

Achieving the next level of Diversity:
Observations and Recommendations
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Charge

Prior to beginning my observations and recommendation, I feel it is important to state what I was charged with achieving. I was initially approached by the Diversity Committee to visit Stetson University, meet with a variety of individuals across the campus, provide some assessment of the current circumstances related to diversity and make recommendations about future actions, and particularly to help plan a climate study to assess current campus climate on the issue of diversity.

The task of achieving diversity is a multi-pronged task and no single effort or report can do it justice. What this report to the Diversity Committee represents then is the perspective of an outsider to the campus. It is offered with the hope that this perspective can help identify issues, concerns and opportunities for the campus. As such, this visit did not include Stetson University School of Law in St. Petersburg. While some of these observations and recommendation may be relevant to the Law School, as a professional school on a separate campus, there may be completely different issues at the Law School. These observations and recommendation, therefore, should not be construed to apply to the Law School.

Attached to this report is a series of additional resources that may be helpful to Stetson University as it proceeds with its diversity initiatives. These include statistical information, including information about the general population and of institutions considered Stetson's peers. I have also attached materials which offer additional information on diversity in higher education as well as documents assessing climate and making recommendations from other institutions. Finally, I have included information on individuals and organizations that can support the diversity initiatives and provide further guidance.

General Concerns

In putting forth my observations and perceptions, I must point out that while I did meet with a wide range of individuals and groups, I did not meet with all of the campus community. While I often met with groups that were identified as having some concern for diversity, I did not meet with those apathetic or hostile to the goal of greater diversity. As a result, I probably have underestimated the level of resistance to this goal. I trust that you have a better sense of that population and how to manage it. I also did not meet with anyone from the Greek community (or not identified as such). I believe this group to be a critical part of an assessment of climate because of its powerful presence on campus and the Greek system's own issues with diversity. I am therefore, unable to make recommendations about the Greek system at Stetson University. Greek systems have a major impact upon student life and often necessitate values of exclusivity that may be inconsistent with diversity. The extent to which that may be true at Stetson and the steps one might take in that area are not reflected in this report. I must therefore strongly emphasize attention to the Greek system in the campus climate study. Another issue that should be addressed is the role of alcohol in student life. Both of these can have significant impacts on diversity, particularly in relation to

racial/ethnic and gender relations.

I also did not meet with the enrollment management team as such. Although many individuals in that group were in other groups, I did not have a conversation around the issue of enrollment. I did not meet with the housekeeping/janitorial staff, an important group since it has, both proportionately and numerically, the largest numbers of minority staff.

Other important groups that I did not meet were any alumni group and the Board of Trustees. Clearly, these are two very powerful bodies in the life of the university and I feel that I am missing an important element of understanding by having missed contact with them. Although scheduled, I did not meet with GLB faculty, staff or students, at least not as an organized group. This is of particular concern to me because I believe the issue of diversity as it relates to sexual orientation is a somewhat different issue than for racial/ethnic or gender diversity.

I also did not meet with members of non-Christian religions or religious groups. Though an "invisible" minority like GLBs, I believe that, even at Stetson, there is greater acceptance of religious diversity than of diversity of sexual preference. Still, it is a group, or more accurately a series of groups, that merit attention.

Before I begin, I must first state my strong positive impression of Stetson University. I must confess that I think I came to Stetson with some preconceived notions of what it might be. I am pleased to say that I was pleasantly surprised by what I found. The campus is impressively beautiful, the students bright and articulate, the faculty committed and concerned. Although many of my comments and observations in this report will be critical, even harshly so, I hope that they will be viewed within the context of the admiration and affection I have developed for Stetson.

There is important good news that can form the basis for future achievement. In *all* of the groups that I met, everyone offered the consistent belief that President Douglas Lee was strongly personally committed to the goal of diversity. Individuals expressed that sentiment without solicitation and regardless of their own experience or concern for diversity. The consistency and depth of this belief was heartening. The other important good news was that all of the groups that I spoke with felt that although Stetson had already experienced a great deal of change, over the past five years in particular, Stetson still had the capacity for more change. There was consistent assessment of the time of the change, the nature of the change, the forces responsible for the change, and the outcomes of the change. And although there was great concern that Stetson live up to the promises of the previous changes, they were proud of the institution for this remarkable capability. Among the people I spoke with, there is the consistent belief that this institution has not saturated its capacity for change and that continued change could be a positive experience for the campus.

That said, I must admit that there were several things that struck me about Stetson that were of concern to me as Stetson pursues another change process – the pursuit of diversity. The first point that Stetson must address is a working definition of diversity. This effort at diversity is not Stetson's first. Stetson has made progress, however, what Stetson currently has is not diversity, it is tokenism. Too many women, ALANA students, faculty and staff, non-Christians and GLB exist as "the only." This tokenism places the token in the awkward position of representing his/her group even at the diminution of his/her own

individual identity. This is not an acceptable situation if Stetson is to provide a meaningful learning experience for everyone in the university. Most importantly, in reviewing the steps taken to improve diversity at Stetson over the past ten years (Diversity Initiatives/Measures 1987-1998), I find that most of the steps have been taken around the periphery of the institution. That is, the core of Stetson – who controls the institution, who teaches at the institution, who is taught at Stetson, and what is taught at Stetson – has not been the focus of diversity initiatives.

The goal of diversity is a complex and controversial one. It immediately evokes the questions – What kind of diversity? For what reasons? How much diversity? As you engage this change process, it is critical that Stetson have clear and unequivocal answers. For the purposes of this report, and in conjunction with the Diversity Committee, I have limited the discussion of diversity to four major types: racial/ethnic, gender, religious, and sexual orientation. Of course, there are many other forms of diversity that one would want to have represented on a college or university campus, many of which intersect with the targeted areas of diversity: class/income, disability, international, political, geographic, language, etc. and the focus upon these four need not preclude a commitment to achieving the others. However, it is necessary to focus on the task in order to achieve the goals. The reasons for diversity must be clear as well. As I have heard it articulated at Stetson, there are three major reasons for achieving diversity:

1. Education - that a diversity of perspectives, truths and experiences are essential to the learning environment and the pursuit of Truth and knowledge;
2. Christian identity/social justice - that Stetson as a university with a special set of values has a special obligation to address the issue of social justice by providing opportunities to those historically excluded from higher education;
3. Workforce - that the workforce of the twenty-first century will be predominantly minorities and women, and that Stetson has a responsibility to prepare students for interacting in this demographically changed work environment.

A term that I heard quite often in my conversations with individuals and groups around Stetson was various iterations of the word **value**. As a noun, a verb, an adjective, the word came up many times, and I believe it holds an important message about the task at hand. The value of Stetson University as an educational value was uppermost in the minds of the entire campus community. It was a fundamental assumption that Stetson must maintain its value as a first class academic institution. Similarly, the conviction that Stetson must hold on to the best of its values was stated many times in our discussions. The question that I heard constantly was “What do we value in this community?” How individuals are valued was also part of this recurring theme. As a result, this assessment of Stetson University in regard to the issue of diversity takes that word very much into consideration and my comments and recommendations revolve around the issue of value/values.

In talking with many groups across the campus, I sensed a great deal of pain around the issue of diversity. This pain was particularly concentrated in two groups – the Quality of Service group and the ALANA students and alumni. There is a profound sense of betrayal in the Quality of Service group and among ALANA students and alumni. I cannot stress strongly enough the depth of this sense of betrayal as well as my belief that how Stetson

manages diversity in the context of these two groups will be an important indication of its ability to manage the move to a more diverse institution.

The source for this pain is very different in these two cases. Let me address the Quality of Service group first. This is among the most non-diverse, homogeneous groups on campus, composed 95% of white females. Although I understand that the QS group includes more than clerical/secretarial staff, I was informed that the men simply do not participate in the group on a regular basis. That was true on the day I met with them. Already, this is a serious problem because of the association of service and women, as if it were only women who had the concern and responsibility for service within the institution. This group also had more long-term employees than any other group I met with. These are people who have weathered the changes in Stetson, and most of them feel a great deal of pride in that accomplishment. However, they feel that the changes and the promise that it made have passed them by. They tend to view the changes at Stetson with greater suspicion, describing it as "the big tumble" and still feeling a sense of loss of a Stetson University that they knew, understood and took pride in. Many feel forgotten, under valued and abused. Many feel that they are in dead end jobs, with no chance for advancement, recognition or increased salary. They stated that they were on the "rungs of a ladder to nowhere." Contrast this group with the Faculty Women's Caucus, which despite all of its serious concerns, has a much more optimistic and involved view of the future. The QS group feels somewhat demeaned because of their lack of higher education in comparison to the Faculty Women's Caucus. Yet, even as these women feel that they have hit a "glass ceiling," they are also perceived from without as a female "Old boy's club." This is a critical perception because this group must focus not only upon destroying their own sense of victimization but also upon understanding the ways in which they can victimize others. They are seen as controlling access to others and limiting opportunities for those different from them.

A similar sense of betrayal and pain was evident among the ALANA students and alumni. Anyone who attended the Black Alumni Networking Panel had to be moved by the almost palpable pain in the room. These students feel that they have been misled as to the quality of life, the quality of the academic experience, and the sacrifice that they have made to be at Stetson. More importantly, they feel robbed of an important part of their lives and envious of their friends at other institutions. The fact that this feeling lasts well into their years after Stetson demonstrates the enduring and damaging nature of this pain and anger. Unfortunately, several of the young men have had the kind of negative experiences with police, either campus police or local police, that is becoming the norm for young ALANA men. For the most part, however, the problem is not overtly racist conduct; in fact, there is an air of friendliness and courtesy at Stetson that is disarming. Incidents generally involve issues of racial/ethnic insensitivity, ignorance or isolation. Furthermore, ALANA students at Stetson are often called upon to be educational resources in a way that their white counterparts are not. Most importantly, the ALANA students I spoke with feel that their white colleagues have absolutely no understanding of their experience here or the ways in which they participate in this experience. As a result, I find that many students carry with them a level of pain and anger that even they are afraid to engage directly. This "free-floating" anger is often ignited by acts of insensitivity or ignorance that seem insignificant to outsiders but which provide something of a touchstone to which ALANA students can attach their pain.

I believe that the level of oppression faced by the GLB community is in some ways more

severe, more accepted and more pervasive than for other forms of difference. Even among students, it was generally regarded that the type and level of discrimination against GLB on campus was quite strong. Furthermore, given the "invisible" nature of the difference, I feel that GLB faculty, students and staff have different psychological issues in existing in a community where they are in the minority. *Also, the GLB community is the only targeted minority community that does not have legal protection against discrimination in the state of Florida.* Clearly, the decision to achieve diversity in this area must employ different strategies than for other targeted groups, since even identifying oneself with this group has serious legal consequences. Particular attention to assessing climate and identifying the needs of this group must be given in the next phase of any diversity effort. I cannot stress strongly enough what I see as the continuing vulnerability of this group on the Stetson campus.

Stetson University is a beautiful institution, stunning in its physical beauty and wonderfully maintained. I was received with great courtesy and cordiality. There is a kind of hospitality that evokes a sense of the best of the South and which seems quite different from Southern Florida. However, that is often interpreted as an institution overly concerned with appearances. Several groups stated that they felt that Stetson as an institution tended to cover-up and minimize incidents and realities that were damaging to the image of the institution. Individuals with complaints and concerns were made to feel as if they were malcontents and troublemakers. I believe that the lack of appropriate problem solving and grievance mechanisms exacerbate this perception. Another complaint that I heard rather consistently across the campus was the perception that problems are talked about ad nauseam but that very little action was ever taken; that participating in these discussions is like playing the game of Telephone. Things that are communicated at one end come out completely differently when they emerge at the other end. While such "paralysis of analysis" is commonplace in the world of academe, for an institution engaging in a change process, that perception can completely undermine any attempts at change, particularly long-term change. It is critical that Stetson's diversity plan be comprised of actions that have immediate impact and those that require long-term commitment to change. The community understands that this change will take time. However, as one administrator put it, "Every year, I graduate another senior class." Stetson must move quickly to bring diversity "inside the tent."

There is considerable suspicion that Stetson's interest in diversity is a result of external pressures – the NCAA report and enrollment declines. The perception is that diversity is being used as a mechanism to save Stetson from censure by the NCAA and from significant drops in enrollment. While these pressures may provide some impetus for diversity, Stetson must be consistent and clear in discussing the reasons for achieving diversity. Certainly the NCAA and enrollment issues should not be ignored. To do so would undermine institutional credibility. But these two circumstances must be embraced as opportunities rather than just external demands. They must be admitted publicly and then connected to the other changes Stetson University has undergone and to its vision of itself in the future. Connected to this suspicion is the image that Stetson is not an institution committed to diversity. A recent hire told me of her experience at a local black church. When he informed a church member that he was working at Stetson University, the response was, "Well, we'll pray for you dear." One way that this negative image is reinforced is when Stetson includes its minority neighbors only when the event is a "minority-themed" event. Thus, although the local black community is invited to the Thurman lectures, it is not invited to other campus events. This

observation also speaks to the experience of minority administrators; they are sought after only when the issue is identified as a "minority" issue. This perpetuates the perception that minority faculty and staff exist at Stetson, not to serve the entire community, but to serve the burgeoning minority community. While unfairly burdening minority employees, this also allows white faculty to be let off the hook for their responsibilities to nurture and mentor all students and to address all issues of concern to the campus community. This marginalizes the existence of minority staff and students at Stetson University and creates the kind of pain and anger that is rampant among students of color, and, to a somewhat lesser extent, among ALANA faculty and staff. This is not limited to ALANA faculty and staff; this applies also to women

The very first step that must be taken is outreach to and the recruitment of a critical mass of ALANA and women students, faculty and staff, as well as students from and staff from non-Christian backgrounds and gays, lesbians and bisexuals. Their presence on campus will provide the impetus for further change, change that will be more congruent with Stetson's identity and more responsive to its needs. The move to a more diverse institution is a symbiotic process. Larger numbers of ALANA students will demand more ALANA faculty; more feminist faculty will pull more feminist students; Non-Christian staff will encourage non-Christian faculty. The move to achieve diversity will overcome the inertia currently holding back progress and will take on a momentum of its own. This is not to say that there will not be serious problems, concerns and crises after the inertia is overcome, only that sufficient momentum must be in place to carry the institution through those difficult times. Additionally, too many of the goals for diversity are expressed in non-tangible terms, with elusive benchmarks and non-quantifiable measures. The diversity plan must be unequivocal and specific about actions to be taken, benchmarks for success, dates for completion, and strategies for evaluation.

Finally, let me say that in an academic community, everyone is an educator. From the housekeepers to the President and Board of Trustees, everyone educates. We must remind everyone at Stetson of the responsibility that comes with interacting with young minds. As teachers, our behavior is the ultimate teaching tool. Our behavior regarding diversity is no different. We must constantly assess what our behavior is saying about our principles. We must be willing to admit when we fall short of those principles and be prepared to apologize and alter our behavior. And we must conduct ourselves with the humility that comes with this responsibility and with the realization that we, too, are still learning.

Recommendations

In developing these recommendations, I have also tried to focus them on actions that I believe are most appropriate to the current mission, identity and values of Stetson University. I have therefore, eliminated some important actions that have been successful at other institutions because I considered them not appropriate to Stetson. For example, although articulation and joint admissions agreements have been very successful in enhancing diversity in states where the ALANA populations are concentrated in the two-year community and junior colleges, the impact upon the institution seems out of sync with Stetson's mission as a four year residential liberal arts institution. I have also tried not to repeat recommendations from in-house committees and organizations unless I felt that they were so fundamental to my own observations and conclusions that they bore repeating. I have also tried to provide two levels of recommendations: recommendations that can be

implemented immediately, with either minimal resources or by executive fiat and recommendations that require a longer-term commitment to research, resources and planning. The recommendations tend to follow a circular flow from identification/announcement of institutional goals and objectives, development of strategies for implementation, assignment of resources and reward structures to support implementation, implementation, and evaluation.

Numerical Goals

In making these observations and recommendations, I believe it is important to emphasize that diversity is about more than numbers. It is about the achievement of an environment in which difference is respected, celebrated and made to be a strength. It is the creation of a learning environment in which culture is understood and values are respected. It is about a climate of tolerance (in the best sense of that word) and knowledge of the full range of humankind. ***But it is also about the numbers.*** In order to move beyond the issue of mere numbers, Stetson must move into the issue of numbers. To achieve the vision of diversity that goes beyond numbers, there must be at least a minimum level of statistical diversity. Any attempt to achieve a more meaningful level of diversity is doomed without adequate numbers. Anything less than statistical diversity is tokenism and is an act of exploitation rather than education.

In my visit, I was astonished to find that the perception of the level of diversity at Stetson varied greatly across the campus community. While many individuals felt that Stetson was a terribly non-diverse institution, others felt that it was quite reflective of society in its diversity. Others, particularly students, felt that Stetson was already very diverse and offered opportunities for interaction. It is important that the campus come to a more realistic and consistent perception of the level of diversity at Stetson. I have attached a number of tables comparing Stetson to several other measures, including the total US, Florida and Volusia County populations (Table 1), as well as tables comparing Stetson with the overall US student population and the population of four year colleges (Tables 2-3). In comparison to any of these standards, Stetson shows considerably less diversity than either the US, Florida or Volusia population, or the US higher education population, even among four-year private institutions. Among institutions in Florida, of the 98 higher education institutions listed, Stetson ranks 82nd in terms of racial/ethnic diversity. In comparison to the other institutions identified by

US News and World Report as the top fifteen colleges in the South, Stetson University also shows less diversity relative to the level of diversity in the individual states.

I have also attached a table comparing Stetson faculty diversity with nationwide figures. For the faculty, the numbers are equally dismal, both for ALANA faculty and for women (Table 4). Stetson consistently has less representation of each minority group across the campus. Interestingly enough, Stetson shows one difference from national numbers. Among ALANA faculty, Stetson consistently has more women faculty than men. ALANA faculty are 4.5% of male faculty but 18.8% of the female faculty! Although I celebrate the representation of women of color, I must wonder if this steady reversal of national numbers in the context of Stetson is meaningful. Does this speak to any particular perception of men of color? Are ALANA women considered less of a threat to the status quo? Is there more

support for the hiring of women of color, through the Women's Faculty Caucus for example, than for the hiring of men of color? Has Stetson hired women of color in order to get a "twofer," a minority and a woman for the price of one? These are issues that must be addressed through careful work with search committees and department chairs.

In any task, and particularly ones that take place over a lengthy period that involve a number of individuals and department, objectives must be established. Stetson has not yet established measurable goals for the achievement of diversity. The goals are expressed in a series of less tangible criteria – more, increase, add, etc. While these less tangible goals are admirable and achievable, Stetson must establish clear *numeric* goals for diversity. The failure to do this may be the result of the uncomfortable political position that these numbers may present for the campus. However, the failure to establish clear objectives communicates a lack of commitment to the objective, leaves individuals and departments stranded as to where and how to move, and makes impossible either success or failure. Therefore, it is important to establish clear numeric objectives for the achievement of diversity. The most critical is not whether but how.

By what standard should Stetson measure the achievement of numerical diversity? The answer to that question could be as simple as Stetson's student population should mirror the demographics of the United States as a whole. Although that is a reasonable response, I find it a bit simplistic and out of context. The numerical goal must be attached not only to the demographics of the larger society, but also to Stetson's mission. Is it Stetson's goal to be a national university, recruiting students from across the country? If so, then using national numbers makes more sense. But Stetson strikes me as more of a regional university, attracting most of its students from Florida and the southeastern United States. However, that yardstick significantly increases the level of diversity since the Southeast has a larger population of African-Americans, and, in some places, especially Florida, Hispanic Americans. Stetson's identity as an institution for traditional age college students must also be considered. The concentration of ALANA people in the younger age groups would also tend to increase the level of diversity sought by Stetson. The task of establishing numeric goals is a complex one that ought to be thoroughly researched and vetted through Institutional Research. A cautionary note – Although Stetson may perceive itself to be a regional or even national university, it is critical that in achieving its numerical goals for diversity, it begin at home. The counties that surround Stetson University contain a great diversity of people, as great as anywhere in this nation. Tapping into that diversity will yield not only the statistical diversity that Stetson seeks, but will provide benefits of improved institutional image and commitment.

Recommendations

1. In conjunction with the Office of Institutional Research, establish clear numeric goals for diversity in student population, faculty and other groups. These goals must be established very precisely in a way that gives direction to executives, middle managers and the various segments of institutional life.
2. Publicize the goal of diversity and seek allies in the local community.
3. Do not allow the institution to be drawn into an argument over affirmative action and quotas. The goals must be clearly articulated as goals, albeit goals with serious

consequences, and by emphasizing the educational purpose of the goals at every opportunity. The goals should also be expressed within the context of national organizations, like The American Council on Education (ACE), and with other colleges associated with the Florida and Baptist Conventions and their goals for diversity.

Board of Trustees and President's Office

The BOT and the President's Office represent the highest level of administration of the University. Lack of diversity at those levels will undermine any efforts to enhance diversity elsewhere in the institution. It is absolutely critical that Stetson succeed at a serious effort to diversify the BOT and the President's Staff. The BOT must include women who define themselves as feminists, and members of the ALANA and GLB communities. I noted that what you seek in your BOT members is both competence and wealth. I confess that it will probably be difficult to find women and ALANA members who bring the level of wealth to the table that other trustees do. However, the competence that they bring must be equally valued, and they must be cultivated for that value as deliberately as trustees with the value of wealth.

Recommendations

4. Of the next five trustee appointments, three (every other) should be made from one of the groups targeted for diversity action.
5. The President's Staff must be made more diverse in terms of race and gender through targeted recruitment and hiring.
6. Diversity must be identified as one of the university's strategic priorities and one of the President Staff's agenda items. It must become a measure of success for the president's staff as well as a consistent measure for the policies and procedures put into place.
7. Add an elected student trustee to the BOT with a term of one year. The student trustee should have full voting rights.
8. The University should initiate diversity training for BOT and president's staff. Topics should include sexual harassment, GLB issues, mediation, and race/ethnic diversity as well as legal issues in higher education.

Terminology

Terminology is a critical issue in discussing diversity. In fact, it anticipates the important question, "How do we talk about race/gender/religion/sexual preference?" Although Stetson must develop its own unique mechanisms for having these discussions, I would like to make a basic observation and recommendation. Since Stetson is not required to have an Affirmative Action plan, I do not believe it is necessary to use the federal language in describing the targeted populations for diversity if that terminology is flawed. I would suggest that Stetson cease using the term "minority." The term may be accurate in a purely arithmetic sense, however, there are several states in which the minority is becoming the majority; Florida, with its large Latino and African American populations is among

them. Additionally, the term minority can be laden with negative connotations, particularly the sense of being marginalized and not counting. Most importantly, it fails to specify precisely who we mean. Some people chose to use the term *people/community of color*. A term has evolved in the higher education community that I think is much more useful – ALANA/AHANA, which stands for African-, Latino (or Hispanic), Asian- and Native American. I find it a more precise term and tend to use it in this report. Of, course, a change in terminology means that you will face the inevitable charge of PC (politically correctness), but I believe it can be argued that this term is more *factually* correct. Similarly, I would caution people about using the term homosexual, which has similarly negative connotations. Gay, lesbian, bisexual is how this community has chosen to identify itself. Since one of the most fundamental human rights is the right to name oneself, regardless of one's agreement or acceptance of another's position, I believe it is a simple act of courtesy and respect to call people by the name they have chosen.

I have chosen to use the term community to describe groups of individuals who share similar race/ethnic, gender, religious or sexual preference identification. I do this because I firmly believe that these communities have developed specific cultures that have evolved from the combination of their unique collective experiences. This belief however, should not indicate that these communities are monolithic or that the individuals in those groups lack individual distinction. As we develop strategies to address the issues of communities to enhance diversity, we must remember that everyone's experience within a culture or community is filtered through their own individual perspectives. Diversity is not in conflict with recognizing people as individuals.

Recommendation

9. Change the terminology from minority to ALANA, from homosexual to gay, lesbian and bisexual.

Religion and Diversity

Stetson's history as a Baptist institution and its history as a non-diverse institution seem to be connected, at least in the minds of many of your faculty and students. I believe that this is true of the general public as well. In fact, in one of the most clearly and elegantly articulated statements, Stetson asserts that its separation from the Florida and Southern Baptist Conventions was a statement of its inclusive nature.

Our interpretation that to be Christian is to be inclusive, and our commitment to be inclusive led us to sever ties with the Southern and Florida Baptist conventions, both of which interpreted a commitment to be Christian to mean exclusivity. When our Trustees changed our Bylaws in 1993 to clarify its understanding of our historic mission and commitment, the Board reaffirmed the richness of our Christian and Baptist heritage as a commitment to be an open and inclusive community.

The Role of Stetson's Christian Heritage in our Mission, Focus, and Values Commitments

Unfortunately, what this has come to mean is that religion equals non-inclusive and, by extension, non-religious equals inclusive. This has set up an environment in which any effort

to be religious (even non-denominational) is deemed an effort to exclude. Thus, many feel that the only way Stetson can be inclusive is to be secular. Under the Florida and Southern Baptist Convention, Baptist ministers were on the BOT and clearly defined the religious tone of the institution. Rather than ceasing to define itself as an institution with a religious heritage, Stetson must define itself with a newly defined religious heritage, and differentiate that from the previous incarnation.

Recommendations

10. Add to the BOT individuals who share and advance the perspective of the religious but inclusive nature of the new Stetson. *These individuals must have a role equal to that of the old Baptist ministers but bring a new sense of an inclusive religion to Stetson.* I would recommend that these people include Baptist clergy (perhaps a woman or from the ALANA community). You might also include someone from a non-Christian faith, or even a spiritualist or metaphysician. Ultimately, this person must communicate that religion – all religions and spirituality, including atheism – are welcome at Stetson and that the ethical and moral dimensions of religion, organized and other, are fundamental to Stetson's vision of itself.

11. Include the new chaplain in the administrative functioning of the university. The new chaplain must be the religious/ethical/moral presence on campus which articulates the inclusive nature of Christianity and who interjects the ethical and moral perspective into the daily life of the campus, including the work of the faculty and administration. The new chaplain must articulate a humanist/Christian vision and be fluent with the world's major schools of religious and philosophical thought.

12. Encourage existing campus religious organizations to focus, not only on providing services to the campus community, but on being a defining ethical force on campus. This must be achieved, not by forcing a particular religious view but by injecting religion/spirituality/ethics into community conversations. The campus must remember that with small numbers of non-Christian students, allowances must be made to assure that non-Christian perspectives into the issue of religion is included.

13. Develop courses in the Religion Department that emphasize inclusion in religion, first by offering a wider selection of religion courses that deal with more than the traditional Judeo-Christian religions, e.g., liberation theology, the role of religion in ALANA communities, Native American religions, Wiccans and Pagans, Atheism, Metaphysics, Humanism. These courses should be acceptable as the required course on religion.

Faculty Recruitment and Retention

Stetson is in competition for ALANA faculty with every other higher education institution in the country. It is not enough merely to compete for the limited number of individuals in that pool. Stetson must work to increase the pool with ALANA potential faculty with an inclination to come to Stetson. Stetson has been very successful (some might argue, too successful) in recruiting its own alumni to become faculty and staff at Stetson; that same effort must be extended to ALANA students and alumni. Stetson might take some guidance from the Preparing Future Faculty (PFF) program through the Council of Graduate Schools.

(www.cgsnet.org).

Retaining good faculty, especially women and minorities, is as important as recruiting new faculty. It is clear that there are certain disparities between male and female faculty as well as ALANA and white faculty. The concentration of white male faculty in the more privileged fields automatically creates an imbalance when looking at the faculty as a whole. Therefore, goals and objectives for improved diversity must be developed for each departmental unit, rather than an overall number for the entire faculty. Stetson currently shows a disparity at the full professor level in terms of gender, but parity at the associate and assistant professor levels. Although it is hoped that this will lead to parity at all faculty levels over the next several years, the experience of other colleges and universities dispute this. The lower levels of promotion and retention of women faculty tends to extend the disparity into the upper ranks of faculty. Each department must assess the ways in which tasks are assigned (or assumed) within the department. It is unfortunately true that in academe, women and minorities tend to do the grunt work of the department, freeing the white male faculty to do the more glamorous work of faculty. One faculty member described it as "housekeeping and landscaping." Women do the housekeeping, the work of the department that is essential to everyday functioning, leaving the men to do the landscaping, the external work that others notice and compliment. ALANA faculty are similarly situated in that many of them serve on an inordinate number of committees, advise too many students, respond to too many campus crises. What is worse, these activities are not respected by their colleagues; no faculty member can survive for long under this circumstance. Obviously, some reassessment of what work has what value is in order, but all faculty must be called upon to be of service in their departments and in their institution.

Recommendations

14. Establish the Special Opportunities Fund to create a mechanism for quick response to time sensitive opportunities to attract ALANA, women and other targeted faculty. The SOF can be used to supplement a department's budget to add additional funds for salaries, to support research facilities, to support professional development and travel, to bring ABD's to campus for teaching experiences, etc.

15. Use visiting professorships (supported by the SOF) as a mechanism to bring ALANA and women faculty to campus for a semester or more..

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20. At the beginning of each academic year, train search committees on mechanisms to avoid discrimination and to enhance the consideration of women and ALANA individuals for faculty positions. These training sessions should occur before identifying specific job descriptions, and the university ombudsperson should be a non-voting member of each search committee.

21. Focus training on diversity issues towards department chairs. As the first line of management, they have a unique opportunity and responsibility for the implementation of policies and procedures that most directly affect hiring and retention.

22. Establish a course on legal issues in higher education for department chairs. This course should include, academic freedom, hiring and tenure, ADA issues, discrimination, and other diversity and academic issues. This course should not be taught by University Counsel; however, University Counsel should be brought into the class to help define the relationship of chairs to counsel and mechanisms for legal advice and ongoing legal education.

Curriculum

I hesitate to make recommendations for curriculum reform since it is itself a more than adequate topic for yet another report. Yet, curriculum reform must be a part of any effort towards diversity. It may be the single most difficult task of all of the diversity related tasks. I have included a number of references to programs and individuals more capable than I of helping Stetson University engage this important but complex task. The one curriculum issue that I will mention is the idea of requiring some sort of professional service as part of the graduation requirements. Given the values that Stetson asserts, I believe that this is an opportunity for the type of broadening experiences critical to a Stetson education.

Student Recruitment

Recommendations

23. Develop a Summer Research Opportunities Program to bring groups of targeted rising sophomores and juniors to the Stetson campus for a few weeks during the summer to work with professors on a broad range of research and scholarship.

24. Develop multi-lingual and bilingual advertisements for Stetson for publications in non-English speaking communities and publications. The purpose of these ads is to create a positive impression of Stetson as an institution that is reaching out to new communities.

Institutional Quality Assessment

Recommendations

25. Conduct an internal validity study of the SAT/ACT and the relationship of standardized test scores to performance in college, retention and graduation. Study should break out results for ALANA and women students.

26. Conduct a retention study that analyzes the retention and graduation of students since 1985. Study should break out results for ALANA and women students as well as by other categories as identified by Institutional Research.

27. In conjunction with the Office of Institutional Research, develop a value-added perspective in assessing institutional quality, that is the impact that it has upon its students and the skills it provides.

Hiring and Advancement

The effort and achievement of diversity is a tricky issue with regard to managing goals, objectives and mediating disputes. Bringing individuals with different cultural values and norms means that unspoken values must be articulated, often in bureaucratic form. Stetson may no longer assume that everyone perceives and understands the values and mechanisms for inculcating those values in the community. Thus, the consistent statement of goals and the reinforcement of those goals and values through the reward system is critical.

Recommendations

28. (Corollary to Recommendation # 1,) Develop clear goals for divisions in which enhancing diversity is a priority and clearly attach the achievement of those goals to performance review and merit increases.

29. Develop a plan for the management of internal disputes – a grievance process. This plan should identify an individual with responsibility for mediating and adjudicating disputes – an ombudsperson. The University Ombudsperson should be someone familiar with EEO/Affirmative Action Programs and should report directly to the president. *The University attorney cannot fulfill this role since the possibility of litigation would undermine confidentiality and neutrality.* The ombudsperson must have the ability to maintain complete confidentiality (even from the president) and should be made a member of the president's staff so that policy development can be informed by the problems that arise in the day-to-day implementation of policies and procedures.

30. Establish an Innovation Fund, a fund controlled by the Diversity Committee, to promote activities and programs that support diversity. These programs must be beyond the range of the regular operational budget. These projects could include guest lecturers, student retention projects, staff development, etc. and should be awarded based upon a proposal from any group in the University, including ALANA alumni.

Internationalism and diversity

It is critical that international diversity not become confused with, or a substitute for, achieving diversity of US students/faculty/staff. Fulfilling the goal of racial diversity by recruiting international students of color fails to achieve two of the primary goals of diversity – providing opportunities for under-represented, traditionally excluded populations and providing contact with populations that will be the work force of the 21st century. While

international students of color may choose to identify with ALANA students, this identification should not be confused with sameness.

Recommendations

31. Differentiate the effort to recruit more international student population from the effort of recruit more ALANA students, while still holding the international program responsible for recruiting a racially diverse international student population.

32. Offer international students of color the opportunity to associate with either or both other international students and ALANA students beginning with application forms.

Facilities

Recommendations

33. Search for and display artwork, photography, sculpture, etc. that reflect more than ñdead white men.î Although Stetson's taste in public art runs to the traditional, there is considerable opportunity within that framework to display a more non-western esthetic. Although the Art Department is sadly lacking in courses in the area of non-western art forms, they could be challenged to create a more diverse public art program, particularly through the history of ALANA peoples in Florida.

Communication and Community

The choice to become a more diverse institution is a decision that has several phases and which must be reaffirmed and adjusted at several points on the path. Stetson is a very divided institution. Some division is necessary to provide the dynamic tension that is so fundamental to a learning environment, but Stetson has another level of division, divisions that grow very much out of the institution's history and recent changes it has been through and which can damages the institution's ability to focus and work collectively towards a new set of goals. It is critical that attention be given to resolving existing divisions even as new populations are brought into the community. Failure to attend to this can undermine the diversity effort. While Stetson may achieve statistical diversity, it will not achieve the diverse learning community that is the ultimate goal.

Recommendations

34. Develop a series of community building events, picnics, luncheons, blood drives, Habitat for Humanity projects, public service events, etc. that provide opportunities for interaction around common causes. These activities should be the responsibility of the president's staff and BOT rather than an auxiliary or student group.

35. In announcing the implementation of action plans and goals, I would suggest that its flexible nature be integrated into the definition of the document. At UMASS Amherst the document that was negotiated was popularly called ñThe Living Document.î This title communicated not only that this document was subject to adjustment and discussion but also that it was not a document to be stored on a shelf and forgotten.ñThe Living Documentî

only has meaning insofar as the campus continued to act on its goals, recommendations and promises.

36. After specific goals and objectives are identified, an update should be provided to the campus community (through the student newspaper?) at the beginning and end of each semester, detailing progress towards each of the goals, discussing the adjustment and addition of new goals and announcing new efforts towards the goals.

I am unclear as to whether the university can bring charges against a student for acts committed against another student. I would suggest a change to the Student Code of Conduct that allows for the University to act as "prosecutor" as in a criminal case. This is an important adjustment because it sends the important signal that misconduct is not just an act against an individual, but an act against the community ("The people versus...") In addition, the University needs to express its concern for "hate crimes" and maintain the right to increase sanctions where it is an element of the offense. Additionally, where student offenses have the potential for criminal charges, the university must maintain the right to proceed with its own process while those charges are pending, but allow the presence of an attorney in the hearing process.

37. Changes to the Student Code of Conduct

a. Add to Article II ? 2. "The University has a special concern for incidents in which students are targeted or placed in jeopardy because of their race/ethnicity, gender, sexual preference, national origin or religion. The University may impose additional sanctions in cases involving such a motive."

b. Add to Article III C 4f - "However, a student charged with conduct that is also the subject of pending criminal proceedings shall in any hearing have the right to the presence of legal counsel for advice; this right shall not include participation of counsel in the hearing. A student who is accompanied by an attorney must give advance notice to the judicial body."

c. Add Article III ?5 "Students may be accountable to both civil authorities and to the University for acts which constitute violations of law and of the Student Code of Conduct. Disciplinary action at the University will normally proceed during the pendency of criminal proceedings and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced. When a student has been charged by a civil authority for a violation of law, the University will neither request nor agree to special consideration for the student solely because of his or her status as a student."

Executive Summary

Recommendations

1. In conjunction with the Office of Institutional Research, establish clear numeric goals for diversity in student population, faculty and other groups. These goals must be established very precisely in a way that gives direction to executives, middle managers and the various segments of institutional life.

2. Publicize the goal of diversity and seek allies in the local community.
3. Do not allow the institution to be drawn into an argument over affirmative action and quotas. The goals must be clearly articulated as goals, albeit goals with serious consequences, and by emphasizing the educational purpose of the goals at every opportunity.
4. Of the next five trustee appointments, three (every other) should be made from one of the groups targeted for diversity action.
5. The President's Staff must be made more diverse in terms of race and gender through targeted recruitment and hiring.
6. Diversity must be identified as one of the university's strategic priorities and one of the President Staff's agenda items. It must become a measure of success for PS as well as a consistent measure for the policies and procedures put into place.
7. Add an elected student trustee to the BOT with a term of one year. The student trustee should have full voting rights.
8. Diversity training for BOT and president's Staff. Sexual harassment, GLB issues and race/ethnic diversity.
9. Change the terminology from minority to ALANA, from homosexual to gay, lesbian and bisexual.
10. Add to the BOT individuals who share and advance the perspective of the religious but inclusive nature of the new Stetson. *These individuals must have a role equal to that of the old Baptist ministers but bring a new sense of an inclusive religion to Stetson.* I would recommend that these people include Baptist clergy (perhaps a woman or from the ALANA community). You might also include someone from a non-Christian faith, or even a spiritualist or metaphysician. Ultimately, this person must communicate that religion – all religions and spirituality, including atheism – are welcome at Stetson and that the ethical and moral dimensions of religion, organized and other, are fundamental to Stetson's vision of itself.
11. Include the new chaplain in the administrative functioning of the university. The new chaplain must be the religious/ethical/moral presence on campus which articulates the inclusive nature of Christianity and who interjects the ethical and moral perspective into the daily life of the campus, including the work of the faculty and administration. The new chaplain must articulate a humanist/Christian vision and be fluent with the world's major schools of religious and philosophical thought.
12. Encourage existing campus religious organizations to focus, not only on providing services to the campus community, but on being a defining ethical force on campus. This must be achieved, not by forcing a particular religious view but by injecting religion/spirituality/ethics into community conversations. The campus must remember that with small numbers of non-Christian students, allowances must be made to assure that non-

Christian perspectives into the issue of religion is included.

13. Develop courses in the Religion Department that emphasize inclusion in religion, first by offering a wider selection of religion courses that deal with more than the traditional Judeo-Christian religions, e.g., liberation theology, the role of religion in ALANA communities, Native American religions, Wiccans and Pagans, Atheism, Metaphysics, Humanism. These courses should be acceptable as the required course on religion.

14. Establish the Special Opportunities Fund to create a mechanism for quick response to time sensitive opportunities to attract ALANA, women and other targeted faculty. The SOF can be used to supplement a department's budget to add additional funds for salaries, to support research facilities, to support professional development and travel, to bring ABD's to campus for teaching experiences, etc.

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Additional Resources

Statistical Tables

1. 1990 U.S. Census, Detailed Race, Database C90STF3C1, Summary Level: Nation

2. 1990 U.S. Census, Florida, Detailed Race, Database C90ST1A, Summary Level: State
3. 1990 U.S. Census, Volusia County, Detailed Race, Database C90STF1A, Summary Level: County
4. 1990 U.S. Census, Lake County, Detailed Race, Database C90STF1A, Summary Level: County
5. 1990 U.S. Census, Orange County, Detailed Race, Database C90STF1A, Summary Level: County
6. 1990 U.S. Census, Florida, Race by Sex by Age, Database C90STF3A, Summary Level: State
7. 1980 U.S. Census, Persons by Race and Sex.
8. 1980 U.S. Census, Summary of General Characteristics for Regions, Divisions, and States.
9. 1980 U.S. Census, Persons by Race and Sex for Regions, Divisions, and States.
10. 1980 U.S. Census, Persons by Age, Race, Spanish Origin, and Sex, for States, Florida only.
11. 1970 U.S. Census, Population, by Sex, Race, Residence, and Median Age: 1790 to 1969.
12. 1970 U.S. Census, Population, by Race – States: 1940-1960
13. Population, by Race and Sex – States: 1960.
14. Population of Races Other Than White or Negro, by States: 1960.
15. Total fall enrollment in institutions of higher education, by type and control of institution and race/ethnicity of student: 1976 to 1994. Digest of Education Statistics, 1995.
16. Total fall enrollment in institutions of higher education, by race/ethnicity of student and by state: 1992, 1993, and 1994. Digest of Education Statistics, 1995.
17. Employees in institutions of higher education, by primary occupation, sex, employment status, and by type and control of institution: Fall 1993. Digest of Education Statistics, 1995.
18. Full-time instructional faculty in institutions of higher education, by race/ethnicity, academic rank, and sex: Fall 1993. Digest of Education Statistics, 1995.
19. Top Fifteen Regional University, Southern Region, US News and World Report, September 1, 1997

20. Enrollment by Race, State by State, Chronicle of Higher Education, Academe Today (www.chronicle.com)

21. Enrollment by Race - Alabama, Arkansas, Florida, Georgia, North Carolina, South Carolina, Virginia, West Virginia, 1995, Chronicle of Higher Education, Academe Today

22. College Enrollment by Racial and Ethnic Group, Selected Years, Chronicle of Higher Education, Academe Today

23. Leading US Baccalaureate Institutions of US Minority PhDs

24. Leading PhD Institutions of Minority PhDs

25. Major Field of US Citizen PhD by Race/Ethnicity

Publications and Journal Articles

1. Kramer, Martin and Stephen S. Weiner, Dialogues for Diversity: Community and Ethnicity on Campus, American Council on Education/Oryx Series on Higher Education, Washington, D.C., 1995.

2. Faculty Job Satisfaction: Women and Minorities in Peril, ASHE-ERIC Higher Education Report, No. 4, Washington, D.C., 1992

3. Creating Distinctiveness: Lessons from UnCommon Colleges and Universities, ASHE-ERIC Higher Education Report, No. 4, Washington, D.C., 1992.

4. Smith, Daryl G., *Achieving Faculty Diversity: Debunking the Myths*, Association of American Colleges and Universities, Washington, D.C., 1996.

5. Knowles, Marjorie Fine and Sernard W. Harleston, *Achieving Diversity in the Profesoriarte: Challenges and Opportunities*. American Council on Education, Washington, D.C., 1997.

6. Association of American Colleges and Universities Publications

Database: Diversity

7. Summary Report of the Commission on the Status of Women at Bates College

8. Cultivating Diversity: Rediscovering Ourselves, Our Services, and Our Clients

(University of Pittsburgh)

9. Background Paper: Military Equal Opportunity Climate Survey (MEOCS)

10. The Management of Diversity in a College of Business Environment, Journal of

Education for Business, September 1, 1995 v 71 n 1.

11. Encouraging Excellence and Diversity, The Journal of Staff, Program, and Organizational Development, 1996-97 v 14 n 1.

12. Diversity Response Differs Little Between Christian Coalition Colleges and Secular Counterparts, Black Issues in Higher Education, January 14, 1993 v 9 n 23.

13. Ten Principles for Good Institution Practice in Removing Race/Ethnicity as a Factor in College Completion, The Educational Record, Summer 1988 v 69 n 3/4.

14. Influences on Students' Openness to Diversity and Challenge in the First Year of College, The Journal of Higher Education, March 1, 1996 v 67 n 2.

Individuals

1. Benard Harleston vitae
2. Donaldo Macedo vitae
3. Deborah Prothrow-Stith book review and vitae
4. Charles Stith book review and vitae
5. Peter Gomes book review

Organizations

1. NERCHE info
2. Diversity conference info