

## WASHINGTON HIGHER EDUCATION SECRETARIAT

One Dupont Circle, NW • Suite 800 • Washington, DC 20036-1110

Judith T. Irwin  
Executive Secretary

TEL: (202) 939-9345  
FAX: (202) 833-4723  
INTERNET:  
Judy\_Irwin@ACE.NCHE.EDU

### Membership List (1997-1998)

James B. Appleberry, President, American Association of State Colleges and Universities

Wayne E. Becraft, Executive Director, American Association of Collegiate Registrars and Admissions Officers

Geraldine "Polly" Bednash, Executive Director, American Association of Colleges of Nursing

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David L. Warren, President, National Association of Independent Colleges and Universities

# WASHINGTON HIGHER EDUCATION SECRETARIAT

## MEMBER AND AFFILIATION

## CONTACT

## PHONE AND FAX

James B. Appleberry, AASCU	Shirley Theimer	T: 202-857-1821	F: 202-296-5819
Wayne E. Becraft, AACRAO	Lorraine Ramentol	T: 202-293-9161	F: 202-872-8857
Geraldine "Polly" Bednash, AACN	Jeannette Perez	T: 202-463-6930	F: 202-785-8320
Sheila Trice Bell, NACUA	Delois Butler	T: 202-833-8390	F: 202-296-8379
Roger J. Bulger, M.D., AHC	Nancy Scott	T: 202-265-9600	F: 202-265-7514
Mary Burgan, AAUP	Sharon Ferio/Dori Binsted	T: 202-737-5900	F: 202-737-5526
Jordan J. Cohen, M.D., AAMC	Norma Nichols	T: 202-828-0460	F: 202-828-1125
Nancy S. Cole, ETS	Susan Mains	T: 609-734-1010	F: 609-921-0235
Charles L. Currie, S.J., AJCU	Anne Garner/Cyndy Littlefield	T: 202-862-9893	F: 202-862-8523
Cedric W. Dempsey, NCAA	Lydia Sanchez x7705	T: 913-339-1906	F: 913-339-0038
Gwendolyn Jordan Dungy, NASPA	Arlene Tapscott	T: 202-265-7500	F: 202-797-1157
Judith Eaton, CHEA	Patrice Johnson	T: 202-955-6126	F: 202-955-6129
Richard Ferguson, ACT	Sandy Serbausek	T: 319-337-1079	F: 319-337-1059
Antonio R. Flores, HACU	Donna Gonzalez Fiedler	T: 210-692-3805	F: 210-692-0823
Lynn M. Gangone, NAWA	Anna Weinstein	T: 202-659-9330	F: 202-457-0946
William H. Gray, III, UNCF	Joan Middleton	T: 703-205-3400	F: 703-205-3577
Terry W. Hartle, ACE	Rosa Lott-Hawkins	T: 202-939-9356	F: 202-833-4762
Monika Hellwig, ACCU	Elizabeth Fisher	T: 202-457-0650	F: 202-728-0977
Frank L. Huband, ASEE	Janette Warren	T: 202-331-3500	F: 202-265-8504
Stanley O. Ikenberry, ACE	Ann Decker	T: 202-939-9310	F: 202-659-2212
David G. Imig, AACTE	Timothy Robbins	T: 202-293-2450	F: 202-457-8095
Richard T. Ingram, AGB	Gretchen Wyman	T: 202-296-8400	F: 202-223-7053
Judith Irwin, WHES	Ellen Bastio	T: 202-939-9345	F: 202-833-4723
Marlene Johnson, NAFSA	Scot Walker - 939-3137	T: 202-462-4811	F: 202-667-3419
Susan Jurow, CUPA	Dodie Brown/Mason Riley	T: 202-429-0311	F: 202-429-0149
Kay J. Kohl, UCEA	Shirley Waters	T: 202-659-3130	F: 202-785-0374
Jules B. LaPidus, CGS	Francine Simons	T: 202-223-3791	F: 202-331-7157
Wayne Leroy, APPA	Melissa Gingery x234	T: 703-684-1446	F: 703-549-2772
C. Peter Magrath, NASULGC	Teri Streeter	T: 202-778-0860	F: 202-296-6456
Dallas Martin, NASFAA	Cynthia Leach	T: 202-785-0453	F: 202-785-1487
Margaret A. Miller, AAHE	Carmelita Lacey x24	T: 202-293-6440	F: 202-293-0073
Carl C. Monk, AALS	Barbara Studenmund	T: 202-296-8851	F: 202-296-8869
James E. Morley, Jr., NACUBO	LaFaundra Neville x2517	T: 202-861-2510	F: 202-861-2580
Carmen Guevara Neuberger, ACPA	Marguerite Clemons	T: 202-835-2272	F: 202-296-3286
David R. Pierce, AACC	Lucy Cooper x238	T: 202-728-0200	F: 202-833-2467
Cornelius J. Pings, AAU	Joan Kindred	T: 202-408-7500	F: 202-408-8184
Henry Ponder, NAFEO	Nicole Jamirson	T: 301-650-2440	F: 301-495-3306
Carol G. Schneider, AAC&U	Laura Blasi	T: 202-387-3760	F: 202-265-9532
Allen P. Splete, CIC	Kelly Sennewald	T: 202-466-7230	F: 202-466-7238
Donald M. Stewart, CB	Lillian Tucci	T: 212-713-8036	F: 212-713-8282
Ray Taylor, ACCT	Judy Acty	T: 202-775-4667	F: 202-223-1297
Eustace Theodore, CASE	Gwen Cantrell	T: 202-328-5925	F: 202-387-4973
Omer Waddles, CCA	Tony Green, x6701	T: 202-336-6700	F: 202-336-6828
David L. Warren, NAICU	Sandi McGraw 739-0479	T: 202-785-8866	F: 202-835-0003

## **PRESS CONFERENCE**

### **Higher Education and the National Dialogue on Race**

**Gautier Room**

**Hyatt Regency Miami at the Convention Center**

**Miami, Florida**

**11:00 a.m.**

**October 17, 1997**

### **SPEAKERS**

**Stanley O. Ikenberry, President, American Council on Education**

**Paula P. Brownlee, President, Association of American Colleges and Universities**

**John Hope Franklin, Chair, President's Advisory Board on Race**

**Shirley Strum Kenny, President, State University of New York at Stony Brook**

**Eduardo J. Padrón, President, Miami-Dade Community College**

**Yolanda Moses, President, City College of New York**

**Robert A. Corrigan, President, San Francisco State University**

**Karen M. Kennelly, President, Mount St. Mary's College**



**COLLEGES AND UNIVERSITIES ANNOUNCE INITIATIVES  
TO SUPPORT NATIONAL DIALOGUE ON RACE RELATIONS**

Miami, Florida (October 17, 1997) -- The nation's colleges and universities today were called upon to engage in the national dialogue on race relations initiated recently by President Clinton. At a press conference that included the chair of the President's Advisory Board on Race, leaders of the American Council on Education (ACE) and the Association of American Colleges and Universities (AAC&U) announced a year-long effort to encourage every college and university to conduct special programs focusing on race and other dimensions of diversity in American society.

In addition, several college presidents from around the country outlined activities they will undertake on their own campuses related to the President's Initiative on Race.

The call for a campus dialogue took place during ACE's biennial "Educating One-Third of a Nation" conference, which promotes educational advancement for people of color. More than 1,300 college presidents, administrators, and faculty members are attending this year's meeting, the sixth in a series begun in 1988. Conference sessions are examining current challenges to affirmative action, the educational benefits of diversity, ways to improve access and academic achievement, educational partnerships and collaboratives, and curricular reform.

AAC&U is conducting the seventh annual meeting of the Ford Foundation's Campus Diversity Initiative (CDI) in conjunction with the conference. More than 200 institutions are participating in the CDI, which is a partnership with American colleges and universities to promote understanding of cultural diversity as a resource for learning.

In announcing the effort, ACE President Stanley O. Ikenberry stressed that "Higher education has a special role to play in this national dialogue. Barely 30 years after the end of legal segregation -- a system that deeply affected many of our colleges and universities -- we know that the United States still has not resolved the challenge of equality of opportunity for all. What better place to engage these issues than on our nation's campuses? Our educational and social missions demand that we find ways to bridge the gaps between individuals of divergent backgrounds, foster civic engagement, and strengthen our democratic institutions. Higher education has been in the forefront of opening opportunity in the past, and we pledge to redouble our efforts in the future."

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AAC&U President Paula Brownlee noted that "President Clinton has set forth an ambitious and noble challenge, not an easy one. For more than three decades, higher education has struggled with its own issues of race and social justice, held our own conversations, and sought our own moral compass to make our institutions inclusive and enriching communities of many colors, ethnicities, religions, ages, classes, and belief systems. We happily accept President Clinton's invitation to join our efforts to his vision of transformed race relations. Together, we will make this vision a national reality."

John Hope Franklin, the distinguished historian who chairs the President's Advisory Board on Race, endorsed the effort by the two associations. "For the past two decades, colleges and universities have served as hot-beds for issues revolving around affirmative action, multicultural classes, and faculty diversification," he declared. "These institutions have a particular vantage point from which to examine the issues of race and racism. The American Council on Education and the Association of American Colleges and Universities have answered President Clinton's call to action by recognizing the role that colleges and universities can play in this national dialogue."

College and university presidents who presented plans at the press conference to stimulate dialogue on their own campuses included Shirley Strum Kenny of the State University of New York at Stony Brook; Eduardo J. Padrón of Miami-Dade Community College; Yolanda Moses of City College of New York; Robert A. Corrigan of San Francisco State University; and Karen M. Kennelly of Mount St. Mary's College (CA).

In addition, ACE and AAC&U released profiles of activities already under way or scheduled over the next year at about two dozen institutions around the country. (See attached document.)

Franklin and two other members of the President's Advisory Board on Race, the Rev. Suzan Johnson Cook, senior pastor of the Bronx Christian Fellowship, and former Mississippi governor William Winter, along with Judith Winston, general counsel of the U.S. Department of Education and executive director of the President's Initiative, are meeting today with conference participants to discuss higher education's role in expanding the national dialogue.

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national dialogue - 3

ACE is the umbrella association for the nation's colleges and universities. Its membership includes about 1,600 accredited, degree-granting institutions from all sectors of higher education and around 200 education organizations and associations. Through its programs, activities, and policy-setting functions, ACE strives to ensure high quality education on the nation's campuses and equal educational opportunity for all U.S. citizens.

Founded in 1915, AAC&U is the nation's only institutional membership association with a primary mission of improving undergraduate liberal education. During the next five years, the association's work on behalf of its 675 member institutions will center on five priority areas that attend to institutional leadership, curricular innovation, new as well as continuing faculty roles, education for diversity and deepened global understanding.

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NOTE: Highlights of the "Educating One-Third of a Nation" conference will be available on the Diversity Newsroom website during and following the meeting. The web address is <http://www.inform.umd.edu/DiversityNews>.

# State University of New York at Stony Brook Celebrates 40th with Presidential Series on Diversity

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STONY BROOK, NY

Four of the nation's leading authorities on multiculturalism will discuss American race relations from the viewpoint of the family, art, sociology and human relations in a provocative Presidential Lecture Series celebrating the 40th anniversary of the State University of New York at Stony Brook

Speaking on the topic "*A Troubled Conversation: Can We Really Talk About Race in America?*" sociologist Nathan Glazer opened the series on October 15 and launched a year-long discussion designed to provide insight and stimulate community conversation in support of President Clinton's initiative on race relations. Glazer, professor emeritus at Harvard University, is co-editor of the quarterly *The Public Interest* and writes regularly for *The New Republic*. He also is author of a controversial new book on multiculturalism, *We Are All Multiculturalists Now*, in which he modified his previous position on the subject.

The series continues Wednesday, November 19, with African American author, psychiatrist and educator Dr. Alvin Poussaint on "*The Changing American Family: A Psychological/Political Perspective.*" An expert on the effects of prejudice on society and the psychological impact of racism on the Black psyche, Dr. Poussaint is an avid proponent of non-violent parenting and parenting education. He sits on the board of Harvard Medical School's AIDS Institute and is national co-director of the Lee Salk Center.

African American artist David C. Driskell, Distinguished University Professor of Art at the University of Maryland, presents a slide presentation, exhibit and lecture on March

4, 1998. His talk, "An Art Journey" traces his amazing arts career from the public schools of North Carolina to an undergraduate degree in art from Howard University, to a master of fine arts degree from the Catholic University of America, to post-graduate study at The Hague, as well as other parts of Europe, Africa, and South America.

The series concludes Wednesday, April 8 with celebrated human relations trainer and educator Jane Elliott, adapter of the "Blue Eyes, Brown Eyes" discrimination experiment she launched with a third grade class in all-white, all-Christian Riceville, Iowa, following the assassination of Dr. Martin Luther King, Jr. The experiment was captured in a moving, Emmy-winning PBS "Frontline" series, "A Class Divided," which highlighted the long-term impact of the exercise and Ms. Elliott's race relations work with adults. "A Class Divided" is currently being used with high school students in South Africa to teach them about the anatomy of prejudice and the effects of racism on both victims and perpetrators.

For more information contact Vicky Katz, director of university news services, at 516-632-6311.

# San Francisco State's Never Ending Dialogue

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SAN FRANCISCO, CA

Music students acting as "jazz messengers" in a minority San Francisco neighborhood, building bridges between young people of many racial and ethnic groups. A Jewish and an African-American professor guiding the sometimes passionate discussion in the course they designed entitled "Blacks and Jews in the Media." Specially-trained students working with adolescents in San Francisco's largely-Latino Mission District, helping them find alternatives to racial turf wars. A speech by Rosa Parks causing lines of campus and community people, from grandparents to kindergartners, to snake across the campus and out to the surrounding streets. A broad-based, presidentially-created Human Relations Commission assessing, taking testimony, and seeing most of their recommendations adopted as the university seeks to improve the ways we treat each other. Establishment of a post without parallel in California public higher education: Dean of Human Relations. Discussions in classes across campus the day a speaker known for hate messages spoke to students.

For San Francisco State University, the dialogue about race and about the tensions and rewards of diversity is ongoing and expressed in many ways: through the curriculum, through the community service projects for which SFSU is known, through strategic planning decisions, through student orientation, special programs, and the daily flow of the campus back into its community. This dialogue is natural and inevitable on a campus that is quite possibly the nation's most diverse, located in an equally diverse and international community.

SFSU accrediting agency, the Western Association of Colleges and Universities, has

described the university as "on the leading edge, in the nation, of institutions dealing fundamentally with issues of diversity." At San Francisco State, we deal with the central issue of our society-- race -- as an outgrowth of who we are, working from many directions to articulate and live out the things we are discovering about the best ways for a multi-racial community to learn, work and play together.

For more information about SFSU's many race and diversity initiatives, contact Sheila McClear, Special Projects, at 415-338-7107.

# City College Reaffirms 150 Year Mission Of Promoting Positive Race Relations

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NEW YORK, NY

During the 1997-98 academic year, The City College of the City University of New York is reaffirming its 150-year commitment to excellence and access by promoting a series of activities that enhance race and ethnic relations in New York City. A series of initiatives are planned to promote education, awareness, and training for better understanding and behavior modification around issues of race and intolerance.

In 1998, CCNY's Ethnic Studies Program representing Asian, Black, Caribbean-Latin American, Jewish, and Women's Studies will join the Center for Mediation and Conflict Resolution in sponsoring a citywide conference promoting ethnic/racial tolerance. Sponsored by the New York Times Foundation, the conference will promote dialogues on how to build better understanding between Blacks, Jews, and other racial/ethnic groups in New York City. Outside sponsors will include the Urban League and the Jewish Community Relations Council.

Earlier this year, the college received a \$10,000 grant from the Better World Foundation to promote racial harmony and tolerance on the CCNY campus and in the Harlem community. Vice President for Student Affairs, Thomas Morales will use the funds to enhance City College's Heritage Month activities honoring the achievements of the various ethnic and racial groups on the campus. The funds will also support the efforts of student clubs working with Harlem community groups to clean up, and plan, activities at St. Nicholas Park.

Special attention will also be given to strengthening the successful work of the

Center for Mediation and Conflict Resolution in its effort to find funds to train CCNY and New York City public school students in conflict resolution and tolerance training. In 1994, a racially and ethnically diverse group of CCNY students joined Jewish students in Poland to participate in the Holocaust commemoration event entitled "*March of the Living*" and to examine ways to combat racism and anti-Semitism. In 1995, the Center sponsored a dialogue between Ethiopian and City College students examining human rights issues; and a symposium with students from Harvard University and City College's Dominican, Puerto Rican and Haitian Student organizations explored constitutional, immigration, and human rights issues affecting students from those countries.

CCNY has one of the most culturally, ethnically and racially diverse student bodies in the nation. Thirty-one percent of City College students are Black (representing the African Diaspora), 30 percent are Latinos (from the Caribbean, Latin America and other parts of North America), 20 percent are Asian (Both Asian American and international) and 19 percent are Euro-American and European. Half of City College's students were born outside the United States and the total student body represents people from more than 90 countries.

For more information contact Charles DeCicco, Director, Public Relations, CCNY, at 212-650-5310.

## Students from Mount St Mary's and UCLA to Guide Youth Discussions on Race

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LOS ANGELES, CA

Approximately 25 students involved in Mount St. Mary's STAR program (Students Talk About Race) will facilitate group discussions about race with middle and senior high school students at five Los Angeles area schools. The facilitators-in-training come from both Mount St. Mary's College and the University of California-Los Angeles (UCLA) and will serve as peer role models and discussion leaders on topics ranging from how the media portrays race to insights into individual prejudices. Weekly 50-minute sessions will be held at the five area schools over a period of eight weeks. STAR provides race relations training for students from Mount St. Mary's College as well as other area institutions participating in the program. Created in 1992 by People for the American Way, a non-profit constitutional liberties organization, the STAR program emerged in response to the racial violence following the Rodney King verdict and has continued because of the valuable support it provides in helping students grapple with issues of race.

Along with the discussion series, Mount St. Mary's College also publishes a series of communications tools about diversity. A new monograph, *Teaching for Cultural Fluency*, is designed to help individuals become culturally fluent and comfortable operating within diverse communities. Several diversity package kits offer a video featuring internationally acclaimed poet and author Maya Angelou, a leader's guide, and monographs addressing such topics as *Making Diversity Work in Business and Education* and *Opening Doors: Helping the Underprepared Succeed in the Classroom and the Workplace*. For publications information contact Prism Publishing 310-954-4086.

For information about STAR contact Sr. Maria Angela Mesa at 213- 477-2672.

# Hampshire College and ABA Developing Race Relations Curriculum

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AMHERST, MA

A February 1997 symposium on affirmative action with Springfield, Massachusetts high school students has led to a collaboration between Hampshire College and the American Bar Association's Council on Racial and Ethnic Justice to create curriculum materials on race relations for high schools nationwide. The provocative conversation, arranged by Hampshire College President Gregory S. Prince, Jr., featured affirmative action supporters Judith Griffin, president of A Better Chance, Inc. and a trustee of Hampshire College, and Peter Negroni, superintendent of the Springfield public school system. Affirmative Action opponents were C. Boyden Gray, former legal counsel to Vice President George Bush (1981-1985) and currently a partner at the law firm of Wilmer, Cutler, and Pickering, with Lance T. Izumi, senior fellow in California Studies and co-director of the Center for Innovation in Education at the Pacific Research Institute for Public Policy. The audience consisted of some 100 sophomores and juniors from Springfield's Central High School and Science and Technology High School. Curriculum materials in development highlight the debate and student discussions that followed. Edited into four videotapes, the curriculum addresses "Preparing the Way," the symposium discussion and question and answer period; "Master Curriculum Guide," excerpts on major affirmative action issues and questions to stimulate conversation about race; "Four Conversations," unedited comments from the students; and "A Message to the Older Generation" from the students. The curriculum is scheduled to be completed in 1998. For more information contact Kathleen Candy, director of public relations, at 413-582-5482.

# Miami-Dade Community College's Diversity Profile

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MIAMI, FL

Miami-Dade Community College's commitment to diversity begins with its mission statement and continues throughout the college ranks from students to faculty members to support staff, professional and administrative personnel. With regard to employees, the college maintains a 50 percent hiring goal in Executive/Administrative/Managerial; faculty, and professional non-faculty classifications.

Miami-Dade serves the second highest number of students with disabilities of all colleges and universities in the state of Florida. A Disabled Student Services Office is located on each of the college's six campuses. The college has created several community diversity initiatives to interest different races and ethnicities in the college. They include:

**Black Student Opportunity Program** - engages Miami-Dade faculty members with African American high school students beginning in the ninth grade. The program is designed to stimulate student interest in higher education and a commitment to furthering their educations..

**The STARS/HOPE Program** - targets at-risk Hispanic students who attend Miami High School and Miami Jackson Senior High School. Once accepted into the program, the students are assigned a mentor who stays with them for two years of high school and their two years of college at Miami-Dade. The program involves numerous partners from the private sector throughout Dade County.

The Transactional Writing: Empowering Women and Girls to Win at Mathematics project aims to work closely with female students to eliminate hinderances to their success in mathematics and mathematics-based careers.

For more information contact Dr. Joy Ruff at 305-237-3378.

# The University of Michigan's Intergroup Dialogues

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ANN ARBOR, MI

The University of Michigan's Program on Intergroup Relations, Conflict and Community is working to bring together scholars and program directors from the Ann Arbor campus, and other campuses, who focus on intergroup dialogue or whose universities sponsor such programs. November 13-15, the campus program will host a conference with scholars and program directors.

The program at the University of Michigan offers courses focusing on intergroup relations, and sponsors 14-week, semester-long dialogues on topics such as men and women, white students and students of color, and Christians and Jews. This fall, ten faculty teaching in the area of intergroup relations have linked their first-year seminars, meeting regularly to discuss content and pedagogy, and occasionally bringing together all students from the ten different seminars.

In addition, the university's Office of Academic Multicultural Initiatives is completing a research project that examined the impact of the university's diversity priorities on students over the course of their four years at Michigan. The Michigan Study was initiated by the the university president to examine the impact of the institution's diversity emphasis. Of particular concern was whether the move toward increasing diversity might create a backlash from some segments of the student community, resulting in greater ethnic and racial polarization.

For information about the Michigan Study contact John Matlock, assistant vice provost, at 313-936-1055.

# Barry University Heads Florida Coalition Exploring Issues of Race in Society

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MIAMI, FL

Eleven Central and South Florida colleges and universities are supporting President Clinton's race relations initiative via a coalition spearheaded by Barry University. The coalition will demonstrate how higher education institutions can have a greater impact on a region's diversity-related issues and opportunities and make campus-based initiatives more responsive to the social and educational needs of diverse populations. In an innovative approach to gain maximum regional impact, each college will conduct the same program simultaneously within communities adjacent to their campuses.

The initiative focuses on critical issues related to race and ethnicity affecting Central and South Florida such as literacy, teaching English as a Second Language, and citizenship preparation. Service learning programs on each campus will be used as the vehicle to deliver services to local communities.

Barry University is one of 15 U.S. Catholic colleges and universities with minority enrollments of over 50 percent. The university has a student enrollment of 7,200 of which 68 percent are ethnic minorities, resident aliens, and international students. The other ten institutions in the coalition are St. Thomas University, the University of Miami, Bethune-Cookman College, St. Leo College, Florida International University, Florida Memorial College, Miami-Dade Community College, Nova Southeastern College, Palm Beach Atlantic College, and the University of Central Florida.

The coalition program is part of a comprehensive diversity plan developed during a year-long process by more than 170 Barry University administrators, faculty, staff and students. The plan also includes developing a model multicultural campus learning

environment; sharing values-centered programming and perspectives via an electronic diversity network, linking Catholic institutions in the U.S. and abroad; and developing diversity benchmarks and best practices that can be adapted by institutions nationwide.

For more information contact Fran Freeman at 305-809-3649.

# A Year Long "Night of Broken Glass" And More at Skidmore College

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SARATOGA SPRINGS, NY

A year-long, campus-wide commemoration of Kristallnacht -- the "Night of Broken Glass" (November 9-10, 1938), which marked the beginning of the government-sponsored racial violence by Nazis against the Jews in Europe -- is being planned by an ad hoc group of students, staff and faculty at Skidmore College. The anniversary event will be used as a focal point to educate the Skidmore community about "the lethal effects of racial prejudice" in the U.S. and abroad. Using comparative methods of learning and case studies, the working group will highlight enduring features of racism and examine global racism by studying events such as Kristallnacht in Germany, genocide in Cambodia, ethnic cleansing in Bosnia and tribal warfare in central Africa. Stories will be told and lessons explored through community forums, guest lectures, teach-ins, reading and discussion groups, film festivals, art and photo exhibits, and dance, theater and musical performances.

In October, a program aimed at helping to support and retain minority students opens the fall conversation on race with a four hour workshop entitled "This Is Your Life." All African American, Asian American, Latino and Native American students will be invited to brunch and a faculty/staff discussion that encourages frank conversation about issues of social class and race, as well as students' personal reflections about their lives and how it feels to be a student of color attending Skidmore College. The discussion is designed to help build insight and empathy among faculty, staff and students. For more information on these and other events contact: Kathleen A. Wiater, assistant to the president at 518-580-5700.

# Albany State University's Program of Black Men Mentoring Black Men

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ALBANY, GA

Albany State University has developed a program urging African American male college students nationwide to help preserve and mentor the next generation of black male students by getting them to address issues of education, development, and social responsibility in their lives. Called the 100 of ASU, the program is aimed primarily at African American youth in grades one through nine and seeks to connect youth with college mentors who can help them overcome racial and societal pitfalls by aspiring to educational excellence and economic self-sufficiency. The program will also target undergraduate freshmen. Mentors will also address health and wellness issues such as drug prevention, HIV awareness and anti-violence strategies. The program's primary goal is to develop a diverse pool of African American men whose academic and social success will ultimately be rewarded with financial support and access to the institutions participating in the project.

The 100 of ASU supports the objectives of The 100 Black Men of America, Inc., a group concerned with improving societal conditions for all African American males, not just those at-risk. Among the objectives of the 100 of ASU are to:

- Develop college men to act as role models for black youth in society
- Identify faculty and staff advisors for support of the program
- Target freshmen and sophomores as well as black youth from the general population and at-risk communities

For more information contact: Stephan L. Jackson and Antonio J. Leroy at 912- 430-7894.

# Indiana State University's Race and Reconciliation Conference

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TERRE HAUTE, IN

November 22, Indiana State University (ISU) will co-sponsor a conference, "Reconciliation: Racial Equality and Social Justice in Religion," to report findings following the culmination of two years of community dialogues across multiple faith systems to promote racial healing. The initiative launched by ISU's President's Commission on Ethnic Diversity was supported by members of an interfaith council working to promote racial healing in the southern Indiana community which has witnessed a variety of discriminatory practices leveled against some ISU students. Both the mayor and Congressional representatives are scheduled to participate in the conference which is expected to bring together diverse audiences from throughout the Terre Haute community.

The conference is part of an institutional effort supporting President Clinton's race relations initiative and ISU's year-long diversity focus, "ISU At the Crossroads of Diversity - the Year of the Student." The effort is deigned to address every aspect of student life and success at ISU and to respond to a campus climate study recently released by the provost's office calling for campuswide dialogues about racism and about internationalism. ISU has also initiated a gender fair practices initiative in collaboration with the Indiana Department of Education and local school boards. Classroom and co-curricular programs will continue to emphasize the diversity agenda, and a new diversity course will be offered through Continuing Education.

For more information contact Dorothy M. Simpson-Taylor, Special Assistant to the President and Provost for Ethnic Diversity, at 812-237-3619.

# Iowa State University's Course on Diversity

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AMES, IOWA

Iowa State University has recently developed a one-credit course, "Dialogues on Diversity," that explores diversity within the context of the Iowa State University community. Taught by teams that include faculty members, staff members, and students, the course provides an opportunity to foster greater awareness of diversity; stimulate thinking and communication about diversity on personal, legal, and strategic levels; and help students develop a better sense of their own values. Students discuss the university environment and ISU policies, such as those on sexual harassment and affirmative action. They also explore issues of personal responsibility and community-shared values. The course ends with a session on "Creating Community at ISU: Making an Action Plan."

For more information about the program contact Suzanne Hendrick, associate professor of food science and human nutrition, at 515-294-4111.

## Knox College's Dialogue on Racism

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Galesburg, IL

In conjunction with the national "Not In Our Town" campaign, Knox College has initiated a "Not On Our Campus" campaign to take a proactive stand against bigotry in the Knox College community. On October 31, the campus kicks off the campaign with the fourth annual intercultural summit on race relations with two-days of discussion addressing local and national incidents of hate crimes and hate speech to explore what the community can learn from the incidents while working to overcome their damaging effects. The summit opens with an evening panel discussion entitled "Freedom of Speech versus Harassment." It concludes with a morning workshop and viewing of the film, "The Color of Fear," which explores the impact of racism upon the lives of eight Americans of Asian, European, Latino and African descent.

Objectives of the "Not On Our Campus" campaign include: assessing campus climate, developing a better reporting and tracking system, training individuals to take reports of bigotry, investigating incidents of bigotry, developing prevention strategies, and organizing bigotry response teams and an anti-bias coalition.

Knox College's Dialogue on Racism is a series of small and large group discussions designed to provide "a safe, respectful and caring atmosphere" where individuals can discuss issues of race while also seeking to deconstruct barriers of difference. Sponsored by the Baha'i Faith and Knox College's Office of Intercultural Life, Dialogue on Racism has held four 12-week workshops since its inception January 1996. Other Dialogue on Racism events will be held throughout the year.

For information contact Antonio S. Franklin, associate dean of students, Office of Intercultural Life, 309-341-7230.

# Duke's Stand on Race

## A Presidential Conversation

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RALEIGH, NC

Last spring at Duke, there was a set of events that focused everybody's attention on a topic that many people at this university and on other campuses don't spend a lot of their time thinking about, although some people think about it almost all the time. That sounds like a riddle, and it is. What is this mysterious thing that is almost invisible to some folks, and painfully obvious to others, in the same community?

The answer is race. Let me give you some context here. First, the particulars about the events of last spring. Two student publications published stories about workers and students that many members of our community, but particularly African-Americans, found offensive or egregiously insensitive. But the central event was the improper arrest by two Duke police officers of a male African-American student who was mistakenly identified as a burglar. Our police chief promptly investigated the incident, sanctioned the officers and apologized to the student-- as did I -- on behalf of the entire community. Compelled by an understandable and deep sense of injury, African-American students held a silent vigil outside Duke Chapel, and concerned Black faculty members wrote a thoughtful letter to me about the implications of the incident for Duke.

I, and many other people, have spent a lot of time this summer discussing ways in which we can all work to make this a more inclusive community for everybody here. We'll continue those conversations this fall, and I hope that you will join that discussion, and the actions that result from it, with your fresh perspectives on this thorny question and your eager optimism as students who want and expect great things from your university.

In terms of the larger context, you have chosen a university in the American South, with a historic legacy of slavery followed by decades of rigid segregation. The scars of that legacy don't go away easily, even as the practices themselves are changed. So race is relevant here in ways that it may not have seemed relevant in the societies from which some of you have come-- although race anywhere in this country, and in most societies today, is far more relevant than you may have thought in growing up. And one of the ways it is relevant is in daily interactions and experiences in the lives of every one of you...

The good news is that precisely because race is so clearly a powerful factor in this historically Southern region, it is harder to ignore it than it is in some other places. This makes it, paradoxically, perhaps easier to do something significant about making connections among people of different races and ethnic backgrounds. That's what we want to do here at Duke, with a breathtaking kind of boldness.

One of Duke's most distinguished faculty members, Professor John Hope Franklin, has just been asked by President Clinton to head a national commission on race. This gives us, at Duke, an incredible opportunity to take leadership in this area, to support Dr. Franklin's endeavors and to strive to be a model of the kind of change that is needed to turn race into a source of rich variety in our culture rather than a source of deep division and a scourge...

*(Excerpted from Duke University President Nannerl Keohane's convocation speech to incoming freshmen, August 28, 1997)*

# Diversity at The University of Redlands

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REDLANDS, CA

The University of Redlands is launching a program to increase the ethnic diversity of teachers in the Inland Empire region of Southern California in response to a need for diverse role models and more teachers to maintain small classes in grades K-through three. The university program targets teachers working with emergency credentials as well as para-professionals working toward their bachelor's degrees and teaching credentials.

The university has a strong record of training underrepresented groups in teacher education. Last year 54 of 269 teaching credentials (20 percent) were awarded to members of underrepresented groups. The goal of the new program is to credential 100 new minority teachers each year. The university will consult with administrators in regional school districts to identify potential candidates for the program.

The University of Redlands, a selective liberal arts university, was one of a select group of campuses to receive Ford Foundation funding to develop programs fostering cultural diversity. More recently, the institution received a Hewlett Foundation grant as part of the foundation's Pluralism and Unity Program. Hewlett funding has supported a series of grass-roots programs developed by students, staff and faculty including a children's theater workshop, community mural art project, and a course in environmental justice. In spring 1998, the university will sponsor a national conference on Diversity and Community on College Campuses for members of the Associated New American Colleges and other Hewlett grantees.

For information contact Linda Granell, director of public relations, at 909-335-5195.

The annual Cal Poly Pomona Cross Cultural Retreat for students, faculty, administrators and staff is one of many ways the California State Polytechnic University- Pomona is exploring diversity issues and working to promote understanding, respect and unity among the various members of the campus community. Themes and values explored range from how to invite dialogue with different members of the community and how to promote teamwork and interconnectedness to examinations of passion, compassion, integrity and flexibility. Discussion is provoked through workshops, small group discussions and activities.

REACH - Reaffirming Ethnic Awareness and Community Harmony, attends to campus climate issues. The interdisciplinary program is devoted to encouraging greater interaction among various segments of the campus community as a means to building a more harmonious academic and social environment. Coordinated by Counseling and Psychological Services, Office of Student Life, REACH offers workshops on an as requested basis and addresses topics such as anti-semitism, classism, ethnic identification, prejudice, racism, self-identity, stereotypes, and values, among other subjects.

Other campus contributions fostering diversity include: the Cal Poly Pomona Youth Gospel Choir, seminars on topics such as "Women Discuss Racism" and "What is White Privilege as it Relates to Power and Privilege?" The annual Martin Luther King, Jr. celebration, and a variety of diversity courses such as "Multicultural Leadership."

For more information contact Stan Hebert, Director, Public Affairs, 909-869-4379.

# New York City Technical College

## Educates for Diversity and Lifelong Learning

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BROOKLYN, NY

New York City Technical College/CUNY has created a variety of diversity initiatives to serve its student body from more than 110 countries representing 115 languages. The college's mission is to provide career skills as well as the educational foundation for lifelong learning through degree programs that are built upon a liberal arts and science core curriculum. Selected campus activities and initiatives designed to foster harmony among members of this diverse college community include:

*Theatreworks*, a resident performance troupe composed of students and alumni committed to professionalism in performance and the advancement of nontraditional casting. African-and Caribbean-American, Latino, and Native American performers and women are featured in productions such as "My Fair Lady," "Pippin" and "Oklahoma" performing roles generally played by Caucasians and male performers.

The Cross-Cultural Seminar Series Committee of the Liberal Arts Division is charged with the expansion of multicultural awareness among students. Five events are produced/sponsored annually and include co-curricular seminar programs designed to explore similarities and differences in rituals, beliefs, art, etc. among different urban groups through music, dance, ethnic celebrations, films, readings, colloquia and exhibits.

The President's Task Force on Pluralism and Diversity focuses on the internationalism of the curriculum and global linkages. The group sponsors panel discussions with alumni, and seminars and workshops at which the proceedings of national conferences on multiculturalism are shared with colleagues.

For more information contact, Annette Schaefer, at 718-260-5400.

# Worthington Community College

## Teaching Diversity in Rural Minnesota

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WORTHINGTON, MN

Worthington Community College, located in a prairie community of about 10,000 people some 180 miles southwest of Minneapolis and 65 miles east of Sioux Falls, South Dakota, is transforming its curriculum to serve new populations and a new state mandate calling for discussions of race and ethnicity in the college curriculum.

Because of a new statewide transfer curriculum, all public institutions of higher learning in Minnesota share a U.S. diversity requirement which contains specific goals and competencies. Once inhabited largely by Scandinavian ethnic groups, the area is now being transformed by new waves of immigrants from Mexico, Southeast Asia and the Sudan and courses are beginning to incorporate issues of race, ethnicity, class, and gender.

U.S. history courses, for example, examine Wilson's foreign policy and the Mexican Revolution along with Mexican experiences and perspectives, including those of new immigrants. A study of World War I incorporates information about anti-German-American discrimination in the local region, relating acts such as the tarring and feathering that took place back then to recent instances of prejudice and discrimination against immigrant groups in the area, and nationwide.

Through its diverse curricula, the college is helping students to understand how diversity issues have affected our country's history and are vital to the nature of their own identities and communities.

For more information contact Anne J. Any, history and political science instructor, at 507-372-2107.

# University of Maryland's Blue Print for Diversity Planning

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COLLEGE PARK, MD

*Diversity Blue Print* -- a publication tracing the University of Maryland's struggle to emerge from its past as a segregated institution that wouldn't admit Thurgood Marshall as a law student to a campus noted nationally for its strong leadership in diversity education -- will be published early next year. The planning manual, designed to help college and university leaders plan diversity efforts that fulfill their institutional missions, will focus on such issues as affirmative action, student access and race-based scholarships, faculty and staff recruitment and retention, changing the campus climate, curriculum transformation, coalition-building on and off the campus, addressing the needs of special interest groups, and the role of leaders in fostering diversity. About a dozen presidents and chancellors heading colleges and universities across the nation will profile how they have handled issues of diversity on their campuses.

The manual is just one of many diversity resources and events planned by the university this year. On November 12, Maryland hosts Retention 2000, an annual conference planned by the Office of Multi-Ethnic Student Education to address issues of student retention. The theme "Student Self Empowerment: A Plan for the 21st Century," will explore topics in support of President Clinton's national conversation on race. Included will be discussions of relevance to black and Hispanic males, affirmative action and higher education, and student retention and ethnicity.

On April 17 and 18, 1998 the university sponsors "The Heritage of Ghandi in the 21st Century," a discussion with Karan Singh, former maharajah of Kashmir, India and former Indian ambassador to the United States. For information contact Beth Workman, University Relations, at 301-405-4622.

# Haverford College: Advancing a Tradition of Social Justice

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HAVERFORD, PA

Building on its Quaker traditions, Haverford College has been able to reach broad campus consensus on its commitment to diversity. The college has emphasized the importance of community values and consensus building as it has revised and developed its multicultural curricular requirements and worked to amend its student-defined honor code.

Since 1984, Haverford College has had a diversity requirement. The original requirement asked students to complete a course on (1) the history, perspectives, or cultures of non-Western peoples, U.S. minorities, or women (2) the nature, history, and workings of prejudice. When a committee reviewed the requirement it found that over 150 courses had been developed over the decade for category one. Few courses had been developed to address prejudice. In 1990, faculty members adopted a new "Social Justice Requirement" that focuses not on a particular culture or group but on the critical analysis of prejudice and discrimination.

There has also been an ongoing dialogue led by Haverford students about the school's Honor Code. The Honor Code enjoins students not only to govern their own lives with honesty and a sense of responsibility for others but also to engage in debates about the intersection of personal and institutional values and, ultimately, about the values that shape society. During the yearly ratification process through which students commit themselves to maintaining the Honor Code, Haverford students have attempted to define and redefine how it addresses issues of racism, sexism, homophobia and anti-semitism.

For more information contact Pamela Sheridan, director of public relations, at 610-896-1000.

# Olivet College, Educating for Competence and Character

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OLIVET, MI

Four years ago, a troubling racial incident on campus motivated Olivet College to reaffirm its commitment to the principles established by its abolitionist founders in 1844 -- to welcome all students, regardless of race, and to be a training ground for learning what the founders called "the divine art and science of doing good to others."

This year, in response to that mission and President Clinton's call for a national dialogue on race, Olivet College will conduct Group Dialogue Projects in both the classroom and the community. Students and staff currently are working with school administrators, teachers, and students at a high school in Sturgis, MI. to help facilitate discussion between members of the largely middle-class Anglo community and a growing population of Chicano migrant workers.

The College's reaffirmation of its mission has also resulted in marked gains in minority recruitment and diversity learning. In 1992-93, four percent of Olivet's faculty and nine percent of the student body were persons of color. The percentages are now 18 percent for each group. All Olivet students now begin their college careers with a course entitled "Self & Community" in which they learn to listen, understand, and respect America's diversity. "InterGroup Dialogue" courses train students to help peers mediate conflict and facilitate dialogue. And courses on "Race and Racism" engage students in designing new ways to build community and trust across racial lines.

Convinced that "uneasy toleration has been as good as it gets for most of America, but is a poor second to real community," Olivet College believes that "the involvement of trained, dedicated college students can help to create a level playing field on which confrontation and debate are transformed into dialogue." For more information contact Michael Bassis at 616-749-7641.

# Nassau Community College's Diversity Outreach

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GARDEN CITY, NY

Diversity outreach efforts by Nassau Community College have resulted in a diverse student body that is 28 percent racially and ethnically mixed in a county whose population is only 16 percent diverse. In Nassau County, the African American population is eight percent, the Hispanic population is six percent and the Asian/Pacific Islander population is three percent. Ten years ago the college's student body was only six percent diverse. Yet demographics alone do not motivate the college's commitment to diversity but an institutional belief that education is not only the shortest route out of poverty but the shortest route out of prejudice as well.

Nearly one of every three college-bound high school graduates in Nassau County enrolls at Nassau Community College for their first two years of post-secondary education. Seventy-five percent continue their education after graduating from Nassau Community College. In 1993, the college was ranked first, nationally, in the number of Associate Degrees awarded in multidisciplinary studies. And *Black Issues in Higher Education* has consistently ranked it among the "Top 100 Associate Degree Producers in the Nation."

Nassau Community College was created as part of the State University of New York by the Nassau County Board of Supervisors on February 9, 1959. It opened with 632 students the following year in a wing of the County Court House. College enrollment peaked at over 23,000 in 1992 and exceeded the capacities of two academic wings, a modern library, physical education complex, and administrative tower completed in 1978. A new College Student Center and an Academic Complex were recently completed to accommodate a fall 1997 enrollment totaling 20,881 students.

For more information contact Reggie Tuggle at 516-572-7250.

# Bowling Green State University's Office of Diversity Initiatives

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BOWLING GREEN, OH

President Sidney A. Ribeau of Bowling Green State University has created a special office, the Office of Diversity Initiatives, to initiate critical discussion about race and ethnicity and other diversity issues, and to involve students in the assessment of campus climate and culture. A recent nationally highlighted initiative was a conversation on race and ethnicity between students, administrators and trustees. Participants discussed the aims and nature of diversity education, personal views about race and ethnicity, and reflections about participating in an ethnic studies class. The Office of Diversity Initiatives will sponsor several interconnected/community events throughout the 1997/98 academic year. Among them:

**STUDENTS SPEAK OUT!** The fall release of a video entitled, "What Every Teacher Should Know About Some Practical Aspects of Multicultural Education But Is Afraid to Ask."

**BGSU DIALOGUES WITH AREA HIGH SCHOOLS-** "At the "It's Your Move Retreat," BGSU students will serve as volunteer counselors/mentors to high school students. Both teams will discuss ways to organize around issues of race and ethnicity in high schools and communities.

**COMMUNITY PARTNERSHIPS** - Official representatives from the university and the community, and members of the two human relations commissions, will dialogue about collaborating to promote human relations.

**CREATIVE EXPRESSIONS** - BGSU students are creating works of art and poetry and other creative expressions that reflect their individual insights about race and ethnicity.

**FACULTY DIVERSITY DEBATE** - Faculty members will debate issues of diversity.

For more information contact Lorna Gonsalves-Pinto at 419-372-2682.

# BLOOMFIELD COLLEGE'S CHOICE OF WEAPONS TO FIGHT SOCIETAL RACISM

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BLOOMFIELD, NJ

On October 9th, convocation speaker Gordon Parks, the African American writer, film maker, and veteran photographer for *Life Magazine*, opened Bloomfield College's year-long institutional conversation on race in support of President Clinton's national dialogue on race relations. The conversation titled "A Choice of Weapons," named for one of Parks's autobiographical books, builds on the College's decade of intensive work by faculty, staff, trustees and students to implement the mission in a multicultural environment. "We realize that the challenge is more complex and demanding than we imagined," said President John Noonan. "In redesigning courses, curriculum and the co-curriculum, we discover our bigotries and blind spots, especially in matters pertaining to race, racism, and ethnicity." With a student body of 2,000 students from some 50 countries, Bloomfield College is one of the most diverse small colleges in the nation.

Parks's work is being incorporated throughout the curriculum and co-curriculum. And freshmen and sophomores are currently reading his books in their core courses. Students also will be able to enroll in learning communities in English courses, and Creative Arts and Technology courses that explore Parks's work in literature and the visual arts. The College's art gallery is currently exhibiting Parks's photographs, on loan from the Smithsonian, and his movies are being shown in campus residences. In the spring semester, the music department will give a concert highlighting Parks's compositions, and some students will travel to Washington, DC to see the exhibit of his work at the Corcoran Gallery. The series of discussions on race will be led by members of the AAC&U team attending the Educating One-Third of a Nation conference.

For more information contact Peggy Heller, public relations, at 973-748-9000 Ext. 560.

## Chapel Service - Some Thoughts From Princeton University's President

PRINCETON, NJ

I have a very short message this morning so I will begin at the beginning. We are all here united by our common humanity, but we are also here united by our common deficiency in the performance of good deeds. Although we also come here with the glories and tragedies of our own particular histories, we are united in the fact that we all continue to inhabit an imperfect world where we, and even our most precious institutions, have fallen short of our aspirations. As a result, in order to redeem ourselves and our community, it is the obligation of each one of us to take what actions we can to move our individual lives, the lives of our institutions and the life of our society to a higher level of social justice.

There is a rabbinic saying that we are all born twice, once at our birth and once again when we repent and acknowledge our shortcomings. I would like to recommend to you my own adaptation of this thought, which goes as follows. We are born many times, once at birth and again each time we act to make the world a better place. In this manner we can all look forward to a constant re-birth of our humanity.

We cannot allow either the terrible burden of oppression or feelings of guilt to immobilize us, to frustrate action, to block essential change and thus prevent us from moving closer to a world of greater meaning and social justice. In the area of race relations we are unlikely to make enough progress unless we recognize the need for change and talk honestly about the different steps that each of us will have to take. It has often been said that the difference between a wise man and a fool is that the latter is unwilling to change no matter what the evidence and no matter what the destination. To avoid playing the fool we must all consider thoughtful change in the imperfect world we inhabit together. Moreover, in such an imperfect world we must not be seduced into a set of actions designed to sustain the world of our dreams. We need to be a good deal more practical and select actions designed to improve the world we now have!

We have assembled here today in this splendid chapel that remains in the minds of many alumni and students one of the most glorious spots on our campus. It is a setting that bears with it immediate and strong reminders of the glories of religious faith and the commitments of these faiths to the well-being of all humankind. At the same time, we know that the practices of all faiths, like the practices of all people, have fallen short of our hopes and ignored the well-being of many.

Perhaps we can use this occasion, therefore, to reassert the treasure that every human being represents, and to reassert the obligation that every one of us has to bring our society closer to a fuller achievement of our aspirations for social justice. In this way, perhaps future generations will say of us that "they have prepared a table for us all." Let us all hope that our aspirations can more nearly be achieved during our own lifetimes and that these gains can be sustained for all future generations.

*Excerpts from remarks made by  
Princeton University's President, Harold T. Shapiro  
October 11, 1997 at a special interfaith service  
to discuss race relations*

Prospective Candidates for White House Meeting

**NON-MINORITY SERVING INSTITUTIONS**

			Control				Gender		Ethnicity					Location			
			Public	Indep.	Other	2 Year	Male	Female	AA	NA	H	A	C	East	South	Midwest	West
Lattie F.	Coor.	Arizona State University	1					1				1	1				
Sister Jeanne	O'Laughlin	Barry University		1				1				1		1			
John F.	Noonan	Bloomfield College		1			1					1	1				
Sidney A.	Ribeau	Bowling Green State University	1				1		1				1				
Bob H.	Suzuki	California State Polytechnic University	1				1				1					1	
Tomas A.	Arciniega	California State University at Bakersfield	1				1				1					1	
Blenda J.	Wilson	California State University, Northridge	1					1	1							1	
Yolanda	Moses	City University of New York	1					1	1				1				
Nannerl O.	Keohane	Duke University		1				1				1		1			
Neil L.	Rudenstine	Harvard University	1				1					1	1				
Martin C.	Jischke	Iowa State University	1				1					1			1		
Charles	Vest	Massachusetts Institute of Technology		1			1					1	1				
Clyda	Rent	Mississippi University for Women															
Vernon O.	Crawley	Moraine Valley Community College	1			1			1						1		
Michele	Tolela	Myers Denison University						1				1					
Eileen R.	Baccus	Northwestern Connecticut Community Tech.	1			1		1					1				
John	Slaughter	Occidental College		1			1		1							1	
Michael	Bassis	Olivet College		1			1					1	1				
Marilyn Chapin	Massey	Pitzer College		1				1				1				1	
Harold T.	Shapiro	Princeton University		1			1					1	1				
Vera King	Farris	Richard Stockton College of New Jersey	1					1	1				1				
Robert A.	Corrigan	San Francisco State University	1				1					1				1	
David H.	Porter	Skidmore College		1			1					1	1				
Ruth J.	Simmons	Smith College		1		1		1	1				1				
Peggy Gordon	Elliott	South Dakota State University	1					1				1	1				
Gerhard	Casper	Stanford University		1			1					1				1	
Shirley S.	Kenny	State University of New York at Stony Brook	1					1				1	1				
Lois B.	DeFleur	SUNY @ Binghamton															



**HISPANIC SERVING INSTITUTIONS (HSIs)**

		Prospective Candidates for White House Meeting	Control				Gender		Ethnicity					Location			
			Public	Indep.	Other	2 Year	Male	Female	AA	NA	H	A	C	East	South	Midwest	West
Alex	Sanchez	Albuquerque Technical-Vocational Institute	1			1	1			1						1	
Robert W.	Ramsay	Almo Community College District	1			1	1			?	?					1	
Sr. Jeanne	O'Laughlin	Barry University			1			1				1		1			
Victor G.	Alicea	Boricua College	1				1				1		1				
Antonio	Perez	Borough of Manhattan Com. Coll., CUNY	1			1	1				1		1				
Tomas	Arcinega	California State University, Bakersfield	1				1				1						1
Ernest	Moreno	East Los Angeles College	1			1	1				1						1
Adriana B.	Barrera	El Paso Community College District	1			1		1		?	?					1	
Modesto	Maidique	Florida International University	1				1				1			1			
Vera	Martinez	Fullerton College	1			1		1			1						1
Ricardo R.	Fernandez	Herbert H. Lehman College	1				1				1		1				
Ricardo	Fernandez	Herbert H. Lehman College, CUNY	1				1				1		1				
Gilbert	Dominquez	Imperial Valley College	1			1	1				1						1
Jose R.	Gonzalez	Inter American U. of Puerto Rico, Central Adm.	1				1				1		1				
Agenas	Mojica	Inter American U. of Puerto Rico, San German	1					1			1		1				
Carlos	Hernandez	Jersey City State College	1				1				1		1				
Ramon H.	Dovalina	Laredo Community College	1			1	1				1					1	
Alfredo	de los Santos, Jr.	Maricopa County Community College District				1	1				1					1	
Eduardo	Padron	Miami-Dade Community College	1			1	1				1			1			
Sr. Karen	Kennelley	Mount Saint Mary's College			1			1				1					1
Selimo C.	Rael	New Mexico Highlands University	1				1				1					1	
J. Michael	Orenduff	New Mexico State University, Main Campus	1				1				1					1	
Sigfredo	Maestas	Northern New Mexico Community College	1			1	1				1					1	
Ernest A.	Martinez	Palo Alto College	1			1	1				1					1	
Ted	Martinez, Jr.	Richard J. Daley College	1			1	1				1					1	
Jesus	Carreon	Rio Hondo Community College				1	1				1						1
Rita	Matinez-Purson	Santa Fe Community College	1			1		1			1					1	
John	Cordova	South Mountain Community College	1			1	1				1					1	
Rev. John	Moder	St. Mary's University			1	1	1			?	?					1	
Manuel L.	Ibanez	Texas A&M University, Kingsville	1				1				1					1	
J. Gilbert	Leal	Texas State TEchnical College, Harlingen	1			1	1				?					1	
Roberto B.	Cruz	The National Hispanic University					1				1						1
Norman	Maldonado	U. of Puerto ico, Central Administration Office	1				1				1		1				
Jose Luis	Monserrate	U. of Puerto Rico, Cayey University College	1				1				1		1				
Max	Castillo	University of Houston, Downtown	1				1				1					1	
Richard E.	Peck	University of New Mexico	1				1			?	?					1	
Carlos B.	Ramirez	University of New Mexico, Los Alamos Campus	1				1				1					1	
Stuart J.	Ramos	University of Puerto Rico, Mayaguez Cmapus	1				1				1		1				
Efrain Gonzalez	Tejera	University of Puerto Rico, Rio Piedras Campus	1				1				1		1				

Prospective Candidates for White House Meeting

Juliet V.	Garcia	University of Texas at Brownsville	1					1			1					1	
Diana	Natalicio	University of Texas at El Paso	1					1			1					1	
Samuel A.	Kirkpatrick	University of Texas at San Antonio	1				1				1					1	
Miguel A.	Nevarez	University of Texas-Pan American	1				1				1					1	
Jose J.	Rivera	University of the Sacred Heart	1				1				1		1				
		<b>TOTALS (44)</b>	<b>38</b>	<b>0</b>	<b>3</b>	<b>18</b>	<b>36</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>37</b>	<b>0</b>	<b>2</b>	<b>12</b>	<b>3</b>	<b>22</b>	<b>7</b>

Prospective Candidates for White House Meeting

**HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUs)**

			Control				Gender		Ethnicity					Location			
			Public	Indep.	Other	2 Year	Male	Female	AA	NA	H	A	C	East	South	Midwest	West
William	Harris	Alabama State University		1			1	1	1						1		
Gloria R.	Scott	Bennett College		1				1	1						1		
Oswald	Bronson	Bethune-Cookman College		1			1		1						1		
Nathanael	Pollard, Jr.	Bowie State University	1				1		1				1				
John W.	Garland	Central State University	1				1		1							1	
Thomas W.	Cole, Jr.	Clark Atlanta University	1				1		1					1			
Rutherford H.	Adkins	Fisk University		1			1		1							1	
Frederick S.	Humphries	Florida A&M University	1				1		1					1			
Raymond A.	Hicks	Grambling State University	1				1		1					1			
William R.	Harvey	Hampton University		1			1		1				1				
Patrick	Swygert	Howard University	1				1		1				1				
James E.	Lyons, Sr.	Jackson State University	1				1		1					1			
Raymond	Bowen	LaGuardia Community College	1			1	1		1				1				
Niara	Sudarkasa	Lincoln University	1					1	1				1				
William W.	Sutton	Mississippi Valley State University	1				1		1					1			
Walter	Massey	Morehouse College	1			1	1		1					1			
Harrison B.	Wilson	Norfolk State University	1				1		1				1				
Edward B.	Fort	North Carolina A&T State University	1				1		1								1
Jermone	Green, Jr.	Southern University Shreveport					1		1							1	
Johnetta B.	Cole	Spelman College	1					1	1					1			
James A.	Hefner	Tennessee State University	1				1		1							1	
James M.	Douglas	Texas Southern University	1				1		1							1	
Joe A.	Lee	Tougaloo College	1			1	1		1					1			
Benjamin	Payton	Tuskegee University	1				1		1					1			
Delores	Spikes	University of Maryland, Eastern Shore	1					1	1				1				
John L.	Henderson	Wilberforce University	1				1		1							1	
Norman C.	Francis	Xavier University	1				1		1							1	
<b>TOTALS (27)</b>			<b>21</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>23</b>	<b>5</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>12</b>	<b>7</b>	<b>1</b>

**TRIBALLY CONTROLLED COLLEGES AND UNIVERSITIES**

Prospective Candidates for White House Meeting

			Control				Gender		Ethnicity					Location			
			Public	Indep.	Other	2 Year	Male	Female	AA	NA	H	A	C	East	South	Midwest	West
Veronica	Gonzalez	American Indian Higher Education Consortium			1			1		1				1			
Martha	McLeod	Bay Mills Community College	1			1		1						1			
Carol	Murray	Blackfeet Community College				1		1		1						1	
Erich	Longie	Cankdeska Cikana Community College				1	1			1						1	
Tanya	Ward	Cheyenne River Community College				1	?	?		1						1	
Verna	Fowler	College of the Menominee Nation					1			1						1	
James	Tutt	Crowpoint Institute of Technology			1		1			1						1	
Morgan	Otis	D-Q University	1				1			1							1
Tommy	Lewis	Dine Community College				1	1			1						1	
Alonzo	Spang	Dull Knife Memorial College				1	1			1						1	
Lester Jack	Briggs	Fond du Lac Tribal and Community College				1	1			1						1	
Phillip	Shortman	Fort Belknap Community College				1	1			1						1	
Elizabeth	Demeray	Fort Berthold Community College				1		1		1						1	
James	Shanley	Fort Peck Community College				1	1			1						1	
Bob	Martin	Haskell Indian Nations University	1				1			1						1	
Della	Warrior	Institute of American Indian Arts			1			1		1						1	
Jasjit	Minhas	Lac Courte Oreilles Ojibwa Community College				1	1			1						1	
Larry	Aitken	Leech Lake Tribal College				1	1			1						1	
Janine Pease-Pretty on Top		Little Big Horn College				1		1		1						1	
Louis	LaRose	Little Priest Tribal College				1	1			1						1	
Schuyler	Houser	Nebraska Indian Community College				1	1			1						1	
Roebert	Lorence	Northwest Indian College				1	1			1							1
Thomas	Shortbull	Oglala Lakota College				1	1			1						1	
Marie Smallface	Marule	Red Crow Community College				1		1		1						1	
Joseph F.	McDonald	Salish Kootenai College				1	1			1						1	
Lionel	Bordeaux	Sinte Gleska University					1			1						1	
Elden	Lawrence	Sisseton Wahpeton Community College				1	1			1						1	
Carolyn	Elgin	Southwest Indian Polytechnic Institute						1		1						1	
Steve	Galbavy	Stone Child College				1	1			1						1	
Carty	Monette	Turtle Mountain Community College				1		1		1						1	
David	Gipp	United Tribes Technical College				1	1			1						1	
<b>TOTALS (31)</b>			<b>3</b>	<b>0</b>	<b>3</b>	<b>23</b>	<b>21</b>	<b>9</b>	<b>0</b>	<b>30</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>27</b>	<b>2</b>

## **A Proposal to Enhance Public Support for Affirmative Action in Higher Education**

### **Proposal Background**

Affirmative action and diversity initiatives enjoy widespread support among college and university leaders. Such initiatives are seen as positive strategies for expanding higher education opportunities for traditionally underrepresented students and for recruiting and retaining women and people of color. However, recent court rulings and ballot measures have left the future of these approaches in question. Currently, higher education institutions are being challenged to identify strategies that will preserve their ability to diversify their student bodies and faculties, survive legal scrutiny, and respond to public concerns about the fairness of race-specific and gender-specific (especially with regard to women of color) affirmative action.

The American Council on Education (ACE) has a long record of support for the preservation and expansion of diversity in higher education. In response to recent developments that threaten to undermine the ability of institutions to pursue these objectives, ACE has begun an ambitious program designed to define affirmative action in higher education in positive terms and to defend its practice. Launched in April 1995 and coordinated by ACE's Affirmative Action Task Force, the current effort is aimed at:

- ensuring the continuation of affirmative action practices in higher education;
- helping colleges and universities interpret and evaluate proposed legislation and court decisions;
- exploring changes that may make affirmative action a more effective tool for achieving equity in higher education; and
- analyzing and reshaping public perceptions of affirmative action in higher education.

Please refer to Appendix I for a detailed list of activities ACE has undertaken to meet these goals.

This proposal focuses on analyzing and reshaping public perceptions of affirmative action in higher education—both the strategies employed and the way they are applied. As part of this effort, we propose to conduct focus groups and a national survey with over-sampling in states where affirmative action is a "hot Button" issue (e.g., California, Texas, Washington, Michigan, Georgia, and Colorado). The research ACE has conducted to date, with funding from The Ford Foundation, demonstrates that the public supports the notion of more inclusive college and university campuses. However, it also shows that the public generally disapproves of the strategies and programs currently being used to achieve diversity.

This project has two overarching goals: (1) to transform negative public perceptions of affirmative action as a strategy for achieving racial and ethnic diversity in higher education and (2) to increase public acceptance of and support for methods and strategies that contribute effectively to such diversity. Specifically, this proposal seeks support for further research on public opinion concerning affirmative action in higher education; the development of messages that communicate the importance of such strategies in ways that are acceptable to the general public; and, based upon these findings, a national campaign—with special attention to several key states—to build public support for affirmative action as a tool for achieving campus diversity. We are requesting up to \$436,887 to fund this two-year project, as detailed in Appendix III.

## Statement of Need

More than 35 years have passed since President Kennedy issued Executive Order 10925, which required federal government contractors to take "affirmative action" to ensure that employees and job applicants were treated equally without regard to race, color, creed, or national origin. Yet, Americans continue to have conflicting attitudes toward affirmative action.

Over the past 20 years, diversity and affirmative action initiatives have gained fairly broad support among college and university leaders. Changes in the nation's population and a growing recognition that its future is linked inextricably to expanded higher education opportunities for traditionally underrepresented groups have led many colleges and universities to undertake a variety of efforts to recruit and retain more minority and women students and faculty. A recent study found that half of all college and university faculty believe that recruiting more minority students and creating diverse, multicultural campus environments are top priorities for their institutions.

However, opinion surveys indicate that public support for affirmative action has eroded. A 1991 *Los Angeles Times* poll found that 24 percent of respondents felt that "affirmative action programs designed to help minorities get better jobs and education go too far these days." By early 1995, the share of respondents holding that view had increased to 39 percent.

In response to declining support for affirmative action, ACE has begun to explore public attitudes toward its use in higher education. ACE has sought to determine the level of support that exists for the use of affirmative action in college admissions and hiring, and whether the public believes affirmative action is an effective and necessary tool for achieving racial, ethnic, and gender diversity on campus.

An extensive literature review conducted by ACE's Affirmative Action Task Force indicates that little is known about how the public views affirmative action in higher education. Over the past 30 years, few surveys that sought to measure public opinion on affirmative action included questions that referred specifically to higher education. In addition, many survey questions use terms such as "quotas" or other language that tends to elicit negative responses.

To gather additional information, ACE retained a survey research firm to conduct a series of four focus groups that explored this issue in greater depth. Groups consisting separately of college-educated and non-college-educated white women and white men were assembled to get a more accurate reading of the views of these segments of the population. In the discussions, several messages regarding the connection between higher education and affirmative action were tested. (See Appendix I for a complete report on the findings from these focus groups.)

The focus group results confirm that a disconnect exists between what a portion of the public thinks affirmative action policy *should* be and its responses to current policies. Participants were ideologically supportive of many of the goals of affirmative action, e.g., equal access to higher education, but they vehemently opposed the current system of implementation and what they perceive to be the "special preferences" that constitute "affirmative action." Participants strongly associated the term "affirmative action" with "quotas" and "believed that these preferences always favored 'them'—minorities and/or women—at the expense of 'us.'"

The focus group participants left no doubt that race matters when evaluating affirmative action strategies. They endorsed the idea of equal opportunity for all potential students, but supported only those programs that are based exclusively on merit. Any admission strategies that included race as a factor were perceived automatically as nullifying the importance of merit.

While they conceded that affirmative action in higher education may have been needed at one time, the participants expressed the belief that it no longer works, and that, as a system, it should be reevaluated, if not scrapped altogether. Intervention at the collegiate level was judged to be too late to make a difference in the educational disparities that exist between whites and minorities. The participants believed that, to be effective, affirmative action must address inequities at the K-12 level.

If the public is to become convinced of the need to support both the goals and the strategies of affirmative action in higher education, colleges and universities must be able to demonstrate that diversity is a compelling interest and, therefore, a valid reason for establishing and maintaining affirmative action programs. Further research is needed to identify the messages that will help persuade the public of this. Colleges and universities must determine how to present affirmative action strategies that are acceptable to the general public, how to convince the public of the educational benefits of diversity to all students, and how to persuade the public that without affirmative action, higher education would be handicapped in fulfilling its mission of educating an increasingly diverse population.

### **The Project**

The American Council on Education is dedicated to the belief that equal educational opportunity and a strong higher education system are cornerstones of a democratic society. ACE further believes that affirmative action is necessary if higher education is to fulfill its distinct mission: to enhance the intellectual and cognitive development of students; to prepare students for participation in the work force; and to prepare students for civic life in a diverse democracy. Therefore, ACE is seeking support to implement a national public awareness campaign that will broaden our efforts to analyze public perceptions of affirmative action; identify the changes that will make affirmative action a more acceptable and effective tool for achieving equity in higher education; and promote the use of affirmative action in higher education to the general public, as well as to targeted audiences.

### **Project Objectives and Activities**

- A. Objective: Thoroughly assess public opinion regarding the importance of affirmative action principles to the success of higher education by conducting additional focus group research and public opinion surveys at the national level, with special attention to key states. Please note Appendix II which spells out the timeline for the proposed project.**

#### **Activities:**

Research indicates that when asked about affirmative action in higher education, most members of the public think only of "quotas" and "special preferences." However, these same respondents are receptive to and supportive of the goals of equal opportunity and diversity when these are defined without using the phrase "affirmative action."

ACE will engage a professional public opinion research firm to conduct additional focus groups and surveys and test alternative messages that could be used to promote affirmative action to the general public and to targeted stakeholder groups (e.g., the media, opinion leaders, decision makers, and leaders within the academy). These activities will include a broad public opinion survey that examines attitudes among different racial and ethnic groups. Through these activities, ACE will discover and determine:

1. New language and presentations that will promote the concept of affirmative action in higher education to the general public. These new messages will be designed to convince the public that inequities still exist in higher education, that race and gender remain powerful indicators of educational opportunity, and that affirmative action strategies benefit everyone.
2. Strategies for building support within the academic community for affirmative action reforms.
3. Strategies for linking higher education with K-12 programs to promote achievement and access.
4. The attitudes and concerns of the general public, including African Americans, Asian Pacific Americans, and Hispanic Americans, low-income individuals; and key leaders within the academy and the extended community (e.g., university trustees, presidents, and donors; K-12 leaders; media representatives; elected officials) toward affirmative action itself and toward proposed reforms to affirmative action.

**B. Objective: Craft and disseminate messages that describe affirmative action as an essential tool for achieving diversity in higher education. The messages will restate those principles of affirmative action that have been distorted by polarizing arguments presented on campuses and in the media and will emphasize the crucial link between the educational value of diversity and affirmative action.**

Activities:

1. Based on the results of our analysis of public and targeted stakeholders' attitudes toward affirmative action in higher education, ACE will develop a theme around which to construct the public awareness campaign.
2. ACE will conduct an extensive campaign to increase public awareness of the benefits of diversity, and will provide accurate information on affirmative action to the media, opinion leaders, decision makers, leaders within the academy, and the public. Materials for this campaign will include:
  - \* Press packets for reporters, editorial writers, and opinion columnists;
  - \* Newspaper op-ed articles, professional journal and popular magazine articles, and press releases;
  - \* Briefing materials for elected officials and higher education leaders, with special attention given to issues confronting Historically Black Colleges and Universities;
  - \* Boilerplate speeches that can be adapted for use by college and university executives and trustees;
  - \* Public service announcements and news actualities for radio and TV; and
  - \* Camera-ready ad slicks for magazines and newspapers that utilize public service space.

- C. Objective: Encourage college and university presidents to become spokespersons for affirmative action and help them develop strategies for disseminating their messages.**

Activities:

ACE will conduct a series of roundtables with college and university presidents and other education association representatives who will serve as spokespersons on behalf of affirmative action for ACE and other organizations.

- D. Objective: Develop and provide constituents with information and language they can use to support their affirmative action initiatives and programs and encourage the use of these materials by higher education leaders, trustees, administrators, faculty, and students.**

Activities:

1. ACE will prepare regular updates to *Making the Case for Affirmative Action in Higher Education: A Handbook for Organizers*, a resource book prepared by ACE staff that presents a wide range of material, including the rationale for affirmative action, ACE's positions on issues pertaining to affirmative action, steps to take to become involved in efforts to retain affirmative action, court decisions, current legislation, etc. The first version was issued in October 1995; subsequent updates were released in June 1996 and October 1996. ACE will post relevant excerpts from *Making the Case* and other affirmative action materials on its World Wide Web site.
2. ACE will conduct a series of regional meetings for college and university leaders that will focus on effective affirmative action messages and dissemination strategies for internal and external higher education audiences. Consideration will be given to conducting some of these meetings in states where serious challenges to affirmative action, have been mounted.
3. ACE will use its major conferences—the Annual Meeting in February 1998 and the One-Third of a Nation Conference in October 1997—as well as the conferences of affiliated associations and commissions (e.g., the American Association for Higher Education Annual Conference in March 1998) as forums for disseminating the campaign message. The ACE Board of Directors and the various commissioners who serve on advisory groups for all ACE program offices also will be utilized to carry the message.

- E. Objective: Build partnerships with business organizations, the independent sector, and the media.**

Activities:

1. ACE has held meetings with several groups that have special and common concerns regarding affirmative action—The Education Trust, the National Alliance for Business, the American Association of Collegiate Registrars and Admissions Officers, and the American Association of University Professors. Such meetings will continue throughout this project for the purpose of sharing information, collaborating on advocacy efforts, and identifying and accessing target groups for the public awareness campaign.

## **Evaluation**

Because the major focus of this proposal is directed at changing public perceptions of affirmative action and increasing public acceptance of the importance of educating our diverse population, content analysis of newspapers, public opinion polls by various national groups, congressional actions, and other public expression of ideas on this issue will form the basis of our evaluation process. Selected interviews and sessions with ACE board members and commissioners also will be used to offer perspectives on what has changed in terms of perceptions within higher education of the support for affirmative action and the education of a diverse population.

## **Conclusion**

The American Council on Education is dedicated to enhancing the ability of higher education to serve the nation, which means educating a diverse population as well as educating the public about diversity. This proposal will enable us to gain a better understanding of public attitudes and work with the public on the importance of these ideas to the future of our country.

ACE has responded to the current challenge to affirmative action in higher education by spearheading an initiative to define affirmative action in positive terms and to defend its practice. ACE seeks to continue these efforts. Despite Americans' fundamental commitment to fairness and justice, a pervasive misunderstanding of affirmative action, coupled with the continuing existence of racial and gender bias, threatens to deny higher education opportunities to a new generation of minorities and women in our nation. Action must be taken quickly to persuade the public of the need to support remedies that ensure equal opportunity for all people. Thus, we turn to The Charles Stewart Mott Foundation for support of up to \$436,887 as itemized in the attached budget, to help ACE continue the efforts it has begun and to support an expansion of ACE's plan to make the case for affirmative action in higher education.

## **The American Council on Education**

Founded in 1918, the American Council on Education is the nation's coordinating association for higher education. Its approximately 1,800 members include accredited, degree-granting colleges and universities from all sectors of higher education, as well as other education and education-related organizations.

ACE is dedicated to the preservation and enhancement of diversity in higher education. Affirmative action is an effective tool for achieving diversity. For many years, ACE has sought to promote diversity in higher education through the delivery of technical assistance, conferences, programs, and guidance materials that target the needs and concerns of minority men and all women. ACE also has opposed and worked against federal and state actions that would dilute or eliminate programs designed to promote affirmative action in employment, admissions, and financial aid. ACE's history of leadership in this field has prompted those with similar interests and commitments to look to ACE for support now that aspects of affirmative action are being questioned.

## Appendix I

The following activities have been undertaken by the American Council on Education to achieve the goals of its affirmative action initiative:

- In the spring of 1995, ACE convened 25 legal scholars and higher education association CEOs in a Legal Scholars Symposium on Affirmative Action to discuss the legal framework that supports affirmative action and diversity in higher education.
- At its May 1995 meeting, the ACE Board of Directors unanimously approved a statement reaffirming its belief that affirmative action is an effective tool for achieving diversity and supporting the continued use of affirmative action in higher education.
- In the summer of 1995, ACE established an electronic database for dissemination of information on issues related to diversity and affirmative action.
- Through "Dear Colleague" letters during 1995 and 1996, ACE kept college and university presidents apprised of the legal and policy implications of recent court decisions and of the decision by the University of California Board of Regents to end affirmative action programs not mandated by federal law or regulation. The same process was followed in providing information on the Fifth U.S. Circuit Court of Appeals decision in the case of *Hopwood v. Texas*.
- In October 1995, ACE developed and disseminated a special publication, *Making the Case for Affirmative Action in Higher Education: A Handbook for Organizers*, which consolidates reference materials and offers strategies for supporting affirmative action at colleges and universities at both the state and national levels.
- Throughout the last three years, using various electronic and print media, ACE informed its constituents about proposed federal legislation that could severely curtail and/or eliminate affirmative action and urged them to voice strong opposition.
- In 1996, ACE filed an *amicus curiae* brief with the Supreme Court requesting review of the Fifth Circuit decision in the Hopwood case.
- During 1996, ACE formed alliances with other organizations that have special and common concerns regarding affirmative action; these organizations include The Education Trust, the National Alliance for Business, the American Association of Collegiate Registrars and Admissions Officers, and the American Association of University Professors.
- ACE used its 1995 "Educating One-Third of a Nation Conference" and its 1996 and 1997 Annual Meetings as forums for disseminating information on and mobilizing support for affirmative action.
- ACE has begun the process of collecting data that speak to the educational value of diversity and the role of affirmative action in enhancing campus diversity among students and faculty members.

## Appendix II

### Timeline

#### YEAR 1

Months 1-3 Focus groups will be held and public opinion surveys will be conducted.

Months 4-6 Message development and message testing will occur.

Months 6-12 Messages will be disseminated. Spokespersons will be identified and meetings will be held with them to discuss message dissemination; regional meetings will be a major part of message dissemination. Product development will begin, followed by product dissemination.

#### YEAR 2

Year two will be devoted to continuing to build on the public awareness efforts of the previous year. Progress on public opinion, court cases, and what colleges and universities are doing to address affirmative action and diversity on campus will be monitored.

Evaluation of the effectiveness of the project will take place during this second year by conducting a content analysis of major newspaper stories and public opinion polls on attitudes about affirmative action.

# AMERICAN COUNCIL ON EDUCATION

Office of Minorities in Higher Education

## COVER MEMORANDUM

**TO:** Maria Echaveste, Director, White House Office of Public Liaison  
Professor Christopher Edley, Harvard Law School

**FROM:** *HG* Héctor Garza, Vice President, Division of Access and Equity Programs

**DATE:** December 11, 1997

**SUBJECT:** Developing a Comprehensive Communications Strategy in Support of Affirmative Action

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In response to your request that we at the American Council on Education (ACE) think through ways in which we can be helpful in building more broad-based support for inclusion and access to postsecondary education, I am sending you a compilation of project proposals which describe the work that we have been doing in "making the case for affirmative action." These project proposals should be helpful in bringing you up-to-date with the public opinion research regarding the importance of affirmative action which has been conducted on our behalf within the last year.

*msg. & creation* | Perhaps more important than project descriptions, you will also find in the enclosed materials the initial and final reports on the findings from focus groups designed to explore public attitudes toward affirmative action in postsecondary education. I believe that these reports and their study findings are precisely what you are talking about as information necessary to launch a comprehensive public communication strategy.

As I told you during our last telephone conversation, we at ACE stand ready to assist you in this public information/public communication initiative. In talking to ACE colleagues about convening an inter-association meeting of individuals from One-Dupont Circle and minority higher education associations to discuss their involvement on these matters, people thought that next week was too soon to get the "right" people to attend. Perhaps this can be organized for early January. I would, however, like to use some time next week to brief you and Maria about all of the materials included in this packet and their relevance to your outline entitled "Thoughts on Higher Education" Agenda. Please let me know if this would be helpful to both of you.

For example, item number 5—Promising Practices Research and dissemination —We are currently working with Norma Cantu to provide technical assistance (see attached agenda and conference program) to college campuses through our national meetings—Educating One-Third of A Nation and our Annual Meeting. You and Maria can be helpful in facilitating the authorization to release a Department of Education/Department of Justice Self-Assessment of Affirmative Action Guidelines for College Campuses from The White House. We have been waiting for these guidelines for too long while The White House continues to look for an opportunity to "roll it." Please feel free to call me or Norma Cantu for more information on this issue.

I apologize for sending too much paper, but this should demonstrate to both of you that we are both on "the same track" of what we believe is necessary to make the case for affirmative action to the broader public. If the paper is too overwhelming we would gladly provide you with an oral presentation. Please let me know if we can be of continued assistance.