportunity to earn free college tuition if they promise and keep a 2.5 GPA and stay out of trouble specifically having no juvenal detention problems and graduate with a specified number and type of courses geared for college. Although it is cost related by scholarships, the accountability accounts for the motivation and inspired notion that if they do these things and they are attainable, they all have a chance to go to college. The research data suggest that students are more accountable to their own purpose in life knowing that the ball is in their court and the school system is more accountable by the utilization of these programs to help better prepare the students for advancing their goals in higher education and in the workforce.

John used the Rate of Return on Investment (ROI) as one of the key indicators in the appraisal of accountability. The documented evidence of accountability rests ultimately in the number of degrees of completion. National studies suggest that the more degree holders there are in a state, the higher the state's per capita income. U.S. Census Bureau data for 2005 shows that 22.4 % of Oklahoma's population 25 years or older have at least a bachelor's degree, ranking Oklahoma 42nd in the nation, an improvement from our 2000 ranking of 47th, with 20.3 %. Accordingly, Oklahoma's per capita income, adjusted for inflation, is \$20,709, which is nearly \$4,000 below the national average (OSRH, 2006).

The accountability in the state's system is further demonstrated by the six year graduation rates within the state for first-time, full-time freshmen at the state's research universities increased from 54.7 % in 1999-2000 to 62.8 % in 2004-05. At the regional universities, the six-year graduation rate increased from 35.7% to 40.1 %. The three-year graduation rates at the state's community colleges decreased slightly from 19.5 to 18.9 during the same period. It is important to note as the research suggest that factors that vary graduation rates may be due to the mission statement of the different types of institutions and the population they serve. The selection criteria are least stringent in the community colleges where open admission policies exist. Research suggested as local economies are strong enrollments have a tendency to drop from higher ranges (OSRH, 2006). The documentation that exists supported John who contended that these programs are in place and it creates within the total system of higher education from the state Regents' office an ongoing process measuring accountability. Data gathered from the study suggested that budgets must

be balanced and audits taken and the sum of all projects and programs must be met as Harry contends as the former fiscal affairs officer, because it is within the public trust that the resources are used for the public good.

It is for the “public good” that the coordinating board of the Oklahoma State Regents for higher education maintains accountability throughout the entire State System of Higher Education. As the data indicated, the taxpaying public expects the use of good stewardship in the management of those resources that involve the ongoing growth and development of higher education throughout the state. The study also contended that the state legislature must do the research or be vigilant in the quest to secure the necessary resources to ensure that enough money will be appropriated to the state regents for optimal operation in the state system. The analysis of the study indicates that these resources are justified in quest for accreditation and program review in an effort to continue to operate to up lift society as a benefactor for the public good.

The research further suggested that accountability rest with the Oklahoma State Regents for Higher Education which is obligated to create and manage the resources in the form of funding formulas that operates the state system. Data from the study and the literature agrees that it is with the public trust that the state government utilizes the people’s money to make sure those colleges and universities practice good stewardship in the management of all courses and educational programs within higher learning.

The study indicated that remediation is currently being addressed early on at the middle school level and up to high school graduation. This provided a way to

keep the public from repeating courses that were taught in high school, and otherwise they would have to pay for in college. The research further suggested the cost of retraining students is more easily managed at the two-year and regional university level. Having less remediation at this level makes room for more emphasis to be placed on those courses that lead into a core curriculum or a general education format. Data will continue to be looked at and monitored in regards to graduation rates, test scores and other factors that are considered in being elements of success.

The study revealed that an independent audit system is in place at all levels throughout the system of higher education ensuring that transparency is in all of the workings of higher learning. Accountability in the states system of higher education is demonstrated through the research initiative that inspired the EPAS project. By the system of higher education reaching out to better improve ACT test scores of the students in the common schools from grades 9 to 12, it may create greater holding power for those students who enter college. This data tracking system that monitors the strengths and weaknesses of all high school students is done in an effort to better prepare them for college after graduation.

GEAR-UP is another initiative documented from the Regents' office that engages the students and their parents in an effort to motivate and inspire a segment of the population to start to thinking about higher education. The study suggested that the OLAP-promise program helps to give hope to those students who would otherwise not have the resources and money to go to school. Applied and pure research is encouraged throughout the state system of higher learning in an effort to make the state of Oklahoma more competitive and helps to keep higher education

engaged with the economic development and growth of the state. This study indicated that the sum of all programs and projects are balanced by budgets, and audits are taken in an effort to meet the needs of the public trust. The research findings indicate that the State Regents for Higher Education is in constant pursuit of research dollars and resources that foster the growth and stability of higher education in the state of Oklahoma.

Affordability

The research question asked: “How do African Americans serving as professional staff administrators at a statewide coordinating system of higher education understand “public good” in relation to affordability. Information that surfaced from the data in the area of affordability was: that affordability rests where the resources and money are used to support all programs and priorities in higher education. In state supported universities and colleges it is important that the cost of higher education stay within the reach of affordability for individuals who maintain the system through taxes. James stated “he never saw a year that all of the colleges and universities felt that they had enough money and resources to run their institutions”.

The study suggested that cost will continue to go up for the institutions who run the programs and for the students who seek their education and services. Indications from the study showed that it is still important not to drive the cost of higher education away from the public who are paying for it through their taxes. John felt that one way to keep higher education affordable is to make sure that scholarships and grants are always there so that all students will have open avenues to

seek help in the financing of their education. He contended that the “educational pipeline” must stay open regardless of the rising cost of higher education. The data indicated that one third of the tuition cost is the amount the state of Oklahoma feels is currently reasonable and is still lower than sister colleges and universities within the Big 12 region. The researcher felt that the rate of return on investment (ROI) will continue to prevail in those students who pay, have an invested interest in their education, and will ultimately do what they can to succeed. In the case of Harry contended that it is the bottom line with the student who has to pay regardless to where he or she goes to seek higher learning in the state.

As indicated by the research data the state coordinating system must be committed and creative in the search of federal and local funds in an effort of keep the cost of higher education affordable. As drawn from the data, the researcher felt that the motivation of hope still rests in the awareness of financial resources that are made known. As the data indicated the funds must be available in the form of grants and scholarships that are publicized in various venues and especially in the population of the underrepresented.

James and John both agreed that when you pay for something that you work hard to get then you expect greater rewards. This is the case of the rising cost of higher education. Research indicated that students as citizens must pay some out of the pocket expenses for their education and it makes them more accountable to the system and unto them. The study revealed that the coordinating system of higher education must keep cost in an affordable range to provide financial access to higher education and not be a barrier. It indicated a need to educate more Oklahomans in

light of our changing culture of business, industry and technology, the Regents have been able to inspire and motivate students. The programmatic approach to change is demonstrated in the data through the Oklahoma Promise project (OLAP). The granting of free tuition after high school graduation is given to those who qualify to go to any of the state colleges and universities demonstrates improvement in the motivation of a few. Harry felt that the coordinating system in Oklahoma must continue to seek and go after research dollars and inspire and motivate the same at the university and college levels. Indications from this research may enable the state of Oklahoma to move into a more competitive arena for seeking more funds through Foundations and Federal grants. It further suggests that this may ease some of the burden of cost to our gifted students and keep them in Oklahoma.

Globalization

The research question asked: “How do African Americans serving as professional staff administrators at a statewide coordinating system of higher education understand “public good” in relation to globalization. Information that surfaced from the data in the area of globalization was: Taken from the data, the study revealed that the system of higher education in the state of Oklahoma was in the business of educating our people to make contributions beyond the borders of our state and throughout the nation and the world. Our system of higher learning must educate and raise awareness to the people in Oklahoma to the fact that we have to be ready to compete in the world market far beyond the borders of the state.

Data from the study recognized the need to raise the state’s level of education in an urgent way. Given the spontaneous growth of the information age and the new

technologies that have emerged from it has made the world “flat.” The term flat is used in a sense of the interpretation of the world being only an e-mail or phone call away from a foreign country that can be reached in a manner of milliseconds. The research revealed that students in the state of Oklahoma must be educated and ready to take on any responsibility not only in Oklahoma but anywhere in the world. The study underscored the concern for humanity throughout the world is equally important and a curriculum that teaches and fosters a broader understanding of other cultures will help to be an asset to those who compete on the world market. It further indicates that it is important that instruction in higher education raises an awareness of a deep sense of humanity when dealing with world cultures. The researcher felt that such sensibilities must be included in the teaching of educational programs that are geared towards the 21st century. As James asserted that international programs currently exist on Oklahoma college campuses as multicultural programs, such events and celebrations add to the culture and climate of college environment.

The study indicated although there is a strong presence of the international student population in our state, the question is asked: how many will go back home to their foreign countries and compete with our state and nation on the world market? The participants felt and the researcher agreed that students in Oklahoma must be equipped through education and training to compete effectively regardless of where their jobs will send them. In establishing the type of education that meets the needs of our changing world, students in Oklahoma may be able to function competitively in a global environment. The research further suggested through this process higher

education may help to enable the state to maintain the competitive aspect of our businesses for economic growth.

Globalization for the “public good” in higher education as indicated by the study is essential to consider for the continued growth and economic development of Oklahoma and the world community. In terms of the world being flat, technology and travel has brought Oklahomans closer to other countries and this flatness in terms of education has created an even playing field throughout the world. This playing field is fostered in an arena of competition for jobs both foreign and domestic. By understanding this reality the study suggests that we must create in policy, a driven high priority to invest in our young citizens and encourage them to seek higher learning. Specifically, it must be in the technologies and science where the international students are focused. The research suggested that new incentives for the attraction of young scholars to seek careers in the sciences and technology may help strengthen the economic fiber of our American culture. Therefore, globalization is a reality that will continue to challenge higher education as policy seeks to foster the human response to the world and at the same time maintain the desire to compete in the public sphere.

Summary

The results that lead to the discussion of the exploration of the “public good” concept with African American staff workers from the Regents Office brought about rich data as the questions of interest were covered: diversity, access and admission policies, community relations, employment of administration, faculty and staff, accountability, affordability and globalization. These seven areas of interest

were discussed individually by the three participants. Each individual in the study responded differently to each of the issues, although all three were African American professional staff workers in the State Regents Office. Diversity for the “public good” in higher education was noted is a good thing to achieve for and leaders in higher should be aware of the need to show a greater representation of minorities in higher education for the world to see.

CONCLUSIONS

Diversity

The data indicated a history of barriers for African Americans in the pursuit of improvement through higher education. As indicated in the study, these barriers were manifested by “the law of the Land” which were laws of segregation and discrimination.

Nevertheless, these participants overcame the barriers and rose to the top in their respective positions. The positions were as follows: James who served as the former vice chancellor of academic affairs, John the current vice chancellor of student affairs and Harry the former fiscal affairs officer at the State Regents for Higher Education. James, while operating under the mandate of the Adams Case encouraged and promoted diversity throughout the Oklahoma system of higher education. His work helped to create a “clearing house” that gave out information about jobs that were available in all levels of Oklahoma colleges and Universities were noted. This information was then given to the Oklahoma Employment Commission so that minorities and other individuals would know where the jobs were being offered. He felt that he was effective and did make a difference, and his work in the Regents

office helped to manifest change for a better system in higher education in the state of Oklahoma.

The document search at the Regents office revealed that the clearing house has long since been deleted from the list of priorities. The research suggested that such initiatives must be revisited as the clearing house for the public announcement of jobs in Oklahoma colleges and universities. The study indicated that there needs to be a re-emphasis on the hiring of African Americans and other minorities at higher levels of higher education in the state. The literature and indications from the study revealed a representative democracy should reflect the engagement of the population at large throughout all levels of higher education to include institutional governance. This study indicated that Oklahoma is lacking in the representation of the greater population having employment in all levels of higher education.

John shared a feeling that things are as they were. He felt that people are more comfortable working and seeing those who resemble themselves and will hire the same type while being at ease in doing so. He contended that in light of the changing laws of the past, opportunities that have emerged provided a way for minorities and African Americans to become more qualified educationally. In the scope of these changes minorities have been able to move into higher positions at most of the colleges and universities in the state. The research suggested that those minorities who are in the pipeline must be encouraged to graduate and stay in the pipeline and work in all levels and areas of the system of higher education. The study found agreement with John who stated, “when minorities see each other in higher positions of authority, this sends a signal that they can do the same, also.”

The study suggested the notion of hope and motivation may become a reality when new doors of opportunity continue to truly open. John felt that affirmative action is passé and to some extent this may be the case. The study further suggested by moving toward a more qualified and highly educated population of minorities and underrepresented, it should supply the educational pipeline with a greater skill level population generating a more inclusive community of administrators and academic scholars. The research indicated that documentation from the data of the e-pass and GEAR-UP initiative out of the Regents office moved the system in a positive direction focusing on public school systems who score lower on ACT test scores. This was a long range approach to diversify the education system from the ground up and it must be carefully monitored.

Most of these schools are in impoverished communities and the Regent's effort created new incentives and desires of students to better prepare themselves to be successful once they get to college. The data showed evidence that those communities reflect the underrepresented in our culture. The study suggested that this better preparation initiative for students in public schools has moved more individuals of the focused population into the educational pipeline and may yield greater opportunities in higher education.

As indicated from the study, funding from state, local and federal resources must be in place as Harry contended in order to manage a more equitable system. Resources are a common factor that should never be overlooked and funds should be dispersed equally at all institutions based on their mission to include the historical black colleges or universities. Harry stated that Langston University had always been

treated fairly by the Regents' office when it came to funding. Contrary to Harry's notion, research and documentation revealed that Langston University had a history of being underfunded and not having equal appropriations of funds from the Regent's office of the state of Oklahoma.

The researcher's views of the data and with the literature indicated that the spirit of inclusion for the "public good" should always be at the forefront of policymaking at all levels. Critical Race Theory encouraged participation of minorities to seek those positions that they qualify for (Trent & Green, 2005). This study supported the literature in the concept of bureaucratic representation acknowledging the importance of having individuals who helped make policy should be a part of the population who will most likely be effected by the policy decisions (Jackson, 2004).

Access and Admission Policies

The data from the study indicated that the admission policy for the "public good", from James' perspective showed that it should be structured in a way that students who qualify to enter the public institutions demonstrate proof of being able to complete the work. This study suggested that it is the responsibility of the public to make sure that the students are well prepared to do the work required in higher education. On the other hand, colleges and universities must allow for those who are accepted and qualified, to make their education and training attainable without compromising strength of subject matter. The research indicated several factors must be considered for consideration for admissions. They are as follows: qualifying test scores such as the ACT scores, GPA scores, class strength and other factors such as

citizenship and public service indicators. ACT test scores alone should not be the sole determining factor for admission; however, they should be used to gauge retention in an academic setting and staying power. Constant monitoring is necessary to ensure that anyone who shows promise will be included. The study further suggested that admissions policies must continue to be dynamic and flexible, subject to modification as the changing demographics alter the social and political landscape of our culture.

This research study suggested that this adjustment will continue to meet the needs of our changing society creating avenues for all who desire to seek higher education. As indicated by James, affirmative action as needed should be in place as mandated by law and closely monitored. James felt that women and all ethnic groups have benefited through greater accessibility in the educational pipeline where greater opportunities in Oklahoma have been provided. James strongly felt that greater accessibility for African Americans and minorities is critical in gaining access to not only graduate schools but also medical schools, law schools, engineering and social work.

The research further suggested that these professional schools are designed to serve the public at the grassroots level where the minority educated and trained individuals should be in a position to lend a hand in providing help to resolve issues and problems that are critical in confronting the underrepresented in our culture. Admissions policies as viewed by John saw access as being important to have in place and also to maintain a variety of entry points or levels to the access to higher education. The coordinated system of higher education in the state of Oklahoma has in place and well documented a three tier system for entry at different levels. The

community college and technical branches that require the least of the admission requirements operates under the open access arrangement. The regional universities are the next type with more requirements for entering freshman. The comprehensive research universities have the maximum amount of criteria and are the most stringent for admissions.

This study revealed the state's three tier system which is designed to help to keep the structure dynamic and flexible in an attempt to stay in tuned with the shifting demographics of our state and society. The three types in the Oklahoma state system of higher learning all correspond to the sister institutions that are a part of our regional conference. As John suggested, the real issue rests in the bottom line and that is that all students must be better prepared academically to meet the challenges that will yield greater opportunities in the arena of higher learning. The research found John that a good example of accessibility with opportunities. The participant having started at the two-year college level, he then grew in the educational pipeline to finish with an earned PhD. degree and a post doctorate experience from Harvard University. The researcher felt that John was a good example of," where there is a will there is a way" to improve oneself through higher education.

The research suggested that accessibility and the democratization of higher education in America makes our higher education the best in the world. This democratization is demonstrated by the opportunity that exists for all Americans and foreign students to take advantage of our three tier system and openness to our higher education system. This is indicated by the current accessibility policies that are carried out in our state and more broadly our nation. Although not directly assigned

to admissions Harry felt, and the researcher agreed that adequate funding should always be available to cover all programs that are budgeted for general enrollment at different campuses.

Community Relations

Issues and problems were resolved through the Regents office where James employed techniques in communicating and corroborating with community leaders and administrative leaders of the colleges and universities. As the research suggested, the state coordinating system must continue to be a resource communicating with communities and community leaders encouraging higher education to work with business and industry in an effort to increase economic growth and development in our society. John viewed this relationship of a town/gown concept as essential to maintain this relationship for economic growth.

As revealed in the study, continued collaboration and close relation with higher education and local and state governments will help to legitimize its purposes in instruction, research and service. The study suggested that the community is no longer a separate entity to higher education and cooperation is necessary in order to address issues that impact our communities and universities. Data suggested resources should always be available and sought after in an effort to continue to fund research and the extension of public service throughout the state system of higher education. It is for the public good that policy in regards to research and the extension of public service must continue to be funded to ensure the continued growth and prosperity of our systems of higher education and society.

Employment of Administration, Faculty, and Staff

Based on employment of administration, faculty, and staff, James, John and Harry all agreed and the literature supported the position that the state constitution and law prohibited any influences of employment of who gets hired in the colleges and universities in the state. Data supported the fact that those responsibilities solely rest with individual college and university governing boards and the administrative managers of the various institutions. However, James and the researcher concluded that the potential of the employee and what he may bring to the institution must also match the requirements for fulfilling the individual missions of the various colleges and universities that they serve. Although hiring could not directly be channeled down from the Regents office, a clearing house was set up in an effort to let the greater public know where the jobs were and what institutions needed new faculty and staff members.

As evidenced in this study, a clearing house no longer existed, but needed to be re-visited in an effort to create a more transparent society in the public sphere. Data revealed a mandated effort was employed through the court system in an effort to correct past disparities of discrimination. To some extent as interpreted by the researcher, the encouragement of institutions to become more diverse from the Regents office impacted the statewide system in a negligible measure. It included hints of tokenism in regards to what looked good on paper rather than substantive change.

The data suggested that more needed to be done in the efforts to hire African Americans and other minorities throughout Oklahoma's state system of higher

education. Inadvertently, although not directly associated, Harry and the researcher concluded that budgeting consideration in hiring should be looked at closely because requested monies may not be there because of legislative short falls. Therefore, it is important for the individual colleges and universities to look closely at the studies on cost and budgets generated from the Regents office to make sure that their individual budgets cover the cost of hiring new faculty and staff personnel.

Accountability

Coordinating boards and institutions of higher education should maintain good stewardship in the management and use of the tax payer's dollars. Duplication of academic and technical programs as indicated by the data must be kept to a minimum unless special circumstances will allow for it. A joint effort should be made to communicate with public school and college and university officials to make clear the academic expectations that should be met in higher education. Through greater academic preparation in high school, students should be better prepared to meet the challenge that higher education has designed to offer. James and the researcher concluded, expenditures and individual budgets of institutions must match their list of stated priorities.

Over a billion dollars annually is given to the Oklahoma State Regents for Higher Education and John and the researcher concluded that the Regents have to be accountable as to how this money is used and the benefits to be derived from it in our state system of higher education. Systems of audits are employed from independent firms and these audits are done on an annual basis throughout the entire system of higher education to include the state regents for higher education. Because of the

rising cost of tuition and higher education, the researcher's interpretation of the data indicated that the Regents office must promote the need to be transparent. Therefore this transparency as indicated must be deliberate in all of the institutional business and undertakings throughout the entire system of higher learning in the state of Oklahoma. The acquisition of resources and new monies must always be in a constant quest exploring an effort to ensure that all programs in the Oklahoma state system of higher learning will be well funded and their goals and missions will be carried out.

The Regents Office initiated and employed a data tracking system through their research to localize and follow throughout the state those school districts and schools who consistently display low ACT score results. The Oklahoma Educational Planning and Assessment System (EPAS) project has been employed and current data reflects that improvement of test scores are being accomplished and achieved. It is the researcher's view that this type of program is for the public good because as the data indicates it transcends cultural, ethnic and socioeconomic status in an effort to raise the level of scores of those who will apply to the Oklahoma colleges and universities. Subsequently, as data has shown that the entry levels to Oklahoma colleges and universities are increasing in numbers, retention is improving and resulting in higher graduation rates. This academic preparedness expresses accountability within the public sphere that justifies higher education's bond to common school public education.

The Oklahoma Higher Learning Access Program (OHLAP) or the promise program is the motivating factor that has inspired students to stay in school and do the right thing in terms of keeping a relative "high GPA average of 2.5 or greater. A

college prep curriculum has been structured and the program encourages them to stay out of trouble. The researcher emphasized, that this is a process of making students accountable for themselves having a reward of college tuition paid for them at the institution they qualify for and enroll in after graduation. The study suggested by placing money in places where they do the best may revealed greater accountability in regards to how tax payers will view the Regents in terms of the public trust. Accountability at Oklahoma State Regents for Higher Education was justified by examples of the budgeting and annual auditing systems throughout the system of higher learning. Accountability was demonstrated by the institutional reviews required by the Regents to make sure priorities are in line with annual budgets. Accountability is also shown by encouraging and assisting public education to work harder to better prepare students for college.

The data from this study also suggested that colleges and universities need to be precise about what is needed academically for students who apply to ensure academic success in their various areas of academic endeavor. In the area of accountability of pure and applied research, money should always be there budgeted by the State legislature to ensure that the state system of higher education will in all areas of function continue to advance learning, research and service throughout all facets of the public arena.

Affordability

Coordinating boards and institutions of higher education should make a conscious effort to keep the cost of higher education within an affordable range and in line with the cost of the local tax based economy. The study revealed the needs of the

public expressing a high priority in an effort to be more educated are becoming less of an option and more of a necessity. The research indicated that our society demands a more technical and more educated workforce to enable our state and nation to remain competitive. State Government should play a more proactive role in the creation of more resources to help finance the upward progression of the knowledge base and skill levels of our working communities.

The study revealed that the Oklahoma State Regents for Higher Education's position on cost was created on the position that all students who enroll in Oklahoma colleges and universities should pay at least one third of the cost of their individual education. As compared to our regional Big Twelve sister universities, Oklahoma has managed to keep the cost to a minimum within the one third margin while not compromising good quality education. In reality, costs will continue to escalate because of the rising rate of the national cost of living index.

The study revealed, in accordance with the researcher, that it is imperative from a national defense and national security perspective that more money be invested back into the American people at the lower end of the socioeconomic spectrum. The research suggested that this investment may be beneficial through the increased appropriations in the form of grants and scholarships to all students that show scholastic promise. This investment should also seek those students who show a strong desire through their work ethic and hard work and perseverance in an effort to achieve GPA scores that are consistently in the 2.8 to 3.2 ranges. The data illustrated that the Oklahoma Promise project was leading the way to reach this population of students who would otherwise not consider going to college because of the

unattainable cost of higher education. It was indicated by the study that state legislature must work closer with the Regents office in an effort to get a better view of the “big picture”.

As indicated by the study, the state legislature must work closer with the regents’ as the research and literature agree in an effort to promote the increasingly popular concept of “seamless” education. This will in turn help to promote greater access to higher education. The Higher Education Re-Authorization Bill of 1993 indicated that federal monies will be less channeled into grants and scholarships of low income students, but diverted to student loans (Berdahl, 1997). As reflected in the literature the Re-Authorization Bill will ultimately increase the burden of low income students thus creating broader based barriers for them to financially overcome. The current practice as designed indicated that income from these federal student loans were designated to top managerial financiers of established firms and companies in America. The data indicated that such a move further broadened the gap of the poor who need a hand up through better educational opportunities.

James asserted that the rising cost may appear to some individuals as engaged in a process of “socializing the cost and privatizing the profit”. The appearance of the large salaries and research grants that professors receive, to include the money from books that are written while using resources from the colleges and universities, may be subject to public distrust. The study suggested that transparency is then vital in the justification for the overall rising cost of higher education. What it costs in order to keep quality programs and professors in the system of higher learning should be openly expressed.

The study found that this is needed to ensure that the state continues to move forward and stay competitive. Therefore, in an effort to maintain the “educational pipeline”, the state Regents must be persistent in the quest for resources supplied to the finances of higher education by the legislature. As further indicated by the study, the State Regents must be active in the solicitations of federal and private grants to help to supply scholarships to all students who qualify and desire to be educated. Finally, it is the public that benefits when the legislature and the state regents both work together to make higher learning more affordable in the continuous rising cost of higher education.

Globalization

Concerning globalization, James, John and Harry, all agreed that the education of all in our population should be of such that the graduates are global in thinking and in all of their academic undertakings. This study brought to light that the Oklahoma higher education system should create within every avenue of learning a new awareness that everything explored through instruction, research and service will manifest future applications. They may be used within foreign markets in the new culture and climate of our world society. The data suggested and equally as important, our system of higher learning must foster a good moral sense of compassion while being concerned for humankind throughout the world.

This study sought to engage the international students and educate them to the American way of life beyond the idea of just having freedom is in agreement with the notion of fostering the sense of humanity. The study suggested educating the international students to the civic responsibilities that goes along with being free in

American culture will help to foster this humanity. Consequently, the move may perhaps heighten their understanding as the study suggests of the intrinsic worth of living in a self-governing society.

As evidenced in this study, the world was flat in terms of the quickness in which knowledge and education has advanced through the information system of technological dissemination. As stated from the research data this new flatness has placed Oklahoma as a state in the international mix with foreign students enrolled in the same classes on the campuses of our colleges and universities. The data indicated that our students must work more efficiently and equal to or better than the graduates from other nations in an effort to stay competitive. By the world being flat as stated by John, the study suggested that this has created an even playing field that now emerges with foreign competitors in our classrooms and back to their respective cultures.

Coordinating boards, as indicated in the findings of this study, must stay cognizant of the changing dynamics within the complexities of the world markets. Americans and Oklahomans need to be concerned about the possibility that our good will to educate the world population and other cultures is done with a sense of humanity that will not take away from what our nation has to offer. The study suggested that it is for the public good that our higher education keep in place resources and ongoing curriculum changes to keep up with the demands of our global society. The study pointed to where we learn from the foreign cultures on our campuses, international students must learn beyond the meaning of freedom as a

determinant of what has made the American system of higher education the most attainable in the world.

Given the same educational opportunities, background, and educational preparation, effective productivity will germinate in all areas of educational endeavors. This productivity will significantly manifest itself greatly transcending class, ethnicity and gender. As evidence and documentation has shown, effective productivity, education and leadership has been exemplified by the three cases studied. African Americans in the regents' office have assisted and made significant contributions to advance higher education agenda in the state of Oklahoma.

The cases represented by James, John and Harry are acknowledged for public scrutiny. The study brought to light those educational luminaries that labored behind the scenes of an educational bureaucracy and helped to yield results that advanced the states system of higher education to what it is today. They moved the states' educational system of higher education forward for over three and a half decades. Their work in the mix with other great educated Oklahomans has been documented and established. Their work in the Regents office is here for all to recognize. The important note of history reveals that African Americans played a significant role in moving the educational agenda of the state of Oklahoma forward is a reality.

Summary

The exploration of the concept of the "public good" with African American staff workers brought to light the experiences of professional minority workers in Oklahoma. The Oklahoma State Regents for Higher Education was the agency the three individuals found employment. Their views, experiences and feeling were

captured by the use of semi-structured interviews. Each one of the individuals were asked about their views in regards to the concept of the “public good” and the how they felt about seven areas of interest which were: diversity, access and admissions, community relations, employment of administration, faculty and staff, accountability, affordability and globalization.

The seven areas were matched with each participants understanding of the concept of the public good in higher education. These issues were addressed from three areas in the Regents of Higher Education Office. They covered academic affairs, fiscal affairs and student affairs in which all three played a major role in the operation of these areas daily. When asked about diversity all three responded in different ways. One who worked in academic affairs saw diversity as a change agent because he grew up in a time of segregation. The one who worked in fiscal affairs handled the budgets also grew up in a time of segregation. His views on diversity were that of how the Regents office funded the states’ only Historically Black Colleges and University, Langston University.

The third person viewed diversity as a goal and vehicle to improve oneself by strong academic preparation. Although three were successful by obtaining graduate degrees and having the opportunity to be employed at the State Regents Office the Regents of Higher Education for years, the study concluded that all three observed very little improvement in regards to higher education becoming more diverse in the State of Oklahoma. Improvements were noted, but, in the long run, not much progress has been made.

Access and admission policies, as one of the seven elements, in relation to the concept of the “public good” were addressed by each participant. James, who worked in academic affairs, was out spoken about providing for the opportunity for all to attend the college or university of their choice. He expressed the need to maintain a flexible criterion for admissions. He felt that standardized test scores should not be the only factor. James felt that gpa averages and class standing should be included in the consideration for admission to college. John from academic affairs spoke of providing different entry levels for individuals in our society. He referred the three tier system in higher education where different students may enter college regardless of their educational background. Examples were the community college with open admission requirements, regional colleges and universities and the comprehensive universities where professional schools and graduate schools find their place.

Harry, fiscal affairs staff member, was only concerned with the number of students enrolled so that student numbers could be set to a funding formula. It was concluded and all three participants agreed that access and admissions policies must remain flexible and our policy makers must maintain a watchful eye on the changing demographics to ensure that more will be able to improve themselves through higher learning.

Community relations policies, another element, in relation to the concept of the “public good” drew a variety of responses from the participants. James viewed the relations between higher education and the public schools as important because of the sharing of knowledge. He stressed open communication between higher education and common schools. He felt that it was necessary for higher education to explain to

the public schools as to what they should be teaching students in preparing them for college. He believed in open communication to the public and better communication with higher education. John believed in community and college relations as something that should always be to take advantage of. He felt that one could not do without the other. Harry saw community relations with higher education as a budgeted formula setting aside monies for the extension of public service and research. It was concluded all three felt that it was very important for lines of communication and mutual sharing of ideas would help to move our society into a better future.

The participants were asked about the employment of administration, faculty and staff who worked in higher education for the “public good.” All three individuals responded in a like wise manner in that the leadership of the governing boards are responsible for filling all positions and these participants were not involved in the hiring practices of the coordinating governing boards where they were employed. The Oklahoma State Regents for Higher Education has no authority in the hiring and firing of employees of any college or university. That authority is vested in the individual administration and governing boards of the institutions that they serve. Drawn from the data of this study, it was concluded that the Regents of Higher Education were never involved in the employment of administration, faculty and staff in the system of higher education.

The participants were asked about accountability in relations to the public good in higher education. All three individuals viewed accountability differently. James felt that when priorities were made they should be met dollar per dollar by all

institutions of higher education. James noted that it was the taxpayers money and higher education must remain diligent in how we use these funds. John expressed a strong need to stay transparent and gave an example of how the Higher Education System undergoes annual audits. Harry as apart of the budget system stated that they look at everything and everyone through the entire system of higher learning and place a dollar amount to each entity. The participants agreed that is important and must be maintained because higher are using revenues generated by tax payer dollars.

The participants responded to the affordability in higher education for the “public good”. All three were equally concerned about the possible out pricing of higher education for our youth and the future of our state. James felt that tuition should stay at a reasonable cost and institutions should fees to a minimal cost. John felt that the Regents policy was fair in only recommending that students pay one third of the cost of their education. Harry views on affordability were more focused on financial aids and the ability for an institution to increase enrollment or not. All three believed that higher education must stray affordable and that more financial aid and grants may help to higher learning attainable.

The participants also responded to globalization in higher education for the “public good”. All three agreed that it is important to educate our students to take their place in the world where they can or will be able to compete effectively at home and throughout the world. It was concluded that the world is flat in terms of our technology and communication. The participants felt that it was important to educate students to compete in the world.

IMPLICATIONS

This study may have practical use in the field of governance in higher education as well as for the implementation of public policy for the “public good”. The role of coordinating boards and the professionals who work to help them advance the public agenda may create a new social paradigm of inclusion for decision makers. African Americans who serve on coordinating governing boards may want to conduct additional studies to bring about awareness in the areas of diversity and board selection and appointments. Administrators in higher education may benefit from considerations of the finding that surfaced from the study. The experiences and perceived notion of the participants as staff workers of the state coordinating board are made valid where equal education is provided and the opportunity is there for the taking. This distinctive opportunity transpired positive outcomes that moved higher education’s agenda forward into the twenty first century in Oklahoma. Institutional governance may benefit from this study and findings to help seek guidance for more awareness in the consideration of diversity while moving coordinating systems in a positive direction.

The uniqueness of this study opened avenues for more research to be conducted in the area of African Americans’ participation and other minorities working in positions that can help to influence educational issues that affect higher education and the concept of “public good”. This study suggested a need for more research to be done in the area of bureaucratic representation and the impact that African Americans have on decisions that alter policy. This is particularly noted in higher education’s policies where decisions are made that impact the overall greater

population. Additional research may be done in the area of population awareness in an effort to enhance empowerment of minority communities and the role they play in helping to guide the public agenda in higher education. Greater research may be explored in the area of diversity where it focuses on cross cultural identifications and aspirations in self efficacy. Individuals may be motivated by having knowledge or seeing a member of the same ethnic group in positions of power and influence.

Implications for further research may be focused in the area of education and the impact of globalization on economic growth in local and world cultures. In the nation's quest to educate the population to be more competitive in the world market, more research may be needed for the enhancement of population readiness. This may be essential to pursue a greater technological and more advanced knowledge base through higher education for the workforce in the twenty-first century. As a coordinating system of higher education strives to coordinate colleges and universities in an effort to prepare students for a diverse democracy, the coordinating systems of board members and staff workers, must re-emphasize diversity within their level of influence as data from this study suggested. Coordinating boards and Administrators in higher education would be well served to consider the findings and began to actively plan and implement a renewed approach as this study illustrated free from legal mandates, but simply for the "public good".

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Appendix A: Semi-Structured Interview Guide

The interview protocol for the interviews was obtained from the literature review with emphasis on African Americans who serve as administrative staff employees for the Oklahoma State Regents of Higher Education. Specifically the protocol will address current issues effecting African Americans and minorities and their total participation in higher education in America as it relates to the concept of the “public good.” Additional questions will be asked to follow-up on stories and the opening and closing of vignettes will be used if the interview should lead to an episode to add a greater understanding to the research.

Introduction to the three cases:

Case I.

A. Demographics

- I. Biography
- ii. Education
- iii. Previous experience
- iv. Community
- v. How they got this position
- vi. Reflection on retirement

B. Their view of the concept of “public good” in regards to:

1. Diversity
2. Access and admission policies
3. Community development and relations
4. Administration, faculty, staff and student employment
5. Accountability
6. Affordability
7. Globalization

C. Explain what difference your presence made in serving in your capacity during your tenure at the regents office.

Appendix B: Follow Up Questions for Participants

Diversity

Their view of the concept of “public good” in regards to Diversity?

What is your personal philosophy of “public good” in American Higher Education?

What are your views on diversity of students in all institutions of higher learning?

What are your views on diversity of faculty and staff at all levels of higher learning?

Describe if you were able to influence change for a more equitable system of higher education in regards to diversity.

Access and admission policies

What are your views on access and admission policies in regards to the “public good” in higher education in America?

What are your views on selection and the criteria of admissions in regards to the “public good” in higher education in Oklahoma?

What are your feelings about Affirmative Action used as a factor for admission to colleges & universities in higher education in Oklahoma?

Describe if you were able to influence change for a more equitable system of higher education in regards to student access and admission policies.

Community development and relations

What are your views of the “common good” in higher education and community development?

What are your views of the “common good” in higher education and community relations?

Describe if you were able to influence change for a more equitable system of higher education in regards to community development and relations.

Employment of Administration, faculty and staff

What are your views on the employment of administration, faculty and staff in higher education and the “public good”?

What strategies do you feel have been employed at the state coordination level to move Oklahoma towards the engagement of more minorities to work in various areas of higher education?

Describe if you were able to influence change for a more equitable system of higher education in regards to employment of personnel in Administration, faculty, staff and student work.

Accountability

What are your views of accountability for the “public good” in higher education in the State Of Oklahoma?

What are your views of accountability and the “public good” in assessment and remedial education in Oklahoma?

What are your views of accountability for the “public good” in applied research vs. pure research in colleges and universities in Oklahoma?

Describe if you were able to influence change for a more equitable system of higher education in regards to accountability.

Affordability

What are your views of affordability of higher education and the “public good” in the state of Oklahoma?

What strategies have you been a part of in the coordinating system engaged in cost cutting measures for the “public good” in higher education.

What are your views on cost and who pays for higher education in the State of Oklahoma?

Describe if you were able to influence change for a more equitable system of higher education in regards to affordability?

Globalization

What are your views of globalization and the “public good” in higher education in Oklahoma?

What are your views of globalization and the “public good” in higher education in America?

How has globalization affected higher education and the “public good” in instruction, research and service?

Describe if you were able to influence change for a more equitable system of higher education in regards to globalization?

Explain what difference your presence made in serving in your capacity during your tenure at the regents office?

Appendix C: Informed Consent Forms

INFORMED CONSENT FORM FOR RESEARCH BEING CONDUCTED UNDER THE AUSPICES OF THE UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS

INTRODUCTION: This study is entitled “Exploring The Concept of “Public Good” With African Americans Staff Workers Serving on Coordinating Governing Boards in Higher Education”. The person(s) directing this project is Mr. Henry L. Townsend, doctoral student in Adult and Higher Education (EDAH) Program. The faculty sponsor is Dr. Rosa Cintron Associate Professor in Adult and Higher Education (EDAH) Department. This document defines the terms and conditions for consenting to participate in this study.

DESCRIPTION OF THE STUDY: This study will examine the career experiences of African Americans who work or may have worked for the Regents of Higher Education in the State of Oklahoma. The study will focus on their perceived notions of their impact on current issues in higher education and the ‘public good’. This study is very important because it may be the only opportunity to capture the critical reflections and the unique experiences of African American coordinating board staff workers in Oklahoma, as there are very few such people and many are now retired. The reflections of these participants may be of great historical importance and may inform current issues relating to the “public good” and who serve in policy making positions in higher education.

RISKS AND BENEFITS: No foreseeable risks, beyond those present in routine daily life, are anticipated in this study. There is no direct benefit beyond learning about the experiences of African American coordinating board staff executives. Your participation will provide valuable insight into ways these experiences may inform the field of higher education and public policy. Results of this study will serve as a basis for future research into the experiences of African Americans in higher education and may inform future policy decisions.

CONDITIONS OF PARTICIPATION: Participation is voluntary. Refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled. Furthermore, the participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled.

CONFIDENTIALITY: Findings will be presented in aggregate form with no identifying information to ensure confidentiality. Information unique to the individual will only be used with expressed written permission from you.

AUDIO TAPING OF STUDY ACTIVITIES: To assist with accurate recording of participant responses, interviews may be recorded on an audio recording device. Participants have the right to refuse to allow such taping without penalty. I understand that I will be given the opportunity to review transcripts of my interview and edit them for accuracy. Please select one of the following options.

[] I consent to the use of audio recording.

[] I do not consent to the use of audio recording.

CONTACTS FOR QUESTIONS ABOUT THE STUDY: If you have any questions about this project, you can contact Henry L. Townsend (405-359-8244) (town_h@msn.com), graduate student in EDAH program or Associate Professor Dr. Rosa Cintron (405-325-4202), (rcintron@ou.edu) at the University of Oklahoma.

For inquires about rights as a research participant, contact the University of Oklahoma-Norman Campus Institutional Review Board (OU-NC IRB) at 405/325-8110 or irb@ou.edu.

PARTICIPANT ASSURANCE: I have read and understand the terms and conditions of this study and I hereby agree to participate in the above-described research study. I understand my participation is voluntary and that I may withdraw at any time without penalty.

Signature of Participant

Date

Printed Name of Participant

Researcher Signature

Appendix D: Interview Log

Case 1

Interview Place: _____

Interview Date: _____

Interview Time: _____

Interview # _____

Special conditions (noise, interruptions, etc): _____

Tape # if used: start _____ finished _____

Participants Comments:

Researcher's Notes:

Key themes: _____

