

# Archived Information

## Summary Report 1998 Campus Week of Dialogue

Prepared by the  
Office of Postsecondary Education  
U.S. Department of Education

Revised August, 2000

Questions or comments regarding the contents of this document should be directed

to:

Donald E. Conner  
U. S. Department of Education

1990 K Street NW  
Washington, DC 20006

Phone number: (202) 502-7818  
Email: [donald\\_conner@ed.gov](mailto:donald_conner@ed.gov)

## **Summary Report on ‘Campus Week of Dialogue’ Who Will build America? Survey Response**

The month of April 1998 was designated by the President’s Initiative on Race (PIR) as a ‘Month of Dialogue’. A ‘Campus Week of Dialogue’ was held from April 6<sup>th</sup> thru 9<sup>th</sup> of 1998. During that time college and university presidents across the country were asked to take responsibility for leading the nation in organizing race-related events on their campuses. They were encouraged to participate by conducting one of the following activities: Campus Town Hall Meeting; Campus-Community Partnership; A Student Leader Meeting; or other campus activities that they designated. The report that follows summarize some results from the sessions held.

The following report also highlights data tabulated from **approximately one hundred eighty-eight** participation reply forms (surveys) returned to the PIR office. The results, findings, recommendations and conclusions from the returned surveys should not be interpreted to represent all colleges and universities in the nation. Although many colleges and universities participated in the ‘Campus Week of Dialogue’, findings from the survey represent only the responses of those who conducted an event and chose to complete and submit a survey form. Through-out the report institutions that returned the survey form are referred to as participating institutions.

### **How Data Was Gathered**

The majority of the data analyzed in the qualitative report section was collected from the returned survey forms returned to the PIR office. Participating institutions' aggregate demographical, quantitative data was collected by merging the survey respondents' file with the U.S. Department of Education’s (ED) Integrated Postsecondary Educational Data System (IPEDS) file of approximately 10,000 institutions. The IPEDS file is maintained by the ED National Center for Educational Statistics (NCES). All institutions are required to submit data to NCES for IPEDS. Data collected and stored on IPEDS include enrollment information, financing information, degrees awarded and other related data. Of the 188 institutions submitting a survey 177 matched with data maintained in the IPEDS.

Most survey questions were open-ended and lent themselves to an extremely wide range and variety of responses. Respondents had great latitude to report on the activities their campus sponsored and the major issues that arose. Responses to the survey were grouped into common themes that emerged from each question.

### **Methodology**

This report looks at the quantitative part of the data and highlights meaningful statistics related to the schools participating in the survey and then looks at minority representation at the same schools.

The second part of the report focuses on specific responses to individual survey questions and highlights findings, insightful comments, questions raised and recommendations. Edited responses to survey questions are presented in exhibits 3 thru 8 in the middle of the report.

### **Descriptive Data Analysis-Types of Activities Conducted**

Colleges and universities were asked to participate by conducting at least one of the following activities. 1) A ‘Campus Town Hall Meeting on Race’ which is conducted by organizing a meeting or series of meetings with students, faculty, and staff to discuss complex issues of race on campus, in the local community or in society’. 2) A ‘Campus-Community Partnership’ conducted by hosting a meeting involving both campus and community leaders discussing ways to work together. 3) A ‘Student Leader Meeting’ conducted by encouraging student leaders from all races on campus to convene a campus meeting to discuss issues of race and how to work together. 4) ‘Other Campus Activities’ conducted by sponsoring other events during the week, including faculty lectures on race, film showings, cultural festivals, community service projects and other related events. See Exhibit 1 for a listing of all participating institutions, the events they conducted and the number of participants at each event.

The following table illustrates a breakdown of the type of events held by survey respondents and the number of participants in each of the events.

#### **Campus Week of Dialogue (Survey Response)**

**Table 1**

<b>Type of Event</b>	<b>Number of Events</b>	<b>Number of Participants</b>	<b>Percent (%) Participants</b>
Town Hall Meetings	69	7,428	24
Campus-Community Partnerships	31	2,389	8
Student Leader Meetings	53	2,170	7
Other Campus Activity	102	18,855	61
<b>Totals</b>	<b>255</b>	<b>30,842</b>	<b>100</b>

Table 1 above shows that the events in the ‘Other Campus Activities category was conducted more frequently than any other with over 61 percent of all participants. Approximately 24 percent of participants attended the Town Hall Meetings. Participation in Campus-Community Partnerships was about 8 percent while at the Student Leader Meetings participation was 7 percent. There were approximately 255 total events sponsored by participating institutions with an estimated 31,000 people participating.

The one hundred and seventy-seven institutions that were successfully matched with the ED IPEDS file can be categorized into the following institutional types:

**Number of Institutions by Type**  
**Table 2**

<b>Type of Institution</b>	<b># of Schools</b>	<b>Percent</b>
<b>Public</b>	<b>88</b>	<b>49.7</b>
<b>Private</b>	<b>76</b>	<b>42.9</b>
<b>For Profit</b>	<b>3</b>	<b>1.7</b>
<b>Missing</b>	<b>10</b>	<b>5.6</b>
<b>Total</b>	<b>177</b>	<b>100</b>

We can see from Table 2 that about half of the institutions (49.7 percent) participating in the survey were public institutions. Private institutions were not far behind with 76 institutions (42.9 percent).

Table 3 below provides a further breakdown of institutions by type and control.

**Participating Institutions by Type and Control**  
**Table 3**

<b>Type of Institution</b>	<b># of Schools</b>	<b>Percent</b>
Public 4-Year	55	31.1
Public 2-Year	33	18.6
Private 4-Year	72	40.7
Private 2-year	4	2.3
Private 4-Year Profit	1	.6
Private less than 2-Year for Profit	2	1.1
<b>Totals</b>	<b>167</b>	<b>100</b>

There were fifty-five, Public 4-Year institutions (31.1 percent) and thirty-three Public 2-year institutions (18.6 percent). There were 72 Private 4-Year institutions (40.7 percent) and 4 Private 2-Year institutions (2.3 percent). Private 2-year institutions numbered 4 or about 2 percent. There were three for profit institutions (1.1 percent). Four-year institutions represented approximately 71.8% of participating institutions

The following chart illustrates the average (mean) percentage of minority students attending institutions by the type of institution.

**The Percentage of Minority Students Enrollment by Institutional Type at Participating Institutions**

**Table 4**

<b>Institution Type</b>	<b>% African American</b>	<b>% American Indian/Alaskan Native</b>	<b>% Asian/Pacific Islander</b>	<b>% Hispanic</b>	<b>% Non-Minority</b>
Public	8.9	1.0	4.5	5.6	80.0
Private	9.8	1.3	4.7	3.4	81.0
For Profit	16.0	2.0	1.0	10.0	71.0
<b>Total Minority Students</b>	<b>9.4</b>	<b>1.7</b>	<b>4.6</b>	<b>5.0</b>	<b>80.0</b>
<i>All Institutions National Total Minority</i>	<i>11.6</i>	<i>0.9</i>	<i>5.3</i>	<i>10.3</i>	<i>71.0</i>

Table 4 further shows that of all the institutions returning the survey, African–American students represent approximately 9.4 percent of the students on their campuses. Hispanic and Asian Pacific/Islander students represented approximately 4.6 percent. Native American students represented about 1.2 percent.

The last row of the table lists national percentages at all Title IV eligible institutions by race.

**Minority participation by institutions within a state**

See Exhibit 2 for a table that lists all participating institutions by state and the percentage of minority students enrolled at each institution.

## State Where Participating Institutions are Located

**Table 5**

<b>State of Institution</b>	<b>Number of Institutions</b>	<b>% of Participating Institutions</b>	<b>Cumulative Percent</b>
Missing Data	9	5.1	5.1
AL	3	1.7	6.8
AR	3	1.7	8.5
AZ	1	0.6	9
CA	17	9.6	18.6
CO	4	2.3	20.9
CT	3	1.7	22.6
DC	4	2.3	24.9
FL	4	2.3	27.1
GA	6	3.4	30.5
HI	1	0.6	31.1
IA	2	1.1	32.2
ID	1	0.6	32.8
IL	8	4.5	37.3
IN	3	1.7	39
KY	5	2.8	41.8
LA	2	1.1	42.9
MA	10	5.6	48.6
MD	5	2.8	51.4
MI	3	1.7	53.1
MN	3	1.7	54.8
MO	1	0.6	55.4
MS	1	0.6	55.9
MT	2	1.1	57.1
NC	6	3.4	60.5
NH	1	0.6	61
NJ	5	2.8	63.8
NV	1	0.6	64.4
NY	12	6.8	71.2
OH	6	3.4	74.6
OK	2	1.1	75.7
PA	17	9.6	85.3
RI	2	1.1	86.4
TN	2	1.1	87.6
TX	5	2.8	90.4
UT	1	0.6	91
VA	3	1.7	92.7
VT	1	0.6	93.2
WA	6	3.4	96.6
WI	4	2.3	98.9
WV	1	0.6	99.4
WY	1	0.6	100
<b>Total</b>	<b>177</b>	<b>100</b>	

Table 5 above list the states where participating institutions are located that returned surveys. They were from forty-one states: The five states with the most institutions participating represent 36 percent of participation by all institutions. California and Pennsylvania each had 17 institutions or approximately 10 percent of the total. There were 12 institutions from New York representing approximately 7 percent. Massachusetts, with 10 institutions and 5.6 percent, was fourth. There were eight institutions in Illinois representing about 4.5 percent of schools. The remaining institutions were fairly evenly spread through the remaining thirty-six states. Five Historically Black Colleges & Universities (HBCU's), and one Tribal College returned the survey. There were also five Hispanic Serving Institutions participating in the survey.

## **Part II –The Survey**

The survey consisted of ten questions, three were demographical, and were discussed in the previous section. The remaining six questions will be discussed in this section.

**Highlights of the survey responses are presented below. The full response to each survey is presented in Exhibits 3-8 at the end of the summary report.**

Following are the questions from the survey. Since most of the questions were open-ended, the responses varied a great deal between institutions. Consequently, the questions were not easily tabulated. The approach utilized in tabulating the survey results is intended to determine the most common themes that emerge however, all responses do not fit neatly into the overarching themes. Therefore findings reported here are based on the majority of responses.

**I. What were the primary issues discussed at your event(s)?** Responses to this question were placed into the following themes. Approximately 143 of the responses or about 76 percent of the total responses are represented by the following themes. See **Exhibit 3**, which provides a complete listing of all responses to this question.

**1) Race & Racism/ Discrimination & Prejudice** (72 responses) The discussions within this theme covered a broad spectrum of race relations within the college and university communities. Some respondents discussed definitions of race and racism and how race relations impact daily life. Other respondents discussed issues such as student's voluntary (or self) segregation on campuses. There were discussions regarding responses to hate groups and how some people are in denial regarding racism and the need to address it. There were discussions about family legacies of racism and how racism is often passed down from generation to generation. Other discussions addressed multi-racial marriages. There were also discussions centering on improving race relations.

**2) Diversity & Multiculturalism** (39 responses) There were discussions centered on awareness of cultural differences and how to create sensitivity and appreciation for others. Other discussions dealt with ways to create a truly multicultural community. Emphasis in several of the discussions highlighted the importance of understanding cultural differences and the need to respect people as individuals. Some respondents wrote that everyone should become a friend to someone from a different race or culture.

**3) Perceptions & Climate** (17 responses) The discussions in this group centered on how students perceive racism on campuses and the perception of race in America. There were also discussions on whether the campus climate was supportive of and open to all students. There was a discussion on perspectives of the Holocaust. Respondents in this group also discussed the institutional and economic climate.

**4) Dialogue, Education & Solutions** (17 responses) The discussions focused on the difference between dialogue and debate. Other respondents wrote that the focus was on creating on-going, honest dialogue among faculty, staff and administrators about racial issues. Discussions addressed what the university could do working with the community to enhance race relations. Educational, economic, political, and social opportunities were the topic of some of the discussions.

**II. What lessons were learned or what concrete outcomes resulted from your event(s)?** Five themes emerged from this question. See **Exhibit 4** for a complete listing of responses to this question.

**1) Continue the Dialogue** -- (41 responses) There was a general consensus to continue to have the dialogue sessions because so much was learned from them as knowledge

counters ignorance and reduces and eliminates bias. Some respondents talked about expanding the dialogues to include the community and to continue to understand each other's perspective.

- 2) **Hold future race related events** -- (34 responses) Several respondents wrote that the events were evaluated as highly successful and there is a commitment to have more sessions in the future. One respondent recruited 35 student facilitators to expand the dialogue sessions next year.
- 3) **Diversity, awareness & multiculturalism** -- (24 responses) The importance of students learning about different cultures and the importance of establishing good relations. Some respondents wrote that they learned that 'silence and acquiescence can enable racism to occur'. Others learned that race remains a sensitive subject. Others wrote they learned that issues of race and diversity needs to be addressed.
- 4) **Partnerships developed** – (14 responses) Several institutions formed partnerships with the community, with Boards of Education, student groups and businesses in the private sector. Others started university to university partnerships.
- 5) **Student Leader meetings** – (11 responses) Several student groups agreed to meet and talk again. Students hosted an Intercultural Student Conference and they also started an 'Intercultural House' where students live off campus and champion the goal of intercultural understanding. Similar activities occurred at other institutions that responded to the survey.

### III. What race related challenges is your campus facing?

Six major challenges emerged from this question. There were approximately 177 responses of which 166 of them were grouped into the following challenges. See **Exhibit 5** for a complete listing of all responses to this question.

- 1) **Race relations including discrimination**—(56 responses) A reoccurring response was student self-segregation. "Segregation—people still separate based on race, there is separatism and exclusivity by racial group". There are small numbers of minorities on campus. There is covert racism that makes dialogue and understanding difficult. There is a general feeling of being disconnected if you are a person of color or a woman.
- 2) **Diversity issues**—(35 responses) A major point made was that many campuses are not as diverse as they should be. There needs to be a concentrated effort to increase diversity in the student population, curriculum, faculty and staff at many colleges and universities. There is also an attitude on some campuses that diversity and race related issues are problematic and are concerns primarily for minorities.
- 3) **Recruitment and retention**—(32 responses) This was stated as the challenge approximately 20 percent of the time. Many institutions responded that recruitment of a more diverse student body, minority faculty hiring and retention was a major challenge.

The backlash of angry White faculty opposed to diversity was also cited. There should be “Recruitment in diverse populations, to offer adequate support for minority communities within the college”. “Reflective staffing and developing curriculum that includes diversity, developing new teaching styles while considering cultural differences are challenges. Managing classroom diversity”.

**4) Dialogue/Conversations**—(17 responses) It is challenging to start conversations about race. Getting people to listen to one another and be honest with themselves is challenging. “Our inability to engage more non-minority students in face to face discussions regarding racial tensions and conflict resolution is a big challenge”. There is disappointment that few non-minority faculty and staff is taking a leadership role in discussions related to racial issues.

**5) Perceptions & Climate**--- (17 responses) The big challenge is to change perceptions of the majority community. Creating a safe climate to facilitate honest, open, regular dialogues and collaborative activities around race were another challenge. There is not a supportive environment for African-American, Hispanic and Asian individuals on many campuses. One respondent wrote that ‘there is suspicion of efforts to unify because of past wounds and insensitivity from the majority group’.

**6) Training**--- (10 responses) Several institutions indicated that this was the challenge. Race related issues needed to be included into the curriculum and that race-related incidents should be combated through training and awareness. Another respondent wrote that teaching was needed to help various groups communicate. Diversity training should be provided to all faculty and staff.

**IV. What solutions if any has your campus developed in response to these challenges?** Responses to this question were categorized into the following themes. See **Exhibit 6** for a full listing of all responses to this question.

**1) Dialogue & Conversations** – (57 responses)

The majority of respondents indicated that their solution to the challenges is to insure that some type of on-going dialogue sessions continue where issues can be discussed in an open environment. They also indicated that it was important to keep the issues of race and diversity at the forefront of the dialogue. Some stressed the importance of involving student leaders and students in the planning and assessment of the dialogue sessions. Others indicated the importance of getting faculty involved so they can take ownership in the campus climate regarding race. The following quote encapsulates this theme. “Continue the dialogue. Integrate multiculturalism throughout the University curriculum. Diversify the faculty. Involve students in planning, assessing and research diversity. Engage the surrounding community in the dialogue”.

**2) Diversity & Multiculturalism** – (53 responses) There were slightly fewer responses that could be put into this category. Based on the number of responses we can tell that

many colleges and universities felt that this is an important way to deal with the challenges at their schools. Some schools established diversity task forces or multicultural committees to plan and address issues of race, diversity and multiculturalism now and in the future. Several of the institutions wrote that they intend to include courses on cultural diversity into the curriculum. The following quote captures the spirit of what many of the institutions are doing: “We will build coalitions & unite with different oppressed groups. Show individuals the benefits of change. Provide incentives for intergroup interaction. Provide opportunities for thinking and self-reflection to overcome internal pressures”. (Presented as actions to various barriers”).

**3) Training, Awareness & Publicity** – (22 responses) Several institutions wrote that training was the solution to their campus challenge. Some institutions developed diversity videos as a way to educate their staff. One institution wrote that they provide future student leadership training. Another institution indicated that it would include instruction about racial bias in the curriculum. Several institutions indicated that they would start some type of advertising campaign. One institution created a “No Room for racism” campaign with a mass educational thrust for campus, community, and continued educational programming for the university and community.

**4) Recruitment & Retention** – (20 responses) The importance of recruiting a diverse student body and faculty was the solution for several institutions. Many of them wrote that they were going to work hard to increase the recruitment and retention of minority students, faculty and staff. They wrote of incorporating experiences from different cultures into the curriculum. Several of them already have a task force or committee to work on recruitment. The following quote highlights what may be a general consensus. ‘A formalized minority-recruiting plan will be developed. Conduct an institution-wide assessment of programs and systems to better address race related issues and identify barriers’.

## **V. What are Two specific recommendations you would like to make to the President concerning issues of race on your campus?**

The themes that reoccurred more frequently from this question were: A complete listing of responses to this question can be found in **Exhibit 7**.

**1) Leadership & Direction** -- (50 responses) The majority of respondents want the President to provide leadership and direction by promoting a National agenda to do a number of things (only a few are included here) including creating a 'National Discussion Day' annually. To involve all Cabinet members and members of Congress in the discussion on race relations and hold them accountable for being role models. Others want the President to insure that the effort is an on-going national activity. Some respondents want the President to be more vocal against legislation that curbs minority participation at schools. Several respondents wrote that the President should have a caucus in Washington of university and college presidents to emphasize his commitment to diversity and race relations.

**2) Continue the Dialogue** – (32 responses) Many respondents want the President to continue to support the dialogues on race, to keep the discussions going and to try to get all races involved in the discussions. Other respondents wrote that the President should encourage educators and the private sector to work together on heightening the awareness of the youth of tomorrow. They urged that there be continued conversations and follow-up. A respondent wrote that the President should focus the dialogues on institutions with little diversity.

**3) Increased Funding & Program Development** – (29 responses) Several respondents emphasized the theme of funding for conducting race related activities. Some institutions want the President to develop a funding resource that colleges can apply toward the challenge of campus racism. Some institutions want the President to earmark dollars specifically to support training and development for faculty, staff, and students on intercultural communication. Several institutions wrote that the President should provide scholarship funds for minorities to attend private universities. One institution wrote that there should be funding for the development of intergroup relations centers to promote intergroup interaction.

**4) Recruitment & Education** – (12 responses) Under this theme institutions wrote that there is a need for people of color to be elected or appointed to higher office to effectively incorporate viewpoints of different races in the decision making processes. Another institution wrote that there should be more minorities teaching at our colleges and universities.

## **VI. Would you be willing to commit to organizing future race-related events on your campus or in your community to help build 'One America in the 21<sup>st</sup> Century'?**

This question required a two-part response. Part I asked the respondents to check a yes or no box. Approximately 134 respondents or about 71 percent checked the **Yes** box indicating that they would be willing to hold a future race related event. There were about 5 respondents checking the **No** box. The remaining respondents did not check either box. All responses to this question can be found in Exhibit 8.

Part II of the question asked respondents to describe the event if they indicated that they would organize one. Responses to this question varied greatly, but were grouped into the following categories.

**1) Dialogue & Discussions** -- (28 responses) Several respondents wrote that they will continue with this type of discussion each semester. There was general consensus of the importance in having open forums and keeping the communication channels open. The following quote relays the spirit expressed, ‘Our community would benefit from a private candid dialogue between College Presidents, the Superintendent, the Chief of police, Social Service Executives, the City Council, the Mayor, the School Committee and the Legislators’.

**2) Diversity planning** – (8 responses) A number of respondents indicated that they would continue to develop an activity to increase diversity. Others will use diversity as the main topic at their event. The events range from diversity roundtables to bringing multicultural events to campus.

**3) Partnerships** -- (7 responses) Some respondents wrote that they would continue to partner with the community or with various organizations on their respective campuses. Our campus ‘Will partner with the City’s Community Relations Commission to sponsor workshops and forums’, was the sentiment expressed.

**4) Miscellaneous** – The remaining responses were placed into this category because they differed from all others. Several respondents wrote that the timing of the initiative was bad and they would sponsor an activity if they had more time or could use their own timetable. Others asked that they be kept informed of any new programs or initiative developments. A large number of respondents that checked the Yes box did not indicate what future event they would organize.

## **Conclusions**

The overarching and continuous theme that was echoed by most participating institutions throughout the surveys is to “Keep the Dialogue Going”. The ‘Campus Week of Dialogue’ generated a lot of support nationwide. There were dialogues started and relationships developed that may have a lasting impact. Many people of different races, cultures and ethnicities are talking to each other about the real and divisive issue of race relations. The activity drew many people together that possibly would never have gotten together. The effect of having the activity is immeasurable.

The support and encouragement of President Clinton was critical to the success of the event and can't be overemphasized. President Clinton's support is critical to insuring that future events and activities are successful. A survey respondent wrote, "if President Clinton weren't advocating the events, many of the people who participated would not have". It is very important that some action result from the events. Many people want the President to make race relations a continued part of the national agenda.

Several survey respondents wrote that the President needs to provide leadership, support and guidance now and in the future. He can do that by keeping the activities going, by establishing relationships with colleges and university presidents, by encouraging and forming partnerships that will last into the next century. The President and his policies should serve as a model for others to follow.