

Archived Information

The President's Initiative on Race

1998 Campus Week of Dialogue Survey Responses

Exhibit 3 Specific Responses to Survey Questions

What were the primary issues discussed at your event(s)?

1. When did students of color become aware of their minority status? Burden of representing race. Self-segregation of groups and how to appreciate/profit from diversity.
2. Definition of race and racism.
3. Reasons and solutions for disparities in test scores of minorities for intergroup disparity between ethnic groups.
4. Relate when participants first become aware of race.
5. Race acceptance and feelings of isolation (lack of community). Innovation and race and issues of diversity.
6. Classroom experiences, student expectation and the reality of racial tension. Student, faculty and staff dialogue.
7. Stopping the feuds from each generation.
8. Starting cultural sharing. Community discussion with political leaders. Education courses for educators on cultural diversity and attitudes of students regarding various races. Why hasn't the understanding/caring gap been closed?
9. How is diversity planning addressed and how students, faculty and administration view it?
10. Root causes of prejudice and racism and problems created by prejudice and racism. How to overcome prejudice and racism.
11. Diversity in Higher Education and improvements in race relations since legal civil rights gains of 60s. Class.
12. Shared cultural knowledge and perspectives built allies through awareness. Committing ourselves to an ongoing process of inclusion.

13. Unification around issues of race. Racism, power, prejudices, internalized oppression and racism on campuses.
14. No integrated public spaces except classrooms, Black and White students don't have a lot of opportunity to interact because the Greek oriented nature of the campus affects ability to interact.
15. Sharing dialogue and information about race. Emotions, affirmation of values, and clarification of viewpoints.
16. What the university can do to work with the community to enhance race relations.
17. Better understanding cultural foundations of various ethnic peoples.
18. Race, racism and its affect on the entire community. Race relations in Vermont.
19. The issue of gay bashing.
20. Double standard of name calling. Why is color always an issue?
21. Perceptions of race and diversity. Handicapped awareness. Individual action plan.
22. What the issues are at WFUSM. How do we increase diversity in faculty, student body and clinical research? Population(s) diversity.
23. Race relations using the example of Frederick Douglas. Race and inclusion dialogue. Cultural diversity creating sensitivity and appreciation.
24. Diversity in Texas, Taylor County and ACU. Overall state of relations at ACU and needed improvements.
25. Diversity/gender and race. Community living/learning and leadership in community.
26. Cultural differences.
27. The role of student media within community who gets involved in the students press and decision making.
28. How we respond in-group settings when racial biases surface (being in a minority group when racial jokes or remarks are made). Complications introduced when dealing with humor.
29. How school could be more involved in lives of students.

30. Economic disparity and inconsistent judicial system. Defining role of educational commitment.
31. Awareness of cultural differences. Respect and appreciation of diversity and value. Education of others on cultural differences.
32. Lack of discussion of race at Rice and feeling of isolation by minority students. The role of college councils and the student associations.
33. The meaning of race/racism. Individual life experiences.
34. Campus race relations. Alabama race relations. Mobile race relations and race relations in general.
35. How many different cultures and races are represented on campus? What are the positives/negatives about others?
36. The differences between debate/dialogue. The process of improving human interaction. We talked about first experiences with prejudice/discrimination.
37. Affirmative action. Viewed and talked about the film *Talking About Race*.
38. Diversity of staff/students/curriculum. Creating a culturally sensitive climate. Identifying community representatives to serve as mentors for students of color.
39. The establishment of student ethnic clubs to enhance retention.
40. Perceptions based on race and the myth about quotas. Concern about under-representation of some groups.
41. Institutional and economic climate. Faculty and staff retention and recruitment and the need for expanded student support services.
42. Dialogue focusing on examining the issues of race.
43. Exploring strategies for improving inter-group relations.
44. How to reach people who are not willing to learn about other cultures. How much Aurora/Denver have progressed in addressing race issues. What we can do to fix racial discrimination among children in the U.S.A.
45. How to create a true multicultural community. Ways in which racism and other discrimination occurs and subtle racism without realization.
46. A speech from our President.

47. What does Old/New Testament teach about diversity?
48. Appreciation of diversity and understanding other groups.
49. What is race and what does it signify? What are stereotypes?
50. Separation of racial groups on campus. The status of minorities in the community. Climate issues that influence how diversity is addressed on campus – race and other issues.
51. Elimination of prejudice and ending of mistreatment based on race/gender/class sex, age and physical characteristics.
52. Should colleges sponsor forums on race and diversity? Should forums center on college community or larger community?
53. How to address how students learn about legacies of racism in society. How can higher education partner with the community to provide opportunities for racial reconciliation?
54. How does race affect daily lives – such as the media, where one shops, church one goes to and people one associates with etc? Racial healing and community building among group.
55. Clinton's trip to African, America is realizing the connection. Understanding cultural differences and pressure of living and working within cultures.
56. Identifying race relations issues from students' perspectives.
57. Dealing with differences in family and community. Biracial families – ensuring self-acceptance.
58. Can we build *One* America? Racial issues at Carnegie Mellon. Multicultural programs for the 1998 – 1999 year.
59. Racism on campus and in the community. Racism in the state and our country.
60. Race relations and impact of race on individual experiences. Strategies and interventions to enhance the understanding and appreciation of racial differences.
61. Language barriers encountered within student body. Academic programs are offered in two different languages. A community effort with different ethnicity's as the major emphasis.

62. Student racial experiences including access and barriers to opportunities.
63. Issues of race as it relates to student involvement in local community, society and communication. A campus/community dialogue.
64. How campus students perceive racism? Why should there be clubs serving only minorities? Racial issues within the classroom.
65. How racism affects the lives of students on/off campus.
66. Legacies and histories of racism and stereotyping. Improving race relations through honest and open dialogue. Assisting students in developing ways to respond to conflict.
67. Student recruitment, training for faculty and staff. Climate in residence halls.
68. Stereotyping found in today's culture. Name calling and labeling found in today's society. Educating youth/elderly on mis-information.
69. Voluntary segregation on campus and personal experience with race on campus. Race oriented events on campus and why few students attend events sponsored by students of color.
70. Maintaining a friendship with someone of a different race. Public demonstrations and ongoing dialogues. Evaluations through a lens of preconceived stereotypes. Judging a group by the experience of a single encounter.
71. Perception of race relations in America. The 1992 LA riots. The Princeton community compared to others. Key issues of race relations and ways to improve them.
72. Racial problems affecting the campus and the city. Students do not feel welcomed in student clubs even with an open door policy. Not enough minority professors compared to high minority student population. End open admissions and cut remedial classes for colleges in NY.
73. Perceptions on campus climate relating to race. Personal background and exposure(s) to race relation.
74. Learning to respect people as individuals. Learning to move outside of ones own comfort zone. The need for more conversations among individuals.
75. State of race relations on/off campus and causes of racism. Strategies for overcoming racism. *Note:* discussion was held with the Student Community Government and some minority student organizations. Led by Minority Affairs

- Officers using PIR race dialogue kits.
76. Race relations on campus. Developed suggestions on how student leaders can improve race relations and develop cooperative working relationships across racial lines.
 77. How do we develop a prejudicial attitude? Do we face bigotry in our community? What is your experience with bigotry? What can we do about racism?
 78. Self-exploration and race awareness centered on faculty's experiences, feelings, and attitudes about people of color.
 79. To create on-going, honest, socialized dialogue among faculty, staff, and administrators about racial issues. To create a stronger and more united learning community. To help create a positive cultural experience for each participant.
 80. Meaning of race and racism. Divisions within the African American community and tension between conservative Blacks and liberal Blacks. The political agenda of White Conservatives and entrepreneurship.
 81. Marginalization of students on predominantly White campuses. How the Catholic tradition is a solution/problem. Issues for faculty and staff of color.
 82. Race and attendant diversity issues and the need to discuss openly racial bias.
 83. What is the state of Race Relations at San Jose State University? Panel discussion by seven student leaders from diverse backgrounds.
 84. Bridging racial divides. Teaching children basic foundation for understanding and developing appreciation for different cultures. The essential role student leaders must play in shaping an equitable society by working together to improve racial relationships.
 85. Responses to hate groups. The role of churches, colleges and schools. Unity Coalition Meetings.
 86. Denial or lack of awareness of a race problem. Positive aspects of diversity in the workplace. The need for children to learn early in life to respect for differences including race.
 87. Educational, economic, political, and social opportunities.
 88. Race, racism, and the need to address these issues. Past efforts and renewal of new efforts.

89. Outreach and recruitment programs. Class differences and social-economic cultures, values and perspectives. Affirmative action and diversity.
90. Race relations, “Unconscious Bias” and research on how to overcome discrimination.
91. Things that people were most proud of about their race and things they wish other people would not say. Observation of prejudice in action.
92. The importance of acceptance and respect were the primary issues.
93. How many different cultures and races are represented on campus? What are the positive and negative perceptions among students of other people? Personal histories of race relations. Racial classes at Stanford.
94. Race relations on campus, specifically why black students seem to self-segregate?
95. Protecting the distinctiveness of all cultures.
96. Civility and respect and new curricular initiatives. Recruiting a diverse student body/faculty/staff. Current campus offerings, initiatives and activities. The value of open expression, the Potsdam pledge and a statement of our community values.
97. Constructive dialogue of race relations on a national level. Race relations in education and health care delivery systems.
98. Celebration of diversity, pride in ethnicity and a united humanity.
99. Issues of race relations on campus.
100. The existence of racism and church burnings. The Rev. Danny Donaldson, speaker. Racism and the police.
101. Discrimination and inconsistencies on how people are treated because of their race or ethnicity. Progress made in the local area since the turn of the century (more diversity, greater minority representation in student body, administration of Rio Grande etc.). Lack of resources. Long lasting effects of discrimination experienced during childhood.
102. Diversity and self-esteem. Goals and objectives in the schools and community. Cultural awareness and self-identity.
103. Interracial marriages. The future of historically black colleges and universities. Race in the classroom. Black racism. Educational environment.

104. Survivor accounts and perspectives of the Holocaust from a rabbi. Lessons to be learned from Holocaust.
105. Affirmative action and initiative I-200, an initiative like California I-209, which would end Washington State affirmative action progress. Continued prejudice and uneven opportunities.
106. Is the campus climate supportive and open to students from all racial groups? Campus activities planned to bring people together, activities that cut across racial, gender and ethnic divides.
107. Race and the intersections of other cultural identities (gender, disability, sexual orientation and the socio-economic status). Strategies to make WSU an educationally purposeful, open, inclusive and just community.
108. Results of the minority student survey. Adding diversity to curriculum and creating instructional sensitivity to multiculturalism.
109. Race relations and cultural sensitivity.
110. Stereotypes, prejudice and White privilege.
111. How is race defined and how is it differentiated from culture? Racial stereotypes, positive and negative and cultural sensitivity.
112. Planning a diversity week. Planning a national conference for black cultural centers. Initiated a steering committee for strategic race relations plan.
113. Race issues, relations and feelings on campus.
114. Student reaction to January 1998 study tour and briefing with speakers/authors. Issues of race on campus.
115. Race relations in the legal system and in the United State. Immigration policies, unequal justice in the military, gays and lesbians.
116. How to improve race relations and campus climate for students of color. Increasing the number of faculty and staff of color at a predominantly White campus. Dialogue among the races with the goal to reduce stereotypes and generalizations.
117. Campus climate and retention ideas.
118. Specific campus issues and perceptions of race within the local community.

119. Education, economics, law, family, youth and health.
120. Ways to recognize and combat racism at the university.
121. Building bridges and economics.
122. The negative impact of public funded, university legitimated racism. The negative impact of racial school mascots to native students and educators in addition to non-native students; How to incorporate appropriate ways of educating about diverse cultures.
123. Racial and cultural differences and personal experiences dealing with race and diversity. Statistical and social data regarding race and its fictiveness in the United States.
124. Perceptions, attitudes, experiences.
125. How race has been manipulated throughout the modern political campaigns, e.g. Willie Horton and affirmative action. Issues at the university.
126. The relationship between people of color and the police. Racism and its impact on society. The role of conflict mediation on a university campus. The impact of diversity on the future of the University.
127. Issues of racial discrimination and how early these beliefs are assimilated. Students discussed how change could occur and the need to create change.
128. Valuing our stories and embracing a wider point of view.
129. How metaphors communicate deeper meaning both past and present. Empathetic caring in diversity. Valuing diversity and tolerance in patients, peers and others involve a journey toward understanding.
130. Ethnic/racial stereotypes and refutation of these stereotypes. Strengths and characteristics of each group.
131. School (K-12) segregation by economic class and race in our town. Celebration of rich cultural heritage on campus.
132. Relations and campus climate between blacks and Jews; Historical context of the African American and Jewish relationship, particularly in regards to the civil rights movement
133. The lack of minority faculty on campus. Creating more cultural courses and instituting a requirement. The issue of whether students of color feel safe and

- welcomed on campus.
134. How community colleges can meet the educational training, professional and career needs of a racially diverse community. History, present state and future of diversity.
 135. Diversity in the forms of race, gender, religion, cultural heritage, ethnicity, exceptionalities and sexual orientation.
 136. The education of race on campus as compared to other universities and the facilitator's workplace. Examining what the college can do to make all students feel comfortable on campus.
 137. Affirmative action and the plight of African Americans in higher education.
 138. Campus programming.
 139. Creating a forum for black and other minorities to speak and listen and gauging the racial climate on campus.
 140. Exploring racial injustice. Examined one's responsibility for racial justice and the contributions of Black Liberation Theology.
 141. Open and honest dialogue on /confrontation of issues of prejudice and racism in an effort to create a better community in study circles. How to make the campus more diverse?
 142. State of human relations on campus and what can be done to improve them?
 143. Different groups identifying race issues on campus and identifying common stereotypes.
 144. How the issue of race is addressed at a very white, minimally diverse campus. What participants thought of racism, why and how. How it is important for Whites to consider race an important issue and the elimination of racism as a goal.
 145. Race, power/authority, gender, sexual orientation, generational differences and social learning as they relate to the care and treatment of culturally diverse patients and peer interaction. Cross cultural interactions at multiple levels (e.g. student to student, physician to patient, faculty to student etc.).
 146. Examining personal experiences, perceptions, and beliefs about race at the Medical School. How has racial identity affected your experiences with faculty, administration, or other students, either positively or negatively?

147. Diversity in society to include age, sex, lifestyle, race and social status.
148. Importance of including student leaders from a variety of backgrounds and organizations. Hosting multicultural events but also putting student staff in touch with one another.
149. Affirmative action and dispelling misperceptions about quotas. The destructive nature of racism and the need to combat it.
150. Why do different races perceive images of art differently? What is more important: Artistic 'intent' or social/political impact? How can one protect free speech while constraining racial insensitivity? How can educators improve their effectiveness in contextualizing art when it has racial connections?
151. Personal experiences student of color have had at the University and people's feelings about racism. Discussion of the movie *The Color of Fear*.
152. How to deal with issues of race and affirmative action on a personal level.
153. Race relations in the broader Baltimore region. The development of the book *The Corner* with authors David Simon and Ed Burns.
154. Creating an environment in which individuals feel accepted and appreciated. The importance of making community service a part of our lives all year long. Positive atmosphere present on campus, in dormitories and diversity issues the Residential Advisors face on their floors. How Residential Advisors deal with diversity issues and training that they receive to handle the different situations. Personal experiences regarding situational occurrences. Programming diversity issues.
155. Perceptions of different minority groups both positive and negative.
156. Affirmative action and what we have learned as a result.
157. Role of the individual in improving race relations. Ways to foster development of positive self-image and non-racist outlook in children. Role that economic and political institutions play in perpetuating racism.
158. Awareness on the concept of race (*Note*: First time for some participants). Identifying and acknowledging personal prejudices against persons of other races.
159. Mutual respect and improvement in communication. Perception vs. misperception, functional strategies, concrete resolution and evaluation strategies.
160. Awareness of diversity.

161. What are the deep issues relating to race that we need to confront in this society? What are people hesitant to talk about the issue of race? When is it time to take action?
162. There are many stereotypes that exist on our campus in regards to both black and white students. There is a lack of understanding by the white community as to why there are separate functions and offices for black students (e.g. African American Resource room, Black Awareness Weekends). White students perceive African Americans to be either on an athletic scholarship or from affluent white communities. Black students do not feel supported by white students at events sponsored by the African American community and white students do not see a clear sense of being invited to those events. When interracial dating occurs between black males and white females, it is generally not accepted by black females. In the classroom, black students think that black professors hold them to a higher standard and white students think black professors are easier on African Americans. Black students feel they are perceived by white students as criminals. White students did not perceive African Americans on campus as “criminals,” but did perceive African Americans outside of the school as criminals. Minorities feel that others expect them to understand their entire population (i.e. blacks understand all black issues, Jewish students understand all Jewish issues).
163. Concerns regarding “apathy” on campus regarding race and cultural awareness; Expressed feelings that students and faculty were generally unconcerned because the issue did not affect them personally. Expressed perception of racism/ lack of racism on campus.
164. The effect of affirmative action reform on medical education and the delivering of healthcare to our increasingly diverse population.
165. Racism on campus, specifically the exclusion of black students and the neglect of faculty regarding assertive black students. Asians are placed as buffers in black vs. white issues. Lack of role models for Asians and Latinos. Hostile campus climate.
166. Self-segregation of students by race, ethnicity, cultural similarities and the need for more integrated campus social programs. The role of affirmative action in college/employment selection process. The diversity present at this time on campus. Our experiences thus far regarding racial identity, racial tension and cooperation between races. The campus climate at the University re: race relations and what we can do as individuals and in groups to take risks and learn more about the other races.
167. Race relations, self-awareness and self-esteem building. Creating an awareness of others and interpersonal relationships. How to communicate along lines of

difference regarding difficult dialogue topics, i.e. race, gender etc.

168. Identified and analyzed recent incidents of hate crimes directed towards students of color, gay and lesbian students, and women. How to University has addressed these issues on the past and what our future efforts should be.
169. To advance learning about race on campus and community by exchanging information face-to-face. To promote public understanding of racism, by listening to personal stories. To create new awareness of the demographic shift and its challenge and to develop solutions to community concerns on/off campus.
170. Identifying and eliminating biases/stereotypes. Affirmative action and equal employment opportunities are misunderstood but necessary tools in creating educational development in the workplace. It is necessary to clarify the definition and history of AA/EEO to the American people. The role of diversity in creating a productive and well-run organization. The need to address civil rights issues. The need to create focused events around diversity and race to draw interest and to encourage collaboration.
171. The need to maintain university policy on affirmative action/equal employment opportunities, minority student/faculty underrepresentation. The role of the university in transforming student attitudes about race.
172. Survival of African American students on a predominantly white campus. Survival of Greek organizations. Unity in the African American population.
173. History of racial tensions and future demographics and their impact. The common threads that bind us together. How to celebrate diversity and use it as a strength.
174. Representation, empowerment and campus voice.
175. The nature of prejudice, reducing prejudice through inclusion and multiculturalism. The concept of one and many.
176. Lack of minority faculty/staff and the dwindling number of minority students.
177. Who is responsible for the racial tension and climate in the country? The definition of "minority". How can we promote a conducive climate on campus for all?
178. Campus climate for people of color. Reaching out to freshmen and residence hall students. Curriculum revision of the HSU Diversity and common ground requirement. Tendencies of racial groups to stay in their own groups.
179. The implications of relaxing affirmative action policies on admissions to CUNY

and CUNY hiring practices.

Exhibit 4

What Lessons Were Learned or what Concrete Outcomes Resulted from your Event(s)

1. Awareness of women's personal views, informing the audience about their experiences as women of color, rather than exploring issues related to race relations between groups (language, religion, family relationships, campus life.
2. Consensus of definition of race that it is a social construct (between African Americans and whites) African American community must hold dialogue within their own community before they can have dialogue with those in other communities. Agreed that they all wanted one America in the 21st century.
3. Educators from different types of schools-from affluent to poverty stricken communities-grappled with the possible reasons for the differences in test scores. Also discussed the possible role that race places in achievement of high and low academics.
4. Encourage by the response of the dialogue on race and plan to continue the conversation on a regular basis in the coming academic year. Administers a Quality of life Curriculum Committee and a community-wide task force to review issues of diversity and make recommendations to the College Cabinet.
5. Students agreed to meet again to talk about the issues. Faculty members agreed to address issues in class.
6. Future race related events are planned/ongoing.
7. Community Task Force in place and growing, community newsletter published.
8. Learned that all ethnic groups need to work on tolerance of differences. Agreed that relations on campus are working extremely well.
9. Higher Education Institute in Colorado diversity planning must be restructured and serious diversity program reform must take place.
10. Deeper appreciation for plight of minorities in the area and the difficulty dominant white culture has in recognizing and therefore overcoming prejudice. Initiation of a positive dialogue in an atmosphere of courtesy, consideration, and spirituality.
11. Much discussion generated among students/plans underway for more high profile symposia on race based and civil rights issues for next year.
12. Convened first Intercultural Student Conference. Student initiated "Intercultural House" where students of different cultures secured off-campus housing to champion goal of

intercultural understanding.

13. Ideas for future programs and events; race unity mural was created.
14. Student initiated organization to discuss issues of race, which is recruiting during orientation for freshmen this summer. Unity festival planned with further dialogue and intent to work with area schools.
15. Plans to embrace the concept with additional campus events next year.
16. Creation of a task force that will address on campus race relations issues. Learned that while there are no easy answers, that continued dialogue was important.
17. Campus-community partnerships were formed e.g. race related forums, cultural celebrations and mentoring partnerships. Future race-related events e.g. an intercultural conference for student leaders on campus.
18. Learned that we are being repetitive however sincere on these issues without developing/implementing concrete solutions. Suggestion that a partnership be created to implement concrete solutions.
19. Reworking plans for next year's "Dialogue". We will begin the program with faculty at orientation to enlist their support and encouragement.
20. The major lesson that was learned is that one must leave his or her comfort zone in order to break the racial barriers that society has placed upon us.
21. Gave rise to other issues and a plan to schedule more diversity dialogues for next year.
22. University-university partnership established. Share a campus research center to recruit undergraduates and collaborate on research projects.
23. Critiques suggested that dramatic interpretations of Mr. Douglass by Fred Morsell brought audiences into the conversation on race without tension and thus allowed for greater openness in the discussions.
24. Several ideas introduced to be implemented: - ongoing "rank-free" discussions, i.e. roundtables. - More emphasis on inclusion in programs funded by student activism. - Cultural awareness training for freshmen.
25. Students and staff learned about different cultures and the importance of establishing good relations.
26. A dialogue and sense of understanding was begun between people of different races at the university. A commitment was made to continue dialogue, addressing issues such

as the use by campus social clubs⁰ of the confederate flag.

27. Greater awareness, respect and understanding of one another.
28. To do more cultural enrichment programs for our college.
29. Students agreed to continue discussion, to meet at the student newspaper and to develop a more representative staff.
30. Those using offensive humor should be confronted in most cases, but with discretion.
31. The meeting was a result of a task force on this subject – we will have a “minority services” director in place by the fall semester.
32. Ongoing dialogue/ cultural activities planned. Decided that there was a need to find the time to get together and share concerns.
33. All events were evaluated as highly successful and are planned for 1989.
34. The president of the Student Association volunteered to take a lead in planning various forms on campus to discuss race and improve the general campus climate.
35. There are apparent deep wounds and pain that are the by-products of past, present and perceived future of racism in America. Taking a “politically correct” approach on the issue of race/racism is not likely to yield meaningful and last results.
36. Future discussions were planned. In fact, the next day we had a more informal discussion entitled “Student to Student: Campus Race Relations”. We mainly talked about ways to become more united.
37. A commitment to a number of race-related events for 98-99.
38. The group agreed to continue the dialogue next semester in the form of regular weekly discussions on pertinent topics and to resurrect a course in the curriculum called “Minority Groups.”
39. The on-going effort of our institution is to bring quality awareness programs to our campus. However, the students decided to provide at least one program per semester that deals with racial awareness.
40. Student task force created with the leadership of the Student Government and student clubs. Future campus focus meetings will be scheduled for Fall '98 and Spring of '99. Community representatives believe that more aggressive effort is needed to achieve faculty diversity.

41. To continue the dialogue, make plans to host a series of Cadet Town Meetings focus on issues.
42. McGregor will partner with the Greene County Board of Education and the Dayton Public Schools system. McGregor will schedule a student leaders' meeting, which will initiate the planning process for subsequent student events on campus.
43. Please See Response "Dialogue and Action".
44. Future race-related events have been planned for the 1998 Fall Semester.
45. People should learn about other cultures, and respect them equally. People should stop trying to eliminate the native languages of people. We should teach children at home to accept and respect other cultures. Continue to support affirmative action.
46. Commit to renewing and widening the discussion.
47. To continue to sponsor similar events. To continue to emphasize participation in these events. To stress the appreciation of diversity.
48. Future in-service training for faculty and staff will be implemented.
49. Former partnership with Urban League of Monmouth County. Future training for students. Future discussions in various topics with community & campus leaders.
50. To continue on-going discussions to identify key climate issues.
51. Forums are needed; there was strong support for holding events that include both internal and external communities.
52. To foster campus/community learning about race in American society. To provide a forum for members of the campus/community to participate in an open and honest discussion about the question. To identify committed campus leadership to sustain efforts to build One America. To engage young leaders in the President's Initiative on Race. To identify new Promising Practices.
53. More panel discussion needed. White Americans need to admit there is a problem and that the issue is an emotional one.
54. To continue the discussion one race and willingness to support future activities.
55. Student Leaders meetings are already planned for next September.
56. Students perceive race-relations to be very, very good on-campus.

57. With assistance from the college, a group of families who have biracial children will sponsor group information sessions and share their research data on this topic with schools and other social agencies that serve a mosaic of cultures and ethnicities.
58. Student groups are seeking ways to work together to celebrate diversity. Students are concerned over funding that goes out.
59. At first, there was much denial about racism, then came an awareness.
60. Participants learned that silence and acquiescence can enable racism to occur. Participants learned that race can have a different affect on people's lives.
61. Neutral race relations have never posed a problem within the institution itself, instead, resolved to address the barrier of racial disharmony around the community and improve the relationship between different ethnicities within the institution by developing a newsletter that would incorporate ideas and opinions of all students.
62. Office of Diversity will conduct and expand its Campus Week of Dialogue on Race to an annual 2-day to 5-day event within more classroom programs. A permanent partnership was developed between the Diversity Office and the Communications program to provide continuous diversity-related curriculum enhancements. Developing a partnership with other technical colleges in the state to lead, coordinate and facilitate efforts for a student leader meeting on the issue of race via videoconferencing Tentatively scheduled for Martin Luther King day.
63. Partnership with the Community Relations Commission to sponsor other dialogues/ forums. Added additional events to existing student activities related to race relations. Make race a topic of discussion for student leadership groups.
64. Students need more understanding of the purpose of various clubs. The majority of attendees seemed to have an underlying understanding of the racial issues on campus, but we needed to find ways to get other students to attend.
65. We are planning future race-related events i.e. RAVE: Respect and Value of. Everyone, continued dialogue in small group settings, and a "No Room for Racism campaign.
66. We will need to coordinate many forums where students, faculty and staff, alumni and community leaders can come together to converse about these issues. Senior administration of the college will need to play a leadership role in encouraging and supporting forums. Hope to develop ideas on how to create a civil and inclusive campus community and individually and socially responsible campus culture.
67. Future forums for a continuation of discussions are planned.
68. The need for more meetings to discuss and educate people on race.

69. Administration/Faculty/ Student task force will be created for next year. Commitment to ongoing dialogue on race for the 1998-99 Academic year.
70. Recommended to administration to put art from different cultures in the classrooms. Continue discussion and personal/professional interaction – bring in/ speak with different people from different groups and different cultures.
71. No concrete plans were created but everyone participated and came out with a greater understanding and knowledge of the issues involved and prospect for better race relations in America.
72. Follow-up meeting being planned.
73. The campus community wants action to result from dialogue. The choir usually dominates the attendees. Student task force formed.
74. We have trained 14 people to be facilitators for “Study Circles.” They begin in the Fall. Several faculty members have agreed to lead discussion groups centered on race and race relations.
75. I learned race remains a sensitive subject. There are varying degrees of awareness and exposure in experiencing racism. Opportunities for learning from different people exist on campus; the need is to attend the opportunities that are there.
76. It was an excellent dialogue, however, the participants were the individuals who traditionally attend these events. Given the late notification and the many competing events including Holy Week, the event was far more successful than anticipated.
77. Efforts will be made to implement some of the suggestions made by the students to improve race relations and expand cooperative working relationships. For example, students will promote co-sponsorships of campus events, by diverse groups.
78. A faculty group is working to discuss how the issues of racism can be addressed throughout the curriculum.
79. Participants liked getting to know and understand each other’s background and culture in a non-threatening, non-combative, safe environment.
80. There are apparent deep wounds and pain that are by-products of past, present and perceived future racism in America.
81. Taking a “politically correct” approach on the issue of race/racism is not likely to yield meaningful and lasting results.

82. There are now on-going campus community partnerships. There are future “safe-plans” forums for students and staff. There is on-going commitment to continuing to develop the environment of a Catholic urban university.
83. Continuing dialogue to understand each other’s perceptions.
84. All agreed on the need to a more University-wide comprehensive, year-long series of “dialogues” and events addressing the improvement and understanding of racial relations among the entire campus community. Proclamation statewide Day of Dialogue on Race Ted Aggen, Mayor. Group participants’ suggestions for a unified America. Ongoing events: Each One, Teach One and Each One, Reach One.
85. Campus community partnerships at School Districts, Churches, YWCA, NAACP, County Officials. College Task forces. Senior to Senior Mentoring Program – Seton Hill and Middle School.
86. Future Town Hall Race Relations Meeting – Fall ’98. Diversity committee to be formed on campus.
87. Reaffirmation that there exist a lot of misinformation, particularly in relation to affirmative action and access to equal opportunity.
88. Discussion to purchase the video “Shattering the Silences.” Members of the Cultural Pluralism Committee renewed their efforts to address issues of racism on campus.
89. Honest dialogue on race issues require preparation and planning. There must first be the building of trust and a safe environment. Also, dialogue can happen only between perceived and actual equals. Experienced freedom to talk about personal views on race in *a designated safe environment* may **not** carry over into one’s day-to-day life.
90. A report will be made to our University’s President with recommendations about things to do to improve race relations on campus.
91. Our first-ever Diversity Week will become a Spring tradition at SLU. It illustrated the need for discussion as well as the anxiety that may feel in that discussion. Diversity issues will also be addressed in Freshmen Seminar Classes as part of the curriculum.
92. A commitment to a number of race-related events for 98-99.
93. Outcomes: Interest in applying the dialogue found to future race discussions. Recruitment of 35 student facilitators for an expanded dialogue program next year. Lessons: Facilitated small groups dialogues to work in bridging the racial divide.
94. Future race-related events: students feel we need to do more educational programming around these issues.

95. Many opportunities exist on our campus for community members to learn more about issues of diversity, cultural history, etc., but we do not communicate well about them. There is a strong need to continue discussions of this nature in order to plan an ongoing agenda.
96. Influenced by the primary issues, our Diversity and Affirmative Action Committees has planned to host quarterly forums that will feature race relations, diversity and affirmative action issues. Also, we learned that faculty diversity is important to the education of both non-minority as well as minority students.
97. Didn't get the chance to host such a dialogue.
98. Performers and exhibitors ranged from faculty to third-graders and included several members of the local community. Administrators were pleased with the results and have requested that the activity become either an annual or bi-annual event.
99. More forums are needed to develop a specific action plan.
100. Commitment of black/white student organizations to work together. Creation of campus-wide Multi-cultural commission. Publicizing college courses to promote racial harmony for 1998-9.
101. Plan future dialogues on specific topics as follow-ups. Recommendations to specific departments at institutions such as special orientation sessions for freshmen. More efforts to recruit diversified student population. Encourage more open dialogues in classes and at club activities. Nurture student volunteerism with community.
102. The subject of diversity was over-due, much more aware of the topics covered, and to become much more tolerant with understanding. Increased understanding and awareness among attendees of the affect of racism on individuals.
103. We learned about open- and close-mindedness of interracial relationships.
104. Info concerning event was placed on internet; two schools called for info concerning holocaust units they were doing. Event coordinator and survivor went to these schools.
105. The undergraduate and graduate student associations were linked with UW's Hewlett Project for Pluralism and Unity, as were faculty, staff, and community representatives.
106. Additional follow-up meetings scheduled to discuss these issues.
107. Campus activities planned to bring people together, activities that cut across racial, gender, and ethnic divides.

108. Report of Action Steps and Strategies. Individual commitment. Recommendations for on-going activities and future dialogue. Recommendations from student leaders session.
109. There will be a campus-wide refocusing on issues related to diversity. There will be a new reporting system to the Student Senate on minority student issues.
110. Campus diversity committee created.
111. Campus diversity/civility task force formed to plan campus events around diversity issues such as a forum on diversity and democracy.
112. All of the above plus we are developing a minority doctoral scholars program to recruit minority faculty and students.
113. Students were slow to talk, but before the 1-½ hour meeting was finished, many students were talking. Our student organizations intend to have more meetings on race issues next year.
114. Need for more unified programming and planning between racial/ethnic student clubs on campus. Need for networking with area colleges/universities.
115. Hopefully recognition of overt and covert race/discrimination issues in U.S. legal system.
116. Plan 2008: Institutional Plan to increase diversity at our campus. Evaluate past diversity/affirmative action plans. Task forces/develop strategies to improve race relations.
117. Laid the groundwork for our campus diversity. Plan due next May. Let the campus know that the true minorities are the bigots and the racists.
118. This meeting was seen as a first step in a continuing series of events coordinated by the educational institutions in the city.
119. Campus community partnerships have been strengthened. A portfolio of issues the community identified as needing priority attention by legislative and appointed officials as educators.
120. Created resolutions as guidelines for students and administrators.
121. The Student Government Association Unity Coordinator has initiated a week of programs devoted to discussing diversity issues. Many students reported a different view of race and actual difference between races.
122. Created resolutions as guidelines for students and administrators.

123. Commitment to future similarly themed group meetings.
124. No concrete outcome. A commitment to continue the discussion on race with campus constituents and community leaders.
125. Students and administrators working collaboratively to plan programs and activities.
126. Students discussed future programs and actions to be taken.
127. Formation of a task force with representatives from all facets of campus and community. Multicultural students club formed. Hosting of a multicultural open house. Initiating a massive diversity public relations campaign on campus.
128. Follow up event planned for early next year with story telling from various diverse groups.
129. Will plan to offer more race-related events to students.
130. Community conversation on race will continue – next meeting in fall. Diversity Festival will be repeated.
131. Creation of a campus community partnership between Jewish and African American students. Larger partnership between Baltimore Metropolitan groups/agencies was formed to discuss how race has shaped the region and to organize planning groups to address these issues.
132. Participants were encouraged to continue thinking about and discussing issues of race. Second town hall meeting was planned.
133. Campus-community partnership developed. Diversity plan for the college is being developed. Dialogues with ethnic/minority communities are being developed.
134. Diversity studies course DS201 is required. “Sister school” relationships are being established.
135. Open exchange of opinions. Building block for future events.
136. That future events related to race are necessary to enhance awareness and appreciation of each individual, regardless of background, e.g. asking teachers to discuss racial diversity. That we all have a successful future and contribute positively to society.
137. Planning to make dialogue an annual event.
138. Recommendation to college Presidents that a Human Relations Council be

formed/appointed. That a dialogue on race was a useful exercise and that similar forums will be held every semester.

139. Will plan future race related events.
140. Positive response.
141. Importance of continuous dialogue via many different forms.
142. Faculty and staff wish to form a committee before year's end and will continue to meet next year.
143. Continued dialogue for the fall semester. The creation of a diversity support coalition. Partnership council to be re-emphasized.
144. Continued dialogue about diversity and awareness of individual responsibility/ blind spots. Activities that raise issues of culturally competent health care will continue.
145. Learned that issues related to race and diversity need to be formally addressed. Expanded follow up meetings and dialogue are anticipated.
146. Meeting with student leaders scheduled for Fall 1998.
147. Learned that there is a lot of work to be done educating students about affirmative action and the continued existence of racial/ethnic inequality in the United States. Broadening and expansion of the Raising Awareness program.
148. Awareness that people of different experiences can grow from dialogue. Students began working together with faculty to develop strategies against racism.
149. Agreement that similar discussions/dialogues would be welcome programs. Reinforced the importance of individuals of all races taking greater personal responsibility for change.
150. Networking.
151. The continuation of the study circle for the next fall to explore issues that divide.
152. The creation of a campus-community partnership. Suggestions were made for next year's training of campus leaders and the suggestions will be brought to supervisors. Diversity programs planned for the future. The creation of a student task force. Awareness of the variety of racial issues, and training for residential advisors.
153. Dialogue and awareness of race specific issues.

154. A beginning of a dialogue that will continue college-wide.
155. The Human Relations Committee will host a town meeting each semester to discuss race and related issues.
156. Future diversity exploration events are planned i.e. next semester a forum on differing religious backgrounds will be conducted.
157. The week's activities contributed to the formation of a link between the various student cultural groups. They are planning expanded programming for this fall's Freshman Orientation.
158. Need more racially diverse activities. Structured diversity class. Lengthen the diversity training in class and repeat throughout the 4 years. Future race related focus groups.
159. This event was planned and carried out by students with college support. Students participated well and were excited – everyone wanted to talk. Sitting at round tables with good food enhanced the conversation. Everyone wanted more gatherings like this. Students learned the model and will carry it to their local communities.
160. Dialogue was valued and there is a strong desire for it to continue. Many students have preconceived notions about other races. Will hold another student leaders meeting on April 30, 1998.
161. Group would like to continue to meet and reach out to others through the residence halls and student clubs.
162. Information was shared re: personal experiences of minority students with regard to racial issues. Another event is scheduled for Fall semester.
163. First real opportunity for the entire campus community to come out in the open to discuss race issues – all agree we must continue dialogue as knowledge counters ignorance and reduces/eliminates bias.
164. Participants expressed a willingness to attend programs and activities outside their own identity group. Greater awareness and understanding of issues/concerns of non-identity group members.
165. Campus collaboratives have developed among students, faculty, staff and metro community organizations as partners in designing and presenting social and cultural programs that will teach and edify.
166. We learned that our campus is divided among issues of what classifies as a hate crime, how best to fund diversity efforts, and how to address diversity in the curriculum.

167. We all carry baggage or stereotypes, we must acknowledge them and work to remove them in order to effectively connect with students in the classroom. Affirmative action and EEO is misunderstood but when understood it is seen as a viable and needed remedy to discrimination in the workplace and elsewhere. All must strive to support educational development of all people in order to expand the pool of qualified candidates and all must realize that fair and appropriate approaches to solving real challenges are acceptable. Diversity is central and key to a productive and well run organization, especially when seen in light of teamwork, leadership, maximum creativity and production goals. Civil rights is a human rights issue and still needs attention, understanding and support. Focused events around diversity and race can draw strong interest. Major focussed events of this nature can be a draw for collegiate collaborations to happen.
168. The forums indicated a diversity of opinions regarding race relations, even from those who do not see them as problematic as those from minority groups do. The UH Manoa Commission on Diversity will be organizing more forums on race relations during the next academic year.
169. Continued minority focus groups. Future race relations communication activities planned.
170. People are willing to talk about this but it is best to have a series of events and discussions so we can get to know each other and build personal bridges. Our campus mirrors society's struggle with such issues. Students learned that leadership is more complex than they realize. It's not necessary to focus on race relations to build connections – best when. Can't do this type of work alone – we need teams. My ideas plus your ideas equals better results. Future events will be planned for next academic year.
171. Good survey on campus climate, hidden or unspoken agendas. Commitment to imbed race and gender relations in academic curriculum.
172. A Multicultural Task Force will present a series of recommendations and an action plan in May, 1998. The general focus is to make the college a welcoming place for all. Recommendation will include a multicultural office, workshops, and seminars, and extended inclusion of multicultural issues in the classroom.
173. Future ongoing dialogues. Talk with admission office regarding recruitment of minority students/ having a recruiter who is African-American.
174. The idea of meeting to discuss race has been a tremendous milestone at HCC. We learned that individuals identify race relation differently. The differences in communication skills and environments contribute significantly to these identity differences. Coming to an understanding and acceptance of these differences in perception and identity is a necessary step toward formulating more concrete goals for

our campus and our community. The dialogue showed how we can come together to talk about a delicate issue such as race. The future of open and honest dialogue at HCC looks promising.

175. Committee formed to promote discussion of racial issues in Residence Hall and during new student orientation. Committee formed to investigate possible changes in HSU Diversity & Common Ground Requirement. Action group formed to promote interaction between the various ethnic and Student government resolution to promote a dialogue between the various ethnic groups on campus.

176. More of a sharing of ideas.

Exhibit 5

What Race Related Challenges is your Campus Facing?

1. How to become a multicultural community.
Small percentage of Black, Latina and Native American students
Small number of faculty of color
Perceived inequities in definition of minority groups and treatment.
2. African American community must hold dialogues in own community first.
3. To continue to welcome student from all over the world, and to reach out to young people particularly African-Americans and Hispanics
4. Challenging to begin conversations about race.
5. Opening communication, getting people to work together and attracting a diverse student body.
6. Perceptions rather than reality (people react to).
7. Lack of cultural knowledge by faculty and a lack of faculty representative of our community.
8. Student self-imposed defeatist attitudes not necessarily race related.
9. Lack of supportive environment for Black, Hispanic and Asian individuals.
10. Suspicion of efforts to unify because of past wounds from insensitive dominant group and loss of culture due to acculturation.
11. Moving a multicultural campus to an intercultural model/development of a more inclusive campus community/support system on campus/initiating sustainable change.
12. Ability to encourage proactive vs. reactive regarding issues/increased participation by campus and community.
13. Segregated Greek system and segregated cafeteria.
14. Low numbers of students from a variety of backgrounds.
15. We have a small number of minority students on campus/community.

16. There is a deficit in faculty & student diversity and a need for a more diverse curriculum. Apathy toward intercultural relations & cultural awareness.
17. Inability to engage more faculty and students in dialogue/inability to prevent racial and diversity hostilities on campus/expand multicultural curriculum.
18. Expanding the meaning of initiative to include intolerance.
19. Must leave our comfort zones to break racial barriers.
20. Mostly black on black issues/inappropriate behavior/police vs. student issues.
21. More diversified faculty necessary. A more diverse student body necessary.
22. To integrate conversation into curriculum/ to include in courses.
23. Resources for minorities are hard to find. Students used to multicultural alternatives often feel isolated.
24. There is a tolerance for different races but not acceptance.
25. Increasing racial diversity, awareness of and sensitivity to racial issues/ increase faculty diversity.
26. How do we support students of color on a campus primarily white?
27. Mostly white are present and only 4% are ethnic.
28. Recruitment and retention of minority students.
29. Continue the dialogue!
30. Recruiting a large number of minority students.
31. Some levels of denial, a problem getting the right people to be there.
32. The campus lacks diversity/additional programs are needed to facilitate diversity education.
33. Lack of discussion in open forums.
34. Getting people to listen to one another and be honest with themselves/ a lack of objectivity and increasing campus diversity.

35. The SGA is considered to be prejudiced against minority student organizations when allocating funds.
36. Hiring faculty, staff and professionals of color.
37. Minority students have difficulty adjusting and local people are uncomfortable and suspicious around the 'big city' people.
38. To train traditionally labeled minority students to become sensitive to racially related topics/Teaching various groups to communicate.
39. To develop communication and cooperation between minority and majority students. Diversify faculty and staff to mirror local area. To provide multicultural and diversity training to managers.
40. Greater representation of minorities at all levels.
41. Perceptions
42. To create a trusting safe environment that supports increased diversity. Examine staffing issues and make modifications to increase minority candidates.
43. There are many barriers preventing intergroup interaction. Language prevents groups from understanding each other. Labels that are used to identify groups promote 'us vs. them' divisions.
44. Need to have balanced participation in programs and activities on campus.
45. What can we do to fix racial discrimination among children in our country?
46. Failure to be aware of how racism exists on campus. Special needs for Latin and Asian populations on campus.
47. Very few, race does not seem to be an issue to anyone.
48. Working harmoniously in a diverse environment. Mutual respect.
49. The various races do not interact often.
50. Few minorities on campus—minority students don't choose to come here.
51. Recruitment and retention of minority faculty, staff and students.
52. Our campus does not have as many minority students as we would like. Students and employees of color feel isolated and fearful of expressing themselves.

53. Continue to have workshops like the Racial Legacies Forum. Integrate multiculturalism throughout the curriculum and diversify faculty. Involve students in planning, assessing and research on diversity.
54. Being able to discuss race with others logically with less emotion. Getting various races to discuss among themselves the problems and clean up their own houses. The anger of minorities.
55. Continuing the dialogue on race.
56. Use the diverse human capital to move university forward. To foster an environment for learning.
57. Race relations are an important topic, we will meet next year.
58. Achieving inclusiveness and diversity
59. Struggles between African American and Asian groups. Student group funding. Race-related incidents on campus.
60. Understanding how widespread it is denial is the first issue.
61. How to build an inclusive community and how to blend diversity and tradition.
62. Establishing a greater bridge between different language programs.
63. Conduct and expand its Campus week of Dialogue to an annual event. Developed a partnership between the Diversity office and the Communications program. Development of a partnership with other technical colleges for meetings on race.
64. Including race-related issues in the curriculum. Combating race related incidents through training and awareness.
65. Some minority students feel they are treated differently in the classroom. Recruitment of more minority students and faculty.
66. Lack of funding for programs for educational, multicultural purposes. Students of color report incidents of insensitivity in classrooms on a constant and consistent basis. No affirmative action officer on campus
67. Our inability to engage more non-minority students in face to face discussions regarding racial tensions and conflict resolution. Disappointment that few non-minority faculty and staff are taking a leadership role in discussions related to racial issues.

68. Defining diversity without diluting specific issues related to racism. Breaking down barriers to allow for meaningful dialogue.
69. Issues of race are not talked about and are not recognized. Segregation on campus.
70. Greensburg is predominately white, middle class and ultra conservative, a KKK rally was held here last summer. The challenge is to provide the campus community with cross-cultural experiences and a respect for differences.
71. A general sense of apathy and inactivity is a bigger challenge than anything else.
72. We're trying to come up with very concrete strategies and programs in dealing with issues of minority enrollment.
73. Recent 'Hate Graffiti'.
74. Student self-segregation and exposure to other races limited because we are a commuter college.
75. The African-American student population is increasing and some White students feel uncomfortable with the increase. African Americans are dissatisfied with the environment.
76. Increasing minority enrollment, diversifying faculty and staff and increasing knowledge base of all.
77. Strive to expand opportunities to interact cooperative across racial lines.
78. To celebrate our differences. To build strength and understanding among all on the Hathead reservation.
79. Self-exploration and race awareness.
80. To create honest socialized dialogue among faculty, staff and administrators about racial issues.
81. Getting people to listen to each other, to be honest with themselves. A lack of objectivity/ increased campus racial diversity.
82. Diversity issues with White students and racial/cultural groups of color.
83. Students understanding each other, with a diverse student body.
84. The need for more education about race relations/ the need for more intervention for

special groups

85. Rural area lacks large multi cultural racial population. Information often comes from television and stereotypes. There are rural vs. metropolitan cultural conflicts and a fear of the unknown.
86. Awareness and appreciation of multi-culturism. Inclusion in programming and curriculum. Recruitment and retention of minority faculty, staff and students.
87. Majority African-Amer. population concerned with racism off campus.
88. Misunderstanding cultural racial differences.
89. At our events we are “speaking to the choir” Next steps are to expand the circle of awareness to the rest of campus.
90. Translating our intellectual and ethical commitment to diversity into concrete programmatic operations, which help its day-to-day culture.
91. Getting our diverse community to learn about and from each other.
92. The belief that if no challenge is addressed it is no challenge. Fostering discussion among students.
93. Hiring faculty, staff and professionals of color.
94. Low participation of white male students participating in dialogue and low number of minority faculty members.
95. More opportunities to explore differences students are experiencing.
96. Students of color and cultural minority experience great cultural shock because our school is located in a rural predominately white area of the state. Location also inhibits recruitment of faculty/staff of color. There is no social community in which they may feel a part of.
97. That of inclusion & reasonable representation at all levels of staff. Our climate and support system is not as convincing as we would like.
98. To welcome students from various backgrounds and to maintain a good relationship between White and Hispanic groups.
99. The absence of awareness and apathy.
100. Breaking ante-bellum southern caste system. Racial polarity outside the

classroom.

101. Recruitment of more diverse student and employee populations. Greater incentives for community service, such as financial obligation waivers for students. Retention of minority students.
102. More awareness of cultural differences/ more tolerance between races.
103. Changing perceptions of majority community.
104. Not enough courses teaching African-American history and a breakdown of negative stereotypes regarding HBCU's.
105. Further information on minorities to foster understanding and tolerance programs.
106. How to maintain diversity in the face of I-200. How to create more diversity among faculty and the curriculum.
107. Hiring a diverse faculty and attracting a diverse student body. Promoting grass roots support among students to discuss racial issues and confront racist remarks.
108. Implementation of American diversity requirements. Recruitment and retention of faculty & students of color.
109. Recruitment & retention of minority students. Providing programs and services to meet the needs of a very diverse community college.
110. Diversity education & race relations
111. Minority faculty hiring and retention, sensitivity of White male faculty to issues of women and minorities and backlash of angry white faculty against diversity.
112. To have greater diversity and make students comfortable and willing to face and deal with prejudices
113. Race issues are more subtle. Covert racist makes dialogue & understanding even more difficult.
114. Recruitment of qualified students, faculty and staff.
115. Negative images stereotyping and overall negative race relations. Removing the barriers to discussion.
116. We are a white college in a white community.

117. Recruitment in diverse populations. To offer adequate support for minorities communities within the college and to address issues of diversity.
118. Reflective staffing, curriculum that included diversity, developing new teaching styles considering cultural differences and managing classroom diversity.
119. The maintenance of an Indian mascot by non-native Board of Trustees despite resolutions by the Native Community the faculty and numerous department and the majority of minority, religious organizations.
120. Understanding others perspectives.
121. The relationship between African-American students and University police.
122. Racism in the residence halls. Racist incidents occurring off campus that affect Black students. Internal conflicts/tension related to developing an agenda for change.
123. Haven't found a way to integrate minority students into the student body in an effective manner.
124. Multicultural awareness, Disability awareness, Gender inclusiveness, Learning differences, International & cultural awareness, Age differences.
125. One of the worlds most diverse community colleges has a great deal of apathy exists until there is a major incident/conflict that is racial.
126. There is no overt racism but we suffer from lack of intermingling among students. Self-segregation is what we are trying to combat.
127. When racial slurs are reported authorities take no action. Minority needs aren't met because there is a lack of faculty diversity. Cultural courses are not taught consistently.
128. Recruiting & retaining students, faculty and staff of racially diverse backgrounds.
129. Predominately White women's college –minority population is small.
130. To educate students on cultures different from their own.
131. Facilitating understanding and communication between African-American and non-African-American students.
132. Campus not as diverse as it should be.

133. To hire full-time faculty from minority groups. More on-going education on racial justice.
134. Creating a more diverse faculty, student and staff environment
135. Military established policies & programs but there is always room for improvement.
136. Rural White students and urban African-Americans students don't see eye-to-eye. Discrimination, prejudice and the anger from African-Amer. Students reacting.
137. Need to increase diversity. Make campus climate more hospitable to minorities and improve retention of students and faculty.
138. How does a school deal with larger societal issues? How does one infuse cultural competence into a curriculum already full.
139. A feeling of being discounted if you are a person of color or a woman.
140. Serious lack of diverse faculty and professional staff
141. Increasing diverse student population. Age tradition & economic status also can divide people.
142. The challenge is to explore the more covert displays of racism.
143. A sculpture honors D.W. Griffith. Many African-Americans view it as honoring racial oppression, a strategy celebrated in Griffith's book "Birth of a Nation".
144. We have a very small non-Caucasian presence on campus.
145. Increase diversity in faculty and curriculum.
146. Overt racial insensitivity that was unheard of in the past.
147. Integrating the needs of Jewish students with the larger campus community. 165b jokes about homosexuality that seem acceptable.
148. Stereotyping lack of awareness to issues segregation—people still separate based on race. Separatism and exclusivity by racial group. Issues of pride of one's race dividing from other races.
149. Trying to make our campus open and accessible to all.
150. Diversity issues have not been discussed on campus in a formal setting for several

years. Racism causes some to feel left out.

151. Bridging cultural differences and styles is our largest challenge.
152. Increasing the comfort level of African-American students. Developing cultural activities that foster inter-group education.
153. Minority students perceived as academically inferior. Racial division in some classes. Few minority faculty and unequal treatment by professors.
154. Lack of diversity and natural segregation.
155. Recruiting a diverse faculty, staff and students
156. Economic differences between Black and White students and economic differences within the African-American community. Limited number of minority students on campus. Lack of understanding between races.
157. Small population of minority students. Issues of acceptance and tolerance are overlooked by majority.
158. Understanding of minority students/Underrepresentation of minority faculty to serve as mentors.
159. More acceptance that the deaf community is as diverse as hearing society and have the same issues to deal with.
160. Lack of Latinos on campus. Diversity oriented programs do not reflect the universities diversity.
161. Fairness in treatment of all citizens. Clarified values that will be adhered to in practice.
162. Lack of funding to address diversity issues/o-going hate crimes directed toward student of color, gay, lesbians and women.
163. Promoting public understanding of racism/ to create new awareness.
164. Creating a safe climate to facilitate honest, open regular dialogs and collaborative activities around race. Adequate funding for diversity initiatives implementation.
165. Increasing minority student & faculty representation given budget cuts. Overcoming campus attitudes that diversity and race related issues are problematic issues and concerns for minorities.

166. Decreased population of Africa-American students, financial assistance and jobs on campus. No African-American courses.
167. Self-segregation by students. Small percentage of African-American students many students have a lack of exposure to diversity until they come to highland.
168. How to insure a welcoming environment for students from Northeast Philadelphia, Eastern Europe, Hispanic, Haitian and African-American backgrounds.
169. Perceived inequalities in how students are treated (minority students are housed in less desirable residence halls).
170. Change in racial climate. We need to recognize the differences and promote diversity on campus. Defining minority is another challenge.
171. Campus needs to enhance the climate for students of color. Need to improve the line of communication between the various ethnic groups on campus.
172. Access to the Universities current evaluation of the pluralism and diversity requirement. Tightening of standards as they relate to remedial needs.

Exhibit 6

What Solutions, If Any Your Campus Developed In Response To These Challenges?

1. Welcome Weekend—to recruit more Black, Latina and Native American students we invite admitted student from these groups to visit Barnard over a weekend. Diversity videos to educate staff and as a means to initiate discussion. CORRIE a committee of students, faculty and staff established 10 years ago played an integral role in designing the Campus Week of Dialogue and will design a long-term strategic plan to address issues regarding diversity and multiculturalism.
2. The African-American community must hold dialogue within their own community before they can dialogue with those in other communities.
3. The U. supported the development of the Institute on Race and Social Division that seeks to foster conversation on the reasons for conflict and disparity among racial and ethnic groups. The U. will develop courses that investigate these issues and allow students to consider them from a scholarly perspective.
4. To continue the conversations on a regular basis in the coming academic year. Curriculum committee and a community-wide task force are continuing to review issues of diversity and make recommendations.
5. Completed a task force report that has many recommendations to improve campus response to and involvement with diversity.
6. On-going dialogue among groups.
7. Committee met with college President & informed her of the tremendous community response, and to achieve further commitment for solving problems of faculty insensitivity of other racial groups.
8. Currently creating a diversity plan.
9. Continue to emphasize the celebration of diversity and to cultivate supportive alliances in a non-threatening manner.
10. Personal commitment. Have established student, staff and faculty intercultural committees to assist with continuing the dialogue, process and on-going training.
11. Better publicity for events. Students Organized Against Racism (SOAR) will try to get support from leaders of other campus organizations.
12. To keep the issues of race and diversity at the forefront of our dialogue. Will work with the City's Human relations Committee to find ways to address the issues in a coordinated way.
13. Receipt of a grant to recruit minority faculty. On-going programs and events to promote intercultural awareness & understanding.
14. We have a proposal to create a community relations coordinator.

15. We try to spotlight individual and group uniqueness in areas other than racial, and use education to familiarize the campus with the existence & value of differences.
16. To mix and mingle among all races to find out what makes people different or if they are different.
17. Heighten awareness by creating programs for diversity awareness. Task Force created to study problem.
18. To increase the number of qualified minority students. Increasing collaborations between neighboring minority universities.
19. To continue to work closely with Frederick Douglas Institute, with Women's Studies major and with Ethnic Studies plus an increased number of workshops.
20. We have a full time multi-cultural coordinator to develop linkages, seek out resources conduct training sessions and plan programming that supports diversity.
21. Through our Diversity Day we hoped to overcome that challenge.
22. Commitment to actively recruit an ethnically diverse student body to achieve our goal of 25% minority and international student body by 2006. Create opportunities for further dialogue and action plan. External funding has been received to increase the number of faculty members who are ethnic minorities.
23. Celebrating student voice, administrators need to listen and support.
24. We will have more discussions & ethnic presentations.
25. Extensive support programs and opportunities for involvement.
26. Encourage faculty to incorporate diversity into the curriculum. Change Tech's culture through enforcement and regulation.
27. We now have a Director and plans for special programs. Involving Alumni office in the process.
28. Provide more opportunities for dialogue & commitment from the top.
29. All 1998 programs will be conducted again in 1999 with additional student activity programs incorporated into diversity elements.
30. Integrating issues of diversity into the academic and social life of the campus.
31. Continue an on-going dialogue on racism at another campus town hall meeting next year.
32. Talk of starting a SGA multi-cultural affairs committee.
33. Advertising in more diverse locations i.e. Chronicle of Higher Ed.
34. Efforts to continue the dialogue among students faculty and staff. Will bring speakers in and continue community-building efforts.
35. Continue to design diverse opportunities for students to interact and learn about different views and opinions.

36. Have scheduled meetings for 98-99 of various ethnic student clubs where student leaders will meet and establish goals. Department Heads will meet and share campus diversity goals. Workshops have been identified and scheduled.
37. Continue talking openly.
38. To do a better job of connecting our mission with the world outside our boundaries. To explore connections with nearby HBCUs.
39. Build coalitions & unite with different oppressed groups. Show individuals the benefits of change. Provide incentives for intergroup interaction. Thinking and self-reflection to overcome internal pressure. (Presented as actions to various barriers)
40. Being addressed by a student Task Force affiliated with the Stud. Govt. Ass.
41. Keep talking and require core-courses --“Justice Multicultural Interpretations” and “American Pluralism”.
42. Good racial relations begin with the President. Although our student body is diverse we have true harmony and love, everybody is treated the same.
43. Continue the dialogue. Respect one another.
44. Provide future student leadership training. Have various organizations plan events together.
45. Our Diversity Task Force is the first concrete step to facing our challenges.
46. The President’s Council on equity and Diversity produced a report that addresses retention and reduces burnout among minority faculty, administrators and staff. Also a retention recommendation for students to increase the scope of minority student services such as tutoring advisement and expanded mentoring programs.
47. Formed a Task Force on diversity that gives us a base line on who makes up our campus.
48. 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.
49. Have a meeting with each racial group before an open forum. Develop questions that will stimulate discussion and get communication on race so as to not penalize participants.
50. Will approach faculty and ask them to help conduct a diversity audit of campus. They can take some ownership as we assess our campus climate relative to race.
51. To continue the dialogues and focus on solutions to specific needs.
52. To continue student leader dialogues in this area.
53. College multiculturalism, diversity development committee started whose mission is to address and advise executive officers in matters of racial awareness.

54. Planning a student leaders retreat focusing on diversity. Planning a multicultural festival/talent show. Planning to bring a big name speaker to address diversity.
55. Have developed a ribbon signifying unity. The Race Committee has asked to use it. Hopeful it will become a National symbol.
56. A diversity committee has been established to advocate and facilitate educational endeavors that will promote cultural diversity.
57. Publish a newsletter concentrating on issues faced daily especially regarding language. Every student will be able to voice opinions regarding comm. Participation. It will establish a line of communication
58. Hired a Director of diversity and a multiculturalism/international advisor. Established an office of diversity and a diversity representative position on Student Government. Developed an educational program” Dialogues on Diversity.
59. Inclusion of cultural diversity course in curriculum. Additional events on campus to increase awareness
60. Create more opportunities for on-going discussion.
61. Created a “No Room for racism” Campaign. Mass educational thrust for campus and community and continued educational programming for Univ & community.
62. Support and co-sponsor intragroup dialogues with student leaders. Will encourage non-minority faculty to play a more visible role intergroup dialogues. Will reward faculty staff and students for their interest and involvement in building a positive student culture.
63. Increasing dialogue about racism by having more forums on campus
64. On going dialogues in 98-99. Try to incorporate dialogue into institutional priorities.
65. Work to increase the recruitment and retention of minority students, faculty and staff. Plans to incorporate experience from different cultures in our curriculum.
66. Anti-Graffiti clean up day. A “Wear A Gray Ribbon Day” to protect against hate messages.
67. We are committed to a full day of (mandatory) staff development.
68. We have study circles that will help develop strategies. We will continue to stress racial understanding in student staff training and new student orientation. College President is heading up a campus wide diversity committee.
69. Lectures and workshops are planned by the dialogue on diversity committee, with discussions and feedback.
70. U. offers various curricula opportunities to interact with diverse individuals
71. Faculty task force to talk about incorporating dialogue and diversity in curriculum.
72. On-going effort to dialogue and engage in positive race relations.

73. Continuing the dialogues in the future.
74. Continuing the dialogues on racism at another Campus Town Hall meeting
75. A response program for students experiencing discrimination or harassing behavior.
76. We include instruction about racial bias into the curriculum, require an intercultural course in general education and program anti-bias seminars outside classrooms.
77. A campus wide committee formed to plan yearlong series of educational events addressing issues of race relations. A Multicultural Center has been created.
78. Global awareness program (International & Community Diversity) Diversity workshop.
79. Multi-Cultural programming. Affirmative Action Committee. Holocaust Center. National Coalition building Institute (NCBI) Prejudice reduction workshop.
80. Providing more internship opportunities prior to graduation to give student a jump-start into the White corporate world and to enhance their confidence.
81. Sponsor multi-cultural programming. Attempt to involve all constituent groups in the planning. Design programs to build alliances through understanding of differences.
82. Inaugurated a number of outreach and recruitment programs. Continue to create opportunities and space for dialogue on race to occur.
83. On-going multi-cultural awareness programs. A weekly discussion group called Coffee Talk where we discuss various issues.
84. Fostered discussion through Town Hall meetings and insuring that diversity is part of freshmen seminar curriculum.
85. Advertising in more diverse locations i.e. Chronicle of Higher Education.
86. Developed a strategy for recruiting White fraternity members to participate in dialogues next year.
87. Training student leaders to facilitate group discussions and workshops among their peers
88. Bias response team, Students teaching tolerance; Office of Multicultural Programs to provide training, support and advise to minority students. Development of an Ethnic Lounge of Unity –a common activity space for underrepresented students.
89. Previously initiated strategies included development of Task Forces, tolerance of difference in people, education track development, mentoring programs workforce and professional internship programs.
90. The Access & Equity Committee was formed 3 years ago. Multiculturalism is a way of life here.
91. A desire to meet again, discuss issues and develop plans.

92. Creation of the Chancellor's multicultural Commission whose goal is to promote racial understanding. Pledge by Black & White student leaders to work, study and live together.
93. Future dialogues on specific topics, more effort to recruit diversified student population.
94. Implementation of courses to address issue of race relations.
95. Plan on presenting more educational activities
96. Produce events such as Black History seminars; Great Women in History etc.
97. Restructured admissions process and a subcommittee are studying faculty diversity.
98. Will develop programs to promote racial awareness through the academic year. Working to create a more open process about how to recruit Black faculty and staff.
99. Diversity Assessment Committee; Advisory Committees; Strategic plans for diversity.
100. A formalized minority-recruiting plan developed. Conduct an institution-wide assessment of programs and systems to better address race related issues and identify barriers.
101. Search committee compositions are being reviewed; Advertising in minority periodicals; Campus of difference training
102. Taskforce of students faculty and administrators; City/campus partnership; Recruitment and Retention Plan
103. Trying to recruit more students from minority groups. Now have a Board of Trustee member that is African-American.
104. None at present, just opening lines of communication.
105. Recruitment to focus on minority candidates. Seminars throughout the year on professionalism and justice.
106. Diversity planning and development of a formal strategy.
107. Putting together a retention package for our multicultural students.; Annual Peace March has been planned.
108. Recruitment of student and faculty; Efforts to include diversity as a requirement of the curricula.
109. A faculty forum to share techniques and procedures that work. Focus groups of faculty and administrators to identify trouble areas.
110. Extensive outreach and follow-up.
111. Will bring the issue to national media, national leadership and to U.S. President.
112. The Black Student Union along with Black administrators have joined forces to

- continuously inform students of all colors of the racial issues on campus; Have joined search committees interview potential employees.
113. Engaged in conflict mediation with representative from communities in conflict.
 114. Dialogue sessions presented, workshops presented.
 115. Task Force and Multicultural Club to address solutions.
 116. Taskforce on the six sides of diversity.
 117. All new faculty participate in diversity training; Show videos that provide sensitivity to race.
 118. Series of discussions around interracial dating; Black and Jewish relationships, apathy, leadership and the freedom Seder. Study circle faculty will become facilitators for regularly run circles on campus.
 119. Implement the Action-Plan presented by the Counsel on Community, Diversity and Social justice.
 120. Taskforce continue the possibility of a multicultural requirement. To work on strategy to increase openness to minorities and disabled students.
 121. To develop a diversity plan; Recruit more minority faculty and staff; utilize from the community.
 122. Establishing the Center for Leadership and Diversity. Sponsor workshops and training sessions for students, faculty and staff.
 123. A Club for International students and a Multicultural Club was formed to make minorities feel comfortable on campus.
 124. Conducted workshops and provided information on history & contributions of various ethnic groups.
 125. A Human Relations Council be appointed; That a public forum be held at least once per semester; That community representatives be invited; That college take a proactive stance to attract minority students.
 126. Made a commitment to hiring full time minority faculty and provide on-going education about racial injustice.
 127. Solutions are being discussed and evaluated
 128. Using innovative ways to expand the dialogue;
 129. Most attempts to plan diversity awareness are not well attended. Professional staff receives training and speaks to students when situations arise.
 130. Establishment of a commission on status of people of color and a new Special Assistant to President for affirmative action. Planned audit of departmental five-year hiring plans.
 131. The Office of Multicultural Affairs was established within past two years a multicultural student organization works with them. There is discussion and

- continued dialogues.
132. Plan to increase the number of activities that address race relations to encourage dialogue.
 133. Multicultural advisory committee.
 134. College Life Committee acting as a multicultural taskforce on campus.
 135. Making diversity a central component of our student development programming and step up programs training faculty and staff.
 136. A recommendation to President to relocate a divisive sculpture to a more appropriate location
 137. No solutions, next year increasing resource devoted to recruiting students of color.
 138. Diversity Council consisting of faculty, staff and students meet regularly to discuss these issues.
 139. Ideas generated and will be explored.
 140. Developed programming in residence halls designed to educate Jewish and non-Jewish residents about Jewish customs and holidays. Addressed behind closed doors more subtle diversity issues and how to handle them as role models. Open communication among students and continue diversity programs.
 141. Different celebrations of ethnic heritage month; Diversity groups; Cultural events and clubs;
 142. Working on potential solutions.
 143. Have added in past two years a unit on diversity to freshman orientation class; Peer advisory training has also included a discussion on diversity issues.
 144. Students are sectioned into groupings by academic program & work closely their academic career. This forces students from various backgrounds to work together and cultural bridges are formed.
 145. Administrative support for cultural student group interaction. Expanded and enriched programming.
 146. Will incorporate race-related discussions during academic year. Will work to develop a grievance center to hear complaints regarding discrimination.
 147. Service learning opportunities where students work with individual from diverse backgrounds.
 148. No solutions but will continue the dialogue.
 149. Suggestions & recommendations are being sent to the College President. Increase funding for the recruitment of minority students.
 150. Requesting input for ideas on how to attract minority faculty.
 151. We will broaden and allow for more dialogue.

178. Diversity program clearinghouse to promote diversity programming and encourage real dialogue. Setting up more discussion like this.
179. Each unit within the university is charged with designing & implementing programs and activities that allow for diverse interactions. Dialogue across lines of differences is the heart of the objective.
180. In the process of hiring an associate academic vice-president for diversity and developing plans for creation of an Institute for Action Against Hate.
181. Earlier and more reporting on diversity issues, good bad and otherwise; Continued efforts to dialogue on race and plan activities that facilitate inter-racial activities; Financial budget for diversity recommendations; College President as member of Cultural Diversity Committee.
182. President has funded a 'Diversity & Equity Initiative' with \$100,000 for past two years for student organizations. Staff and faculty compete for small grants concerned with fostering the diversity goal in the university's strategic plan.
183. Administration will continue to support activities and will be open to suggestions to address the topic.
184. Have created a nucleus of 'champions' willing to serve as leaders of multicultural activities and are challenging us to confront these issues. Reflect action plan recommendations in strategic planning process.
185. Minority Affairs Committee will be changed to Multicultural Affairs Committee. Change name of Minority Student Union to Multicultural Student Union to reflect a broader group of individuals.
188. Open forums for debate and discussion.

Exhibit 7

What Are Two Specific Recommendations You Would Like to Make to the President Concerning Issues of Race on Your Campus?

1. Future forums should include discussions of how race and class intertwine. Need for people of color to be elected or appointed to higher office to incorporate effectively the viewpoints of different-races in decision making.
2. Issues of race are no longer Black & White but multi-racial. The changes should not eclipse the ongoing disparity in access to elite institutions of higher learning by poor students. I recommend that the president continue to push for examination, and proposal of solutions to issues of disparity in the public elementary and secondary schools. We need to find concrete ways that groups can work together across racial lines. One avenue for progress is to use common beliefs.
3. Continue to involve colleges and universities in this dialogue. This is one of the few areas where we get to deliberately practice 'managing difference'.
4. Provide a forum for students to tell their stories of racism and create a video to be used in training. Develop a resource of funding that colleges can apply to directly challenge college campus racism.
5. Strongly encourage Presidents to be creative & involved in ways of assisting campus-wide awareness (rather than this being something coming from 'minority affairs office'). Support efforts to recruit and hire qualified candidates who don't yet have Master's degrees or other paper qualifications.
6. Continue to fund TRIO Programs – they truly help all races promote positive relations. Promote the idea that it takes everyone to help/change race relations.
7. There must be an element of strong commitment to recruitment & retention programs and services. Programs must fulfill their mission and not just look good. Statewide planning should also incorporate a focus on these programs and there should be accountability.
8. Continue to promote affirmative action and preferential treatment to oppressed racial population. Social reform to redistribute the wealth.
9. Focus your dialogues on institutions with little diversity, engage in discussions more specific in nature i.e. hate speech on campus, defacto segregation and lack of faculty diversity.

10. Come to Loyola Marymount and see our efforts in action.
11. Encourage university presidents to set aside a specific amount of money to organize these events to bring high caliber speakers to campus or to enable groups to sponsor on-going workshops.
12. Provide funding to support ideas that grow out of this.
13. Suggest moving this week into the month of February.
14. We need continued opportunities to keep these issues in front of campus & community, and programs that provide minorities the opportunities to get to college and to succeed once they are there.
15. The President should be more vocal against legislation that curbs minority participation at universities and provide more federal dollars for programs that will increase participation.
16. A community relations coordinator should be assigned to develop a program to address these initiatives and our college president should articulate the institutional significance to college community.
17. Initiative on race may be a misnomer; we're really talking about tolerance & comfort level with differences. Our differences are our distinction, through sharing, educational issues of diversity become better understood.
18. Push for students to include all students in their social events, and push for students to integrate their fraternities and sororities.
19. Provide funding and grants for nationally known speakers and trainers to come to campus. Create incentive program for cities or campuses that have made a difference in race relations.
20. Partner financially with school to fund university to university collaborations.
21. Link meetings to a large audience by video-conferencing. Create incentives through grants from sources such as U.S. Department of Education.
22. Support affirmative action, we still need it. Provide financial assistance for trans racial and international adoptions. Make more money available for good cross-cultural training.
23. Support all legislation concerning equality for all people; Do more to ensure equality & security of all people.

24. Federal dollars specifically earmarked to support training and development for faculty, staff and students on intercultural communication. Continue to give this topic a high profile.
25. Ensure that all groups are represented on faculty and campus staffs and continue conversations about race and diversity and follow through on the conversations.
26. All campuses should have a department to which ethnic relations are covered. More diversified activities to expose differences as a positive.
27. Continue to challenge and hold campuses accountable for addressing these issues and publicly acknowledge and promote successful campus programs.
28. Encourage Deans and faculty to make new faculty aware of the importance of diversity during the hiring process.
29. Scholarship funds for minorities to attend private universities. We are raising some funds but are very limited.
30. Diversify the panel that is a catalyst for promoting diverse issues. We need more Town Hall Meetings in prime time to raise awareness and gain momentum.
31. **Develop a program that travels throughout the U.S. to college campuses to teach about diversity. Small rural colleges do not have the resources. Continue to fund service related learning projects.**
32. Tie the national dialogue on race to the academic mission of colleges and universities. Continue to push for on-going dialogues.
33. President Clinton should come to our small HBCU and hear what real everyday average Americans have to say in a 'non-politically correct environment about racism. Watch the video of our campus Town Hall meeting.
34. Initiate an effort to hold White House conference on collegiate race relations. Name model colleges and universities regarding race relations.
35. Advertise administrative and professional vacancies in professional publications that serve people of color. Encourage continued dialogues.
36. You have to take a stand in support or retreat totally on the whole issue of affirmative action, lip service will not get the job done. On my campus if people were keenly aware of Federal support for racial justice perhaps the curriculum would be more diverse and less homogenous.
37. Support further educational funding to support the presence of minority students in the classroom and increase funding for cultural and awareness topics.

38. The leadership of each campus should look to the leadership of the country to see what can be accomplished. A diversified educational curriculum is the cornerstone to improving race relations on campus and in the world.
39. Increase the number of minorities pursuing careers in education. We need greater representation of minorities at all levels.
40. Let's see more minorities teaching at all levels and throughout the range of communities.
41. Provide funding for the development of intergroup relations centers to promote intergroup interaction.
42. Continue to encourage multi-racial activities. Take the people with hate and teach them to love.
43. A serious effort must begin to reeducate the public about race that is a social myth not biological. That small college with important histories of integration is the proving ground of tomorrow society and that affirmative action be maintained.
44. It is important for a campus to emphasize an appreciation of diversity; it is important for a campus to sponsor events that emphasize these important goals.
45. Feedback to all participants the results of the Campus Week of Dialogue.
46. Keep the discussions going and do his best to include all races and ethnic groups in the discussions.
47. We have to teach people to value others regardless of personal beliefs, race etc. Provide an affordable educational experience for people of remote areas to interact with different races. Make educational exchange programs more affordable.
48. Hold a Town Hall Meeting on race in higher education with a focus on race relations. Fully fund all programs that provide support for underrepresented minority students in graduate and doctoral programs to increase the number for the professorate.
49. Availability of small grants to assist campus to sponsor these events because this initiative must be on going.
50. Have these discussions continuously between diverse racial groups and also within races. Expect the mending process to be slow.

51. More focus on race in higher education. Expand the discussion to include Latinos and Native Americans, these groups often feel left out of the national discussion.
52. Continue to work to create a continual ethnic/cultural dialogue. Help people be knowledgeable about racism in its many forms.
53. To become more sensitive and aware of our many differences as humans. To see our campus as a global, international mixture of all races sharing and teaching one another about the many noble experiences.
54. Provide grant money for special diversity initiatives on college campuses. Provide incentives for even more dialogue on race related issues.
55. Teaching issues about intergroup relations, conflict resolution and building community through academic courses community service et. Provide diversity training for student leaders at all levels of the college community that focuses on cultural competency.
56. Encourage campuses to incorporate an international method of education into the curriculum. Mandate that schools encourage education in diversity.
57. Conduct national town meetings and show them at prime time with network coverage.
58. Encourage race relations, cultural diversity as part of curriculums. Establish partnerships with local city governments to explore issues of race related to the educational community.
59. Create a National Discussion Day on campuses regarding race relations. Create awareness in college presidents to have faculty and staff role models.
60. President should have a caucus in DC of University & College Presidents about his commitment to diversity, multiculturalism and race relations. Recognize daily contributions of people promoting multiculturalism and programming for diverse populations. He could make a plea to philanthropic organizations to partner with campuses that are promoting racial harmony.
61. Dialogues to discuss racial conflict and reconciliation should be seen as a starting point for honest intragroup (non-minority only) dialogues.
62. Increasing the number of faculty of color who perceive themselves as role models.
63. Continue the discussion and encourage educators and the private sector to work together on heightening the awareness of the youth of tomorrow.

64. Dialogue needs to occur on a regular basis. President should make this happen; Purpose of the dialogues should be to demonstrate importance of dialogues during and after college.
65. We need to see various cultures represented in art. This would help them feel accepted. We need to keep talking and interacting with different people.
66. The events should be coordinated better and involve more students. It should be student initiated. Many students were not aware that the President had such an initiative. The focus of discussion should be on diversity and ways to build coalitions between different groups.
67. Encourage continuing attention to race on all campuses and throughout the nation. Support affirmative action in hiring and faculty and student admission.
68. Make grant money available for model programming. Facilitate a national discussion on affirmative action in the 21st century. The primary race relations problem is under representation in positions of influence.
69. We currently have a Study Circle going on. The President should encourage the use of Study Circles and involve colleges often. There were many people who would not have participated in these activities if the White House had not sponsored it.
70. National educational agenda with goals of including diversity literacy. Increased support for recruitment and retention of minority students, faculty and staff.
71. Select and announce Dialogue Weeks well in advance to allow more planning time.
72. President should continue to reach out to seek input and involvement from college students because they are the future leaders of our nation. Continue to encourage and conduct dialogues and other activities. This sets an example for others.
73. Indians are not always thought of when minority issues are discussed but there are many important issues for Indian people.
74. This has to be an ongoing national push. We need to mutually support these efforts.
75. Leave schedule up to individual campuses, we were on spring break and we have another event in May.
76. The need for more educational dialogue and for presidential leadership and support to address these issues.

77. Encourage students, faculty and staff to engage in more cross-cultural experiences, encourage college community to expand initiatives on race. Goals which heighten awareness and foster respect and appreciation for diversity should be developed by administrators. Teach and lead through example.
78. Continue to make this a priority and recognize campuses that are responding to the initiative. Publish materials –Ideas to Share. Keep diversity in appointments to positions.
79. Provide a mechanism to fund & implement other racial groups to visit and interact with our students. Begin a race oriented seminar series explaining the origin and natural function of race and the current social/political impact and psychology of race.
80. That we break down barriers on stereotypes and we begin to build a community of allies, committed to our passions and actively supportive.
81. At private selective liberal arts colleges the dialogue must also address the vicissitudes of class difference. We need aggressive affirmative action for traditionally underrepresented students who are in the lower income brackets. The issue for these groups become more one of breaking the glass ceiling.
82. America currently looks at race as Black, White and Hispanic, we will have numerous racial groups in the future, therefore we will have to widen our perspective to include everyone.
83. After discussing the problem of racism solutions are not forthcoming. Presenting solutions to the challenges would be appreciated; Discussions should be broadened to include other races and people of mixed race.
84. Highlight the importance of small face to face dialogue groups rather than a panel full of prominent speakers. Encourage sustained dialogue groups.
85. Grant money needs to be made available for campuses to expand programming initiatives. More financial support for minority students groups.
86. Issues of race are in many ways related to issues of class and socio-economic status. Financial aid is integral to recruiting minority students. We need to find ways to recruit faculty & staff of color, and to retain them.
87. Devise more ways of involving colleges and universities to take major steps to overcome the race issue. Continue to provide National leadership on this vital subject.

88. Our University is solution oriented, we try to dwell on solutions. Emphasizing diversity helps educate about the similarities between various groups.
89. Support of forums including funding.
90. Please have your race initiative next year. Hold a summit conference and give awards to schools going beyond the call of duty. I congratulate you for assembling the greatest array of Black talent in history of the White House.
91. More Federal aid to students encourages minority participation. Provide support materials, such as videos, information packets etc.
92. Encourage Higher Education to address race issues within the curriculum. State conferences to address race issues.
93. Continue efforts to educate and negate racism at all levels, an emphasis on reaching our younger generation are essential.
94. Continue to address the issue of race and offer more educational funding for HBCU's. Keep up the good work. Have more multicultural activities.
95. Continue making available cultural activities for students and faculty to expand involving the community. Set up a council to examine the needs of all cultures.
96. Support efforts to increase campus diversity and maintain affirmative action. Support increased financial aid to allow access to higher education.
97. Hold a meeting in Washington and invite college representatives who have participated in this effort. Start a listserv on email to continue the dialogue.
98. Secure individual and collective commitment to change throughout the university community. Promote social justice in the broadest sense as an integral aspect of mission, values and goals.
99. Reexamine national policies and how they impact community colleges ability to deliver programs and services. Create federal incentive programs such as mentoring to increase minority participation.
100. There is a need to continue affirmative action mend it don't end it. Provide funding for ADA. The graying of academia makes it difficult to diversify. The worst offenders of equal opportunity are long-term tenured faculty.
101. Continue to raise awareness and national attention. Dialogue needs to be open and honest.

102. To continue the dialogue, send guides and questions that can help instructors dig deeper and go further with discussions. Continue the dialogue at the national level and have more Town Hall meetings.
103. Recognize the new face of racism, get the book 'Face to Face' which deals with this topic. Encourage work to go beyond dialogue, what steps are implemented and how will they be assessed?
104. Support affirmative action policies. Reform discriminatory immigration policies.
105. Support affirmative action policies, highlight accomplishments and continue the discussion at the National level.
106. More funding for programs to help with retention efforts. More funding at the K-8 level.
107. Support development of effective curriculum in which issues of diversity can be addressed; Organize annual teach-ins that involve all campus members to take a single problem.
108. More emphasis should be placed on the involvement of Educators at all levels; We must address the Black & White issue and its economic impact. Corporate America needs to come to the table.
109. A greater understanding of diversity; the celebration of individual differences.
110. We recommend the removal of racial stereotyping specifically the 'Chief' mascot. We urge the President to require the immediately removal of Native American mascots from all educational institutions.
111. Not to stop with just the dialogue, go beyond talk and implement policy
112. To include college university students as members of the Race Initiative; To begin the Action phase of the race initiative process.
113. Advocate for hiring and retaining more faculty of color. Support more Grant opportunities to sponsor programs aimed at educating individuals; increase financial supports that help students of color.
114. A Presidential mandate requiring Diversity in all curricula, starting in kindergarten through graduate school; A nationwide public relations campaign on diversity which emphasizes awareness.
115. Broaden the initiative on race to include a wider point of view of diversity issues; Focus on issues that bring us together.

116. Individuals need information to help understand our differences. Continual sensitivity training; Incorporating programs and curriculum with multicultural components.
117. Funding, institutional commitment to recruitment and relation of students of color. More lead-time to build up events like campus week.
118. Facilitate placement of minority faculty; Facilitate multicultural curriculum implementation
119. Provide more educational scholarships for minorities planning to attend two-year colleges.
120. Encourage local community agencies to contact and get involved with local school district.
121. The President should give more direction to colleges. We need to know what we should do to build one America; We need to educate student faculty and administration in a way that is interactive Nobody likes being lectured to.
122. The President should keep pressure on colleges and Universities to take the lead; The President should keep this issue on his public agenda.
123. Make more Grant money available for minority and women; Help support programs which promote multiracial justice.
124. The dialogue must allow all voices to be heard; Issues concerning race must be dealt with openly.
125. Stay the course. The President's personal role is vital; This must be a sustained effort. There is no point where we can say 'our work is done'.
126. Race relations are bad everywhere in the U.S... More effort should be made to educate children in Elementary school about all Americans importance; Colleges should form mandatory race relations groups
127. It's necessary to make it clear that this is not a 'one shot deal'; Antiracism activity by Whites in community and Nation is a must.
128. Financial and educational resources are needed for effort to be successful; Race relation's discussion should not focus solely on Black White relations.
129. Continue the dialogue but begin to educate the public dispelling current myths about groups; It is important to address cultural sensitivity recognizing changing

demographics as we approach 21st century

130. We need to develop opportunities for understanding of one another's experiences; develop opportunities for individuals to be heard.
131. Educate students about the links between history of discrimination and existing socio-economic status; Publish and show the facts that reveal the extent of White privilege.
132. Use Art as a tool to help White Amer. Have dialogue about race; Have discussions focusing on solving a specific and narrow problem.
133. Help Whites overcome there sense of superiority; Create a climate where minorities will feel trust and friendliness.
134. Make campus week of dialogue an annual event; Give us more notice next time
135. Be clear on the need to dialogue; Take concrete steps to eliminate 'isms'.
136. I think our campus does an excellent job of addressing diversity.
137. Mandatory classes on cultural studies; Keep the dialogs going Gear dialogues toward concrete resolutions.
138. This should be an ongoing program. We need more advanced notification; The topic needs to begin in the primary grades and be a part of the curriculum through K-12.
139. Have Town Hal Meetings at all levels of the educational system. Early education of children is critical; Increase educational opportunities for minorities. More visible support for campus diversity;
140. A White House clearinghouse for innovative ideas for increasing productive intergroup relations.
141. East Carolina needs to increase its number of minority faculty; Need more resources both financial & personal.
142. Provide more resources—such as the guide 'One America Dialogue Guide'; provide professional facilitators/trainers to educate all member of campus community especially on campuses where race is an issue.
143. The majority needs to understand that somewhere in this country they may be in the minority; Talking is the answer but it must be desired and not demanded.

144. Keep affirmative action in place until there is proportional representation by minorities in leadership positions; Require each government agency and employee to participate in racial, ethnic and cultural sensitivity training.
145. Racism is prevalent in the deaf community where Black deaf remains at the very bottom. This needs to be addressed; Desperate need to increase people of color in faculty and decision making positions on campus.
146. I believe in a 'Top Down' approach and would like to see all members of the White House and Congress model behaviors that promote diversity. Such as visibility at programs that support underrepresented populations; Designate members of his Cabinet to participate in diversity oriented programming. More dollars to assist underrepresented students. Better H.S. career advising.
147. Intensify efforts of Federal & state governments to address issues of equitable treatment among employees. Laws need to be enforced and Affirmative action cases reported and reviewed; Continue with conferences with focus on race relations in American school system.
148. To support the creation or continuation of programs that allow students of color to attend Universities.
149. Attend a meeting of College Presidents and personally challenge them to stand firm on providing opportunities for race-based initiatives on their campuses; Encourage corporations and businesses to double their support of race-based programs.
150. Reaffirm your commitment to affirmative action as Federal policy and assure that Univ. maintain associated policies and programs; Ensure continued Federal funding of programs that foster minority student recruitment and retention.
151. Increase employment of African-Americans in faculty and administrative positions; Increase multicultural education & activities.
152. Continue to encourage discussions but also actions that help to resolve issues; Encourage the exploration of diversity issues beyond African-Americans.
153. Integrate them into broader themes so that it isn't seen as an isolated divisive issue; Make national leaders available to address the issue. We don't have the resources.
154. TGM literature reminds us that the best progress is made through many small steps at the community level. Federal support should reflect this emphasis; The 'People to People' program of many years ago reminds us that we must recruit many champions from all races to make things improve. Fostering consortia of

institutions is the best way to focus resources.

155. That there is a problem; that we need to recruit & retain faculty & staff of color.
156. Continue asking Universities to have open & honest dialogue about race, offer an incentive for conducting such a dialogue; Hold Universities for promoting diversity on their campuses Diversity training should be required as an entrance and exit criteria.
157. Continue to raise the visibility of these issues to the nation; Promote the idea that a dialogue between ethnic/racial groups is essential to the health of our nation.
158. Transportation for minorities in inner-cities to colleges in the suburbs.

Exhibit 8

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 21st Century?

1. Future events
2. Through CORRIE and administrative and academic departments, we plan to sponsor more events at which people from different backgrounds will have the opportunity to come together in dialogue. We plan to use the diversity videos as part of the New Student Orientation Program and in training programs for professional and pre-professional staff.
3. Yes, we would probably consider organizing hosting such events if given enough time, and latitude to plan the focus of the event. The events we hosted were not well attended, for various reasons, the most probable reason being the time the year, and the diversity of the BU community. The Events must be planned with a targeted audience or you will cast too wide a net and miss just about everyone. No direct answer given.
4. Yes.
5. Yes.
6. Yes.
7. Yes, continue with this type of discussion each semester. (The psychology class performs this exercise each quarter).
8. Yes, continued diversity planning is inherent and we are committed to including students in the process.
9. We will continue to sponsor a Martin Luther King Day event as well as other race unity events throughout the year.
10. Yes. Please contact Vincent E. Alexander II, Director, Howard University Civil Rights Symposium, 1998-99. Address: 2900 Van Ness Street, NW, Washington, DC, 20008.
11. Yes, we are currently designing our 1998-99 campus programming and activities agenda. We will continue to promote, assess, and evaluate intercultural understanding, appreciation and interactions.
12. Yes.
13. Yes! Has to happen one relationship, one community at a time.

14. Yes.
15. Yes.
16. Yes, and we would be honored to have President Clinton come to the annual intercultural student leadership conference in October, and personally talk, interact, and impress upon our student leaders the significance of building one America.
17. My "yes" response is conditional on whether I can be reassigned and allotted the time to organize race-related events.
18. Yes. (1) We have already planned a facility program for Fall. (2) Cultural festivals for Winter & Spring holidays. (3) Classroom speaking opportunities.
19. Yes. Phase II- Breaking the Barriers. Phase III- Activating the Solution. Phase IV- Now that the barriers are broken, where do we go from here?
20. Yes. We have already planned for next year.
21. Yes. A subcommittee of Women & Minorities Committee will plan a series of events for the academic year 98-99 on Enhancing the WFUSM Climate for Diversity.
22. Yes. In concert with other campus organizations, future events can be programmed to extend the conversation on race through lectures, small group discussions involving educators and students from K-12 and beyond.
23. Yes. I am already involved in several initiatives in this community. Although it is often frustrating, I do and will continue to commit my time and energies to the betterment of race relations. Count on me Mr. Clinton!
24. Yes. Bringing multicultural events to campus.
25. Yes. We are establishing a Task Force on Intercultural and International Education that will focus as curricular and co-curricular issues.
26. Yes. Continued educational programs on campus.
27. Yes. If you have any start-up packets for community- I'll be willing to try: please send to: Shen Maier, 3117 Parkwood Lane, Blyjark, MT 59911
28. Yes. Continue open forums and follow-ups on implementing to solutions generated at these events. Keep the channels of communication open!
29. Yes.

30. Yes. Would be nice for President to come to smaller racial areas where the issue of race is in denial by some, or in some cases resentment on both sides.
31. Yes.
32. Yes. Establish regular leadership meetings so that the student can take the lead.
33. Yes. The college will participate in a dialogue between the League of Women Voters and other entities of the community on race.
34. Yes. We will do whatever it takes.
35. Yes.
36. Our campus-enriched community is an ideal vehicle for bringing in relevant speakers to address the campus community and the local Houghton-Hancock community as well.
37. Yes. As mentioned before, our campus strives to continually provide awareness and cultural programming on campus that brings quality materials to our students.
38. Yes. A campus forum comprised of faculty, staff, students, and community representatives to discuss race and ethnic issues. This event would invite notable community leaders such as the Mayor, Attorney General, City Manager, and Superintendent of Education at the state level, etc., as guest speakers.
39. Yes. Be willing to organize events for the centers.
40. Yes. McGregor would be willing to develop future race-related events on the Yellow Springs campus or in the community with one or both of its community partners.
41. Yes. We already have a six-week inter-group dialogue program involving 250 students per semester. This program called Voices of Discovery has been in effect since 1996.
42. Yes. Committed to organizing future race-related events (Town Hall Meetings, etc.).
43. Yes. We are closely tied to the Philadelphia Race Dialog, and intend to participate in their ongoing discussions.
44. Yes. On campus- we believe diversity is beautiful.
45. Yes. We will continue to sponsor and organize a wide variety of programs.
46. Yes.

47. Yes. Brookdale has various committees and clubs that plan events on a regular basis. Also, Brookdale is planning events with the Urban League.
48. Yes. We will have an on going effort to address issues of diversity on campus. Similarly, the Storm Lake community has developed its own Diversity Task Force that continues to meet in learning circles where the goal is to discuss issues of diversity and how we can become more appreciative of diversity in our community.
49. Yes.
50. Yes. We would like to hold a series of forums that are ongoing. We discussed how to best ensure that participants feel able to discuss their feelings openly.
51. Yes. I am planning these events each quarter for participation of students, staff, faculty, and community members.
52. We will continue to sponsor lectures, workshops and videoconferences. We are currently planning a student theatre to conduct performances dealing with racism, discrimination and violence against women.
53. We earnestly encourage you and your organization to please make Cameron University a part of your future efforts/ plans. Cameron University would be more than happy to be apart of any and all future events- Cameron University and Lawton are representative of America's future.
54. Yes. To continue with student leaders forums.
55. Yes.
56. Yes. Diversity roundtables: this is a dinner and discussion group open to all students on campus and held monthly. Topics focus on diversity and rotate each month with a guest speaker.
57. Yes.
58. Yes. Dialogues on race. Diversity training to increase cultural competence and enhance the awareness and sensitivity to race relations.
59. Yes. Keep us informed of any new program of initiative developments. This school will maintain its pledge against racial discrimination, and through future student leaders meetings, we will further employ new methods to educate our student body about flourishing levels of racial and cultural diversity in our community.
60. Yes.

61. Yes. Will partner with the City's Community Relations Commission to sponsor workshop/ forum.
62. Yes. It is imperative that the communication continues on an on-going basis.
63. Yes. I would be willing to continue providing programs support and advocacy for our students. Also am willing to continue to collaborate with surrounding community by inviting and including participation in all events sponsored by office.
64. Yes. Olivet College is committed to sponsoring at least one dialogue on race each semester. We will encourage academic departments to coordinate programs on race, independent of the Office of Multicultural Affairs. Through these dialogues, we hope to provide a forum where honest and open exchange of information can occur and where our students can be equipped with the necessary skills needed to participate in a society that is becoming increasingly diverse.
65. Yes. We are planning to hold a symposium about hate related crimes.
66. Yes.
67. Yes. As Community Service Office we hope to lead on-going dialogue that brings together students, faculty, and staff from the college as members of the community.
68. Yes. We need help in programming events that will be of interest to our students. The program that we planned for our resident students was not attended; the film that we scheduled for the general student population was not attended. We did however, get a better response from the faculty who include the dialogue in their classes.
69. Yes. Leading discussions or forming student/ administration groups to talk about issues on campus. Anything else?
70. We are working on plans for such events.
71. Our community would benefit from a private/candid dialogue between College Presidents, the Superintendent, and the Chief of police, Social Service Executives, the City Council, the Mayor, the School Committee and the Legislators.
72. Study Circles and other activities have already been planned for next year. I hope to develop a Study Circle between a predominantly black and white church in the area.
73. Events have been ongoing at Rhode Island College for a number of years. First Minority Student Affairs officer was hired in 1983. Historically the Harambee organization was founded in 1969. Also, our African Studies Department is long-standing.
74. There is an organization called the Flatland Reservation Collation for Human Rights,. We

- have many active members on campus that do a wonderful job addressing issues of race.
75. Several participants have spoken of continuing the dialogue group process in the future.
 76. The college will participate in a dialogue between the League of Women Voters and other entities of the community on race.
 77. We are in process with this type of activity and we will want to see it increase.
 78. Depending on what the President's Initiative does.
 79. Sauk Valley Community College is supportive of these efforts.
 80. Student forums, Speakers, Continuum of Above, Partnerships in Community.
 81. Town Hall meeting or Student Leader Meeting.
 82. We received such positive feedback from the students that we are planning to hold another forum in the fall. Community leaders also indicated an interest in sponsoring a discussion in their respective communities.
 83. Skidmore College is committed to diversifying its community by a number of affirmative initiatives. These include all the ongoing efforts in the areas of hiring and retaining of persons of color, and curricular and co-curricular change. They also encompass the areas of community and leadership development, and community outreach. The goal is to graduate students with an inclusive and global worldview, and to build bridges across class, political, and race differences. Skidmore will continue to collaborate with residents, businesses, and organizations in Saratoga Springs and other neighboring communities to organize events to celebrate diversity and to facilitate understanding between races.
 84. As one of the organizations I advise sponsored the first-ever Diversity Week on our campus and have committed to continuing it, I am already committed. I also continue to serve on the Black History Month Committee.
 85. Yes. We are continuing our dialogue program and hope to build our capacity to use this approach on campus before creating town-gown dialogues.
 86. Yes. Educational workshops and student leader training exercises.
 87. Yes. With the arrival of a new Director of Multicultural Programs in July, we will begin to identify our goals and plans for keeping the open discussions of race and civility at the forefront of our campus priorities. Yes. We have our Clinical, Academic and general Department Chairs meet regularly with the President's Cabinet and discuss their Diversity and Affirmative Action activities, to include issues to improve on race relations. We also host Retreats where the President's Cabinet meet with the

Affirmative Action Committee to discuss strategies for improving both the workforce climate and the utilization of under-represented ethnic minorities and women.

88. Yes. We will continue to work toward positive activities, hiring practices, and curriculum development for multicultural fairness and appreciation.
89. Yes. Forums and task forces.
90. Yes. We are planning a Racial Solidarity Day next spring, during which administration, student government, student organizations, and students will pledge themselves to harmony.
91. Yes, on-going, student leader meetings and focus groups/ workshops.
92. Yes. Utah Valley State College has developed this concept within the last five years and we have been addressing race issues during this time.
93. We intend to continue our efforts.
94. Yes. We should have fundraising, bake sales in order to raise funds to start and maintain these organizations.
95. Yes.
96. Yes. I believe this is an important issue and part of the mission of this college. I would be willing to do what I could toward this endeavor.
97. Yes.
98. Yes.
99. No.
100. Yes. We will continue to program diversity and race relation programs.
101. Yes. Campus dialogue on Race & Ethnicity Diversity Film Screening and dialogue.
102. Yes.
103. Yes.
104. Yes- it's the most vital social issue we face!
105. Yes. On-going already. This initiative did not trigger any new programs. All were already in progress.

106. Yes. A promising practice that we are using is the Chamber of Commerce's The Eight-Step Program in Enhancing/ Supporting diversity for the business/ educational institutions in the city of LaCrosse.
107. Yes. That is my job!
108. Yes. Because current student composition mirrors the community so well, we are a natural place for such events to begin.
109. Yes. I intend to continue working with community organizations. Also, I hope to build a strong session on diversity into the college and student orientation program.
110. Yes. To include information in a diversity class I teach at Xavier University entitled EPluribus Unum.
111. Will have continuing dialogue.
112. Yes, although another educational institution will host the second national CERM, the movement at the University of Illinois, will continue to promote Dialogue on these issues. As we have for the last 20 years, we will organize video showings of in Whose Honor and bring in speakers to address hate issues
113. Yes. Similar group discussion.
114. Assist in moving the National Agenda forward by organizing On-Campus discussions that make recommendations for action plans.
115. The students have started to plan for next fall. More programs aimed at encouraging dialogues are planned for next academic year.
116. Absolutely! I believe our student leaders meeting was the first step in addressing diversity issues on our campus.
117. Continue to serve on the Diversity Steering Committees on our campus.
118. We would like to host the "day of dialogue" and invite our neighbors. We will continue to offer workshops to staff. Our new faculty orientation will include a session on multicultural inclusion.
119. We will play a key role in continuing the community conversation on race.
120. We would be honored to host a series of Townhall meetings or conferences so that issues of race can be openly discussed.

121. ALANA Student Center and the Council for Diversity and Pluralism will continue to host events such as “Fear the People Week,” talk shows (mock) on race featuring public figures of different races, Black History Month Events, and others which serve to introduce students to cultures other than their own.
122. Yes.
123. I am the Coordinator for Diversity at Midway College and would be interested these efforts.
124. I think sparking a dialogue on race will be continued next year. I would also like to see members of the college meet with member of the local community and discuss the topic of race and how to build one America. Perhaps we could also have a race-related event with local colleges participating.
125. It really depends on the time of year and scope of responsibilities for the project/event.
126. No.
127. In all likelihood, Mount Olive College will be establishing a Human Relations Council and holding a public race relations forum at least once a semester.
128. Yes.
129. We will continue study circles with the goal of involving a representative cross section of campus members and community members. We hope the Congress of Concerned Students will continue to operate.
130. A major implied focus of “education national leaders for the 21st century” (our mission) is to continue to build on America.
131. Yes, however I may be working at another school. Diversity awareness and especially race relations is always important to me and I focus my efforts as a Resident Hall Director in this direction. So wherever I work I will play a part in organizing race-related events.
132. Yes, We would like to do programs that would link us with other universities on these issues. We would particularly like sufficient notice to plan adequately and reach out to other institutions of higher learning.
133. Yes.
134. Yes.

135. Yes.
136. Absolutely. Please make this a central focus of the administration. Leadership on these issues is critical at this juncture in the history of race relations in America.
137. Perhaps an annual discussion utilizing art as a central point.
138. Yes.
139. Yes.
140. Yes. Diversity issues are an integral part of our campus programming during the entire academic year.
141. The Residential Life Staff is committed to programming around cultural and race related issues. Our campus already works with the Diversity Web initiative, and we are strongly committed to the value of multiculturalism. We only require a great deal of advance notice in order to coordinate events with all of the other campus activities we have.
142. DeKalb College would like to involve more of the community in this effort as well as making this a key topic for the Student Government Associations on each campus.
143. We will continue to host town hall meetings.
144. We will, through our Human Relations Committee, see other ways to foster dialogue on these issues.
145. Yes! Please include us in future events!
146. Yes.
147. Participate in various activities. Serve on committees or task forces. Facilitate discussions. Organize event discussions.
148. Yes.
149. Yes, as opportunities emerge, we will do so. We have some strong community ties and are flexible.
150. Yes.
151. As a university, we are committed to a worldview as stated in our mission. We will

- continue to be proactive in our programs and discussions.
152. Panel discussion or town hall style meeting.
 153. Most Definitely! Thank you for the opportunity to have Gallaudet University participate in this dialogue.
 154. Yes.
 155. As Director of Diversity of Education Programs, I am the designated person on campus for all initiatives; or at least serve as a clearinghouse for issues on diversity.
 156. Our office of Student Activities, The Gonzaga Student Body Assoc., The Unity House Cultural Education Center, and the Associate Academic Vice-President For Diversity will continue to work on diversity events.
 157. Yes.
 158. As noted above, the UH Manoa Commission on Diversity in conjunction with other campus programs and offices, will organize a series of “Dialogues on Race” during the coming academic year.
 159. To provide awareness and sensitivity of race and cultures.
 160. Yes. We are seeking monetary support to bring together African-Americans and Caucasians in Freeport to identify our core values and embrace the concept of Servant Leadership to alleviate racial tensions and move us forward.
 161. Yes.
 162. This college is already seen as a valuable community resource, and will continue to do so. Our Community Center seeks to help a community changing its population base and in need of a wide range of services. This program models what a community agency and a college can do together.
 163. Yes. Have served on discussion panels before – would be willing to organize and facilitate in future.
 164. I will commit to organize a campus or community dialogue about race.
 165. Yes.
 166. Yes.
 167. Yes. Recruitment Day - Every student of color brings in 2 friends or family members

who are college bound for a tour and sampling of college activities to try and diversify campus – (staff members of color could bring in someone also). There are only about 12 employees here who are minorities.