
Historical Studies

Setting the Stage for Change: The Groups Scholars Program at Indiana University

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After the Second World War (WWII), a shift in access to higher education shaped many colleges and universities, including Indiana University (IU). The 1960s at IU ushered in change for educational equality for “disadvantaged students” through the establishment of the Groups Scholars Program (Groups) founded in 1968. The importance of the foundational practices established by the Groups program is addressed along with its longevity at IU. This historical analysis of the Groups program and the environment at IU was completed through archival and secondary sources. Through this historical analysis, the first section of this paper addresses how Black student activism influenced diversity at IU and in the community in the 1960s, the second section addresses the factors that contributed to the establishment of Groups in 1968, and the final section provides suggestions and concluding thoughts.

In 1968, Indiana University (IU) created a blueprint for a program to address the educational inequalities created by systemic and institutional racism that “disadvantaged students” faced in higher education. The Groups Scholars Program (Groups) at IU was created to increase college enrollment for first generation underrepresented students and became a watershed in IU’s history for educational access, in its efforts to increase educational equality (Trustees of Indiana University, 2018a). Groups has helped to change the narrative for these students through its implementation of programs that would specifically address the areas of deficit for the “disadvantaged students.” This program’s work helped to alleviate the continued lack of educational access faced by minoritized groups in higher education due to systemic and institutional

racism. This paper brings the Groups program’s story to the forefront and to serve as a blueprint for educational equality while preserving its legacy.

Through this historical analysis of the Groups program, the first section of this paper addresses how Black student activism influenced diversity at IU and in the community in the 1960s. The second section addresses the factors that contributed to the establishment of Groups in 1968. The final section provides suggestions and concluding thoughts. The foundational work created by the Groups program has cemented its importance in IU’s history, and during IU’s bicentennial celebratory period, it is imperative that the Groups program is a part of the story when discussing IU’s history. This program’s longevity at IU for 50 years speaks to its significance through its

continued success and should be highlighted during these next few years of IU's bicentennial anniversary celebration.

However, before the Groups program at IU could be established, developments such as the 1954 *Brown v. Board of Education of Topeka* ruling and the 1947 Truman Commission Report, created after the Second World War, tackled educational inequalities in higher education in order to create a more inclusive environment. This problem was not unique only to IU. Many other institutions around the nation mobilized their efforts to create a more diverse and inclusive population at their respective institutions. The establishment of the Groups program at IU was possible because of these national developments. In the summer of 1946, President Truman appointed a Presidential Commission on Higher Education led by Geroge F. Zook. The committee's purpose was to "reexamine the system of higher education in terms of its objectives, methods, and facilities..." (Higher Education for Democracy, 1947, p. 1). This report summarized the problems faced by many, especially minorities in acquiring higher education and "insisted that neither race nor class (nor, eventually gender) should limit access to higher education" (Smith & Bender, 2008, p.13). A few years later, the 1954 Supreme Court decision in *Brown v. Board of Education* abolished the "separate but equal" doctrine that was upheld by the Supreme Court in *Plessy v. Ferguson* in 1896 (*Brown v. Board of Education of Topeka*, 1954). This unanimous ruling declared it unconstitutional for state sanctioned segregation of public schools because that violated the 14th Amendment (*Brown v. Board of Education of Topeka*, 1954). This newfound attempt to level the playing field for educational equality would eventually help lead to the formation of a program like Groups on IU's campus which was

established to address the low enrollment of underrepresented students at IU (Trustees of Indiana University, 2018a).

In the mid 1960s, IU had roughly 26,000 students, however, only between 400 and 600 were Black students, equaling 2% of their student population (Wynkoop, 2002). Although change was on the horizon with the Groups program being established, Black students became impatient with the lack of change and the speed to which change was occurring. This lack of adequate representation mobilized IU Black students to fight for the disenfranchised who continued to be marginalized by discrimination. Wynkoop stated that while real changes in civil and student rights occurred, especially for women and blacks in the 1960, this was not immediately evident, and Black students decided to take matters into their own hands (2002). Additionally, despite being coined the "golden age," only a select few were still being educated after World War II, in spite of the many efforts to bridge the educational gap for minorities (Freeland, 1992, p. 70).

To that end, it is imperative to examine the tumultuous era of the late 1960s which contributed to the critical events that led to the formation of the Groups program at IU. This historical analysis of the era was completed through both archival and secondary sources. Black students' advocacy and their efforts to ultimately eliminate racial and educational inequalities that was embedded in a culture due to systemic and institutional racism contributed to the relevancy of Groups at IU. The archival sources such as the interdepartmental communication between the Junior Division and Dean Madden, the proposals written by Donald Gray and Dean Michael Schwartz, Mary Ann Wynkoop's *Dissent in the heartland: the sixties at Indiana University* research, reported stories from Indiana Daily Student, and other

sources, helped to contextualize the origin of the Groups program.

**Activisms and Protests:
The 1960s at Indiana University
and in the United States**

In February of 1968, Cullom Davis, the Assistant Dean of the Junior Division, contacted Ray Terry, Dean Michael Schwartz, and Donald Gray to confirm an upcoming meeting (Davis, 1968). The meeting was to discuss "...how the Junior Division most effectively can make plans and develop services for 'disadvantage students'..." (Davis, 1968). The Junior Division at IU was responsible for reaching out to high schools for prospective students and provided adequate academic services for undergraduates, so a meeting like this would be within its purview (Davis, 1968). While this meeting was being scheduled, Black students were organizing themselves for future protests on IU's campus to ensure equality, not only for themselves, but for future students like those in Groups. Groups was founded on IU's campus simultaneously as the events during the 1960s created disarray in society. Protests and student activism happening both on and off campus created a climate ready for drastic change in order to alleviate the educational inequalities that was created through institutional and systemic racism. Nationally, students at North Carolina A&T College and Ole Miss, through their protests and activism illustrated this need for change. In Greensboro, North Carolina at North Carolina A&T College, four Black students staged a "sit-in" at the lunch counter at the Woolworth store in February of 1960 (Franklin, 2003). By the end of February, thirty communities within seven states experienced "sit-ins" since the campaign was launched (Franklin, 2003). The integration of Ole Miss in 1962, by James

Meredith, a Black Air Force Veteran, was protested by locals, students and committed segregationists. This protest became violent which resulted in 2 people being killed and over 300 injured (Civil Rights Digital Library, n.d.). These cases illustrated why a program such as Groups is needed. The meeting scheduled by the Junior Division showed IU actively engaging in wanting to start a conversation about change in order to become more inclusive to the minoritized population.

Similarly, the Afro-Afro-American Student Association (AAASA) at IU was organized in the spring of 1968 and led by Robert Johnson, a graduate student in sociology, to improve communication between students from Africa and Black American students on campus (Wynkoop, 2002). Those who joined AAASA wanted to help eradicate impediments such as racism and segregation which impedes human progress and to discover an "anchored sense of identity" (Wynkoop, 2002, p.122). AAASA became the hub for Black students to protest the racial injustice they faced on IU's campus with most of the protests being organized by members of AAASA. The stories written by *Daily Herald* authors showed how Black students used AAASA as a united front in their demands to IU's administration in the 1960s. This group organized a "Lock-In" of university trustees who were meeting in Ballantine Hall on May 8, 1969, to protest the rise in tuition cost (Nance, 1969). Nine people were indicted including a faculty member Orlando Taylor, an assistant professor in the Speech department (Nance, 1969).

In addition, systemic racism continued to be prominent on IU's campus which was seen in the membership documents of fraternities and sororities on campus. In May of 1968, Black students at IU sent a letter to President Stahr because of the racial discriminatory membership clause found in

several fraternities and sororities constitutions who were participating in the Little 500 bicycle race, an Indiana University tradition. The students' rationale was that the clause violated university policy (Black Students News Service, 1968). The Little 500 bicycle race was created by the IU Foundation and is meant to evoke the Indianapolis 500 race. This race that occurs annually is used to raise scholarship funds for the needy and has become known as one of the world's greatest college weekends, with thousands of people coming to Bloomington for this event (Wynkoop, 2002). However, to protest this discriminatory clause in a non-violent way, 50 Black students took to the field on May 8, 1968, led by Rollo Turner, Kenny Newsome, an IU basketball player, and Robert Johnson, the president of AAASA (Wynkoop, 2002). President Stahr, knowing the importance of this race to IU, reached out to all the fraternity presidents on campus to get the clause removed. All but one fraternity complied, and the race continued as planned the following weekend (Wynkoop, 2002). The AAASA involvement on campus during this time was instrumental when fighting for equality for the "disadvantaged students." This peaceful demonstration showed how students can effect change which was evident in the role they played in the removal of the discriminatory clause from the aforementioned Greek organization's constitutions.

This victory was not only for Black students, but also for those minoritized groups who have been marginalized for decades. President Stahr's mobility on this issue showed his willingness to create an environment that was tolerable for future students. However, this victory was far from eradicating the systemic racism for "disadvantaged students." Two proposals

written looked to continue this narrative about change.

The Proposals: Increasing Access for Disadvantaged Students

In the late 1960s, with tensions rising on IU's campus, campus leaders such as Michael Schwartz, a sociology professor and administrator in the Office of Undergraduate Development, and others quietly started to lead the way towards pursuing inclusion for minorities. It was during this contentious time that the Groups program foundation was actively pursued by IU along with a proposal written by Schwartz on November 28, 1967 (Schwartz, 1967a). This proposal became one of the catalysts for the establishment of the Groups program along with another proposal written by Donald Gray in January of 1968. The ground work being laid by these two proposals would essentially become major components of the Groups program when it was created later in 1968.

Schwartz's proposal addressed why students fail to complete the twelfth grade and he also believed that the alienation lower-class students face in secondary schools to discontinue their schooling increases their likelihood of never pursuing a higher education at a university (Schwartz, 1967a). This type of alienation such as the lack of adequate resources was a result of the many inequalities faced by minoritized groups in higher education and continues to contribute to both institutional and systemic racism. The establishment of Groups at IU would become the catalyst the school needed to effect change. Therefore, in an attempt to fix this problem, Schwartz proposed that an intervention was needed that should happen before they complete the twelfth-grade (Schwartz, 1967a). With his proposal, Schwartz recognized the barriers that "disadvantaged students" faced even if

they have a potential to succeed in the future. Schwartz labeled his approach “radical” because the financial burden would be on the local industries in Indiana. Since these industries would later benefit from the labor of the “disadvantaged students” in a few years, investing in them now would give the industries a more diverse pool of qualified applicants who possess skills and talents beneficial to their company (Schwartz, 1967a). The teachers hired specifically for this program would not be university faculty members but instead secondary school teachers who were working on advanced degrees. This plan took into consideration the different ways education can occur. Recognizing that there needed to be a practical part of education for these potential drop-outs, Schwartz focused on providing such skills for them. This new working environment would afford them the opportunity to change their perceived identity of a college drop-out to a person who has potential. Working in these different companies (e.g., RCA, Otis Elevator, Westinghouse, and Sarkes Tarzian, etc.) would help them learn about the organizational and managerial structures of that company (Schwartz, 1967a). This newfound knowledge would help them decide on the type of future employment they desire, and Schwartz’s proposal laid out a plan that would help to correct and or diminish the twelfth-grade drop-out rate (Schwartz, 1967a).

Furthermore, the selection process for this pilot program included people who knew the student’s capabilities both academically and socially which spoke to their investment in these “disadvantaged students” future and their success. What would later be known as the recommender system for Groups, student participants were first nominated by teachers and administrators, followed by being interviewed and tested by IU. Once accepted

into this pilot program, students would enter the summer after their eleventh-grade year. During the first semester, they would be enrolled in courses followed by being employed in a white-collar job in a local industry in Indiana the next semester (Schwartz, 1967a). Although this component was restructured when Groups was formally established, it attempted to “remove the barriers which fostered so much oppression of the Negro” by helping to create educational access for the “disadvantaged” (Schwartz, 1967a). This new inclusion of students from minoritized groups would be beneficial to higher education because it would create a more “...socio-economically homogeneous university...” (Schwartz, 1967a). Successful completion of this pilot program would ultimately grant them admission to IU. Not knowing how impactful this “radical” idea would be, Schwartz continued to create opportunities for these “disadvantaged students” (Schwartz, 1967a). His proposal was later sent to Dean Madden, Orlando Taylor, John Mee, Rhonda Bunnell and Donald Gray. Dean Madden responded to the idea with “admiration and even excitement” with a few suggestions for the proposal regarding counseling and the role of group advisors (Madden, 1967a). The positive reception of this proposal by IU’s administrators look to finally give way to educational equality to those affected systemically and institutionally by racism.

Similarly, once the urgency to address the problem of opportunity for “disadvantaged students” at IU arose, ideas started to flow, and solutions began to emerge. Donald Gray, a faculty in the English department, wrote a proposal titled: “Summer Program for Students Presently Inadmissible to Indiana University.” The students were considered inadmissible because their families financial barriers prevented them from having access to

adequate educational resources. This summer program would help these students become better prepared for a college education as well as prove that they are capable of being a college graduate. On January 12, 1968, Gray shared the proposal with John Snyder in the Office of Undergraduate Development to address the problem. Gray's reasons for writing this proposal was "to prepare students to enter a division or the university who: 1) are not admissible because of class rank, test scores, etc.; 2) come from economically poor families" (Gray, 1968). Likewise, the financial barriers, along with how social and class status affects the economically "disadvantaged" in education attainment, was also addressed in the proposal. Gray had a clear vision who this summer program was to serve, and it was not for the "dumb middle-class students. Presumably, they have had their chance" (Gray, 1968). This program was to start in the summer of 1968 in order to prepare students to enter one of the divisions at IU Bloomington campus. Gray's proposal was innovative and ahead of its time with its implementations. Future programs, while would be known as summer bridge programs, would be similar in structure to Gray's summer program that would create opportunities for the "disadvantaged" to matriculate into a university. Programs to support low income, first generation students continued to be established on university campuses across the nation. Some of the universities with these types of programs includes: The Longhorn Link Program (LLP) and the Ronald E. McNair Scholars Program at the University of Texas at Austin (University of Texas at Austin, n.d.) and the Student Transition Empowerment Program (STEP) at George Mason University (George Mason University, n.d.). The STEP program consists of two components, a STEP summer and a STEP academic year and

successful completion of the summer program enables students to continue as STEP scholars (George Mason University, n.d.) just like the Groups program at IU. The summer program that would become a fundamental part of Groups, invited twenty-five male and female students from the urban and rural parts of Indiana. These student participants may have participated in the Upward Bound program and have graduated from high school, nominated for the program by counselors or applied to and was denied admission (Gray, 1968). The selected students would enroll in two courses. The first course, a reading and writing course, would give students the confidence and ease of writing necessary for a university setting; and the second course would develop their critical thinking skills and would not be a conventional lecture course (Gray, 1968). Gray's idea for these courses was that the students would be able to develop arguments, synthesize information, and organize narratives at the end of the program (Gray, 1968). Giving "disadvantaged students" an opportunity such as this; to learn and to develop their intellectual voice was slowly helping to eliminate the barriers that they faced as a minoritized group. This showed how initial concern from faculty impacted students' education, which led to the creation of a summer program that is still being used to this day to increase educational equality through Groups.

Donald Gray and Michael Schwartz's proposals, although written months apart, realized the injustice and inequalities "disadvantaged students" faced because they were economically and racially handicapped. The political and contentious climate at IU during the late 1960s served as a catalyst to effect change for minoritized groups disenfranchised by segregation and discrimination. Not knowing the synergy their proposals would create, Gray and

Schwartz pushed forward with their “radical” ideas in order to help create educational access. Aware of the role IU should play during this time, both proposals were shared with the administration at IU and the snowball effect for change ensued.

Campus Readiness: The Role of Students and Faculty

On February 21, 1968, on the behalf of Dean Madden, Cullom Davis sent Ray Terry, Dean Michael Schwartz, Dean William Madden, and Donald Gray an invitation to meet on February 29 in reference to the Junior Divisions’ involvement in helping the “disadvantaged students” (Davis, 1968). In his memo to the attendees, Davis mentioned how anxious they were to address this neglected area at IU and seek out their advice in moving forward with a solution. During this scheduled meeting, the agenda items to be discussed included:

- Identifying and recruiting college prospects among “disadvantaged” high school students
- Special courses and remedial programs for these students
- Special counseling services
- Coordination of Junior Division plans to existing University programs (Davis, 1968)

Davis’s memo affirmed IU’s commitment to help the “disadvantaged students” by stating the Junior Division’s twin responsibilities (Davis, 1968). The twin responsibilities included contacting high school students and supervising the academic progress of freshmen (Davis, 1968). Now that the key players were at the table to address this deficit at IU, the recruitment team look to change the narrative for “disadvantaged students” in their degree attainment.

To ensure the students success once they were recruited to IU, upperclassmen organized a tutorial service that needed funding. In a note from Dean William A. Madden in the Junior Division to Dean John W. Synder, in the Office of Undergraduate Development on March 29, 1968, Madden spoke about the opportunity for “special tutorial services and counseling to ‘disadvantaged’ freshmen” (Madden, 1968b). Upperclassman Laurence Prescott, a TA in the department of Spanish was currently providing this service on a voluntary basis. However, in order to provide more services to these “disadvantaged students,” more staff was needed along with sufficient compensation. The plan for the tutorial and counseling services was laid out to Dean Synder, the formal procedures for acquiring staff was discussed with Prescott, and now the program was only missing financial support (Madden, 1968b). This approval would greatly influence the Groups program because it would contribute to the students’ success regardless of their area of studies at IU.

Moreover, while students were attempting to implement change at home, the Black faculty were also making sure IU had a substantial representation of Black faculty inside the classrooms. One such faculty member was Dr. Herman Hudson. Hired in 1968, Dr. Hudson became the voice for a more diverse faculty on IU’s campus. During his tenure at IU, he created the Afro-American Studies department, the Black Culture Center (present day Neal-Marshall Culture Center), and the Afro-American Arts Institute (AAAI) in 1974 (*Beginnings*, 1987). Within his first year at IU, Dr. Hudson wrote the proposal for the Minority Summer Faculty Recruitment Program to increase the representation of Black faculty at IU. For example, the College of Arts and Sciences consisted of 55 departments, but

only employed 13 Black faculty members. Seven of them were in Afro-American Studies, and only one in Biology, English, Folklore, Geography, History and Speech-Communication respectively (A Proposal, 1970). This imbalance would guarantee that a vast majority of minorities would graduate from IU without ever having a class with a Black professor. In Dr. Hudson's opinion, "Without immediate action, this trend may well result in an educational system retarded by monocultural biases. The minority presence in American college and universities, stimulate by the Civil Rights Movement in the 1960s, will last for one generation only" (A Proposal, 1970). Dr. Hudson's vision for IU and increasing its Black faculty members would not only create a critical mass of Black faculty members across campus but also serve to incentivize the students who were recruited by the Gary project recruitment team. This plan by Dr. Hudson would ensure these incoming students would not feel racially isolated inside the classroom.

The Gary Project

On May 6, 1968, Dean Madden released a memo to inform the IU community about an upcoming recruitment trip to predominantly Negro high schools in Gary and East Chicago on Wednesday, May 8, 1968 (Indiana University Press Release, 1968). During this trip, a task force of faculty and Black students from IU Bloomington (IUB) and the Northwest campuses would visit eight high schools; six in Gary and two in East Chicago. Dubbed "High School Day," the faculty and students would meet with juniors and seniors at Roosevelt, Emerson, Tolleston, Edison, Horace Mann, and Froebel high schools in Gary and Washington High School in East Chicago (Indiana University Press Release, 1968). In his press release, Dean Madden

stated the purpose of the program was due to IU's new policies and recruitment programs. This new policy intended:

- To establish the University's interest in enrolling graduates of these schools
- To learn what these students want to know about the University in particular, and higher education in general, and to enlist their interests and curiosities
- To seek to interest the students in attending Indiana (Indiana University Press Release, 1968)

The "task force" idea was a result of Black students and IU alumnus, Henry E. Bennett Sr., an administrator in the Gary school system in an effort to increase the Black student population at IU. The task force consisted of twenty-three faculty and students. Some of the faculty members included: Rhoda Bunnell, assistant to the Dean for Undergraduate Development; Cullom Davis, Assistant Dean of the Junior Division; Richard N. Farmer, Business; Donald Gray, English; and James Holland, Zoology (Indiana University Press Release, 1968). The team members both from IUB and the Northwest campuses were prepared to start the process of inclusion for these "disadvantaged students." Working in teams, their discussions included:

- Scholarships and financial aid available to entering freshmen
- Incentives for a college education
- Entrance requirements
- Course offerings
- Housing and similar questions that might be proposed by the participating high school students (Indiana University Press Release, 1968)

Now that they had an agenda and a game plan to successfully execute, Phyllis C. Kirkland, a graduate student in counseling and guidance, who was also a part of the

task force, pointed to the fact that: “The salient problem facing those of us who would address ourselves to recruiting black students is how to present Indiana as a university which can in actuality be accepted as the kind of place where positive learning can and will take place” (Indiana University Press Release, 1968). Kirkland’s concerns were warranted since IU did not have a critical mass of either minority faculty or students during this time and the courses being offered was not diverse. This was evident since in the 1960s only 2% of IU’s population consisted of Black students (Wynkoop, 2002) as well as only 13 Black faculty members were employed in the College of Arts and Sciences (A Proposal, 1970).

Upon their return, on May 9, 1968, R.N. Farmer, a faculty in the School of Business sent Dean Madden an extensive report about the Gary trip (Farmer, 1968). In his report to Dean Madden, Farmer said their visit to Emerson high school in Gary can be summarized as “talking to the wrong students at the wrong time” (Farmer, 1968). His rationale was because those students were already committed to going to college. He was not deterred by this road block however and gave Madden a list of suggestions if they were serious in their recruiting efforts. Farmer suggested putting some Black students on payroll and sending them out during the summer to recruit for IU as well as contacting the financial aid and admissions offices on campus to learn the essentials before heading out in the summer (Farmer, 1968). Farmer wanted these students to cast their net wide in their recruitment efforts, from talking to “returning veterans, high school students, school drop-outs” (Farmer, 1968) and everybody in between. Farmer’s second recommendation to Madden was to follow up with these students and parents with updated information on scholarships and

financial aid and keep them engaged. In order to build a rapport with these students, Farmer said recruitment should start earlier in their high school career, preferably during the ninth grade and in October for juniors and seniors (Farmer, 1968). The result of the Gary project would be the first class of Groups which began the fall of 1968 with 43 “disadvantaged students” from the area schools the task force visited.

The Beginning: The Groups Program at IU

Now that the recruitment phase for the “disadvantaged” was over and the potential students were identified, IU needed to have a more formalized program with proper staffing, so they could begin implementation. On May 20, 1968, the final draft of a memo from the Junior Division outlining how the program would run was completed (*Honoring the Bridge Builders*, 1998). Some concerns were brought up related to program coordinator, funding and student selection process. To address some of the concerns such as who would direct the program, the Junior Division created a new Assistant Dean position which Rozelle Boyd filled and LaVerta Terry became his assistant (*Honoring the Bridge Builders*, 1998). A recommender system, consisting of teachers, counselors, administrators and community leaders, would identify the potential students for Groups. To ensure unity, the counselors and faculty members were trained by IU (*Honoring the Bridge Builders*, 1998). The funding component of the program was addressed by IU by providing financial aid staff to work with these “disadvantaged students” and parents and assisted them with the financial aid application process (*Honoring the Bridge Builders*, 1998). All these resources were to be in place in order to assist with these

students transition from their previous environment to IU.

In July 1968, a few weeks before classes began, Rozelle Boyd became the new Assistant Dean in the Junior Division and he was responsible for the coordination of all aspects of the Groups program. Boyd had been a U.S. history teacher at Crispus Attucks High School in Indianapolis for 11 years. Joining Mr. Boyd later that fall in December was LaVerta Terry (*Honoring the Bridge Builders*, 1998). Terry attended IU briefly as a music major in 1944 but left because of the segregated atmosphere at IU which is another form of the systemic and institutional racism minoritized groups faced. Terry was a teacher in Bloomington before being hired to work with Groups at IU (*Honoring the Bridge Builders*, 1998). Both Boyd and Terry contributed tremendously to the Groups program for many years and created the blueprint for present day Groups.

Structurally, Boyd and Terry build upon the ideas that were presented in Schwartz and Gray's proposals, specifically the recommenders system and the summer program. The Groups recommender system, which consists of teachers, counselors, administrators and community leaders that is used as their recruitment tool to this day, has been successful in recruiting these "disadvantaged students" since its inception (*Honoring the Bridge Builders*, 1998). The Groups program recruits minoritized students, students with financial need, and first-generation students. Although this program is not considered a Blacks-only program, majority of the program participants have been African American since 1968. The mandatory summer program is another vital part of the program for these incoming students. This program allows admitted students to get acclimated to IU before the fall semester by taking classes in reading, mathematics and writing. After

acceptance into Groups, each student signs a binding contract between themselves and the program, and failure to adhere to the specifics of the contract is grounds for dismissal (*Honoring the Bridge Builders*, 1998). Some of the content of the contract includes: their purpose is to earn a baccalaureate degree at IU, they will not pledge a Greek sorority or fraternity their first year, they will attend all scheduled meetings by the University Division and they will live in university housing for the first year (Groups, 1990). Having these students sign this contract showed that Groups was committed to educating these "disadvantaged students" and making sure they are supported while at IU.

Boyd started to think long term in reference to the Groups program and its sustainability. Although IU was currently supporting the program financially, Boyd took the initiative to write the *Ten Year Proposal Program for Disadvantaged Students* during the spring of 1969, and if funded, its budget would cover through spring 1979. This proposal listed the support services students would need to become successful in Groups and at IU. Boyd note "that 'disadvantagedness' is a multifaceted concept which does not always include acute economic deprivation and that any variation of any formula for determining need will take this into consideration" (Boyd, 1969). Keeping this at the forefront of his mind, Boyd included a cultural enrichment piece for students, so they can overcome the "cultural disadvantagement that is so often characterized these 'disadvantaged' youths from the ghetto" (Boyd, 1969). In 1974, the Groups program received its first federal funding from the TRIO grant which was made possible through the 1972 reauthorization of the Higher Education Act of 1965. This reauthorization made it possible for Groups to be funded as a Student Support Service (History of the

Federal TRIO Programs, 2017). The TRIO program consists of eight different programs to assist low income, first generation college students and individuals with disabilities to get an education that would not have been otherwise possible (History of the Federal TRIO Programs, 2017). This was monumental for the Groups program and IU because being federally funded helped to solidify that this program was worth existing and its efforts to create educational access for the minoritized was not created in vain.

Conclusion

The Groups Scholars Program at IU has stood the test of time since its inception. The contributory factors which led to this program at IU was endless. Developments such as affirmative action and the Civil Rights Act of 1964 gave hope to the hopeless in ensuring equality in higher education, social mobility, racial uplift and that a sense of belonging at last will be attainable. Moreover, the 1964 Civil Rights Act mandated equality for those groups marginalized by discrimination for years and help to desegregate facilities and public education as well as prohibited discrimination in Federally Funded Programs (Library of Congress, 2014).

Nevertheless, although these federally implemented programs created a standardized way toward educational equality, IU still has a long way to go in increasing its minority population across campus. Between 2005 and 2017, different racial or ethnic groups achieved their highest level of representation at different points. For African Americans, the highest enrollment was 5.2% of the IU population in 2017; for Hispanic/Latinos, 6.6% in 2017; for Asians, 6.3% in 2017; for American

Indians, 0.3% between 2005 and 2010; and for Pacific Islanders 0.1% between 2010 and 2014 (University Institutional Research and Reporting, n.d.). The incoming freshmen class in 2017 reported 23.6% of its population were domestic students of color (Trustees of Indiana University, 2018b). Moreover, for both undergraduates and graduates, the total minority population is only 8,232 of 43,157 across IUB (University Institutional Research and Reporting, n.d.). Although 23.6% of the incoming 2017 freshman class were domestic student of color, these students are not evenly distributed through IU's campus.

The Groups program continues to recruit highly qualified students to IU each year and has grown from 43 students in 1968 to over 300 students presently. This program is celebrating its 50th anniversary in 2018 and will no doubt continue to offer those who are economically and racially “disadvantaged” the opportunity to receive an education at IU. The foundation in which Groups was established will only continue if IU seriously evaluate its commitment to increase these minoritized groups. The importance of the Groups program dates back to an era where access to quality education was not for everyone. However, the Groups program helped to change that narrative for IU. This is one reason why IU need a program like Groups and why they should actively support its program initiatives. The Groups program serves as a pipeline for students who would not have otherwise been able to attend a university since 1968. As the program celebrates its 50th anniversary, it is only fitting that IU starts to rethink its focus which can ultimately lead to increased inclusivity of minoritized groups.

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