



“Moving from Complaint to Possibility...from Planning to Implementation”

Colleges and Universities

Universities and colleges need to take advantage of the opportunities related to the multicultural diversity of its students by including courses that reflect that diversity. Colleges and universities should be at the forefront of this movement because of their unique position to educate young people from *all* backgrounds. Responsibility for the implementation of this initiative must come from the top. Therefore colleges and universities should:

- **Develop** early admissions projects that identify students in their junior year of high school, and encourage them to take introductory or remedial courses that lead to guaranteed admission to a college or university.
- **Develop** mentoring programs that pair inner-city youth with faculty and administrative staff who will mentor the youth, at least through the crucial first year of college. The mentors must help the students realize that they too have value.
- **Provide** summer programs that allow youth the opportunity to visit a college so that they become familiar with college life. Require content in freshman level core courses that gives students an understanding of the nature of violence in America, and their ability to impact necessary and positive change.
- **Collaborate** with high schools to develop and expand courses for students to complete college courses while still in high school, or to accelerate completion of education that leads to a career.
- **Provide** and expand scholarship programs for needy students.
- **Develop** and implement programming aimed at strengthening academically challenged students in order to increase their level of success and rate of graduation.
- **Provide** additional support for such students to help raise literacy, increase comprehension, and develop critical thinking skills, all of which are important for academic success.
- **Support** student organizations that provide mentoring, tutoring, and other services designed to increase the academic achievement of at-risk youth.
- **Require** academic experiences including courses that cultivate awareness and respect for people of diverse cultures. Make certain that the contributions of African Americans and other people of color are included throughout the curricula offered in colleges and universities. Require that all students take a comparative history course that includes the contributions of people of color.

- **Establish** and/or expand consortiums of local college and university departments and schools of social work, mental health, minority health, psychology, child care, drug and alcohol, child development, child and family studies to provide experts to counsel, mentor and provide recovery programs for individual and family victims of violence.
- **Increase** the number of internships and co-op education placements for college students with community organizations and church social action programs that provide services to victims of violence.
- **Provide** scholarships for heads of households and children of those families who have a history of committing or being victims of violence to break generational cycles.
- **Sponsor** after school programs and conduct summer camps/retreats for children who have been victims of violence or who come from families experiencing violence. Discuss topics such as how to handle grief, how *not* to be a victim, and how to resolve conflict.
- **Conduct** parent workshops on topics such as the grieving process; how not to transmit violence to their children; and the recognition of the potentials for violence for parents who have either been victims of violence or who themselves have lost children to violence.
- **Provide** free access to college and university plays, concerts, sports events and to facilities with basketball, tennis courts and swimming pools for members of the community who have experienced violence
- **Expand** opportunities for college instruction to those presently incarcerated for committing acts of violence and provide pathways for degrees and employment upon their release to create new life opportunities.
- **Build** relationships with communities by developing collaborative efforts and leadership programs; by establishing service learning programs that provide students and faculty the opportunity to build meaningful community relationships; and by providing learning opportunities in local neighborhoods for problem solving, personal growth and leadership development.
- **Utilize** and strengthen resources for higher education institutions to provide periodic forums for government and community leaders to engage in open and candid discussion about the findings of any research that impact communities plagued by violence. Target outcomes would be the development of specific community action plans with identified strategies, tactics, and goals.
- **Utilize** peer mentoring and professional support to address abuse of alcohol and other drugs.
- **Continue** the institutional role in economic development by addressing the region's workforce needs through the development of new curriculum and training programs targeted to needed skills; by providing technical assistance to businesses; by facilitating entrepreneurial training; and by creating new companies through technology transfer.

- **Actively solicit** significant participation by MBE/WBE (Minority and Women's Business Enterprises) for both construction and goods and services contractual opportunities. Effective monitoring policies and procedures must be in place to guarantee implementation. Universities and colleges should be vigilant in their efforts to ensure that African American men are included in the process.