

UNITED STATES OF AMERICA

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ONE AMERICA IN THE 21ST CENTURY

THE PRESIDENT'S INITIATIVE ON RACE

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ADVISORY BOARD MEETING

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WEDNESDAY

NOVEMBER 19, 1997

The meeting was held in the Grand Ballroom of the Adele H. Stamp Student Center at the University of Maryland, College Park, Maryland, at 9:00 a.m., Dr. John Hope Franklin, Chair of the Advisory Board, presiding.

Present:

DR. JOHN HOPE FRANKLIN, Chair
LINDA CHAVEZ-THOMPSON
REV. SUZAN O. JOHNSON COOK
ANGELA E. OH
ROBERT THOMAS
GOV. WILLIAM F. WINTER
JUDITH A. WINSTON, Executive Director

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P R O C E E D I N G S

9:14 a.m.

CHAIRMAN FRANKLIN: This is the third meeting of the Advisory Board to the President's Initiative on Race. I'm very pleased that we are here at the University of Maryland and to make certain that all of you know my colleagues on the Advisory Board, I'd just like to begin with introducing them:

Ms. Linda Chavez-Thompson, Mr. Robert Thomas, Ms. Suzan Johnson Cook, Governor William Winter. Unfortunately, Governor Thomas Kean of New Jersey is unable to be with us this morning.

I think it's very appropriate that we have our meeting here at the University of Maryland. The University of Maryland has been one of the pioneers in searching for means to diversify higher education. It's an institution that has undergone great changes, for the better, with regard to diversity. I think it's largely because of the creative efforts on the part of the leadership of this university that has done as much as it has. It's a real institution that faces challenges, of course, every day and it searches for ways to meet those challenges.

Among the senior university presidents in

1 the nation is the president of the University of
2 Maryland. He's been here for many years, for almost
3 30 years, and he's been president of this university
4 for almost a decade and that's really senior with
5 respect to leadership at university these days.
6 President Kirwan is a mathematician by training and
7 profession. He has been one of the leaders in the
8 effort to diversify the university both in terms of
9 its student body and its faculty and staff. In 1993,
10 he established the Diversity Initiative at the
11 University of Maryland which seeks to make diversity
12 a very important and pervasive part of university life
13 here. It's repeatedly undertaken to share its
14 diversity model, as it calls it, with presidents at
15 universities in various other parts of the country.

16 President Kirwan, we are extremely pleased
17 to be with you and to enjoy your hospitality and we
18 would be delighted to have you say a word to us.

19 DR. KIRWAN: Thank you very much for your
20 kind words and I also note that I've always thought of
21 myself as a junior member of any group that I belong
22 to and my elevation to senior, among presidents, is
23 one that I will have to adjust to in time.

24 But Chairman Franklin, Members of the

1 Advisory Board, distinguished guests, colleagues and
2 friends, it is a great privilege for me to welcome the
3 Advisory Board of the President's Initiative on Race
4 to the University of Maryland. The Members of the
5 Board deserve our nation's gratitude for accepting the
6 challenge of addressing what is perhaps the most
7 pressing issue facing our country.

8 My colleagues and I are pleased and
9 honored that you have come to the University of
10 Maryland to continue your important work.

11 Mark Twain tells a story of a traveler
12 who, having lost his way in deepest Missouri,
13 approached a farm boy sitting on a nearby fence and
14 asked, "Where am I?" The youngster said only, "Don't
15 rightly know." "Well, then," the traveler said,
16 "Where's the road headed?" "Don't rightly know that
17 either," the youth replied. But when the traveler
18 then asked with some exasperation "Is there anything
19 you do know?" the boy responded, "I know I ain't
20 lost."

21 (Laughter.)

22 With the topic is race relations in
23 America, we may not yet be totally lost, but we
24 certainly don't seem to have a good sense of where we

1 are headed. Although the ideal of racial equality in
2 education, housing, employment and economic
3 opportunity remains one that most Americans would
4 still describe as a compelling national goal, current
5 events, including recent Board decisions and studies
6 such as Andrew Hacker's Two Nations, shows us how
7 elusive that goal is and how deep and serious racial
8 divisions and antagonisms continue to be.

9 Moreover, the racial and economic
10 disharmony in our communities appears to be on the
11 increase and the potential for destructive violence
12 constantly hangs over us.

13 During the past decade, we seem to have
14 moved further from our collective ideal of one nation,
15 indivisible, with liberty and justice for all. Yet
16 some voices proclaim that the pendulum of justice has
17 already swung too far and must be pushed back if the
18 rights of the majority are to be preserved.

19 Perhaps nowhere does the issue of race
20 have greater currency and visibility than at our
21 colleges and universities. This is particularly the
22 case at my institution. As many of you know, in 1992,
23 the University of Maryland was sued by a student who
24 was not considered for a Benjamin Banneker Scholarship

1 because he was not an African American. The Banneker
2 Scholarship program had been used with great success
3 to combat the continuing effects of past segregation
4 at our institution. Although the university and its
5 attorneys argued with passionate conviction that the
6 Banneker Scholarships were still an essential
7 instrument in increasing our participation rates from
8 a segment of the community that had been previously
9 excluded by law, our arguments did not prevail and our
10 fight has since been viewed as one of the earliest
11 casualties in a nationwide assault on Affirmative
12 Action programs.

13 It is appropriate then, for several
14 reasons, that this university be the setting for
15 today's dialogue on the further course of race
16 relations in America. We have, one might say, much
17 more than an academic interest in this subject.
18 Indeed, there are few contributions any university can
19 make to society that are more valuable than helping to
20 articulate the questions about race relations,
21 questions our nation must address if we hope to
22 achieve true equality of opportunity for all of our
23 citizens.

24 I believe strongly that the nation's

1 universities should not only be stimulating the
2 debate, we should be working to solve the problems of
3 racial divide in our country, for universities are
4 uniquely positioned to educate and to assist in the
5 development of the next generation of leaders.

6 Indeed, it is at a university where one
7 can see that it is study and learning, not color or
8 race, that really count. It is at a university where
9 one can learn to attack to ideas of others while
10 affirming the human dignity of all. At its best, a
11 university is a place where diversity is not only
12 tolerated, but celebrated, because it is through
13 diversity that we have a chance to appreciate the rich
14 variety of human expression and to understand the
15 commonality of humanity shared destiny.

16 A university must be a place of universal
17 embrace, a place that enables people to become more
18 open of mind than they once were and more
19 understanding of the complexity of the human condition
20 than they previously had been. It is for these
21 reasons that we must assure access to our nation's
22 colleges and universities.

23 It is my fervent hope that through the
24 work of the Advisory Board, our nation can reverse the

1 tide of recent years and return to a course that
2 allows colleges and universities to reach out to all
3 our citizens and most especially reach out to those
4 groups who historically have benefitted less from the
5 fruits of a college education.

6 Again, Mr. Chairman, I'm delighted to
7 welcome the Members of the Advisory Board and all who
8 have joined us for this important session.

9 Thank you very much.

10 (Applause.)

11 CHAIRMAN FRANKLIN: Thank you very much,
12 Mr. President, and I hope you can stay with us as long
13 as you possibly can.

14 I'm particularly attracted to what
15 President Kirwan had to say. I knew his father long
16 before I knew him, a very distinguished historian at
17 the University of Kentucky, and I'm doubly glad to
18 have him here.

19 The young lady on my right is the person
20 who holds us all together. She's Executive Director
21 of the President's Initiative on Race, Ms. Judith
22 Winston, who will have more to say later.

23 We're going to talk today about diversity,
24 particularly on the campus and first we're going to

1 talk about the value of diversity. We have a panel
2 doing that. And then we'll talk about what works on
3 the campus and then finally, in connection with this
4 series of panels, we'll talk about how to create
5 greater diversity on the college and university
6 campus. Then finally, toward the end of the day,
7 we're going to talk about where we are, what is the
8 current state of information with respect to where we
9 are and try to make some assessments of the data and
10 see the extent to which the data informs us that we
11 are making improvements or progress or whether we are
12 going the other direction. In any case, it will be a
13 kind of state of the art with respect to
14 discrimination at university and college campuses.

15 Since the last meeting that we have had,
16 at the end of September, the Advisory Board has been
17 involved in a number of activities, if not always as
18 a group, frequently as individuals. There's a great
19 deal of work that comes from the role that individuals
20 play and I can only say that with respect to the
21 interest and enthusiasm of the Board's activities, we
22 have been enormously gratified with the interest that
23 has been manifested and the work that people in
24 various parts of the country have assigned to us as a

1 result of knowing that we are in the business of
2 creating information, collecting information, as well
3 as offering advice to the President with respect to
4 race.

5 I think it's very important that we
6 remember that we are an Advisory Board to the
7 President's Initiative on Race. People ask me from
8 time to time, "what are you doing? Have you solved
9 the problem yet?"

10 (Laughter.)

11 And "When can we expect a final report on
12 the euphoric state of race relations in the United
13 States?" I have to remind them that we are not in the
14 business of solving a problem, although we are in the
15 business of trying to see what the problem is and
16 trying to suggest to the President what might be done
17 and from time to time we might take some action
18 ourselves. But we want to make certain that everyone
19 understands the parameters of the Board's activities
20 as we undertake to make some contribution to this very
21 important and sometimes intractable problem.

22 All of us have been busy, as I have
23 suggested. I simply want to indicate that so far as
24 my own activities are concerned, I left the Board

1 meeting at the end of September and almost immediately
2 launched on a four or five week round of activities
3 which took me to Chicago where I spoke to the -- to a
4 group who assembled themselves to have a dialogue on
5 race on the 3rd of October. Then I spoke the
6 following day to the large and now rather venerable
7 organization called Operation Push where we had an
8 enormous gathering of people, somewhere between a
9 thousand and 1500 and we spoke there.

10 Then later on that week I spoke to a group
11 of students at the North Carolina State University, a
12 group of Park Scholars there, leading freshmen and
13 sophomores, who expressed enormous interest in the
14 subject and whose questions certainly indicated that
15 they have begun to think about this matter and had
16 some views of their own.

17 Then there was the National Association of
18 Urban Bankers, Southern Conference, which was held in
19 October, October 10th, where I spoke and then there
20 was the forum at the University of North Carolina,
21 Pembroke, essentially a tribal institution as they
22 sometimes call themselves, but who boast that they
23 perhaps are the most diversified university campus in
24 the country. While there might be other institutions

1 who would challenge that boast, they are persuaded
2 they are.

3 Then there was a very important meeting of
4 the American Council on Education which had as its
5 theme in Miami, Florida, "one third of the nation",
6 and we were undertaking there to share with them our
7 views as to what constituted a really diverse
8 educational experience at the same time they shared
9 with us their views on what diversity really involved
10 and what it meant.

11 There were other meetings, perhaps one of
12 the most important was the conference that was held by
13 the Governor of North Carolina on racial
14 reconciliation in Charlotte, North Carolina, and on
15 October 28th, and the Governor presided at most of the
16 sessions and gave me the opportunity to speak at the
17 concluding session.

18 The same thing happened in Durham, North
19 Carolina, where I live, and where already the group
20 there under the leadership of the presidents of the
21 two universities, Duke University and North Carolina
22 Central University, had convened a meeting; the first
23 meeting of a local group that deals with the problem
24 of race and that was most encouraging as we saw the

1 enthusiasm of the group that met with the theme "Let's
2 Talk About Race."

3 And one is very impressed too with the
4 fact that not only in Durham and in North Carolina
5 does the discussion involve black and white, the
6 Hispanic population of North Carolina is increasing
7 very, very rapidly and that particular component was
8 important as we undertook to broaden our
9 understanding of diversity in a community which up to
10 that point had only regarded it as black and white.
11 It's now at least Hispanic and increasingly even Asian
12 as far away from the West Coast as North Carolina is.
13 There is a very considerable Asian population
14 increasing all the time.

15 There have been television appearances and
16 that sort of thing ranging from the "Charlie Rose
17 Show" in New York to the "O'Reilly Report" on Fox News
18 and various other interviews, some local and some
19 regional and a few national. So that the Chairman of
20 the Board has been rather busy and involved in various
21 activities and I'm certain that my colleagues also
22 have been. Perhaps we can find out how busy they've
23 been by asking them to share with us their
24 experiences.

1 I'll begin with a young member here to my
2 immediate left, Counsel Angela Oh.

3 MS. OH: Thank you, Mr. Chairman and
4 President Kirwan, thank you for hosting us this
5 morning. I, too, would like to share some of the
6 activities that have been going on with me,
7 personally, since our last gathering on September
8 30th.

9 I guess it's by virtue of the various hats
10 I wear, but I have had the opportunity to appear
11 before organized labor. The California Association of
12 Firefighters in Sacramento had an annual conference
13 involving both delegates from the union side, as well
14 as management. I was asked to keynote their
15 conference out in Palm Springs. I went out there on
16 the 20th of October and did that. The feedback that
17 I got and I was taking some risk about where the cases
18 come from in the area of discrimination from their
19 profession and sort of put a challenge to them, that
20 if they were to take up the opportunity to begin
21 looking at new models and ways we begin to bring
22 people together once we have accomplished, as they
23 have in their profession in California, bringing women
24 and minorities into a profession that has been

1 traditionally exclusive, I got some very positive
2 feedback. There was a level of appreciation for the
3 honesty of speaking with them directly about their
4 history and their reputation as a profession,
5 especially with regard to race and racism, as it is
6 expressed in employment at times.

7 I've spoken before the Asian Pacific
8 Women's Leadership Institute, a national conference in
9 D.C. This was in late October. I've been asked to
10 appear before local government. County supervisors,
11 about 150 of them in Los Angeles, asked me to come and
12 speak and along with Zev Yaroslavsky, one of our
13 supervisors on the Board. I appeared before the
14 National Bar Association, California Association of
15 Black Lawyers in San Francisco, to talk about the
16 impact of Prop. 209 on admissions into law school and
17 what this might mean in terms of representation in the
18 ranks of practicing attorneys in the State of
19 California.

20 I've also gone before the Sacramento
21 Valley Human Relations Coalition that was on the first
22 of November and they had a dinner out there that was
23 specifically dedicated to examining the President's
24 Initiative on Race. The same sort of gathering was

1 convened at UC-Irvine last weekend. I've been
2 involved also with some voter participation efforts.
3 I think one of the things we have not yet articulated
4 outside of the five substantive areas of health,
5 housing, the administration of justice and criminal
6 justice system, education and economic opportunity,
7 beyond those five is trying to encourage and support
8 civic participation in our democracy. This is a very
9 important part of what we must be doing as we go out
10 and start talking about building these bridges.

11 I've also been involved with a major
12 financial institution that I won't name yet, because
13 their program isn't public, but I was asked to come
14 in. This was an effort to look at getting dollars out
15 to African American and Latino home owners. The
16 effort is a national one in scope. It involved
17 representatives from Texas, New Jersey, Atlanta,
18 California, Washington, D.C. It will be rolled out
19 probably in the next year, in January. I was a
20 keynote at the California Women's Law Center Pursuit
21 of Justice Awards Luncheon which drew about 300
22 attorneys and supporters of the Women's Law Center in
23 Southern California.

24 Last night, I was at UCLA participating in

1 a redress forum that looked at the question of redress
2 in all of our communities and how do we get at the
3 historical injustices that persist to this day.

4 I'm also happy to say I've completed a
5 chapter in a book that's to be published next year
6 that will be tentatively entitled The Measurable Woman
7 and it's going to be published by the California
8 League of Women -- excuse me, the League of Women
9 Voters.

10 Between now and Monday, I will be here.
11 Tomorrow I will be at the National Congress of
12 American Indians providing the keynote address.
13 Tomorrow night, I will be at the Asian Society in Los
14 Angeles. Friday, I will be at the Pat Brown Institute
15 on Policy and Planning, as part of a panel looking at
16 race relations in Southern California and over the
17 weekend, I will be at the National Asian Bar
18 Association in San Francisco.

19 I will be taking three red eyes to promote
20 the work of this initiative.

21 Finally, I will end up back on this coast
22 on Monday, at Brown University, to keynote a closing
23 address for a week of activities having to do with
24 Asian Pacific Heritage Month. So that has been my

1 calendar, and yes, I have negotiated a reduction in
2 pay.

3 (Laughter.)

4 CHAIRMAN FRANKLIN: I think we ought to
5 give you an opportunity to get some rest.

6 MS. OH: I'm sleeping on the plane.

7 CHAIRMAN FRANKLIN: Thank you very much,
8 Angela.

9 Governor Winter?

10 GOV. WINTER: Mr. Chairman, I can't keep
11 up with Angela Oh now.

12 (Laughter.)

13 Let me join her in thanking you, President
14 Kirwan, for not only hosting this meeting, but for
15 your personal participation here and the leadership
16 that you are providing at this institution. We thank
17 you very much.

18 I began my week last week participating in
19 the President's White House Conference on Hate Crimes
20 at a satellite location in Atlanta. The President, as
21 you know, and I'm sure, I hope most of you saw that
22 very instructive conference, the President assembled
23 a group of people there on the campus of George
24 Washington University to discuss hate crimes in

1 America and included in the group was a hate crime
2 victim, the principal of an elementary school, a high
3 school student involved in the teaching of tolerance,
4 the Attorney General of Arizona, the Sacramento Chief
5 of Police, the Speaker pro tem of the California
6 House.

7 This was followed at the satellite
8 conference in Atlanta with a discussion of local
9 citizens there, leaders, the United States Attorney
10 for the Northern District of Georgia, for example;
11 Chiefs of Police, teachers and victims, a very, very
12 instructive program from which I derived a new insight
13 into the extensiveness of hate crimes in this country.
14 And the President has recognized this as a major
15 problem and is beginning to deal with it, announcing
16 a number of actions, including his support for
17 legislation that has been introduced by Senators
18 Kennedy and Specter, that would expand the federal
19 hate crimes statute.

20 There will be established working groups
21 to develop enforcement strategies across the country
22 and an intensive educational program. Hate crimes
23 stem so often from just simply from ignorance and it
24 is an initiative of this Board to do all that we can

1 do to discourage hate crimes in this country, however
2 and wherever they appear.

3 In addition to participating in that
4 conference, I went back to my home town of Grenada,
5 Mississippi, and spoke at my old high school about
6 diversity where diversity is being practiced and where
7 it is so important in the education of our young
8 people. The following day I participated along with
9 former Ambassador Andy Young at the Southeastern
10 Conference of Foundations in Memphis, to talk about
11 diversity there.

12 And then the following day I had the
13 special opportunity to participate at a meeting
14 assembled by the Pew Civic Entrepreneur Initiative in
15 Colorado Springs where delegations from ten American
16 cities were brought together to talk about their
17 subject of building strength from diversity:
18 Albuquerque, Anchorage, Alaska; Baton Rouge,
19 Greensboro, Honolulu, Jersey City, Lexington,
20 Kentucky; Providence, Santa Ana, California;
21 Shreveport, Louisiana, a diverse group of people from
22 a diverse group of cities. All of them concerned
23 about this issue of diversity and what they can do
24 about it in their communities.

1 This is the kind of intensive community by
2 community effort that this Board is attempting to
3 foster, to initiate and to instruct. It is only in
4 this way, it seems to me, that we're going to achieve
5 racial reconciliation, racial understanding in this
6 country. It has to be done individually, community by
7 community. There is no massive federal program that
8 can do it. We have to do it ourselves, but with the
9 leadership of the President. Hopefully with the
10 encouragement of this initiative in which we are
11 involved, we will finally make this One America and
12 that's why this meeting, President Kirwan, I think is
13 so significant here on the campus of your university
14 and we thank you again for hosting us.

15 CHAIRMAN FRANKLIN: Thank you very much,
16 Governor. The Reverend Suzan Johnson Cook.

17 REV. COOK: Good morning, Mr. Chairman,
18 President Kirwan and Executive Director Winston and
19 all my colleagues, and each of you. It's our pleasure
20 to be here. It has been a busy fall already, as all
21 of you have heard from my colleagues, we've been on
22 the road, we've been receiving voluminous phone calls
23 and letters and invitations. As probably the only
24 person on the Board who has two infant toddler

1 children, there are many parents who have been
2 interested in many schools, certainly. I have a two
3 year old and a five year old son and so I've done on
4 the local level, certainly, a lot of educational
5 rounds. At the elementary, middle school and senior
6 school level there's been a lot of interest in the
7 initiative and certainly what we can do in a city such
8 as New York to improve racial relations. So it's been
9 a very, very exciting time.

10 But also on the national level there's an
11 interest in the educational community and last month
12 Dr. Franklin, Governor Winter, Judith Winston and
13 myself, attended the American Council of Educations,
14 Educating One Third of the Nation Conference, which
15 was held in Miami. And as we stood up, we certainly
16 want to educate three-thirds of the nation as Judith
17 Winston talked about.

18 Governor Winter discussed the importance
19 of diversity and inclusiveness and all aspects of
20 higher education. And as I spoke, I discussed the
21 role of the community of faith and the other
22 communities on campus that are already existing that
23 could help with this initiative.

24 And as a result of our being there and the

1 American Council on Education's interest in the
2 subject they represent over 2100 colleges and
3 universities across the nation. They've announced now
4 a year long effort to encourage every college and
5 university to conduct special programs to focus on
6 race and diversity and all the dimensions that are
7 included in this initiative in American society. So
8 we believe this is a significant commitment and a
9 tremendous effort on their part. And it's this kind
10 of engagement that we believe the President wants to
11 have happen, not only in the educational community,
12 but throughout the representative communities which
13 make up America.

14 It was an exciting conference. I wish we
15 could have spent more time there because it looked, by
16 the program that we received, that they were really
17 going to delve into some aspects that we would want to
18 be interested in. But I've also been beyond certainly
19 the educational community as a faith leader, and a
20 member of the community of faith. There has been a
21 tremendous momentum across the country of those in the
22 faith community wanting to know how they could
23 encourage this effort and how they can participate and
24 how they can begin on the local level to make some

1 differences.

2 And I'm proud to announce that tomorrow I
3 will be assisting President Clinton in hosting a
4 prayer breakfast for religious leaders from across the
5 nation and following the breakfast, we will break out
6 into small groups of which I will lead a group of
7 about 30 in discussion with some action steps that we
8 will recommend for implementation, some suggestions.
9 We will look at some models that have been successful
10 already and so we will hear from some leaders of the
11 faith community and then we will sit together and
12 discuss action steps, what can be happening after this
13 breakfast concludes tomorrow.

14 So it's been a very busy time, but I
15 believe that from all of the sectors I've been
16 involved in, from the union hall to the faith
17 community to the educational level, that people really
18 have an interest. They're glad for the first time and
19 in a long time that race is really being put on the
20 table. And so I'm excited about the potential and
21 certainly we will give more reports in the future, but
22 those have been some of my activities since we last
23 met.

24 CHAIRMAN FRANKLIN: Thank you very much.

1 Robert Thomas?

2 MR. THOMAS: Well, thank you, Mr. Chairman
3 and President Kirwan and Madam Executive Director and
4 fellow colleagues.

5 Since the last meeting I've been through
6 my own business transition a little bit and during
7 that time period I have been able to rely on the
8 services of a lot of people and I just want to thank
9 again Judy Winston. And her excellent initiative
10 staff have really provided a lot of assistance in
11 guiding us to a period where we can begin an in-depth
12 dialogue with business leaders across the country.

13 We've also been working with the White
14 House staff and the staff and executives at Republic
15 Industries, the corporate leadership there is very
16 supportive of this initiative and I also want to thank
17 the staff and volunteer employees, the employee base
18 at Nissan, who provided a lot of the early support for
19 some of this work.

20 What we want to do is have at least four
21 meetings of corporate leaders across the U.S. between
22 now and March and what we'd like to do and our first
23 one is going to be on the first of December, probably
24 in the South Florida area and what we're going to do

1 is look at best practices, but focus on the --
2 articulating the benefits and the contribution of
3 diversity to business in general and then focus in on
4 the way diversity works in the work place; also look
5 at the relationship between white and minority-owned
6 companies, and then also company involvement with
7 community affairs.

8 And so by looking at the best practices
9 and things in that arena, we are going to be able to
10 capture a lot of great things that are already going
11 on and then forge what we hope to see, a coalition of
12 a number of corporate leaders across the U.S. that
13 will come together in March in Washington, D.C. and
14 then begin to lead the business community, both the
15 majority and minority owned business community, begin
16 to lead that for years to come. And so that's what
17 we've and a lot of people have been working on since
18 the last meeting. And we'll kick it off in earnest
19 the first part of December. And I think by the time
20 we have our next meeting, I'll be able to report on
21 the progress of that first meeting, so thank you very
22 much.

23 CHAIRMAN FRANKLIN: Thank you.

24 MS. CHAVEZ-THOMPSON: Thank you, Mr.

1 Chairman, to President Kirwan for your hospitality and
2 your remarks about what your university is doing, to
3 my fellow Board Members and to our Executive Director,
4 but I think most importantly to all the people in the
5 audience because of your interest and your attention
6 to this meeting. I really do, I'm glad to have all of
7 you here.

8 I just really would like to report,
9 besides all of the activities of my position and being
10 re-elected to that position just last month for
11 another four years, but as far as my activities at the
12 AFL-CIO, I would like to point out a couple of the
13 activities that I have made and recently.

14 I've met with several Latino and Asian
15 American groups here in Washington, D.C., many of them
16 that operate at a national level, representing a
17 constituency from across the country. Following upon
18 the advice of the staff, and I too want to thank the
19 staff for all of the hard work, Judy, and all of the
20 staff that have done a tremendous job in getting us
21 the information that we need as we proceed into the
22 various meetings and as we proceed to present the
23 opinions and the views of what we are doing with the
24 initiative on race, but I've met with them and tried

1 to reach out to as many groups as possible to try to
2 get their input, try to find out how we can cooperate
3 and be -- have their input into what we are doing.

4 So I've been doing that as well as having
5 meetings with the staff of the Congressional Hispanic
6 Caucus to see how the various Hispanic congressional
7 people can have input from their particular interest
8 areas as well as their constituency within those
9 districts as to the work that the initiative is doing.
10 And I've had several activities.

11 Just yesterday, I had two, speaking to the
12 National Association of Hispanic Federal Executives,
13 as well as at the American University last evening,
14 sharing a panel and discussions about what diversity
15 means, not just in higher education, but in every
16 aspect of life among the campus type atmospheres to
17 just our general every day life. Meeting, of course,
18 with our constituency groups of the AFL-CIO
19 representing women, representing African Americans,
20 Asian Americans, we have a gay and lesbian group as
21 well, a recent group that was formed at the AFL-CIO,
22 and of course, the Hispanics within the AFL-CIO.

23 It's been an interesting month and a half,
24 really, because of the various communications. I

1 think all of my fellow Board Members have received
2 tons of letters and information and some of it is so
3 interesting that we, of course, have passed it on to
4 the staff because we want to try to get as much input
5 into this as possible.

6 I also want to draw attention, and it's
7 very important because I think we talked about it at
8 our last Board Meeting, how important it is to reach
9 out to the youth of our community, to try to get them
10 engaged in the conversation. They don't seem to be
11 having the kind of problems that some of us had in our
12 generations on the issue of race, but at the same
13 time, if we bring up new generations that can
14 understand and can speak to the issue much better, I
15 think that is important. And to that I draw the
16 attention to the President's Town Hall Meeting that
17 we're going to have on December 3rd in Akron, Ohio.
18 It will focus primarily on the perspective of youth on
19 race and about 50 percent of the audience will be
20 youth in the ages between 17 to 22, and the other 50
21 percent will be parents, educators and community
22 leaders. Because of this focus on youth, the Town
23 Hall Meeting will provide us, I believe, with a
24 wonderful springboard from which to engage all of the

1 youth on this initiative. I believe that simply by
2 holding his Advisory Board Meeting today on a
3 university campus, I believe that we are beginning to
4 form the dialogue for youth, so those have been my
5 activities, Mr. Chairman, and I look forward to
6 several more activities that the staff has lined up
7 for me, I know, in the very near future.

8 CHAIRMAN FRANKLIN: Thank you very much.

9 In connection with that, I think we ought to say that
10 we have now determined a schedule for the meeting
11 dates of the Advisory Board through March and perhaps
12 you might be interested in knowing what dates they are
13 and where they are. On the 17th of December, we're
14 meeting in Fairfax, Virginia. The focus there will be
15 primarily on K through 12 and our young people to get
16 some better and clearer understanding of the role that
17 they can play and the role that we can play in
18 advancing the whole question of One America.

19 On the 13th of January, we will meet in
20 Phoenix, Arizona and on the 11th of February we will
21 meet in San Francisco, and on the 25th of March, we
22 will meet in Denver. In addition to the President's
23 Town Hall Meeting that he has called for December 3rd,
24 we are planning some of our own and the first of these

1 will be in the middle of January in Atlanta, Georgia.
2 We will have more detailed announcements about these
3 meetings later on.

4 I think that one of the things that is
5 very important for us to recognize is the continuing
6 collaboration of the Executive Branch of the
7 government with what we are doing. After all, as I
8 said earlier, we are the President's Advisory Board,
9 and the Executive Branch of the government has been
10 very involved in many of these meetings that we have
11 been holding. They were involved in -- at the
12 American Council on Education meeting in Miami where
13 several of the members of the Executive Branch of the
14 government were present. They certainly were involved
15 in the meeting of the Governors Conference on Racial
16 Reconciliation in North Carolina where Attorney
17 General Janet Reno was one of the principal speakers.
18 And in other instances, they have been involved.

19 Another way in which the Executive Branch
20 of the Government is involving itself in the on-going
21 program of creating and promoting One America has been
22 through initiatives that that branch of the government
23 has taken. I'm pleased, this morning, to make three
24 announcements about the actions that the

1 Administration is taking to further the goals of the
2 initiative.

3 The first two actions were proposed as
4 part of the authorization and reauthorization of the
5 Higher Education Act and are particularly appropriate
6 to mention in light of today's description of
7 diversity in higher education.

8 As you may know, the Higher Education Act
9 helps provide access and equity in higher education by
10 providing more than \$42 billion in student financial
11 assistance and by funding programs that provide
12 support mechanisms to students from disadvantaged
13 backgrounds.

14 Now the two initiatives in this regard are
15 one, the creation of a National Need Graduate
16 Fellowship Program. The Administration proposed the
17 creation of a National Need Graduate Fellowship
18 Program to promote high quality graduate level
19 teaching and research in areas of national need and to
20 encourage women, minorities and individuals with
21 disabilities to prepare for post-secondary academic
22 careers in field that are and traditionally have been,
23 underrepresented.

24 Secondly, the increased funding for

1 institutional aid programs under Title III, also the
2 Administration is proposing \$40 million increase in
3 total funding for institutional aid programs to \$245.5
4 million. These programs support the Administration's
5 commitment to capacity building for institutions that
6 promote and provide educational opportunities for
7 large numbers of needy and underrepresented students
8 that increase the educational opportunities for a
9 diverse population.

10 The Administration is proposing increased
11 support for several institutional aid programs such as
12 the Historically Black Colleges and Universities
13 Program and strengthening Hispanic Serving
14 Institutions Program, as well as a creation of new
15 Strengthening Tribal Colleges and University Programs.
16 The Administration is proposing the incorporation of
17 a Minority Science Improvement Program in this total
18 package.

19 Finally, with respect to environmental
20 briefings, this morning, perhaps about this time, the
21 White House Conference on Environmental Quality is
22 conducting a briefing for 75 African American leaders
23 on a broad range of environmental issues. This
24 briefing this morning represents a significantly

1 expanded research and outreach to a community of
2 leaders who have traditionally not been involved in
3 environmental policy making beyond the issue of
4 environmental justice and it is part of a larger
5 commitment to include leaders from all minority
6 communities in discussing programs on a variety of
7 issues related to the environment. This is in keeping
8 with the effort we are making to have significant
9 announcements with respect to the initiative taken by
10 the Executive Branch of the government in
11 collaboration with the Advisory Board as we move
12 toward the realization of the aims which we have for
13 One America.

14 Now perhaps the person who has been busier
15 than anyone is our Executive Director and I would like
16 for Ms. Judy Winston to give us a report on the
17 activities of her and her staff since our last
18 meeting. I know we could spend the rest of the day
19 talking about that, but you understand, we have a few
20 more things --

21 MS. WINSTON: I will resist the temptation
22 to describe in any detail all that we have been doing.
23 Indeed, I know that the Advisory Board and the members
24 of the audience here today are very anxious for us to

1 move to our discussions, the topics of the day, so I
2 will abbreviate my presentation.

3 I, too, want to thank President Kirwan and
4 the University of Maryland for permitting us to hold
5 this meeting here and we recognize that it is
6 especially appropriate that we be here and we are
7 delighted to recognize all of the good work that you
8 and your colleagues and students and faculty and
9 administration are undertaking here at the University
10 of Maryland in support of the President's goal of One
11 America for the 21st Century.

12 I think it probably is worth repeating for
13 those of you who have not yet heard or who have heard
14 only once the five goals of the President's Initiative
15 on Race, One America in the 21st Century, just to sort
16 of set the stage for what we will be hearing and the
17 mission of the initiative and the Advisory Board is to
18 assist the President in articulating his vision of a
19 just and unified America.

20 We are also focused on informing the
21 nation about the facts surrounding race in this
22 country, promoting a constructive dialogue and working
23 through the difficult issues of race. We also have
24 focused our activities on encouraging leadership at

1 the federal, state and local community levels to
2 bridge racial divides. And finally, the fifth goal is
3 to identify policy and program recommendations and
4 solutions in critical areas such as education and
5 economic opportunity and all of the work of the
6 Advisory Board and the Initiative Staff is undertaken
7 with one or more of those five goals in mind.

8 We have been working actively over the
9 last month and a half in conjunction with the Board
10 using the three operational themes of the initiative,
11 that of promoting and conducting study, encouraging
12 and participating in dialogue and the implementation
13 of an action agenda. We view these Advisory Board
14 meetings as an opportunity for both studying issues
15 related to race and for informing the nation about the
16 facts concerning race.

17 I think perhaps one of the most
18 significant things that we have been able to do in the
19 last month is to expand the information that we are
20 providing to the public about race, particularly that
21 information which concerns Promising Practices. These
22 are programs and efforts that are successfully
23 bridging racial divides in communities across America
24 and it is our hope that interested individuals and

1 organizations can participate in this initiative by
2 looking at these Promising Practices and where
3 appropriate, replicating those efforts in their own
4 communities, schools, businesses or religious
5 organizations. The Promising Practices are posted on
6 our website and we are also going to be providing
7 information about these practices through other means.

8 I'd like to just share with you briefly
9 some information about the Promising Practices that we
10 have identified. Let me first mention the University
11 of Maryland's own diversity programs which are part
12 of, which constitute one set of the Promising
13 Practices that we described on the web. The diversity
14 initiative is managed here by the Office of Human
15 Relations Programs with the assistance of over 70
16 students, faculty and staff and in the 1996-1997
17 school year the diversity initiative coordinated a
18 series of focus weeks on diversity that included 65
19 diversity events.

20 I thought it useful for you to know that
21 there are many reasons why we are here at the
22 University of Maryland and the fact that they have
23 been so active, as President Kirwan described earlier,
24 is certainly something that we wanted to highlight

1 here by our presence.

2 We also identify the Promising Practices
3 in Akron, Ohio, the Coming Together Prospectus; one in
4 Wheaton, Illinois, the DuPage Media and Community
5 Network; a national effort that is based in New York
6 City, The World of Difference Institute that has
7 reached over 340,000 teachers and 14 million students
8 in providing diversity education programs for schools,
9 universities, corporations, community organizations
10 and law enforcement agencies.

11 I am not going to name and recite the
12 accomplishments of the other Promising Practices. As
13 I indicated, they can be accessed through our
14 www.whitehouse.gov/initiatives site on the World Wide
15 Web. We do have some folders, I'm sorry, brochures,
16 here for our audience members and the website
17 addressed is published there.

18 We have been in many, many places, the
19 staff and I in the last six weeks. We are receiving,
20 everywhere that we go, information about many things
21 that are happening related to race and racial
22 reconciliation. We hear personal messages and stories
23 from Americans of every race and ethnicity that give
24 us great hope that indeed we are bridging the racial

1 gap in many, many places, the racial divide, and
2 moving towards reconciliation.

3 One very inspiring story that I heard last
4 week which I think is just illustrative and this was
5 at the Hate Crimes Conference that Governor Winter
6 spoke of, I think is worth just repeating. Again, it
7 is an example, but an example that is being repeated
8 over and over again.

9 We heard from one student, an African
10 American woman who is attending Eastern Illinois
11 University who shared her own personal story of
12 courage and grit. She came to college with little
13 personal knowledge of discrimination and racial hatred
14 but confronted three racial incidents during her very
15 first week at college. She was the subject of a
16 hateful racial epithet spewed at her by a truck driver
17 in the small town where the college is located who
18 resented her coming into the cross walk requiring him
19 to stop. Her outrage at the treatment was received,
20 she described as somewhat apathetically by her black
21 peers who had become used to such treatment, and she
22 refused -- however, she refused to be so apathetic and
23 she wrote an editorial in the school paper, organized
24 a forum, established a knot in our town task force to

1 reduce prejudice and bigotry on campus and in the
2 surrounding community and brought together people
3 around an issue that she knew was too important to
4 ignore and things are different in that place.

5 I will resist describing other events and
6 I just want to again say how thrilled we are to be
7 holding this Advisory Board meeting here. I believe
8 that universities, and we believe that universities
9 offer many opportunities for meaningful study of race
10 and can be guides that lead the way to the paths we
11 must follow to recognize that our diversity is our
12 strength as one people and one nation.

13 Dr. Franklin, we all look forward to the
14 panel discussion.

15 CHAIRMAN FRANKLIN: Thank you very much.
16 We look forward to continued collaboration with our
17 able Executive Director and her wonderful staff that
18 she's assembled.

19 Well, I think we now can move to our
20 consideration of diversity and particularly the first
21 panel that deals with the value of diversity in higher
22 education.

23 I wonder if our panel members would join
24 us at the platform, podium or whatever.

1 Data show that we've made much progress in
2 promoting minority inclusion and diversity in higher
3 education, but the data also show that substantial
4 disparities still exist. Promoting equal opportunity
5 in higher education is essential to overcoming the
6 racial divide in America. Further, racial diversity
7 in higher education is a valuable educational resource
8 that can benefit the educational experience of all
9 students.

10 Today, we will engage in a discussion with
11 many distinguished panelists about the value of
12 diversity in higher education, about how to maximize
13 the benefits of diversity while minimizing the
14 challenges and about various methods being used to
15 promote inclusion and diversity in colleges and
16 universities.

17 Our first panel will offer several
18 perspectives on the value of diversity in higher
19 education. Each panelist will speak about from five
20 to ten minutes and that will allow us some time for
21 discussion at the end.

22 I would hope that the audience will hold
23 its questions until the panelists, all the panelists
24 have spoken.

1 I want now to introduce the panelists and
2 I will introduce all of them first and then I will ask
3 our first speaker to speak and they will speak in the
4 order that I introduce them.

5 Our first speaker is my own president.
6 We're from the South and sometimes we refer to our
7 boss lady. She is professor and president -- she's
8 Professor of Political Science and President of Duke
9 University. Dr. Keohane, Dr. Nannerl Keohane came to
10 Duke University in 1993. Before that she was
11 President of Wellesley College and she's recognized
12 across the country as an outspoken leader on the
13 importance of diversity in higher education. One of
14 the very truly eloquent statements that I have heard
15 made on the whole question of race and higher
16 education was made by President Nan Keohane in her
17 Freshman Convocation Address in September at Duke
18 University.

19
20 This morning, she will lay a foundation
21 for our discussion of the value of racial diversity in
22 higher education, focusing particularly on educational
23 benefits of diversity that are accrued to all
24 students. Last week, at the Consortium for Financial

1 Support of Higher Education, President Keohane
2 presided at a dialogue between Nathan Glazer of
3 Harvard University and myself on the question of
4 diversity in higher education and it was a great
5 privilege for us to have the opportunity to speak to
6 some of the leading presidents of universities and
7 colleges throughout the country.

8 Our second speaker will be Ted Chiles,
9 Vice President for Global Workforce Diversity of IBM.
10 Mr. Chiles has been with IBM since 1967 and is
11 responsible for IBM's Workforce Diversity Programs and
12 Policies world-wide. He will provide us the business
13 perspective of the opportunity of having a diverse
14 student body in higher education.

15 Our third speaker, I'm delighted to say,
16 is Ms. Jennifer Walper, who is an undergraduate
17 student here at the University of Maryland and is Vice
18 President of Human Relations for the Student
19 Government Association. Ms. Walper is a senior,
20 majoring in both government and politics and Spanish.
21 She will talk about the value of racial diversity to
22 her as a student and as a student leader. I hope she
23 will also mention a group that she has founded at the
24 University of Maryland called the Advocacy Board

1 which, as I understand it, is composed of presidents
2 of many cultural student groups on campus who meet
3 regularly to talk about issues, find common ground and
4 plan projects together.

5 Now I'm delighted and honored to present
6 Dr. Keohane who will then be followed by Mr. Chiles
7 and Ms. Walper.

8 PRESIDENT KEOHANE: Thank you very much.
9 I want to express my pleasure to be here and also my
10 thanks to my esteemed colleague from Duke and his
11 colleagues on the Panel for inviting me to participate
12 in this historic and vital initiative.

13 My basic message is simple and I shall try
14 to express it as straightforwardly as I can.
15 Diversity is an important value in higher education
16 that must be nurtured and used wisely. Now the
17 American public might ask why is that? What do those
18 beautifully rhetorically sounding words really mean
19 and your panel today offers several different ways of
20 looking at that issue. I do so as an educator, with
21 experience as a professor at three institutions of
22 higher education and president at two others. I'm
23 convinced that diversity truly benefits students,
24 faculty and the world of knowledge, in fact, benefits

1 virtually everything we do.

2 I also believe that a just and democratic
3 society, which we hope to become and to live up to our
4 ideals we must, must appreciate the many values of
5 diversity, both for reasons of political principle,
6 and for enlightened self-interest. Without question,
7 success in the future will depend even more than it
8 does today on educating men and women who are
9 comfortable with and can lead an increasingly global
10 and therefore increasingly diverse society. I hear
11 that from executives in corporate board rooms, just as
12 I hear it from social scientists on campus.

13 I think we can assert unequivocally that
14 diversity is a powerful force in education. No one
15 learns very much in the company only of people who
16 look at the world just as they do. Exposure to
17 difference, whether it's cultural or social,
18 intellectual or racial, plays an essential role in the
19 education of all students, both minority and majority.
20 Sometimes diversity is seen only as serving minority
21 students, but in fact, it serves majority students, at
22 least as much, by giving them the opportunity to
23 attain a far greater understanding of the complexity
24 and the richness of human endeavor and experience.

1 And it is also enriching intellectually.
2 In recent years, we have seen our campuses become more
3 diverse through the enrichment of entire fields of
4 study. The suggestion of new and exciting disciplines
5 and ways in which we teach and learn and we are much
6 better for that.

7 It's probably easier to measure the impact
8 of diversity on institutions in the way I have just
9 mentioned than on individuals. We can look at the
10 courses that are taught, the faculty who are hired,
11 the programs that are offered. But there is also some
12 research which is beginning to confirm the value of
13 diversity for individuals, particularly a study by
14 Astin in 1993 who concludes that students from diverse
15 backgrounds, who participate in courses related to
16 diversity, experience greater overall satisfaction
17 with their education and greater openness to racial
18 understanding.

19 Now these views are shared by my
20 colleagues across the country. Last spring, my fellow
21 presidents and chancellors of the 62 members of the
22 American Association of Universities who are the
23 leading public and private research universities in
24 North America, including both Duke and the University

1 of Maryland, felt compelled as leaders to issue a
2 statement on the importance of diversity in university
3 admissions. We spoke and we speak at a time when
4 consideration of ethnicity and race in admission
5 decisions is poorly understood and under sustained
6 attack.

7 One portion of the statement that I wish
8 to quote, "A very substantial portion of our
9 curriculum is enhanced by the discourse made possible
10 by the heterogeneous backgrounds of our students.
11 Equally, a significant part of education in our
12 institutions takes place outside the classroom in
13 extracurricular activities, where students learn how
14 to work together, as well as how to compete, how to
15 exercise leadership as well as to build consensus. If
16 our institutional capacity to bring together a
17 genuinely diverse group of students is removed or
18 severely reduced, then the quality and the texture of
19 the education we provide will be significantly
20 diminished."

21 The colleagues who joined in this
22 statement took care to make clear that we do not
23 support quotas or set asides in enrolling our student
24 bodies, but we also insisted that we as educators are

1 best qualified to select those students from many
2 qualified applicants, far more than we can take, who
3 will best enable our institutions to educate. This is
4 true of all of our universities, particularly our best
5 universities, public as well as private. Our sources
6 of funding may be different, but we join in passionate
7 commitment to educating students from different
8 backgrounds who can benefit from the programs we offer
9 and benefit our institutions.

10 Unless we educate leaders from and for all
11 segments of our society, a society that is changing
12 dramatically in our time, becoming more multi-ethnic,
13 more multi-cultural, unless we educate leaders for all
14 segments of our society who have learned to work
15 together, we will have failed in one of our most
16 important obligations.

17 The AAU statement also includes this
18 passage: "We are conscious of our obligation to
19 educate exceptional people who will serve all the
20 nation's different communities. The evaluation of an
21 individual applicant to our universities cannot
22 therefore be based on a narrow or mainly statistical
23 definition of merit. The concept of merit must take
24 fully into account not only academic grades and

1 standardized test scores, but also the many
2 unquantifiable human qualities and capacities of
3 individuals, including their promise for continuing
4 future development. It must also include
5 characteristics such as the potential for leadership,
6 especially the requirements for leadership in a
7 heterogeneous democratic society."

8 The statement concludes: "We therefore
9 reaffirm our commitment to diversity as a value that
10 is central to the very concept of education in our
11 institutions and we also strongly reaffirm our support
12 for the continuation of admissions policies consistent
13 with the broad principles of equal opportunity and
14 equal protection that take many factors and
15 characteristics into account, including race,
16 ethnicity and gender in the selection of the
17 individuals who will be students today and leaders in
18 the years to come."

19 I want the Members of this Board to know
20 that we remain committed to the core values of our
21 institutions as expressed in that statement and the
22 policies which have been established in support of
23 them. And we also remain committed to fulfilling the
24 promise of diversity because diversity's benefits are

1 not achieved simply by having numbers of people from
2 different segments of society thrown together on
3 campus. Diversity, in its educational sense, is what
4 happens to students, intellectually, emotionally,
5 socially, as well as the habits and the hearts and
6 minds that they carry forward with these new habits
7 throughout their lives.

8 So the opportunity for students to come to
9 know other students and faculty of many different
10 backgrounds enriches the education that all our
11 students receive.

12 Now you'll not be surprised to learn that
13 deploying diversity in this way takes a lot of effort
14 and constant attention and it also involves change.
15 An education such as I've been describing involves
16 some fundamental changes in the culture of many of our
17 institutions. And change does not always come easily
18 or quietly or comfortably.

19 There have been some episodes of cultural
20 intolerance on my own campus, mostly related to race
21 which have reaffirmed in a poignant way the fashion in
22 which we must pull together and redouble our efforts,
23 if we are to realize our goals. There have been two
24 incidents, in particular. In September, an open

1 microphone session in front of the chapel called Race
2 Day that drew many students and faculty together to
3 talk about the issue honestly with one another and
4 just last week a study-in, by 80 black student leaders
5 in my office, to commemorate the anniversary of a sit-
6 in by black student leaders exactly 30 years ago,
7 designed to remind us that although Duke has changed,
8 it has not changed enough. And these events, I think,
9 will be remembered by this generation of students in
10 much the same way that some of us remember protests in
11 the 1960s and 1970s.

12 We at Duke are grappling with the question
13 what sort of community do we want to be? And I
14 believe that we all want Duke to be a community as
15 nearly ideal as possible, rising above lines of
16 discrimination, built on cooperation and understanding
17 sympathy as a bond between individuals. At Duke, as
18 everywhere else, this ideal is subverted by daily
19 realities. We have to struggle with poor
20 communications, with misunderstandings, with hard
21 choices, but none of these should become an excuse for
22 abandoning our efforts to work toward our goals. If
23 we maintain our commitments, our sense of humor, our
24 sense of priorities, I believe we can create a

1 community that is much closer to that we would call
2 ideal.

3 There is a sense of momentum on our
4 campuses today, thanks to the leadership of many
5 different people, sparked in part by the leadership
6 that you are providing through this Commission.
7 There's a sense of momentum about dealing with
8 challenges of diversity and justice. It's primarily
9 a positive momentum, a sense of opportunity, but
10 there's also a sense of urgency, a sense that unless
11 we seize this opportunity to make a difference there
12 will be a falling back into a sense of apathy and
13 cynicism that will be even deeper for having been
14 through a period of hope, even if guarded and wary
15 hopes.

16 So in closing I want to reiterate the two
17 principal goals related to diversity on campus. The
18 first, to achieve it and nurture it; and the second,
19 to realize its full benefits in our teaching and our
20 learning and our lives. The Chairman of our own Board
21 of Trustees, Randy Tobias, who is CEO at Eli Lilly,
22 has summed up the challenge facing higher education
23 and Duke in this way: a commitment to increasing
24 inclusiveness and affirming the values of diversity on

1 campus cannot be a project to be taken up and then
2 dropped for some other priority. It must become a way
3 of life.

4 As we make this our way of life, the real
5 contributions of diversity to the quality of education
6 will become obvious and better understood. The
7 benefits will travel forward with our graduates into
8 their homes, their communities, their jobs and in
9 their children and in our society and then we will all
10 experience new ways of living and learning, working
11 and worshipping that provide precious new dimensions
12 to our understanding of what human life in its
13 multifaceted variety is all about.

14 Thank you for inviting me to appear before
15 you today. It has been my privilege and a deep
16 pleasure.

17 (Applause.)

18 CHAIRMAN FRANKLIN: Thank you very much.

19 PRESIDENT KEOHANE: Mr. Childs?

20 MR. CHILDS: Thank you, Mr. Chairman. And
21 thank you and the President and your colleagues for
22 conducting this series of forums. It's an honor to be
23 here and it's a particular honor to serve with a
24 member of the IBM Board of Directors, Dr. Keohane.

1 As I was leaving last night, my staff gave
2 me a cartoon. It's from the "Wizard of Id."
3 Evidently, a ship landed on Earth from another planet
4 and as the beings left they said that "we are fleeing
5 racial persecution" and the person from Earth that
6 greeted them said "you've come to the wrong planet."

7 (Laughter.)

8 I hope that your work will disabuse them
9 of that view.

10 The work that you are doing is of critical
11 importance to social, political and economic issues in
12 our nation. And I want to thank you also for
13 including IBM in your data gathering process. As a
14 large employer, we are not immune from having to deal
15 with race, in general, and global workforce diversity
16 in particular. We, too, struggle with these issues
17 and like our nation, we have not gotten it right yet,
18 but our record reflects an on-going commitment to
19 doing the right things and doing them right.

20 I would like to spend my time with you
21 discussing the following: IBM's heritage, our
22 performance, the changing business environment, why
23 diversity in education is critical to our global
24 business success and finally, what you, the Board, and

1 the President, can do.

2 First, the IBM heritage. We were founded
3 in 1914 and hired the disabled in 1914. We hired our
4 first professional women in 1935 with a then profound
5 statement of equal pay for the same task. We got our
6 first woman vice president in 1943. Her name was Ruth
7 Leach. She's 80 years old and she's just written a
8 book on breaking the glass ceiling. In 1944, we were
9 the first company in America to support the United
10 Negro College Fund and then we got our first black
11 salesman in 1946.

12 Our President, Tom Watson, Jr., issued the
13 first major corporate equal opportunity policy letter
14 in 1953 and I had the unique pleasure to interview him
15 in 1989 and ask him why did you do that? It was the
16 year of the Brown decision. It was 11 years ahead of
17 the Civil Rights Act. He told me an interesting
18 story, that he was negotiating with two governors,
19 governors of Kentucky and North Carolina to build
20 plants in both states and that he told the governors
21 that there would be no separate, but equal at IBM and
22 if they insisted upon that that he would take his
23 payroll elsewhere, but that he had concluded that it
24 was strategic for our company to have plants in those

1 two states and he concluded that if he wrote a letter
2 to his management team telling them his views on race
3 and gender in the work place that the letter would
4 become public and it would send a message to the
5 governors that he was not going to blink on that
6 issue. And he told me that shortly after I wrote the
7 letters. I got messages from both governors. "Tom,
8 bring your payroll, bring your people. Manage your
9 people any way you want to do."

10 Now our performance. In 1962, we were one
11 of the first companies to sign up for President
12 Kennedy's Plans for Progress, one of the initial
13 business requests made by government that we hire
14 people of color. Our population in 1962, minority,
15 less than 2 percent; women, less than 12 percent. At
16 the end of the third quarter of 1997, minority is 20
17 percent and women are 30 percent. Today, minority
18 managers are 14 percent of our management population
19 and black managers are half of that number. Women
20 constitute 25 percent of our U.S. management team and
21 19 percent of our global management team.

22 Regarding our executive profile, women are
23 17.8 percent and minorities are 11 percent of our
24 executive profile. Women are 15 percent of our global

1 executive team.

2 Regarding hiring, an examination of our
3 1997 college hiring for the third quarter reveals 2900
4 hires, one third, women; 34 percent minority. These
5 numbers are the result of continuing focus, but are
6 neither satisfactory nor an opportunity to declare
7 victory.

8 Regarding the changing business
9 environment, that environment is the driving force
10 behind our focus. Our chairman, Lou Gerstner, has
11 said that and I quote, "IBM's competitiveness will be
12 enhanced through a workforce which reflects the
13 growing diversity of the external labor force and the
14 growing diversity of our customers. We should embrace
15 diversity in this company, not be driven to it. This
16 is vital to our business success."

17 Our global diversity workforce theme is
18 none of us is as strong as all of us. From that theme
19 have come the following two statements that we make
20 over and over and over. First, we must view every
21 citizen and every country as a potential customer, and
22 second, no matter who you are, you will have to work
23 with employees and customers who are different from
24 you. Red, white, black, brown or yellow, young or

1 old, male or female, gay or straight, able bodied or
2 physically challenged, you will deal with people who
3 are different from you. The customer focus is
4 critical if you are a company with a consumer product
5 -- we are -- a little thing called the PC.

6 What is the buying power of our diverse
7 constituencies? Well, women and the over 50
8 population, over \$1 trillion each from those
9 respective communities. The gay/lesbian population in
10 excess of \$500 billion. The Asian community, \$150
11 billion. Hispanics, \$348 billion. Black, \$469
12 billion. The collective minority buying power, \$967
13 billion.

14 Now the minority population in the United
15 States, 72 million people. That group of people is
16 larger than the individual populations of Spain,
17 England, France or Canada. These populations and
18 their respective buying power represent a major
19 opportunity to grow our U.S. revenue. Why? Because
20 of the IBM Company's 243,000 employees worldwide and
21 \$76 billion revenue, more than half of the employees
22 and more than half of the revenue come from outside of
23 the United States.

24 We do business in 160 plus countries and

1 the U.S. is the only country with people from every
2 place else. Our people, if educated and prepared to
3 compete, represent a richness of thought, ideas and
4 culture and are our greatest competitive advantage and
5 our greatest link to the global communities. We must
6 never forget that each community is a work place, a
7 living place and a market place.

8 Next, why diversity in education is
9 critical. We have a continuing need for our schools
10 to produce students who can read, write, count and
11 think. We have a growing national debate around that
12 issue. We must, with equal enthusiasm, insure that
13 our students represent the diversity of our
14 population. We simply must have students who
15 understand the importance of valuing and respecting
16 people from constituencies other than their own.
17 There are two key issues involved for IBM. First,
18 we're a technical company and we need technical
19 skills: engineers, computer scientists and hard
20 science majors. To support that focus, we have done
21 the following: created a faculty loan program in
22 1972. We provide one year of full pay for people to
23 participate in college or other educational
24 institutional initiatives where the focus is on

1 minority, women or disabled students. More than 1,000
2 IBM-ers have participated.

3 We have a program called the Technical
4 Academic Career Program where we allow employees to
5 retire, get their full retirement, get 35 percent of
6 their last year's pay for two years, establish a
7 relationship with a college or university to teach
8 math or science and the school must commit at least
9 two years of activity at a minimum of \$15,000 a year.

10 We've created a program that we call
11 Project View, a diversity recruitment program offering
12 Latino, African American and Native Americans, B.S.,
13 M.S. and Ph.D. students the opportunity to explore
14 IBM's national career options. This program is
15 yielding 55 percent of our minority college hires.

16 In 1997, IBM was the largest employer of
17 student interns through a program called Inroads. One
18 hundred sixty one students participated this year. We
19 have a relationship with the Society of Hispanic
20 Professional Engineers. This year the National
21 Society of Black Engineers just voted IBM their
22 employer of choice. This weekend, I will be in
23 Houston with the American Indian Society for
24 Engineering and Science. IBM will be the executive

1 sponsor for this year's conference and I might add
2 that in 1996 we hired eight Native American college
3 hires. That's not a lot. We made a commitment to
4 double that and as of last week, we've gotten 17.
5 So we're really focused on that subject.

6 IBM has made a major commitment to NACME,
7 the National Association for Minority Engineering and
8 one of our senior vice presidents, specifically our
9 Senior Vice President for Technology, serves on their
10 board. We made a \$10 million cash and technology
11 commitment to the United Negro College Fund over ten
12 years to help the fund and its member colleges
13 maximize their use of technology. And perhaps our
14 most important initiative may be our K through 12
15 reinventing education focus, a \$25 million initiative
16 designed to help spur and support fundamental systemic
17 change in our nation's public schools. Through this
18 program, IBM is entered into partnerships with eight
19 school districts and two states to develop cutting
20 edge technologies to help solve tough educational
21 problems. An essential characteristic of each grantee
22 is their commitment to expand access to disadvantaged
23 youngsters and those with specific needs to bridge the
24 gap between the nation's haves and have nots.

1 The second educational issue is how we
2 teach our people to value and respect one another. We
3 have done four things to help address that issue.
4 First, we are a major underwriter of A Puzzle Place,
5 a popular pre-school series on PBS. The series uses
6 puppets and is designed to help young children
7 appreciate the differences between us. Second, this
8 year we sponsored special access to Concordia College
9 Language Universities in Moorehead, Minnesota, a
10 unique summer camp experience designed to give
11 children from age 7 to 17 a unique focused opportunity
12 to learn both a culture and a foreign language.

13 Third, we have sponsored the
14 Anti-Defamation League's anti-hate curriculum for
15 piloting in Chicago and Florida school districts,
16 equipping teachers to learn the curriculum and then
17 take it to their peers for expanded classroom use.

18 Fourth, we have invested millions of
19 dollars in our internal diversity training program,
20 two days of required training for all managers,
21 follow-on day a year later, one day for employees and
22 in January, we will launch a global website called
23 "Going Global" and a cultural awareness class for
24 employees with global roles.

1 Why? Because we must teach that which is
2 not taught in our public schools, our colleges or
3 graduate schools of education or business, how to
4 respect and value one another. Why is it important?
5 Because it's key to our survival.

6 Finally, what can you do? Use the pulpit
7 of the Presidency to communicate the value of the
8 following: first, women and people of color pursuing
9 and completing technical educations. Second, teaching
10 the importance of valuing diversity to our children
11 like we have taught them the importance of not
12 smoking. Three, the inclusion of the diversity of our
13 marketplaces as a legitimate topic for curriculums for
14 graduate schools of business. Fourth, recognizing
15 that our communities are living places, working places
16 and market places and that Americans have an
17 expectation of a good, public school education, for
18 fair treatment before our judicial system, access to
19 competent medical care, and the opportunity to do
20 business with people who look like them and understand
21 them. Consistent with that view, help the nation to
22 understand the value of having more people of color
23 who are products of our best professional schools, who
24 can teach, defend, doctor and manage our businesses.

1 Finally, from my Chairman Lou Gerstner and
2 his book Reinventing Education, encourage federal
3 legislators, leaders to underwrite the development of
4 curriculum standards, provide incentives for local
5 planning and develop tests for measuring school
6 performance. Federal resources should be reallocated
7 for schools that will undertake a broader array of
8 services in the delivery of those services to
9 children.

10 Encourage businesses to advise schools
11 what they expect students to learn and help our
12 students grasp the fact that they are workers and the
13 school is life, not a dress rehearsal. In our
14 competitive world economy, America needs highly
15 skilled workers and during the next ten years the U.S.
16 economy will create very few jobs for people who don't
17 have basic skills. Students from racial, ethnic
18 backgrounds and low income families are more at risk
19 for poor school outcomes and are becoming an
20 increasing share of our student population. Helping
21 our children won't be cheap, but our children are 100
22 percent of our future. It shouldn't be cheap.

23 Thank you very much.

24 (Applause.)

1 CHAIRMAN FRANKLIN: Thank you. Ms.
2 Walper?

3 MS. WALPER: Thank you, Chairman Franklin,
4 Executive Director Winston, Members of the Board, Dr.
5 Kirwan, my mentors, fellow students and friends. I'm
6 excited and honored to be a part of today's events and
7 to talk about the value of diversity for students on
8 campus.

9 My name is Jennifer Walper and I am a
10 third generation, politically liberal, but
11 Conservative Jewish, American, heterosexual,
12 Caucasian, woman of far back Middle Eastern, more
13 recent Eastern European descent. I came to the
14 University of Maryland seeking its diversity. I
15 wanted to attend a university where demographics would
16 be at least somewhat representative of the country and
17 where I could achieve academically without losing
18 touch of some semblance of reality.

19 In a diverse atmosphere I felt I could
20 escape entrapment in a box, surrounded by many
21 different people, I would shine as Jen, not as a
22 member of a group. Additionally, I like the idea of
23 being cosmopolitan. At Maryland, I could eat the
24 foods and dance the dances of many different people.

1 I had developed a curiosity about other cultures
2 through my experiences with multi-ethnic friends in
3 high school. I hungered for a similar experience in
4 college.

5 I did not expect to discover, however,
6 that curiosity is not diversity. Dancing the dances
7 and eating the foods is not diversity. People who
8 delve into cultural activities of other groups may be
9 open minded and may be peaceful, but a university is
10 not a world sphere and it's not a cultural show.

11 My freshman year I took a seminar in world
12 religions. We read a book on Eastern religions which,
13 of course, I was reading the night before the exam.
14 I was reading in the study lounge of my dorm with my
15 new friend, Neil, a fifth generation Japanese American
16 Buddhist. As you might expect, a few hours of reading
17 that I planned turned into an all night discussion
18 comparing the text's dry outline of the ritual of
19 Buddhism with Neil's very personal and spiritual
20 experiences. The night was educational and personally
21 enriching and it was a special event about which Neil
22 and I often still reminisce.

23 Still, it was not diversity. What was
24 missing was a true exchange of ideas. I was better

1 educated. I was culturally enriched, but I had not
2 related my own experience to Neil's. I had not gained
3 an understanding of what it is to be a Buddhist and a
4 Japanese person in America and how his experience
5 affects my experience as an American, and as a Jewish
6 woman in America.

7 It was not until midway through my
8 sophomore year when I made this realization. As I
9 began to take on more leadership positions, I began to
10 interact more with members and leaders of our many
11 cultural organizations. The closer my personal
12 relationships became with these people, the deeper and
13 more intense our discussions became, but these
14 dialogues were limited because I had begun to lose
15 touch with my own Jewish-American community. I was
16 able to hear them and I was able to sympathize with
17 their causes, but I was unable to realize the impact
18 that their causes had on me, the rest of the campus
19 and the entire world. I was unable to provide answers
20 to people who were seeking Jewish perspectives, to
21 bring my own identity to the table, to create this
22 realization in both parties.

23 It was then when I decided to step back
24 into my box. Over the past two years I've rekindled

1 my relationship with the Jewish community. I've
2 become a more active learner of women's and immigrant
3 history. I know many students and Americans at large
4 view affiliations with ethnic or community groups as
5 separatist, self-segregating or even elitist, but I
6 would argue with them. My knowledge of myself and my
7 awareness of issues within the Jewish community and my
8 community of women have made me a better student
9 leader, have enriched my personal relationships and
10 have made me a better student.

11 Take, for example, the issue of creating
12 an Asian American studies program that we have here at
13 the University of Maryland. I realized last year at
14 the height of student protests when leaders from the
15 black community, the Asian American community, the
16 Latino community, white community and the Jewish
17 community marched together in support of establishing
18 an Asian American studies program. It was then that
19 I realized that this issue was not an Asian issue. A
20 lack of access to knowledge about one's own people and
21 their role in building the United States is an
22 incredibly disempowering experience. As a Jew, I know
23 that the darkest times in our history have been when
24 we were denied our books, our books that provided our

1 history and our religion, the very existence, the very
2 center of our existence.

3 Diversity happened when student groups
4 began to realize that the issue is not an Asian issue,
5 when the creation of an Asian American studies program
6 would mean that the university would take more steps
7 to acknowledge that the numbers of multi-ethnic
8 students on our campus is not diversity. Diversity
9 occurs when we have engaged and empowered multi-ethnic
10 students, including white Anglo-Saxon Protestant
11 students. Division exists when students resent their
12 unvalued status on campus and society or when those
13 who traditionally hold power in society fear that
14 added perspectives means a loss of status.

15 As a leader, diversity happened when I
16 realized that the Student Government Association was
17 being ineffective in identifying and acting on such
18 issues. I realized that if the creation of an Asian
19 American studies program had been spearheaded by the
20 Student Government Association and not the Asian
21 American community, it would be more validated, it
22 would not be viewed as an exclusively Asian issue.

23 To help identify such issues I created a
24 board called the Advocacy Board that unites the campus

1 leaders from 18 campus communities, including such
2 groups as the Latino Student Union, the Black Student
3 Union, the Asian American Student Union and the Jewish
4 Student Union, the Lesbian/Gay/Bisexual Alliance,
5 Women's Circle, Student Black Women's Council, the
6 Interfraternity Council, Panhellenic Association and
7 many more -- Native American Student Union, of course.

8 The Board helps me to identify key issues
9 and provides a vehicle for coalition building. The
10 Board also focuses on attempting to understand the
11 issues that affect each campus community, how these
12 issues affect each other's communities and how they
13 affect the entire campus. The Board is realizing that
14 it is rare to find an issue that affects only one
15 community. More importantly, the presidents of these
16 organizations have begun to feel a personal kinship to
17 one another which immensely helps the group's
18 relations process as a whole.

19 It fascinates me when I hear comments
20 about how great it is when I work on a project that
21 directly affects a community other than my own. I
22 wish I was as compassionate and selfless as some
23 people make me out to be. In reality though, much of
24 my work is quite selfish. Diversity, at this

1 university, has taught me that inevitably an issue
2 that affects one group will have an affect on the
3 Jewish community and on society as a whole.

4 My classroom experience has been enhanced
5 by this perspective as well. This summer I took a
6 course, co-taught by an Israeli professor from Hebrew
7 University and a Palestinian professor from Bethlehem
8 University. The class was on conflict mediation in
9 the land of Israel. I entered the class of my own
10 value base and personal history. I was given the
11 opportunity to express my views and I was open to
12 learning alternative, even contradictory views. I
13 then attempted to put myself in the position of the
14 people who hold alternative views and they attempt to
15 do the same with my views. In the end, even opposing
16 sides could come to some conclusions on even the most
17 controversial issues. The result was a synergy, an
18 explosion of human spirit that exemplified the utmost
19 of respect. This is the value of diversity to a
20 student.

21 More importantly, I learned that being a
22 student and having the mindset of diversity would be
23 a life long endeavor. I learned how to learn. I
24 learned that no area of learning is limited to just

1 one or even just two perspectives. True learning
2 occurs when a problem is approached from many
3 perspectives, even in the math and sciences.

4 I'll close with this story. I was at a
5 dance club the other night with a visitor from
6 England. We were sitting near a floor where people
7 were dancing the merengue and salsa. He motioned over
8 to the floor saying I was told racial separation was
9 intense here, as though the dancing had confirmed his
10 ideas of racial separation in America. My thoughts
11 wandered for a moment when I realized that I, a Jewish
12 girl born in a small town in Massachusetts, cannot
13 only dance the merengue, but could speak Spanish. I
14 was also aware of the many issues facing the segments
15 of the Latino community.

16 Then it hit me that I had become
17 personally invested in issues facing many communities,
18 including my own. Diversity then was truly defined
19 because I have experiences with a group unique to
20 myself and because I recognize that no problem is ever
21 isolated within one group of people. I am personally
22 invested in matters of concerns with groups outside of
23 my own and for the same reason members of these groups
24 have become invested in addressing the needs of my

1 community.

2 Diversity is a multi-part citizenship of
3 smaller communities that define identity, the
4 university, the nation and the world. I regained
5 focus. I turned to my English friend and replied to
6 him, "What I love about being American is that I don't
7 need to give up who I am to be an American. I don't
8 have to choose between being Jewish and being
9 American, being secular and being religious. I can be
10 everything all at once."

11 Affiliation does not mean separation.
12 Distinction between peoples insures that our world
13 approaches life with a full palette of perspectives.

14 I ask that you all recognize how far we've
15 come, that a Jewish woman is sitting before you,
16 speaking at a university from where she will graduate
17 in May. I want people here to leave here inspired by
18 the fact that I will have opportunities available to
19 me that even my mother's generation would not consider
20 possible.

21 I will personally thank those of you who
22 have helped in the struggle to get me here because it
23 was you who realized that holding someone like me back
24 could prevent something special from coming into our

1 world. Some people have said that this is the lowest
2 point in human civilization. I challenge you to prove
3 these people wrong. Define your own box and invite
4 others into your box. Admit to the world that you
5 come from a box, even if it's a box some try to label
6 as cultureless, like the white Anglo-Saxon Protestant
7 box. No one is cultureless. Own your box. Take your
8 box with you when you visit other boxes. Remember
9 that everyone has a box and everyone's box affects
10 your box.

11 Finally, let it matter to you that I am a
12 third generation politically liberal, but Conservative
13 Jewish, American, heterosexual, Caucasian woman of far
14 back Middle Eastern descent and more recent Eastern
15 European descent. Thanks.

16 (Applause.)

17 CHAIRMAN FRANKLIN: Thank you, all of
18 those on the panel. We have just a few minutes for
19 questions from Members of the Advisory Board.

20 REV. COOK: I'd like to address President
21 Keohane.

22 CHAIRMAN FRANKLIN: Reverend Cook.

23 REV. COOK: We're Advisory Board Members
24 to this President. Do you have an advisory board when

1 you deal with issues of diversity and race on your
2 campus and who are they?

3 PRESIDENT KEOHANE: The most important
4 group that advises me in this sense is a group called
5 the President's Council on Black Affairs which has
6 existed for many years and I have tried to use it
7 recently to help focus on some more general issues of
8 diversity, but at Duke right now, many of the issues
9 are defined in terms of race and particularly in terms
10 of African American concerns. And so for me, that
11 group has been very useful: faculty, student leaders
12 and members of the staff.

13 REV. COOK: Thank you.

14 CHAIRMAN FRANKLIN: Any other questions?
15 Ted?

16 MR. THOMAS: A couple of things. One, it
17 sounds like your company is doing an awful lot and as
18 one salesman to another, I'd like to ask if we could
19 maybe somehow enlist Mr. Gerstner's personal
20 leadership on this issue to help the Advisory Board
21 and we'll be in contact with you.

22 But the thing I wanted to ask you, I know
23 it's tough in a business community to make it real.
24 You can set up a diversity department and those types

1 of things, but could you just in your own words, just
2 describe how you're able to make diversity -- go
3 through the organization, beyond a bunch of programs
4 in a department?

5 MR. CHILDS: I believe the core is the
6 heritage that I discussed in my opening remark because
7 it's been part of the company since 1914, a series of
8 actions that were taking place before it was socially
9 appropriate or required by any legislation. One of my
10 initial discussions with Lou Gerstner when he came to
11 IBM was that you came here at a time when the company
12 is in turmoil. I would be ill-advised to debate with
13 you that there aren't some things here that are wrong,
14 but the heritage that you have inherited on this set
15 of issues, I believe is a very solid foundation from
16 which you can take action to grow and make further
17 progress.

18 We've gotten very solid support from him
19 and I might add we've gotten very solid support from
20 the leadership on our board; the fact that we brief
21 the Board each year on our progress and they are
22 rather engaged in a dialogue that we have.

23 We did one thing a couple of years ago
24 that has been very pivotal for us. We launched eight

1 task forces: women, black, Hispanic, Asian, Native
2 American, gay/lesbian and white male. And we asked
3 each task force led by executives from that
4 constituency, look at the company through the lens of
5 your community and answer three questions. What's
6 required for your constituency to be welcomed and
7 valued at IBM? What's required to maximize the
8 productivity at IBM? And what decisions can the
9 company make to maximize the pursuit of market share
10 through the buying decisions of your group? How do we
11 better look at your community as customers?

12 We've gotten some wonderful answers, but
13 what's most important is we engaged the student body,
14 if you will, the employees, in helping us look at the
15 company without any fear of reprisal. Tell us, in an
16 honest sense. And we had a sponsor for each task
17 force that reported directly to Lou Gerstner, with the
18 exception of the white male task force, we had our
19 senior white woman as the sponsor for that. There was
20 an opportunity for me to be a little disruptive, if
21 you will.

22 We launched the task forces on July 14th,
23 a critical day in world history and we told Lou that
24 we picked July 14th because it was a day known in

1 world history for social disruption and we were
2 looking for some constructive disruption and we had
3 them deliver their final presentations on December
4 1st, the anniversary of Rosa Parks not giving up her
5 seat on a bus. We picked those dates so we could book
6 in the work with constructive disruption from an
7 historical perspective.

8 What that has done is it has involved the
9 people in a partnership with the management team, with
10 the executive team, to look at the company and put on
11 the table anything that had to be put on the table and
12 produce meaningful outcomes. The outcomes have been
13 superb during that 21-month period. We've increased
14 the number of women executives 60 percent in the
15 United States; the number of women of color
16 executives, 124 percent; the number of Asian
17 executives, 70 percent; and the number of black and
18 Hispanic executives, 40 percent each. So we are --
19 and that's just on the representation side.

20 We have done some wonderful programmatic
21 things that are influencing behavior patterns in a
22 believable way.

23 CHAIRMAN FRANKLIN: I suppose you chose
24 July 14th because it was Bastille Day?

1 MR. CHILDS: Yes sir.

2 CHAIRMAN FRANKLIN: And not because of
3 Flag Day?

4 MR. CHILDS: Bastille Day, sir.

5 GOV. WINTER: Mr. Chairman, in many
6 communities in this country today there seems to be a
7 trend toward a resegregation in the secondary and
8 elementary schools.

9 What role do you foresee higher education
10 being able to play in reversing that trend and
11 creating an atmosphere in which more people at the
12 elementary and secondary level understand the
13 importance of diversity at that level of their
14 education?

15 PRESIDENT KEOHANE: That's a very
16 important challenge and our role in higher education
17 to effect this is limited, but nonetheless one that we
18 should accept.

19 I would give a couple of examples of what
20 we could do. One of the things we could be sure to do
21 is to encourage and support our employees of all kinds
22 of backgrounds in living in and near the campus in
23 ways that will deploy people in unsegregated patterns
24 and provide opportunities for them to have affordable

1 housing, regardless of their backgrounds and encourage
2 them to do this, because the schools usually come from
3 the neighborhoods.

4 The second thing that we can do which
5 we're doing a lot of at Duke and elsewhere is to
6 encourage our students to volunteer in a serious and
7 sustained way in the communities and in the schools
8 and in doing so not only bring a presence which can
9 sometimes be part of a balance of diversity for our
10 students, but also themselves learn the importance of
11 public schools and understand what wonderful resources
12 of commitment, of educational variety and of deep
13 importance to our society the schools represent. So
14 that the students, whatever their own backgrounds and
15 perhaps they may have come from segregated schools by
16 perforce of their communities, may have a better
17 understanding of what a truly public education
18 provides for our democracy.

19 I think those are two.

20 The final thing I would say is that in
21 teaching courses in politics and in teaching courses
22 in sociology, it is important for our faculty members
23 to challenge our students who are, after all, future
24 citizens, to think about these issues and to come to

1 a fuller understanding of what they mean.

2 MS. OH: I have a question for Mr. Childs.
3 Do you see your corporation in light of the climate
4 that we find ourselves in today backing away from the
5 kinds of commitments in any way at all? Is there a
6 sense internally that because of the climate right now
7 which is pretty much negative, the principle of
8 inclusion does not seem to be favored politically
9 today. Is that having an effect on the thinking and
10 the future planning of your business?

11 MR. CHILDS: No, it is not. I would give
12 you two examples. One would be an initiative that we
13 began this year called Diversity Town Meetings which
14 I think may mirror what you all are about to do. We
15 have been holding town meetings around the country
16 where we are taking the business case for workforce
17 diversity right to the workforce and the speakers are
18 our Director of Market Development, whose
19 responsibility is to do craft strategies to help us
20 market to diverse constituencies, and myself. He
21 talks about the marketplace. I talk about the work
22 place and the overall theme is the bridge between the
23 work place and the marketplace. And we are generating
24 enormous enthusiasm amongst our people.

1 We went to Atlanta, Georgia. They had a
2 room with 400 chairs and 600 people showed up. We
3 went to Dallas, Texas and 900 people showed up. We
4 went to Burlington, Vermont and 500 people showed up.
5 What I'm hearing from a broad cross section of our
6 work force, including white males, is that they had
7 not heard the subject of diversity discussed as a link
8 between the work place and the market place and as an
9 element in the algorithm of how we protect our jobs
10 that when they get to the point of understanding that
11 diversity in the market place perspective is to get
12 more people from work groups to buy more of our stuff
13 than buy the other companies, then they understand
14 that we need those people as our customers.

15 The second issue would be how are we
16 looking at the subject of Affirmative Action. And we
17 believe that Affirmative Action has served us well.
18 It has helped us improve the mix of our work force and
19 our customers. We also believe that Affirmative
20 Action is a subject that is firmly rooted in U.S.
21 history and heritage, but the words have gotten a bad
22 reputation.

23 We don't believe that Affirmative Action
24 means giving people jobs they can't do or they can't

1 perform well, but we do believe that it means
2 expanding opportunity and taking steps to create a
3 level playing field.

4 I often use a couple of examples to define
5 my version of Affirmative Action: the federal
6 government's foreign aid campaign, helping governments
7 that are less fortunate than ours; the local United
8 Way charitable contribution campaigns, those are two
9 examples of doing something that is very American,
10 reaching out and helping those who are less fortunate
11 than we are.

12 We need to embrace the concept of helping
13 those who are less fortunate because we must
14 understand that we must have a diverse set of students
15 in our colleges. We must have a diverse set of people
16 to come work for us because we must have people in our
17 work force who look like our customers. Our customers
18 must be able to look in and see people who look like
19 them or they won't spend their money with our
20 companies. Our customers and our people are also our
21 greatest links to the various countries around the
22 world that we interact with and if we don't leverage
23 that we're going to lose business opportunities.

24 MS. OH: And President Keohane, I have a

1 question about what I'm calling the 21st Century
2 paradigm on race relations. You're informed and
3 advised by a council that's African American, it
4 sounds like. And I really would like to know if you
5 have seen or encountered new kinds of challenges in
6 terms of inter-ethnic or inter-racial issues that
7 arise and particularly in the academic environment.
8 I know that the numbers expressed by way of Asian
9 American representation tend to be high. It kind of
10 puts Asians in that position of simultaneity. We are
11 at once viewed as honorary whites; on the other hand,
12 part of the oppressive force, and on the other hand,
13 foreigners, when it is convenient.

14 So I just want to know what you've seen on
15 campuses because in the political arena what I've
16 seen, of course, is at least in California, Asian
17 Americans have moved beyond self interest. In Prop.
18 209 we overwhelmingly rejected it at the polls. But
19 I'm just wondering, do you see that kind of thinking
20 at the college campuses and how does it express
21 itself?

22 PRESIDENT KEOHANE: I think it's a very
23 important question. The group -- let me clarify. The
24 group that advises me is not made up only of African

1 Americans. It also includes a number of people of
2 other racial backgrounds by virtue of positions they
3 occupy, including the Provost, the President of
4 Student Government, who may or may not in any
5 particular year be African American. But you're quite
6 right. To focus only on the issues of African
7 American concern means that we're not sufficiently
8 open to the other issues that may be facing us on
9 campus.

10 There has just been at Duke the formation
11 of a group called The Concilio Latino Hispanica which
12 is designed for the first time because Duke has not
13 been particularly advanced in recruiting Hispanic
14 students compared to some of our competitors, to
15 recognize the importance of that cultural dimension on
16 campus and that sense of political empowerment.

17 But as far as Asian Americans are
18 concerned, I would revert to my experience at
19 Wellesley, where Asian Americans were at least a
20 quarter of the class of undergraduates at Wellesley
21 and went through a set of stages which I think often
22 groups have to go through in which initially all Asian
23 Americans were seen as, and sort of thought of
24 themselves as, a group defined by that label. But as

1 there became more and more, there were Korean
2 Americans, Japanese Americans, Vietnamese Americans,
3 Chinese Americans, who wanted to stress their own
4 cultural heritage and the ways in which they differed
5 and the ways in which they were not content to have
6 resources given to a group which was defined in a
7 homogeneous way when they didn't feel homogeneous.

8 But after having had some periods of
9 tension among them, in working through issues of
10 resources, there is a stage on the other side that I
11 hope we can all reach toward which is the one that
12 you've mentioned in California where people understand
13 that fundamentally within as a cross, broad, cultural
14 groups our real interest must be in working together
15 and in -- as you put it so beautifully, defining our
16 boxes, making sure that people know that a box is
17 Korean American and not just Asian American, but
18 recognizing that one needs to take one's boxes over to
19 explore someone else's box and that the big box is the
20 one that concerns us all.

21 MS. OH: I think our real core is we want
22 to move toward a community of justice. This is what
23 I think all of this effort is about, so in that we
24 have to shoulder some of the burden and I'm just

1 wondering, there are these new kinds of conflicts that
2 come up and a campus is our place where we can gather
3 a lot of intelligence.

4 PRESIDENT KEOHANE: Well, I hope that we
5 can learn from each other's examples and at Duke where
6 we're now increasing dramatically the number of Asian
7 American students, I hope we can avoid going through
8 the stage of internal conflict because people have
9 seen it happen elsewhere and we can move more quickly
10 toward harmonious self-interested situation instead of
11 reinventing the wheel.

12 MS. CHAVEZ-THOMPSON: Mr. Chairman --

13 CHAIRMAN FRANKLIN: I don't want to hold
14 us up, but --

15 MS. CHAVEZ-THOMPSON: Just one question to
16 the President of Duke. What is your process for the
17 recruitment of faculty, minority faculty, and in
18 particular, Latinos at Duke University?

19 PRESIDENT KEOHANE: Again, our major focus
20 at Duke recently has been on African American faculty,
21 but we have begun to extend that more broadly. Our
22 focus in recruitment is on incentives. We make it,
23 through the Provost's Office and the President's
24 Office, easier for a department to hire a target of

1 opportunity, someone they really want of a minority
2 background. And at a time when resources are
3 constrained at Duke as they are everywhere, this is a
4 very attractive opportunity. If we say that you don't
5 get any regular searches in this department this year
6 because the budget won't allow it, but someone is
7 really interested in a Latino or an African American
8 professor that they really want who is a star or a
9 budding young star from somewhere else, then they will
10 have extra resources to make that possible and only
11 over time do those get phased out so that the
12 department itself has to support it.

13 I think a number of institutions have
14 tried that and have made it very clear and this, I
15 think, is especially important, that we're not talking
16 about filling quotas. We, in the past at Duke and
17 some other places, have had a bad experience with
18 requiring all departments to do something and
19 sometimes people who were brought to campus to
20 interview under those programs told us later that they
21 found this demeaning. They didn't want to be
22 anybody's one extra person in a department that the
23 Administration required. So it's much more effective
24 to see this as an opportunity and then bring people in

1 who become crucially contributing members of the
2 community and are stars of the future by offering
3 incentives and support.

4 CHAIRMAN FRANKLIN: Thank you. I just
5 wanted to ask Ms. Walper one question and that is the
6 young Englishman who had that attitude toward the
7 groupings on your campus, what was his reaction to
8 your position you took on this?

9 MS. WALPER: He said where he's from, his
10 particular part of England, when groups tried to build
11 community within England, smaller communities, they're
12 viewed as separatists and elitists and that was pretty
13 much -- he answered with that response and then I kind
14 of smiled at him and he kind of -- he was only here
15 for a week, so he had a pretty quick lesson on modern
16 American mentality, I guess. That was his response.

17 CHAIRMAN FRANKLIN: I want to thank the
18 panel on behalf of the Advisory Board and the very
19 attentive and good audience for all of the
20 enlightening remarks that you made. It's very helpful
21 to the Advisory Board and I'm sure to the rest of us.

22 PRESIDENT KEOHANE: Thank you very much.
23 We wish you well.

24 (Applause.)

1 CHAIRMAN FRANKLIN: We'll have a ten
2 minute break.

3 (Whereupon, at 11:10 a.m., the meeting was
4 recessed and reconvened at 11:25 a.m.)

5 CHAIRMAN FRANKLIN: We will now resume the
6 meeting of the Advisory Board and move on to consider
7 the questions that will be discussed by the panel.
8 Our second panel will discuss programs, what programs
9 are effective in promoting and benefitting diversity
10 and what research data do we have to illustrate that.

11 I hope that our panelists will respect the
12 limitations of time. We want them to elucidate the
13 subjects as extensively as they can within the
14 constraints of time. I'm going to introduce the panel
15 and there throughout, the first second and third
16 members of the panel and then the first one will
17 begin.

18 Our first speaker will be Dr. Daryl Smith
19 who is Professor of Education and Psychology at
20 Claremont Graduate University. Dr. Smith has written
21 literally dozens of pieces on issues related to
22 questions of diversity in higher education. Her most
23 recent book is entitled Diversity Works, the Emerging
24 Picture of How Students Benefit. This work provides

1 a review of hundreds of studies related to diversity
2 in higher education and its impact on students. She
3 will, of course, lay the foundation for our discussion
4 about what programs and policies can promote the
5 benefits of diversity and she will also discuss
6 existing research that gives evidence to these
7 benefits.

8 Our second speaker will be Dr. Norman
9 Francis, President of Xavier University of Louisiana.
10 Dr. Francis has been President of Xavier University
11 for almost 30 years and I referred to Dr. Kirwan as a
12 senior president who has served almost ten years as
13 president at the University of Maryland. I suppose
14 you would challenge anyone to equal your record of
15 being president of a university. I'm pleased to say
16 I've known Dr. Francis almost all that time, if not
17 longer. He's been consistently recognized for
18 excellence in education. Xavier University enjoys a
19 remarkable reputation. I think it's accurate to say
20 that more students from Xavier University attend
21 professional school, particularly medical school than
22 come from any other historically black institution in
23 the United States. It's a remarkable record.

24 (Applause.)

1 He will discuss lessons that historically
2 black colleges and universities, minority-serving
3 institutions in general, lessons that they can teach
4 the larger higher education community about creating
5 environments in which students of different racial
6 backgrounds can succeed and there are partnership
7 programs in which he has instituted there that I hope
8 you will also tell us something about.

9 Our third speaker will be Dr. Jesús
10 Treviño, who is Director of Intergroup Relations at
11 Arizona State University where they have a Center of
12 Intergroup Relations. He's written and worked
13 extensively in the area of intergroup relations on
14 college campuses and he will provide us with concrete
15 examples of programs at Arizona State that are working
16 to promote the benefits of diversity.

17 So I'm very pleased to have these guests
18 of the Advisory Board and I'm delighted and honored to
19 introduce Dr. Smith.

20 DR. SMITH: Thank you. Dr. Franklin,
21 Members of the Advisory Panel, colleagues, I'm honored
22 to be here. The topic of race in America is critical
23 not only to understanding our past, but also more
24 critically to the viability of our future, and I

1 believe that higher education has an important part to
2 play.

3 My role here is to address the research on
4 the impact of diversity initiatives in higher
5 education on students. What are we learning?

6 You have in your packets the Executive
7 Summary of a report called "Diversity Works -- The
8 Emerging Picture of How Students Benefit," a report
9 published by the Association of American Colleges and
10 Universities. This report was put together by a
11 research team with the assistance of a national
12 advisory panel that synthesized the results of
13 hundreds of studies on campuses across the country, as
14 well as a number of important national studies
15 conducted since 1992 to help us, all of us, understand
16 better what is happening and how it affects students.

17 The report represents only a piece of the
18 growing body of scholarship on race and on diversity
19 in higher education, on issues of access and on
20 faculty and staff diversity.

21 I'd like to preface my remarks on the
22 research findings by setting the context for the
23 complex task of understanding what we mean when we
24 talk about diversity in higher education. First, the

1 context. Higher education, along with the society has
2 been actively addressing campus diversity issues,
3 particularly race, with varying degrees of
4 effectiveness since the 1960s. The earliest efforts
5 were aimed almost exclusively at issues of access for
6 those who had been excluded, particularly persons of
7 color.

8 Three decades later the issue of access is
9 still with us. The Affirmative Action debates raging
10 in the courts in Prop. 209 in my home state have
11 tremendous implications, not only for students of
12 color and white women, but also for the capacity of
13 our institutions to achieve excellence. What we have
14 learned since those early days is that true access and
15 success is not just a function of opening doors. We
16 now talk of the accessibility of institutions,
17 increasing institutional capacity to recognize talent
18 and other forms of institutional change.

19 In the middle of change on hundreds, if
20 not thousands of college campuses, we are also being
21 asked for evidence, proof that it works, that it
22 matters and that it has desirable outcomes for
23 students. As a researcher, as a faculty member, and
24 as a former administrator, I am humbled and excited by

1 this opportunity, yet demonstrating definitive results
2 for students in a time of change for institutions is
3 quite a challenge.

4 Nevertheless, in an era of accountability,
5 it is important that we understand the impact of
6 change. It is especially vital that we begin to
7 understand the conditions under which campus diversity
8 initiatives will be successful.

9 The question what is the impact of
10 diversity on students is actually quite complex. What
11 initiatives? In what context? For which students?
12 While the picture is still emerging, the early
13 evidence suggests that attending to issues of
14 diversity is positively related to students' success
15 and thus directly related to educational excellence.

16 Creating educational and intellectual
17 environments appropriate for a pluralistic society
18 will not be easy. Campuses serve as a microcosm for
19 the issues, efforts, structural inequities and
20 tensions deeply imbedded in the society. The issues
21 go far beyond interpersonal efforts at getting along.
22 Few, if any, in our institutions and in our society
23 have participated fully in pluralistic and equitable
24 communities. Thus, higher education is learning,

1 innovating and changing while facing the largely
2 unprecedented opportunity of engaging truly the most
3 diverse student bodies ever, by race, by ethnicity, by
4 gender, by class, by national origins, by lifestyle,
5 by physical challenges, etcetera, in an increasingly
6 interrelated national and global context.

7 Diversity is a broad term that holds both
8 multiple and politically contentious meanings.
9 Clearly, diversity has come to mean the complex set of
10 individual differences within the college community or
11 those that are absent from it. Diversity in higher
12 education has also come to mean recognizing the social
13 and historical contexts in which these differences are
14 located, and the profound changes required of our
15 institutions.

16 Seriously addressing diversity has become
17 multi-dimensional. Four dimensions of diversity help
18 to eliminate different and essential approaches. The
19 first dimension is access and success for the changing
20 one third of our nation, particularly those who have
21 been excluded. While the focus here has been on
22 African American, Latino and American Indian students,
23 increasing attention is also being paid to access
24 issues for underrepresented Asian American groups, for

1 whom access and success are also important.

2 The second dimension, creating the
3 conditions in the climate of the campus to support
4 students of color to address tensions based on all
5 kinds of diversity and for creating opportunities for
6 individuals and groups to cross boundaries.

7 The third dimension, educating all
8 students to live and function in a diverse society.
9 In some ways, this is a true remedial need in our
10 society. Most of our students come from highly
11 segregated communities because most of us live in such
12 communities.

13 The fourth, institutional viability and
14 vitality, to position our institutions to function and
15 thrive in a diverse society. This dimension focuses
16 on the institution, its mission, hiring, curriculum,
17 research, community relations, etcetera. These
18 dimensions, while separate, are quite related. They
19 provide a way of seeing what diversity represents, who
20 diversity includes, whom it affects and how its impact
21 extends beyond numbers and groups. Each reinforces
22 the other and creates the potential for positive,
23 systemic institutional change.

24 Discussions about the value of diversity

1 can be viewed as parallel to discussions about
2 technology and education. Fifteen years ago,
3 knowledge of computers, e-mail and the internet were
4 peripheral to most students and faculty. The response
5 on our campuses then and to this day is that we cannot
6 have our students going out there unprepared to deal
7 with technology. And to that end, we have engaged
8 efforts to involve faculty, transform curricula, add
9 requirements, hire experts to be part of the
10 transformation.

11 Similarly, the activities related to
12 diversity can be seen as just as essential because
13 they focus on educating all students to live in, work
14 in and participate as citizens in a pluralistic
15 society. The results of the research to date, while
16 still emerging, provide an exciting picture. When the
17 conditions are right, diversity works. The results
18 provide insights and a few cautions.

19 Overall, research suggests that diversity
20 initiatives positively influence both majority and
21 minority students on campuses. The students
22 themselves serve as a powerful source for this
23 finding. Significantly, these approaches have an
24 impact not only on cultural knowledge, equity

1 interest, interracial understanding and student
2 attitudes and feelings about intergroup relations on
3 campus, but also on institutional satisfaction,
4 involvement and academic growth.

5 When doors open and previously excluded
6 students find effective educational strategies, there
7 is success. High expectations, support, peer
8 programs, mentoring, faculty-student interactions,
9 belief in a student's capacity to succeed are all
10 critical. Students success belies the fiction and
11 only high test scores can predict educational
12 outcomes.

13 Several national studies have documented
14 that student involvement and groups such as ethnic
15 theme houses, support centers, academic departments,
16 and ethnic studies courses benefit students of color
17 and others. Indeed, these activities contribute to
18 increased satisfaction and retention. There is also
19 some indication that overall, these activities also
20 contribute to openness to others. As campus diversity
21 has increased, concerns about students staying
22 together, often called self-segregation, are expressed
23 widely. Many worry about group identities being
24 divisive. However, the research results underscore

1 the importance of ethnic and other identity groupings
2 for the support and success of many students who have
3 been traditionally marginalized on our campuses.

4 Contrary to the widespread reports of
5 self-segregation among students of color, the research
6 finds this pattern more typical of white students.
7 Students of color are more likely to interact with
8 white students than the reverse. Moreover,
9 opportunities for interaction between and among
10 student groups are desired by virtually all students,
11 though there are often differing meanings given to the
12 kinds of contact desired.

13 The research results suggests that
14 intentional opportunities for interaction produce
15 increases in understanding and decreases in
16 prejudicial attitudes. Such opportunities also
17 positively affect academic success. However, the
18 conditions for creating effective dialogue cannot be
19 left to chance and the efforts must be well-designed.
20 When they are, the benefits are both cognitive, as
21 well as affective.

22 From a research point of view and
23 certainly reading our newspapers, we know that when
24 diverse groups of people are brought together, they

1 don't necessarily learn from and with one another.
2 This can be avoided, however, and positive outcomes
3 attained. Research suggests that people -- this
4 applies to all levels of our institutions -- must come
5 together with equal status to work on common tasks in
6 an environment which supports these efforts and in
7 which there is sufficient diversity that no one person
8 has to represent their group.

9 There is a way to reconcile the apparent
10 tension between group identities and intergroup
11 participation. On campuses, as in local communities,
12 individuals bring with them many identities, and
13 identification with a number of communities. Students
14 can and do participate in both ethnic groups and
15 intergroup opportunities. Indeed, divisiveness may be
16 aggravated by statements which suggest that group
17 identities of a cause are divisiveness. Rather, the
18 more effective strategy may be to take advantage of
19 the reality of multiple identities and multiple group
20 memberships in which students move in and among many
21 activities and work together for shared purposes. The
22 picture which emerges suggests that it is through our
23 diversities that community is built.

24 The evidence continues to grow that

1 serious engagement of issues of diversity in the
2 curriculum and in the classroom has a positive impact
3 on attitudes toward racial issues, on opportunities to
4 interact in deeper ways with those who are different,
5 on cognitive development, particularly critical
6 thinking, and overall satisfaction and involvement
7 with the institution. The current efforts at
8 curriculum transformation are also reinvigorating
9 faculty, collaborative teaching and research and cross
10 disciplinary activities.

11 The context for these efforts is critical.
12 Institutional commitment to diversity is appearing as
13 one of the most powerful and unexpected factors in
14 success.

15 Finally, as a fuller illustration of the
16 importance of attending to access and success in
17 support of climates, I want to highlight the
18 continuing and growing research legacy and
19 contributions of special purpose institutions.
20 Historically, black colleges and universities, Latino
21 serving institutions, women's colleges, American
22 Indian colleges, play a vital role in student success
23 and for the insights they provide for the rest of
24 higher education. Higher education is just beginning

1 to take a comprehensive approach in which diversity is
2 taken as seriously as we now take technology. If
3 cognitive development, success and capacity and
4 sophistication to engage and thrive in a larger
5 society are relevant to our institutions, then
6 diversity works.

7 Creating a truly pluralistic and
8 democratic society is a centuries old problem for the
9 world of this democracy and if we can't address it at
10 Stanford, at Xavier, at Arizona State, at Duke or here
11 at the University of Maryland, what is the hope for
12 Los Angeles, New York or Cedar Rapids?

13 Activities such as these work best in
14 institutions with sufficient diversity. People are an
15 essential resource that our society and institutions
16 have undervalued. Activities in each of the
17 dimensions of diversity must be attended to
18 simultaneously. It is this researcher's conclusion
19 that only by attending to access and success, the
20 campus climate, the education of all students and
21 institutional commitments will we progress in reaching
22 the full potential of higher education and the kind of
23 society this democracy requires.

24 Thank you.

1 (Applause.)

2 CHAIRMAN FRANKLIN: Thank you very much.

3 MR. FRANCIS: Permit me to express my
4 thanks to this Advisory Committee and to your
5 distinguished Chairman, Dr. John Hope Franklin for the
6 privilege of this presentation on the contribution of
7 minority institutions to diversity in higher education
8 in America.

9 As you've heard, I've had the pleasure of
10 serving for the past 30 years as a president of a
11 black college. I've been in the HBCU system for 40
12 years. Thus, my efforts to cover the area you have
13 asked me to address this morning will be by and large
14 in the context of my experiences in the HBCU
15 community, that's the Historically Black College and
16 University, and I'll be using that acronym.

17 We are grateful for this opportunity
18 because no continuing discussion on race in America
19 should ignore the contributions of minority
20 institutions, particularly historically black colleges
21 and universities. Our institutions have educated the
22 vast majority of the African American college
23 graduates over this country's history. In turn, we
24 and our graduates have provided leadership daily for

1 a better America in our unending struggle for human
2 rights, peace and justice as constitutional guarantees
3 promised, but long deferred.

4 As we discuss America's future on race,
5 there are lessons to be learned and remembered from
6 the proud, but untold legacy of HBCUs. Our student
7 bodies are quite diverse, from rural to suburban,
8 academic potential to academically prepared, poor to
9 middle class and the young and the not so young.
10 Despite often meager resources, the HBCU system has
11 developed appropriate curricula, a campus environment
12 of support, a dedicated teaching faculty and a value
13 system to support this diverse student body.

14 The educational results are unequalled in
15 the annals of higher education and I personally
16 believe that the value added dimensions to the
17 individuals and to this nation of these institutions
18 under the circumstances of their conditions, in
19 isolation, have no peers in higher education.

20 Not only have these achievements been
21 vastly ignored, and even demeaned, there has been now
22 the added insult which questions whether this
23 justifiably proud and productive part of higher
24 education is consistent with a new so-called

1 desegregated society. To the contrary, America's
2 institutions of higher education can learn from the
3 successes of minority institutions where diversity has
4 always been a strength, rather than a scapegoat for
5 demagogues.

6 I should note that black institutions
7 initially separated by law have not and do not claim
8 an existence simply on the basis of race. Rather, as
9 Professor Charles Lilly of Harvard notes, "HBCUs
10 exist" and I quote, "For their value to society and
11 because of their function in higher education." In
12 fact, the HBCUs contributions to America have been
13 provided in a campus setting much more diverse in
14 terms of race, if you want to use race, of its
15 students and its faculty, than a sizeable number of
16 American majority institutions.

17 Here are the statistics: 45 percent of
18 the faculty at HBCUs are nonblack. However, only 3.8
19 percent of the faculty at majority institutions are
20 black. In 1993, the white student enrollment at HBCUs
21 was 13 percent, while the enrollment of blacks at
22 majority institutions was only 8 percent. I suggest
23 to you and this Commission to continue to single out
24 and label HBCUs as an anachronism in a so-called

1 desegregated society on the basis of race of its
2 students as a strategy to promote by some their
3 extinction is tantamount to perpetuating a fraud equal
4 to that imposed on the American people in Plessy v.
5 Ferguson, which created the separate but equal
6 doctrine.

7 (Applause.)

8 This Plessy decision dismantled the
9 progress made in and after Reconstruction and
10 adversely affected the South and this nation to this
11 very day. We're still trying to recover. I suggest
12 again, we cannot allow or repeat this form of
13 ignorance and racism in 1997.

14 In fact, if HBCUs did not exist today,
15 someone would be developing a system to mirror their
16 accomplishments. HBCUs represent 3 percent of all
17 higher education institutions in the nation. However,
18 we graduate now 30 percent of all African Americans
19 who receive baccalaureate degrees and 40 percent of
20 all African Americans who later earn graduate and
21 professional degrees from American universities,
22 universities that may not have admitted those young
23 people initially. I should suggest to the IBM
24 representative if any Fortune 500 company had 3

1 percent of its segment, a 3 percent segment producing
2 30 percent of its annual income, they wouldn't dare
3 dream of downsizing or dismantling this over-achieving
4 segment.

5 (Applause.)

6 How do black colleges achieve these
7 results despite limited resources and a skeptical
8 public? The entire college community bonds to educate
9 a student, to assure retention and to reach graduation
10 as a sacred commitment to the institutional mission.
11 We can't afford to have anybody fail. The campus
12 climate is maintained under a simple but profound
13 belief that everybody is somebody and capable of
14 learning. We HBCUs expect the best of our students,
15 where others sometimes assume the worst. Academic
16 achievement is celebrated. Cultural activities are
17 promoted to value diversity and the opportunity for
18 spiritual reflection and participation underscore the
19 respect due each individual regardless of race, creed,
20 color or national origin.

21 We believe further that the building
22 blocks for an equitable system of higher education,
23 one that is geared toward opportunity and equitable,
24 not just equal, equitable participation and success

1 for all students, must be based on three principles.
2 The first one: comprehensiveness. Experiences that
3 students have in higher education is a direct result
4 of what happens to them in K through 12 education.
5 Our two systems are inextricably intertwined and these
6 linkages must be recognized and actively addressed in
7 policy and program formations.

8 Number two, student centralness. Higher
9 education must honor the centrality of the student in
10 its mission and gear programs to insure the
11 development and the education of the total person.
12 Third, accountability. Institutions must be driven by
13 performance and be accountable for student success and
14 fulfill therefore their fiduciary responsibility to
15 spend funds entrusted to them in a judicious manner.

16 Now as an example of what works, you might
17 ask the researchers. Well, the research is experience
18 that I've had, is over 40 years and I'd like to speak
19 now from my own experiences and the institutions, my
20 institution. We started 20 years ago when we learned
21 that there weren't enough minorities in the sciences,
22 we started linkages with public schools. Xavier
23 developed, like other HBCUs, year-round collaboration
24 with elementary and secondary schools, culminating

1 with summer programs now at Xavier that each 1500
2 students. Each year, starting with the middle school
3 and junior high school we teach courses in
4 mathematics, biology, chemistry, analytical reasoning,
5 computer skills and reading. These team taught
6 subjects include a public school teacher, a faculty
7 member and college students. Number two, once in
8 college, the experiences include extensive peer
9 tutoring, study groups, faculty mentors, laboratory
10 assisted tutoring and skill development, one on one
11 counseling and cultural and leadership development.
12 We have collaborations with four, three, I'll skip
13 one, collaborations have been developed for faculty
14 and students with other major universities for
15 undergraduate activities, including major research and
16 graduate professional study through faculty
17 fellowships and assistantship opportunities and joint
18 degree programs. We have something that's extremely
19 important. We have career and graduate placement
20 offices which require freshman to start portfolios and
21 remain in touch to the senior year an active
22 involvement with these offices. Just as a sideline,
23 as my colleague, Dr. Smith, has mentioned, this is not
24 a hit and miss system. It is a managed system. We

1 believe it works.

2 Next, HBCUs have linked up with community-
3 based organizations to improve the neighborhoods in
4 the areas of housing, health, crime prevention, public
5 health and to bring in public housing. Now, we also
6 have new commitments to enhance the pre-service and
7 in-service curricula offerings to strengthen teacher
8 preparation. Particular emphases are being devoted to
9 preparing both teachers and principals for the
10 challenges of schooling for a diverse and a very
11 different generation of students.

12 Lastly, students are provided with the
13 opportunity for developing leadership skills and
14 enhancing their citizenship value system and
15 responsibilities to organize volunteer programs
16 managed on campus. We have, from our founding days,
17 recognized an important fact in human development and
18 we offer it to other institutions and that is and I
19 quote, "not every flower blossoms on the first day of
20 spring. Some need more attention, sunshine, water and
21 loving care. So do people. So do young people."

22 Are these efforts successful in this
23 diverse student body of varying high school
24 preparation experiences? Without question. There is

1 no doubt in my mind that what we started 20 years ago,
2 oh, I'd say from our founding has been enhanced, has
3 made the difference of what we have become known for
4 nationally.

5 In 1995, when minorities and let me take
6 the sciences as a difficult one because they say
7 minority students can't do science. Well, in 1995,
8 when minorities and science in the area, nationally
9 received only 12.2 percent of the 370,000
10 undergraduate degrees in this country and these
11 minority youngsters represented only -- represented 23
12 percent of the population, Xavier, with a 2600 arts
13 and science undergraduate enrollment had 60 percent of
14 its enrollment majoring in the natural sciences. And
15 as you have heard earlier --

16 (Applause.)

17 -- we are number one in producing African
18 American majors in the physical sciences, the life
19 sciences, in physics, and as the Chairman said,
20 admission to medical schools of all colleges and
21 universities in the United States, not just black
22 colleges. Destroying that myth we have proved that if
23 you link with the schools, you care and you give
24 support, it works. Right now, we have 957 biology

1 majors, 246 chemistry majors, 105 computer science
2 majors, 97 physics and pre-engineering majors and 32
3 mathematics major and 40 percent of our graduates
4 pursue graduate and professional study. I've got
5 three Xavier students sitting in this audience.
6 Today, one is finishing her Ph.D. in mathematics at
7 the University of Maryland. And they're coming back
8 to teach at Xavier.

9 (Laughter and applause.)

10 I would not conclude without saying that
11 the gaps in the numbers of African American
12 undergraduates overall and, particularly for the
13 doctorate level, remain a challenge for higher
14 education. Of the 27,000 doctorates earned by U.S.
15 citizens in 1994, only 1,092, less than 4 percent,
16 went to African Americans. There will not be a change
17 in the current shortage of African American professors
18 on majority campuses, unless Herculean efforts are put
19 forth by everybody. Diversity in the professorate in
20 majority institutions will continue to be almost
21 nonexistent. With HBCUs as the leaders in the top 20
22 schools producing undergraduate blacks in doctoral
23 programs, our productivity needs to be supported and
24 enhanced and our strategies and diversity initiatives

1 replicated.

2 In conclusion, all of higher education
3 would be well served as we approach the next
4 millennium with these growing diversity opportunities
5 to use the HBCU comprehensive approach to the total
6 education of the individual and this is not a
7 self-serving statement for the HBCUs. I make it
8 because it is in the vested best interest of this
9 country that we do so.

10 Higher education and diversity issues must
11 develop the climate for learning and provide through
12 caring and quality teaching and administration the
13 recognition that human intelligence and potential is
14 not confined to one class or race. Senior faculty
15 teach freshmen at Xavier. We must stop the talk and
16 start walking the walk. Together, all of our college
17 and universities can work to achieve this Commission's
18 goal of one America in the 21st Century by pooling our
19 strengths and honoring our shared diversity.

20 Thank you very much.

21 (Applause.)

22 CHAIRMAN FRANKLIN: Thank you very much,
23 Mr. President.

24 DR. TREVIÑO: Thank you very much for

1 providing me with this opportunity to come speak
2 before you about the benefits of diversity and in
3 particular, the Arizona State University model which
4 employs diversity as an asset to produce benefits in
5 the form of student, staff, faculty and institutional
6 outcomes.

7 My name is Jesús Treviño and I am Director
8 of Arizona State University's newly created Intergroup
9 Relations Center.

10 Let me begin my remarks by sharing with
11 you a story about an incident that I witnessed as a
12 way to elucidate how diversity is beneficial. About
13 two years ago, I was engaged in a small group
14 discussion with some students at a retreat called
15 Prejudice Reduction Retreat, Leadership 2000 and it
16 was towards the end of the retreat after four days
17 that we were in our group testifying as to what we had
18 learned and how we felt and so forth and so on at the
19 retreat and there was a female student who got up and
20 in a very honest way decided to reveal something that
21 she had learned about herself which is very, very,
22 very difficult. She made a statement like this. She
23 said I'm one of those females, and she was crying as
24 she was saying this, who when I'm in an elevator and

1 an African American male steps into the elevator, I
2 clutch my purse. She was crying and crying and there
3 happened to be an African American male who was in our
4 group who was, as I looked at him was sitting there
5 looking straight down at the ground. He looked very,
6 very dejected. I was starting to get concerned as the
7 group leader as to what he was going to do. Was he
8 going to call her a racist or an assaulter? I had no
9 idea. Then she went further and said "you know, and
10 I am so ashamed of these thoughts and feelings that
11 I've had." She turned and looked at him and said,
12 "And I hope you can find it in your heart to forgive
13 me." When she said that all of a sudden he got up and
14 he went up to her and embraced her and they both
15 embraced and by that time we were all crying because
16 of this very, very powerful moment of healing and hope
17 and also of leadership. While I'm not under the
18 illusion that forgiveness alone is going to take care
19 of many of these difficult issues that we're
20 struggling with, as the saying goes, the journey of a
21 thousand miles begins with one small step and
22 certainly this was a small step.

23 At Arizona State University we have taken
24 that small step toward healing by creating the

1 Intergroup Relation Center in order to harness the
2 power of diversity to create healing, awareness and
3 action in relation to some of these very difficult
4 situations.

5 One common occurrence at many colleges and
6 universities are these large scale disruptive
7 incidents involving assaults or insensitivity toward
8 ethnic/racial minorities, gay and lesbian students,
9 women, international students and other groups. In
10 most cases, what usually happens is that minority
11 students, in particular, will mobilize and protest and
12 eventually petition administrators to implement
13 cultural sensitivity training and often also ask for
14 the creation of a minority student center or programs
15 that address the needs of minority students.

16 I am very, very supportive of minority
17 programs or multi-cultural student centers and I
18 understand their importance to African American,
19 Latino, Asian and American Indian student survival at
20 colleges and universities. The work of these centers
21 and initiatives is important because they deal with
22 critical intragroup processes, that is, processes
23 internal to the group involving the promotion and
24 culture, promotion and celebration of culture,

1 identity developments, social support, minority
2 student involvement, the retention of students and
3 minority student leadership. And because these
4 centers and programs do play a central role in the
5 lives of ethnic, racial, minority students, they must
6 be created, supported and expanded and allowed to make
7 their valuable contributions to our institutions of
8 higher learning. But I will tell you that a minority
9 student center is not going to take care of or
10 adequately address intergroup conflict or tension on
11 the campus primarily because these difficult
12 situations deal with intergroup processes between
13 groups which are significantly different than within
14 group or intragroup dynamics.

15 Two years ago at Arizona State University
16 we had a series of such racial incidents which
17 polarized and disrupted the campus. But in our case,
18 a coalition of many students calling themselves
19 "Students Against Discrimination" including African
20 Americans, Chicanos, gay, lesbian and bisexual
21 students, white males, women, Asians, American Indians
22 and students with disabilities met with our
23 administration and asked that Arizona State University
24 created an intergroup relation center to specifically

1 address intergroup issues of conflict, cooperation,
2 friendship, discrimination, communication, group
3 privilege, stereotyping, all working with students,
4 faculty and staff. Thanks to our president, Dr. Coor,
5 and the provost, Milton Glick, the Intergroup
6 Relations Center currently has a staff of four which
7 will eventually grow to seven plus a budget of over
8 \$300,000. The mission of the Intergroup Relations
9 Center is to promote positive intergroup relations
10 among students, faculty and staff and improve the
11 campus climate for diversity.

12 Thus, the Arizona State University model
13 includes both programs and initiatives that
14 specifically address intragroup processes. We have
15 many programs that are directed at minority students
16 and other specific groups. But we also have now
17 programs that are addressing intergroup dynamics
18 involving many different groups. My comments today
19 focus on the intergroup portion of our model, although
20 I will state that both processes, intergroup and
21 intragroup, are not mutually exclusive, but rather
22 work together in pursuing mutual and different
23 outcomes.

24 Thus, it is clear that the Arizona State

1 University model has at its center this idea of
2 intergroup relations, interaction among many different
3 groups. But besides this particular facet, what makes
4 the center unique philosophically, theoretically, and
5 programmatically?

6 With respect to philosophy, the Center is
7 operating under principles supported by research that
8 has already been outlined here, that diversity is an
9 asset, rather than a liability. For too long,
10 colleges and universities have assumed that if you
11 bring large numbers of people from many different
12 backgrounds together on a campus, that they, on their
13 own, will interact, share their cultures, and teach
14 each other about diversity. Most anthropologists will
15 tell you otherwise. First, whenever contact between
16 individuals from different backgrounds occurs, their
17 different customs, traditions, languages and values
18 tend to clash and cause misunderstandings. Second,
19 interaction with individuals who are different is
20 fraught with anxiety, misunderstandings, conflict and
21 tension. Thus, people have little motivation for
22 interacting with individuals from diverse backgrounds.
23 Most of us, no matter which background we are from,
24 students, faculty, staff, White, Chicano or other

1 groups, have a tendency to stick with their own group
2 because they make us feel comfortable. They reinforce
3 our values. We get to practice and promote our
4 culture and in some cases these groups are "safe
5 spaces" on very hostile campuses.

6 That's okay. I don't find these "social
7 support networks" and group-centered organizations
8 troubling. And by the way, I choose to call this
9 behavior social support activities, rather than the
10 negative and narrow term "self-segregation" because
11 the latter descriptor negates the positive processes
12 related to individuals coming together as a group.

13 What I do find troubling is the lack of
14 opportunities or the lack of programs on most college
15 campuses for structured and deliberate intergroup
16 contact with the objective of achieving specific
17 institutional and student outcomes such as greater
18 intergroup understanding, global thinking,
19 crosscultural competence, intergroup cooperation, and
20 a decrease in stereotyping prejudice, and
21 discrimination. When you begin to take this approach
22 as a university, then diversity becomes an asset and
23 each college or university needs only to utilize that
24 and craft it in order to achieve these outcomes. The

1 presence of African Americans, Latinos, men, women,
2 students with disabilities, whites and white males
3 becomes a very valuable resource.

4 And that's exactly what is taking place at
5 Arizona State University via the Intergroup Relations
6 Center. We have a variety of initiatives underway,
7 designed to capitalize on diversity by structuring
8 interaction between groups. Our strategies include
9 dialogue groups, retreats, in-class workshops,
10 community service and single day workshops. For
11 example, Leadership 2000 is a four-day retreat for 80
12 ASU students in which they are taught theory and also
13 participate in small group dialogue all presented in
14 a very interactive fashion. The point is that they
15 have to interact with each other. Voices of Discovery
16 is a 200 student six-week program, two hours per week,
17 involving 13 different small group discussions
18 between, for example, African Americans and Whites,
19 Latinos and Whites, males and females, gay, lesbian,
20 bisexual, and heterosexuals, and athletes and
21 nonathletes. The objective of the program is to
22 increase greater intergroup understanding, decrease
23 stereotypes, and promote identity development. This
24 intergroup dialogue idea is actually not new. The

1 University of Michigan has had a program for a while
2 and now these programs are starting to spread
3 throughout the United States.

4 A third program is called "On Becoming an
5 Ally." This is a workshop that teaches students about
6 oppression and discrimination and learning to take
7 action in order to end discrimination against all
8 groups. The goal is to develop a new group of people
9 called "Allies" very similar to Jennifer who was
10 talking about promoting the agendas of many different
11 groups, not just her own. With respect to faculty, we
12 have a program called "Diversity in the Classroom:
13 Problems and Prospects." It's a four-week faculty
14 workshop series which brings faculty together to
15 interact, to dialogue about these difficult issues in
16 a very practical way and how diversity plays out in
17 the classroom.

18 We have other examples of programs that
19 are taking place on the campus at cross cultural
20 community service, the alternative spring break,
21 Martin Luther King Plunge and then the Leadership
22 Institute which is targeted for Latinos but has an
23 intergroup relations component.

24 Let me close by just reading a couple of

1 the quotes that students have given us as a result of
2 participating, particularly in the dialogue groups.
3 Here's an African American female who participated in
4 the African American/White dialogue group. This is
5 what she said: "I learned that white people are
6 willing to listen and try to understand."

7 Here's a white male who participated in
8 the African American/White dialogue group: "I learned
9 about how blacks feel and that they don't all see me
10 as a racist."

11 Here's an American Indian male who
12 participated in the American Indian/White dialogue
13 group: "I am more open to Anglo students."

14 A Latina female who said, "I have widened
15 my perspective of whites and other Hispanics. I am
16 glad that I got the chance to participate."

17 To summarize, diversity is an asset on
18 colleges and universities. It's just a matter of
19 structuring the dialogue between individuals in order
20 to capitalize on that diversity and we are certainly
21 doing that Arizona State University.

22 Thank you.

23 (Applause.)

24 CHAIRMAN FRANKLIN: We're running just a

1 little behind. Thank you very much. I hope the
2 questions will be brief and succinct.

3 Governor Winter?

4 GOV. WINTER: Mr. Chairman, let me refer
5 an inquiry to my good friend, Dr. Francis.
6 Unfortunately, there's a lot of confusion about the
7 concept of Affirmative Action these days. What you
8 are doing at Xavier, it seems to me, with your summer
9 institutes and your reaching out to the secondary
10 schools is Affirmative Action in its finest sense.
11 Not only do you increase the pool of eligible
12 students, but you have a leg up in recruiting them for
13 your university.

14 Why can't more universities and colleges
15 across this country do what you are doing?

16 MR. FRANCIS: Governor, that's a good
17 question and I tell my colleagues that they should be
18 doing it, number one, as a vested interest. I recruit
19 a lot of great students like April Lee from
20 Mississippi who the Governor knows, but I can give you
21 a simple answer. They aren't prepared to work hard at
22 it. It takes work and it takes commitment and it has
23 to be constant. It's not an end in itself. It's a
24 journey. And until the rest of the higher education

1 committee decides it's important to do in their own
2 best interests, it's not going to happen.

3 We are now on the World Wide Web
4 explaining everything we do for the entire world and
5 I would hope more of them would do it because it's in
6 our vested interest as well, Governor. Thank you.

7 MR. THOMAS: For Dr. Smith, it's kind of
8 a tough question for somebody that's coming from a
9 Prop. 209 state, but you talked about access and there
10 are people who say well, underrepresentation is
11 different than those who are excluded. Can you just
12 for a little bit about your feelings on that issue?

13 DR. SMITH: I think one of the issues that
14 comes very clear to me is the question of how we frame
15 the notions of access. There are a lot of different
16 levels to it.

17 The first is that in large part,
18 Affirmative Action was put in place to hold
19 institutions accountable for assessing talent. There
20 have historically been talented people who are
21 excluded. So one of my issues is that we have to be
22 clear not to assume that the only issue in Affirmative
23 Action is to level the playing field, because in fact,
24 there historically have been just extraordinarily

1 talented people that institutions have been incapable
2 of seeing because of their race and gender, and that
3 part of the question is that it's been the surrogate
4 for us to take seriously that issue. So that's one
5 issue about access.

6 The other issue is how we identify talent.
7 And what my public university system in my state has
8 decided to decide, has had a policy probably for
9 expedient sake that talent is to be assessed by two
10 numbers. And we have known for years that talent
11 cannot be assessed by two numbers, and in fact, if you
12 look at the amount of reliability that those numbers
13 give you from a research point of view it's not very
14 high. Eighty-five percent of a person's success will
15 be determined by things other than those two numbers.
16 So we have to make sure that our system and in fact,
17 private research universities in this country have
18 long known that. They don't want to use just two
19 numbers. So in my state we've allowed the discussion
20 about Affirmative Action and access to be framed in
21 ways that are quite problematic and I think if we
22 talked about it in terms of institutional
23 accountability, the benefits of diversity and also how
24 it is we identify talent, we would be in much better

1 shape.

2 CHAIRMAN FRANKLIN: Let me thank the panel
3 for these very, very excellent statements on diversity
4 and the extent to which there is access to diversity
5 at the present time.

6 We're going to adjourn now for -- we have
7 some press availability that we want to extend to the
8 Members of the Advisory Board and there is lunch
9 following that next door for those people who are
10 going to have lunch, particularly Members of the Board
11 and some faculty, staff and students here and we're
12 going to have for a change, a working lunch. We'll
13 extend this discussion and then we will return here
14 for the final panel which will begin at 1:45, so if
15 there's nothing more we will adjourn until 1:45.
16 Thank you.

17 (Applause.)

18 (Whereupon, at 12:12 p.m., the meeting was
19 recessed, to reconvene at 1:45 p.m., Wednesday,
20 November 19, 1997.)

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A F T E R N O O N S E S S I O N

2:10 A.M.

CHAIRMAN FRANKLIN: Our third and final panel this afternoon will discuss methods, various methods that are being used to promote inclusion, to promote diversity in higher education.

I'm going to ask the panelists to confine their formal remarks to between five and ten minutes, after which we'll have an opportunity to discuss what they have been talking about.

1 I'm going to introduce the panel, the
2 entire panel and then they can speak in the order that
3 I have introduced them. After that, we can have a
4 discussion.

5 Our first speaker is Professor Mari
6 Matsuda, who is Professor of Law at the Georgetown
7 University Law Center. Ms. Matsuda has taught also at
8 the University of California at Los Angeles Law School
9 and at Stanford Law School. She's written extensively
10 about issues and race in law. Today, she will discuss
11 the importance of Affirmative Action as one tool to
12 promote diversity in higher education.

13 She'll be followed by Dr. Arnold Mitchem
14 who is Executive Director of the National Council of
15 Educational Opportunity Associations, a position he's
16 held for more than ten years. The National Council is
17 a leading higher education advocacy group committed to
18 advancing equal opportunity in education and promoting
19 diversity in America's colleges and universities.

20 Dr. Mitchem is going to provide an
21 overview of numerous tools being used to increase
22 minority participation and diversity in higher
23 education, focusing especially on what he calls Trio
24 Programs.

1 And then our third speaker will be Dr.
2 Joseph McDonald who is President of Salish Kootenai
3 College, an independent tribal community college in
4 Montana. Dr. McDonald has been president of this
5 institution for about 20 years and will speak
6 primarily about the role of community college and
7 tribal colleges as bridges which move students who
8 perhaps would not otherwise receive a college
9 education into higher education using the course or
10 the route of community colleges on to four year
11 colleges and universities from that point.

12 We're delighted to have the panel this
13 afternoon and I am delighted to introduce Professor
14 Matsuda.

15 MS. MATSUDA: Thank you, Dr. Franklin. It
16 is indeed an honor to speak before such a
17 distinguished body.

18 I think I'll begin the way I always do
19 when I speak on the topic of Affirmative Action and
20 that's by saying that I am a beneficiary of
21 Affirmative Action. And when I say that I don't mean,
22 specifically do not mean, that I benefitted ever from
23 quotas or that I ever had a job or an educational
24 opportunity that I was unqualified for. I simply mean

1 that doors were open for me and I was allowed to enter
2 rooms where no one who looked like me had ever been
3 welcome before because of an important part of our
4 civil rights remedies called Affirmative Action.

5 So I consider myself a grateful child of
6 the Civil Rights Movement and someone who appreciates
7 the commitment that this nation has made to end
8 segregation in education and in the work place.

9 You've already heard today why we need
10 diversity in higher education and more broadly in
11 making this country competitively economically.
12 You've heard of successful programs for increasing
13 diversity and I think you'll hear more about that from
14 my co-panelists.

15 What I would like to do is to specifically
16 celebrate one device that I consider the most
17 significant among the many methods that we use to end
18 segregation and that is Affirmative Action. This
19 device has been a success story in the universities.
20 In the second half of this century we have watched the
21 finest universities in this land integrate their
22 faculties, their administrations and their student
23 bodies beyond what any one would have dreamed possible
24 in the first half of this century.

1 And amid all the talk about problems with
2 Affirmative Action and a growing crisis of racial
3 division, I ask that we remember this, that in our
4 time men stood in the doorways of schools and
5 universities and said that segregation now,
6 segregation forever. In our time, women were turned
7 away from the Ivy League schools that were considered
8 the most prestigious pipelines to positions of
9 leadership in this nation. And in our time, the
10 American citizenry came to understand these exclusions
11 as wrong. This remains an enduring source of our
12 national pride, that we were able to change. We now
13 have a national consensus that segregation hurts
14 everyone and we have a tool that works to end that
15 segregation.

16 By Affirmative Action I mean changing
17 business as usual to assure that the talents of
18 traditionally excluded groups are brought to the
19 university. The specifics of how to do this will not
20 necessarily change from institution to institution,
21 but they include and must include considering race and
22 gender as factors in admissions, hiring and
23 promotions.

24 The universities did not go from

1 monocultural to multicultural without a purposeful
2 plan to do this. And many, if not most, of our
3 institutions of higher education still have miles to
4 go. The forces that support the status quo are too
5 powerful. To mention just a few and I wish I had more
6 than ten minutes because the list could go longer --
7 we have admissions processes that give preferences to
8 children of alumni and to major donors. We have
9 practices in the university that favor those who are
10 sponsored by prominent politicians or friends and
11 relatives of insiders. We use a testing system that
12 favors the offspring of college educated parents. And
13 we have in most of the public schools where minority
14 students are concentrated an absence of test
15 preparation programs and college application
16 assistance of guidance counselors.

17 We have entrenched cronyism in hiring
18 networks, and as someone who has served on faculty
19 hiring committees I could go on and on about some of
20 the problems with that process. We have explicit
21 favoritism in both admissions and in hiring for those
22 who have name brand elite preparatory educations and
23 most significantly, we have a stark disparity between
24 the best and the worst in primary and secondary

1 education in this country in the pipeline that's
2 feeding into the universities.

3 In supporting Affirmative Action as an
4 important means to work against this disparity, I
5 think it's important to emphasize that Affirmative
6 Action does not trump merit. Affirmative Action is
7 about opening up educational cartels to competition.
8 This increased competition increases the merit that we
9 see in the universities. You can look at schools like
10 the University of California at Berkeley before the
11 most recent assault on Affirmative Action there.
12 That's a school that became more selective, more
13 competitive and more recognized as a premiere
14 institution as it became more multi-cultural. It is
15 no accident that universities that are considered the
16 best in this country in terms of both scholarly
17 production and the vibrancy of the educational process
18 are also the schools that have the most diversity.

19 Show me a monocultural university and I'll
20 show you a university that's struggling against
21 mediocrity. I'd like to tell a couple of brief
22 stories from the classroom because I think it's
23 important for those of us in education to talk about
24 the way Affirmative Action affects us in our work and

1 in what we do as teachers.

2 I spoke recently with a professor at a
3 western university and he's teaching a class in race
4 relations. All of the students in his class are white
5 and he lamented how difficult it is to get a good
6 discussion about race in that classroom. The students
7 say things like that "Well, if there were a black
8 person here I think this is what they might say about
9 this issue." And I would disagree with them if they
10 said that. This is what I would say, "You can't have
11 a conversation about race when half the people are not
12 in the room and I think we're cheating our students if
13 this is the best we have to offer them."

14 I'd like to contrast this with a story
15 from my own law school where one of my colleagues is
16 teaching a class on criminal procedure in a classroom
17 that is diverse. He showed a film of an actual
18 interrogation by the police of a criminal suspect and
19 at the end of the interrogation the suspect confesses.
20 Now it's a very important legal distinction whether
21 the confession was coerced or not, so he asked the
22 students was this coerced? Almost all of the white
23 students felt that it was a reasonable interrogation.
24 There was no coercion. All of the students of color

1 felt that there was coercion. And then a student who
2 was reporting this back to me says we had a discussion
3 and all hell broke loose.

4 Now my colleague, fortunately, is a good
5 teacher and he can handle some heat in the classroom
6 and in the discussion that took place after that
7 experience which was a heated discussion, the students
8 learned something very important about different
9 perceptions that different people, depending on their
10 racialized experience in this country might have when
11 they're looking at the facts about law enforcement.

12 I would not want to send a law student out
13 into the real world to practice in American courtrooms
14 without having had that experience, without having had
15 those hard discussions with classmates about
16 differences in perception that break down sometimes
17 along racial lines.

18 Thus, I see diversity in law schools as
19 part of educational excellence. It's about teaching
20 the best students to be the best lawyers that they can
21 be.

22 Now I've heard, as I've talked about
23 Affirmative Action around the country, complaints that
24 it causes racial division. I believe that in fact the

1 opposite is true. If you walk down a city street and
2 you see a mixed race group in this country, people
3 laughing, socializing, interacting with each other,
4 chances are they met at work or at school, two places
5 where we have used Affirmative Action to begin to have
6 real integration and to bring people of different
7 backgrounds together.

8 President Clinton has remarked "we are a
9 nation troubled by social segregation." In our
10 neighborhoods and in our places of worship, in our
11 social gatherings, it is still rare to see people of
12 different cultural backgrounds mixing. One of the
13 results of this is a lack of comfort with difference
14 and an easy assimilation of racial stereotypes. The
15 universities are one place where we have worked to
16 change this.

17 Many students report that their first
18 significant experience of interaction with someone of
19 a different race takes place when they go to college.
20 This is where they begin sharing housing, sharing
21 meals, sharing in debate and discussion across racial
22 lines.

23 I think many of us in this room are old
24 enough to remember a time before Affirmative Action

1 when racial resentment and division were well
2 established. The problem of racial resentment was
3 laid at our feet by a history that we did not write.
4 It precedes Affirmative Action and therefore ending
5 Affirmative Action will not end it. In fact, ending
6 Affirmative Action will increase segregation and
7 decrease the opportunity for Americans to look
8 difference in the eye, to understand that behind every
9 stereotype is a real human being, rich with human
10 complexity.

11 I am opposed to the use of race and gender
12 conscience schools alone without other efforts to
13 increase diversity, including in the university's
14 academic support, outreach, early intervention,
15 financial aid and restructuring a myriad of university
16 practices in order to make our universities more
17 welcoming to people of all backgrounds. Nonetheless,
18 I support Affirmative Action as it has been used at
19 universities like my own because nothing else is as
20 effective in combating institutionalized race and
21 gender exclusions.

22 Most of the arguments that you've heard
23 today are in the pragmatic and the utilitarian
24 traditions. We don't have all the answers, but here

1 are some things we know have worked and this is in our
2 collective self-interest. In our pursuit of critical
3 thinking in the universities, in preparing our
4 students for a globalized economy, we need Affirmative
5 Action. We need diversity. I think these are good
6 arguments, but I do feel that universities have an
7 ethical and moral obligation that transcends these
8 arguments. To the extent that there remain pockets in
9 this nation without hope, to the extent that there
10 remain children for whom higher education is a fantasy
11 and families toiling for generations without seeing
12 any of their own go to college, we have failed in our
13 obligation to democracy and to our own souls. While
14 the practical arguments in favor of Affirmative Action
15 are many, they're eclipsed by moral arguments.
16 Universities are tax exempt, publicly supported
17 institutions. And they have obligations to the public
18 good. I believe universities belong to everyone and
19 they should have no doors, no gates or no walls. This
20 is a utopian vision that is not lived at my university
21 or elsewhere where we have our own private police
22 forces to make sure that the have-nots don't come in
23 and walk off with our computers.

24 A person who knows how to use a computer

1 doesn't need to steal one. A heart truly touched by
2 the humanities loses the capacity to dehumanize
3 others. We are miles from fulfilling our ultimate
4 obligation to make education available to all and thus
5 miles from home.

6 Affirmative Action is one step. It has
7 worked. I hope this Board will meet on its journey
8 during this very important year of work some of the
9 very many beneficiaries of Affirmative Action who are
10 contributing to the wealth and well-being of this
11 nation. Many are the first generation in their family
12 to go to college, the first breaking down barriers of
13 race and gender where they work and they are using
14 their education to help others.

15 Affirmative Action in higher education has
16 made this possible.

17 Universities at their best are a nation's
18 conscience. When our social structures are slow to
19 accept integration, the universities can lead. At
20 times we have done this with great success. Come to
21 our campuses and watch our students argue in the
22 classroom. Watch them toss frisbees on the green and
23 dance at parties that start after midnight. They are
24 living, some of them in pockets of intercultural

1 mutuality created by Affirmative Action and it is a
2 lovely sight. It looks like America. It is not
3 always easy, but sometimes it's fun and sometimes it
4 represents the great glorious promise of all that this
5 nation can be.

6 Thank you.

7 (Applause.)

8 CHAIRMAN FRANKLIN: Thank you very much.
9 Dr. Mitchem?

10 DR. MITCHEM: Thank you, Mr. Chairman, I
11 very much appreciate the opportunity to discuss with
12 you today the many approaches that America's colleges
13 and universities are employing to promote diversity
14 on their campuses. Throughout my remarks, I will use
15 the term "opportunity programs" interchangeably with
16 the term "diversity programs." I do so both because
17 I believe that this is how these programs are known in
18 low income and minority communities and because, in my
19 view, there remains broad-based public support for
20 promoting opportunity through higher education.

21 Let me begin by saying that policy makers
22 generally agree that there are two sets of barriers
23 which limit the participation of so-called
24 disadvantaged individuals in higher education. The

1 first is financial. The second set of barriers
2 include a range of social and cultural factors which
3 include lack of information about college, lack of
4 peer and parental support for college attendance and
5 inadequate academic preparation for college.

6 At times it is assumed that there is a
7 large array of diversity efforts on our college
8 campuses supported with state, private and
9 institutional funds and that they somehow can be
10 distinguished from federally funded efforts in terms
11 of design or some other factor. Mr. Chairman, I do
12 not believe that this is the case.

13 I have found that regardless of funding
14 source, most programs provide services from an array
15 which includes providing information about college
16 opportunities, providing assistance in high school and
17 college course selection, providing assistance in
18 completing college and financial aid applications,
19 providing assistance in preparing for college entrance
20 exams, providing exposure to college campuses for
21 pre-college students, providing internship
22 opportunities, offering special summer sessions for
23 high school students or for undergraduates prior to
24 their freshman year, exposing students to cultural

1 events and academic programs not usually available to
2 disadvantaged youth, providing personal and career
3 counseling, providing tutorial services, providing
4 mentors and offering supplemental instruction or
5 seminars.

6 Now it is generally recognized that the
7 Federal Government provides about 15 percent of the
8 resources which support higher education in this
9 country. What is less often noted is the significant
10 role that the federal government plays in funding
11 opportunity efforts. The federal government today
12 funds fully 75 percent of student financial
13 assistance, monies aimed at addressing the financial
14 barriers which limit opportunities for disadvantaged
15 students to enter college. Most observers report that
16 an even larger share of the resources aimed at
17 addressing the other set of barriers, the social and
18 cultural barriers which I spoke of earlier, are also
19 being financed by the Federal Government.

20 I want to turn specifically here to the
21 Federal Trio programs. The Trio programs are the
22 largest single effort in the United States to address
23 social, cultural, informational and academic barriers
24 to college entrance and graduation. Presently, over

1 1100 colleges and universities and 150 community
2 agencies sponsor Trio programs. These efforts, which
3 operate in all 50 states serve 700,000 youth and
4 adults annually. The earliest of the five Trio
5 programs and the most well-known is Upward Bound which
6 this campus enjoys.

7 Trio programs employ five distinct
8 strategies which work with students and out of school
9 individuals from the sixth grade through college
10 graduation. Funding in some Trio programs,
11 particularly talent search and educational opportunity
12 centers makes it possible to provide only limited
13 interventions or we call them light interventions.
14 Career counseling, information about college
15 opportunities, admissions requirements and financial
16 aid available and assistance in completing aid in
17 admissions applications. Other Trio programs, like
18 Upward Bound, which works with high school students
19 and student support services which works with college
20 undergraduates provide more intensive academic support
21 in addition to counseling and information services.

22 This might include summer programs,
23 tutoring, mentoring, special seminars and workshops
24 and development or supplemental instruction. The most

1 recently authorized Trio program, the Ronald E. McNair
2 Post-baccalaureate Achievement Program, is designed to
3 increase the number of low-income students and
4 minority students entering doctoral programs and
5 provide them research opportunities as well as other
6 academic support.

7 Nationally, students in Trio programs are
8 remarkably diverse. Thirty-nine percent are white.
9 Thirty-six percent are African American. Fifteen
10 percent are Latino. Four percent are Asian. And five
11 percent are Native American. The administrators,
12 counselors and faculty who work with these students
13 are equally diverse. What is common across the Trio
14 programs is the class background of the students.
15 Trio programs are focused on students whose family
16 income falls below 150 percent of the poverty level,
17 approximately \$24,000 for a family of four, where
18 neither parent -- neither parent -- has graduated from
19 college.

20 The decision to focus Trio programs on low
21 income, first generation students and the decision not
22 to use race or ethnic specific eligibility criteria
23 for Trio was a deliberate one, Mr. Chairman.

24 Prior to the 1980 Reauthorization of the Higher

1 Education Act, Trio professionals from ten regional
2 associations developed a consensus position on
3 eligibility which was recommended to and accepted by
4 the Congress. This decision on eligibility was, I
5 believe, a crucial one for it allowed Trio to build a
6 national coalition of supporters. This in turn is
7 related to the broad base of public and political
8 support which Trio enjoys today. As a result of that
9 support, the Trio appropriation has increased \$382
10 million or 259 percent since 1980. In fact, it has
11 increased \$111.5 million or 27 percent between FY 1994
12 and FY 1998.

13 Let me say a word about state supported
14 programs. A range of states also sponsor programs
15 designed to promote diversity and opportunity in
16 higher education. Like Trio, state funded efforts
17 work with students at both the pre-collegiate and the
18 collegiate levels. Often, they too, are focused on
19 individuals from low-income backgrounds or students
20 from particular areas or schools within a state,
21 rather than on individuals from specific racial or
22 ethnic groups.

23 Governor Kean, and I'm sorry he's not here
24 this afternoon, of course, is really an authority on

1 these efforts because he was the architect when he was
2 in the New Jersey legislature of the Educational
3 Opportunity Fund, which is the grandfather of these
4 types of state efforts, next to the California EOP, I
5 should add, for my California friends. The Fund,
6 which was created in 1968 when Governor Kean sponsored
7 the legislation to authorize it, supports about 13,000
8 undergraduate students in new Jersey, providing both
9 supplemental financial aid for low-income students,
10 and outreach and support services at 28 public and 13
11 independent institutions in the state. In 1996, 40
12 percent of the students funded by EOF were African
13 American, 40 percent were African American. Thirty
14 percent were Latino. Nineteen percent were white.
15 Eight percent were Asian, and 3 percent were other.
16 One institution with an EOF program is, of course,
17 Drew University. The Educational Opportunity Scholars
18 program at Drew supports 87 students with academic and
19 personal counseling, college and career workshops,
20 information on graduate education and ESL
21 instructional assistance. In Michigan, we have the
22 Martin Luther King/Cesar Chavez/Rosa Parks Initiative.
23 It's another example of a pre-collegiate program
24 similar to the services provided by the federal Trio

1 Talent Search programs. The King/Chavez/Park
2 Initiative has served 17,000 to 20,000 students,
3 grades 6 to 11, each year at 15 campus-based locations
4 in Michigan since its inception in 1987. I could go
5 on and on, but I'm running out of time, Mr. Chairman.

6 Let me conclude by saying this, many
7 institutions, both public and private, provide
8 institutional support to underwrite opportunity
9 efforts on their campuses. For example, prior to
10 assuming my current position here in Washington, I
11 directed the Educational Opportunity Program in
12 Marquette University in Wisconsin. That program works
13 with 190 secondary students and 300 undergraduates.
14 Currently, it receives \$403,000 in Marquette money,
15 institutional support for opportunity services, \$1.9
16 million in Marquette money for student financial aid,
17 and \$1.2 million in federal funds or Trio funds to
18 support that effort. Here, at the University of
19 Maryland, \$354,000 in institutional funds is combined
20 with \$274,000 in Trio funds to support 500
21 undergraduates in the Academic Achievement Program
22 which indeed contributes to the University of
23 Maryland's diversity effort.

24 In conclusion, I want to thank the

1 Commission for your foresight in examining opportunity
2 programs in higher education today. I believe that
3 the diversity and breadth of the support they receive
4 is indicative of how deeply committed Americans are to
5 opportunity. Moreover, I would suggest an examination
6 of the history of the establishment and growth of the
7 multi-racial, multi-ethnic coalition which supports
8 opportunity programs, is something that the Commission
9 might consider doing.

10 Thank you again, Mr. Chairman.

11 (Applause.)

12 CHAIRMAN FRANKLIN: Thank you very much.

13 Dr. Mitchem.

14 DR. McDONALD: Chairman Franklin, Members
15 of the Advisory Board, my name is Joe McDonald. I am
16 the president of Salish Kootenai College on the
17 Flathead Indian Reservation in western Montana. I am
18 half white and half Indian. Some people would say I'm
19 a "half breed." Some meaner people would say I'm a
20 "breed." Out on the prairies, sometimes we're
21 referred to in even worse terms than that.

22 I come from the great state of Montana
23 that bred the Unabomber and the Freemen and we had to
24 do away with our speed limit because of that.

1 (Laughter.)

2 My life has been dedicated to education.
3 I've been at it for quite a few years and I believe
4 that properly done that education can really eradicate
5 racism in this country of ours. I firmly believe
6 that.

7 I want to tell you about a group of
8 colleges that create diverse campuses and serve as a
9 pipeline to baccalaureate degree granting colleges and
10 universities and also serve and train a workforce for
11 our nation's government and for our private sector.
12 This group of colleges is the community colleges.
13 There are some 1300 in the United States. For a while
14 I served on the Board of Directors of the AACCC and got
15 very well acquainted with them. They're generally
16 commuter colleges and very few of them have
17 dormitories and they're made up of the ethnic groups
18 and the religious groups and the political groups that
19 make up the communities that they serve. And in
20 general, the student bodies are very diverse. Out in
21 the rural areas of Montana, of course, we don't have
22 quite the diversity that you'd have in California,
23 Michigan or other states.

24 These colleges successfully start many,

1 many students off to get their beginning degree, their
2 two-year associate degree or get their basic skills
3 and then go on to a baccalaureate degree school. I
4 think they create diversity because the cost of
5 attendance is very low and they can afford to go.
6 There is very little admission criteria, except that
7 they be 18 years of age, they have graduated from high
8 school or they have a GED or they have the ability to
9 benefit from college. Financial aid is available at
10 these colleges. There are developmental studies that
11 are provided and provided in a way that students don't
12 feel put down by being in those classes. There's a
13 wide variety of course offerings. The community
14 college is able to respond quickly to needs of job
15 opportunities in the community, some training or
16 something that the government needs and the student
17 body is made up of people of all ages and coming for
18 a variety of reasons. I listed some of them. They
19 may be a widowed spouse. They may be a recovering
20 alcoholic, somebody that's stopped out of the
21 university and has come home, maybe a career change if
22 the plant closed or the mill closed, and a person
23 caught in welfare reform.

24 The campus has very few elitist groups.

1 I wouldn't say no elitist groups, but very few. Very
2 few of the campuses have fraternities and sororities.
3 And the students get jobs upon completing or they go
4 on to a baccalaureate degree granting program.

5 Amid these 1300 community colleges are 30
6 tribal colleges, colleges that have patterned
7 themselves after the community college model because
8 it has been so successful. The college started since
9 roughly the late 1960s, pretty much through the 1970s
10 and the 1980s. And of our 30 Tribal Colleges, we have
11 two that are vocational schools. We have two that are
12 residential campuses. We have some of them that grant
13 baccalaureate degrees. One is a university. But they
14 all follow the community college model. They exist on
15 very, very scarce resources. They serve extremely
16 isolated areas. I know of one community college in an
17 isolated reservation where there's only one store on
18 the reservation. It's just a small one gas pump and
19 a little place where you can get some candy bars and
20 a few household items. SO they're very, very
21 isolated. But they provide educational opportunity to
22 the most underserved and I think racially persecuted
23 group in America, the American Indians.

24 In Montana, there are approximately 4,000

1 American Indian students in the colleges in the state
2 and all of the post-secondary educational schools in
3 the state, when you add up the Indians attending,
4 there are 4,000. Of the 4,000, 3,000 are in the seven
5 Tribal Colleges in Montana. In 1976, the year my
6 college was established, at Montana State University
7 in a graduating class of 1600, there was one American
8 Indian in the class. Last year, in my college alone,
9 we had 130 American Indians in the graduating class.
10 Montana State's enrollment had increased and they had
11 over 40 receiving degrees at Montana State University.
12 I think much of the improvement of Montana State
13 University was due to this pipeline that we created.

14 This model is a model that works. It
15 works to encourage the underserved, the rurally
16 isolated reservation people to attend college and
17 improve their quality of life. It's a model that
18 nationwide serves over 20,000 American Indian
19 students. It adds this number of American Indian
20 students to the total mix of students, minority
21 students attending college throughout the United
22 States, and improves the overall diversity of our
23 college populations.

24 How do our Tribal Colleges work that's so

1 successful that they've been able to be successful and
2 mainstream institutions who were so unsuccessful in
3 the past? One thing, they're tribally controlled.
4 They're tribally established. The programs are local
5 and they don't have to commute away. They can do that
6 local. We maintain as low a cost as possible. Our
7 admissions are open. Many of our Indian people have
8 not finished high school. Many of them have not
9 finished the eighth grade, but we find when we bring
10 them in and get them in developmental studies, they
11 learn very quickly. They've already got the basics
12 and they learn very quickly. The courses are rich in
13 Indian culture and each student is treated very
14 personably. They're treated like they're precious and
15 with as much tender, loving care as possible and they
16 really respond to this. The course work is well
17 planned. It's relevant in content. We try to keep it
18 as hands on as possible and involved as possible.

19 In my college, Salish Kootenai College, we
20 have an enrollment of 1200 FTE of which 900 are
21 American Indians, 300 are non-Indians or white people.
22 This quarter we have 44 different Tribes represented
23 in our student body. We grant two baccalaureate
24 programs, several associate degrees and several two

1 year certificate programs.

2 Our students are very successful in
3 finding work upon graduation. Many transfer on to
4 baccalaureate degree programs. We have transfer
5 agreements with public colleges and private colleges
6 in our surrounding area, Montana, Washington. Many of
7 our students go on to complete bachelor and masters
8 degrees. We have three colleges that baccalaureate
9 degree granting colleges that offer their third and
10 fourth year programs on our campus. And so our
11 students can enter those and finish on our campus.

12 People always say well, how do they do?
13 The first word we got from the University of Montana
14 is "those students can't write." And I served as a
15 high school principal for a number of years in western
16 Montana and I'd come back and say well, I've hired a
17 lot of your people that can't write either.

18 (Laughter.)

19 But we've found -- we've studied, we had
20 a graduate student from the University of Montana that
21 studied and he compared the data over a five year
22 period of the students, the Indian students from our
23 Tribe that went to our college and then transferred on
24 to the University of Montana. He compared that group

1 with the students from our Tribe that went directly to
2 the University of Montana. He did all the statistics
3 and protected, this is what he says, for the soundness
4 of research and so forth. It was his master's thesis.
5 He found that our students, who came to our college
6 first, went on to the University, graduated at a
7 faster rate and they graduated at a higher GPA, grade
8 point average, that was earned at the University of
9 Montana. Not one that was carried with them, but
10 their actual earnings at the University of Montana was
11 higher on the average.

12 So this was good news for us. It legitimized us with
13 the University of Montana. It made our students feel
14 good about it and made our Tribe feel good.

15 But if our Tribal Colleges are going to
16 continue to be successful and contribute to our
17 nation's diversity, it needs help in financial
18 resources. We just concluded a recent Carnegie study
19 on our colleges and just published this spring and
20 they recommended that we get the full funding that's
21 authorized by Congress, \$5820 per Indian student.
22 We're far from that. We're at about \$2900 per Indian
23 student.

24 Paul Boyer in the report work, "For Tribal

1 colleges, the federal government remains the only
2 consistent source of financial support and the
3 Tribally Controlled Community College Assistance Act
4 is their lifeline."

5 If we're going to continue to be a
6 positive force in eradicating racism, we need the
7 support of groups like this of the Advisory Board.

8 I'd like to thank you at this time for
9 your monumental task that you've taken and for giving
10 me the opportunity to present our case before you.

11 Thank you.

12 (Applause.)

13 CHAIRMAN FRANKLIN: Thank you very much.
14 Would the Members of the Panel want to raise questions
15 with the -- would the Members of the Advisory Board
16 want to raise questions with the panel?

17 I have a question for Dr. McDonald. Dr.
18 McDonald, I'm wanting to know what is the relationship
19 between the Tribal Community College and the Community
20 College systems that are supported, usually by the
21 state.

22 DR. McDONALD: In Montana, we have three
23 community colleges. In North and South Dakota there
24 are hardly any. When we got our act passed, we were

1 able to draw a big map of the whole United States and
2 pinpoint -- we drew the Reservations in in Montana and
3 North and South Dakota, Arizona. Then we pinpointed
4 all of the colleges, a huge map, that are available
5 and there was a big vacant area where there was a
6 Reservation, a large Reservation. There just weren't
7 any. It was a real selling point with Congress. In
8 Montana, we have three state-supported community
9 colleges and they serve in isolated areas in eastern
10 Montana. One at Cow's Bell and we work with them. We
11 don't have a lot of meetings with them, but we work
12 most closely with the university system, with the
13 Board of Regents, Commissioner of Higher Education,
14 the President of Montana State University, the
15 University of Montana, those are the ones that we work
16 more closely with to try to get joint programs, assure
17 our transferability of our students, keep a good
18 working relationship, stay off their hit list.

19 GOV. WINTER: Mr. Chairman, let me direct
20 his question to no one in particular because I think
21 each of them could be responsive to it, but I have
22 been so impressed with the enlarged understanding that
23 I am arriving at in terms of the meaning of
24 Affirmative Action. We have -- it seems to me we have

1 let others define that in such a narrow, negative way.
2 And I don't see how anybody in this country could
3 disagree with the arguments that have been made here
4 this afternoon.

5 May I ask you how you can suggest to this
6 Board --

7 (Applause.)

8 -- How you can suggest to this Board how
9 we can go about defining Affirmative Action in a
10 positive way so that it will serve all of the American
11 people?

12 MS. MATSUDA: Governor --

13 GOV. WINTER: And be understood by all the
14 American people.

15 MS. MATSUDA: I wrote a book about
16 Affirmative Action precisely because I was just so
17 dismayed at the way I was hearing people talk about
18 it. There was a poll conducted by the Washington Post
19 here in D.C. where they went around asking people are
20 you in favor of racial preferences or not? And people
21 said we're opposed to preferences. But the language
22 of preference does not come out of the Civil Rights
23 Movement. Affirmative Action was intended as
24 something affirmative, it was going to be something

1 that would help all of us by desegregating our
2 institutions and I think we need to get that idea back
3 in there.

4 One thing that I've seen people start to
5 do in the private sector that I think is really
6 exciting is to emphasize that the Affirmative Action
7 initiatives that they're taking are about quality.
8 This is how we're going to get quality because people
9 have put Affirmative Action and quality in two
10 separate boxes and that's part of the lie, I think,
11 that's been told about it.

12 MS. OH: Can you tell us the name of your
13 book and the publisher?

14 MS. MATSUDA: It's We Won't Go Back,
15 Making the Case for Affirmative Action. The publisher
16 is Houghton Mifflin and I co-authored it with Charles
17 Lawrence.

18 DR. MITCHEM: I'm not a wordsmith,
19 Governor, but I think we can take a lot of
20 encouragement and heart out of the vote in Houston
21 recently on Proposition A where the voters indeed
22 voted in favor of something that could be construed as
23 Affirmative Action. It seems to me that they
24 interpreted that particular initiative as one that was

1 -- the thrust was outreach and that indeed that the
2 individuals who indeed would be the beneficiaries were
3 indeed meeting prevailing standards. I think the
4 people who are critics of Affirmative Action have
5 somehow construed it in such a way that we're trying
6 to work with people by suspending standards and
7 somehow we have to play with that. Again, as I said,
8 I'm not a wordsmith. That's why I thought the
9 attorney could take a crack at this question first.

10 DR. McDONALD: I think when people think
11 about doing away with Affirmative Action, they're
12 thinking about race. And they're not thinking about
13 their sisters, their mothers. And we were able to
14 combat it at Montana when the bill came before the
15 legislature last year by rallying up everybody, the
16 women, the people with disabilities, all the people
17 that Affirmative Action affected. I think if we could
18 word it so that people are assured of all of that,
19 then we could have real Affirmative Action in the
20 United States.

21 MS. OH: Could I put a question forward
22 that happened to come up during our lunch? There was
23 an expression of some frustration because we've been
24 talking in terms of diversity in higher education and

1 some of the folks that I was sitting with were asking
2 when are we going to start talking about race and
3 education, how it affects us in higher education and
4 how it has really infected individual lives in
5 communities by the way things are now. I just want to
6 throw that out to each of you in terms of thinking not
7 so much in terms of the word "diversity" but let's get
8 right to race and education, if we might for a few
9 minutes while we're here.

10 DR. McDONALD: I think one of the greatest
11 things we can do with race in our school systems is to
12 study and consider and honor all the contributions
13 that different races have made to our quality of life
14 today and you can't talk about a single one without
15 bringing in many, many qualities, so we learn to
16 appreciate the races and all that they contribute.

17 DR. MITCHEM: Race has become a very
18 difficult topic. It's difficult because some people
19 look at it in terms of the classic dichotomy between
20 blacks and whites and in my judgment, whites are in a
21 sense of denial, but it's got to be more complicated
22 than that because now we can get into the question of
23 what is race, how do you define race. Some would
24 argue that race is an oxymoron, that basically we're

1 really looking at ethnicity and variations on those
2 themes, and so when you put it in the context of
3 multiculturalism which we're doing now as a society,
4 both in modern times and in historical terms it's very
5 difficult to talk about race.

6 MS. MATSUDA: I think people use the
7 language of diversity because it has a softer edge,
8 but I think -- I've been influenced by Dr. Franklin's
9 work, understanding the history of this country in
10 which race has played a significant part. And I think
11 we sometimes kid ourselves into thinking that that
12 history is over and that everyone has an equal shot,
13 but there is a lot of empirical evidence in many
14 fields, whether it is economics, sociology, education,
15 business, that says that is just not true, that you
16 could take two children born in different quadrants of
17 this city, of different races, and you can predict
18 that their life chances are going to be different.
19 And that's an American tragedy that I think we need to
20 come to terms with.

21 So I for one am not ready to stop talking
22 about race, but it is hard. It's a hard conversation
23 to have because of preconceived notions that people
24 have, defensiveness that people have when you try to

1 raise this issue, but just on the way over here I had
2 the experience of driving with a driver who identifies
3 as a person of color, but who looks white and he was
4 telling me about all the times he's been driving white
5 people in his cab, men in suits, of government
6 officials, business people, and hears the racist
7 language that they use in talking about other ethnic
8 groups and how common this is. I think we try to
9 pretend that that no longer exists, but it is still
10 there, and I think it is part of our job as American
11 citizens to confront that and say, "What are we going
12 to do about it, collectively?"

13 CHAIRMAN FRANKLIN: Any questions? I was
14 wondering, Dr. Mitchem, if you view the programs which
15 you have described so graphically and so well, if you
16 review those as supplements to Affirmative Action or
17 replacements of Affirmative Action or just how? I
18 raise that question because there are people who say
19 that one of the things that we should be searching for
20 these days is alternatives to Affirmative Action.
21 They point to what's happening in various parts of the
22 country. They point to 209 in California. They point
23 to Hopwood, etcetera, and they say is it the business
24 of the Advisory Board to be looking for substitutes

1 for Affirmative Action and I raise the question
2 whether or not Trio and the other programs which you
3 described are regarded as substitutes or supplements
4 or what?

5 DR. MITCHEM: Frankly, Dr. Franklin, they
6 could be characterized in all of those ways. It
7 depends upon your perspective and where you want to
8 start in the discussion.

9 There are indeed a lot of class based
10 programs, as I indicated, not race or ethnic based
11 programs. However, as you know, disproportionate
12 numbers of minority Americans are indeed poor, so much
13 like the New Deal, these programs indeed get at some
14 of the misery and agony of those communities and most
15 importantly provide mobility for their children. Now
16 whether it's a supplement of Affirmative Action or
17 alternative Affirmative Action or Affirmative Action
18 with a mask, I'm not sure. But the point is it does
19 indeed move low income Latinos, blacks, Asians and
20 Native Americans forward into the mainstream of
21 American society.

22 CHAIRMAN FRANKLIN: Thank you. Are there
23 any comments any of you wanted to make?

24 Whether these are substitutes or

1 supplements or merely other ways of looking and
2 approaching the problem, I think that it's very
3 important that we regard these efforts as efforts to
4 break down the racial divide, to move the nation
5 forward, to create as much as we can one America for
6 the 21st Century. And I am inclined to ask the Board
7 if it will consent to reporting to the President that
8 this an important effort, that the value of diversity
9 in higher education whether we're talking about
10 substitutes for one kind of action or another, that
11 the total thing is very important in communicating to
12 the American people the value of diversity in higher
13 education and indeed in other aspects of education as
14 well.

15 I think that I do very much appreciate
16 some of the points that you made, Dr. Mitchem, and the
17 others made, as to the relationship between the
18 programs of higher education and the programs in lower
19 or in education below the higher education level.

20 We're going to be talking about that more
21 extensively at another meeting of the Board where we
22 talk about education K through 12 as a very important
23 vehicle for carrying on this program and really moving
24 into higher education and out into the community as

1 well, so that you've got us on a very good start.

2 There might be some who think that we
3 should have started the other way around, but I'm
4 afraid that those of us who have been in higher
5 education so long regard that in this one special
6 instance that maybe the trickle down theory is
7 somewhat better. In any case, we see the connection
8 and we will be making the connection, particularly as
9 we view education K through 12 as a pipeline through
10 which we can move our young people into a better
11 position to access higher education and to profit from
12 it.

13 Are there any other questions on this
14 general question? We've had two, three really very
15 stimulating panels and this, I think, is the
16 conclusion of this part of our program. There are
17 some other things I want to talk about in just a
18 moment. I want to be certain if you want to raise any
19 points or make any observations about what you've said
20 in the first three panels that this is the time to do
21 it.

22 Well, I want to thank you, Dr. Mitchem,
23 Ms. Matsuda and Dr. McDonald for your very important
24 contributions, the way in which you've made it

1 possible for us to look at diversity and Affirmative
2 Action and all the means of broadening and extending
3 our program of accessing these opportunities to
4 everyone. You've enlightened us greatly. We
5 appreciate that.

6 (Applause.)

7 We have not finished by any means. We
8 have another set of problems that we want to discuss
9 before we adjourn.

10 On the 30th of September at our last Board
11 meeting, we discussed and reviewed research about the
12 demographics of race and the nature and extent of
13 racism and discrimination. We were favored with very
14 significant contributions by Reynolds Farley and
15 Lawrence Bobo and John DiVivio, James Jones and others
16 who gave us so much valuable information about the
17 problem of race, the nature and extent of racism, the
18 persistence of it in the United States. And then just
19 last week there were those who had the opportunity to
20 participate in the White House Hate Crimes Conference
21 in which there was some extensive discussion of the
22 problem of race and the relationship of crimes, hate
23 crimes to race. I was unable to be present at that
24 conference. I understand that we learned that there

1 are major shortcomings in the information we gather on
2 hate crimes of all types, including a clear need for
3 better information about hate crimes committed on
4 college campuses.

5 While there is much more that we need to
6 know and discuss about race and the national origin of
7 discrimination, there are several areas in which our
8 Board certainly may wish to provide advice and
9 recommendation to the President regarding the problem
10 of race and discrimination, etcetera.

11 I'd like to make several observations
12 before we move on to that and that is that since our
13 appointment on the 13th of June, we've received
14 collectively and individually a vast number of reports
15 containing data about discrimination and racial
16 disparities that exist in several key areas of our
17 national life. We've learned about discrimination in
18 education, in housing, employment, health and in the
19 administration of justice to name the major large
20 areas in which we've received information. More
21 recently, the initiative staff has provided at my
22 request a summary of key racial discrimination and
23 civil rights enforcement research material that have
24 become very central to our understanding and indeed to

1 our planning for the future.

2 The data we've received and reviewed, as
3 well as anecdotal materials that we all have had
4 coming our way suggest that actionable, illegal
5 discrimination on the basis of race and national
6 origin is still active and the source of harmful
7 consequences to men, women and children who are the
8 targets of this kind of discrimination. Such
9 discrimination in housing, education, employment,
10 especially contribute to the growing isolation and
11 feelings of alienation.

12 These forms of discriminations certainly
13 impede our ability to live and work and grow together
14 as one America, free from prejudicial, stereotyping
15 thinking, stereotypical thinking and discriminatory
16 behavior. Many of these illegal acts can be pursued
17 in the courts by individuals or by the federal
18 government. Generally, existing data and research
19 have not been systematically developed and maintained
20 about discrimination experience by members of minority
21 communities other than for African Americans. There
22 is far less systematically developed and maintained
23 data on discrimination with respect to Asian
24 Americans, Native Americans, including Alaskan Natives

1 and Native Hawaiians and other so-called protected
2 classes. There is growing evidence that Hispanics
3 encounter equal or greater discrimination as African
4 Americans in a variety of communities and in a wide
5 range of areas of economic and social life. Just this
6 past Sunday my local newspaper had a very extensive
7 spread on the enormous increase in the number of
8 Hispanic Americans in the state of North Carolina and
9 the way in which they were suffering from various
10 forms of discrimination and various manifestations of
11 indeed of hate or hostility and surely in economic and
12 social life they have been particularly the targets of
13 these efforts to humiliate and discriminate against
14 them.

15 Information we have received from staff
16 summaries and from other sources also make clear that
17 for the last two decades, for the last two decades
18 civil rights enforcement agencies have had their
19 budgets and their staffing notably reduced while many
20 of their responsibilities have increased. While there
21 have been some increases in funding in recent years,
22 often the funding level has not kept pace with the
23 volume of cases or the need for careful compliance
24 investigations. For example, there are 2,850 full-

1 time staff at the EEOC in 1990, when they were 62,000
2 cases a year, roughly. In 1997, the EEOC has fewer
3 staff members, 2,680 or 170 fewer staff members now in
4 1997 that they had in 1990, although the number of
5 charges in that same period rose to some 80,000 as
6 opposed to 62,000 in the earlier year. In other
7 words, they're expected to do more with less and that,
8 of course, is a very difficult task to undertake, to
9 do more with less.

10 Similarly, the Office of Civil Rights in
11 the Department of Education had 815 staff in 1990 to
12 handle roughly 3,400 cases before them, while in 1997,
13 there are fewer staff, 144 fewer, but over 5200
14 complaints received. There again, the Civil Rights
15 Section of the Department of Education is called upon
16 to do more with less.

17 So the increasing demands of staff make it
18 particularly difficult for these agencies to devote
19 sufficient time and sufficient attention to training
20 staff and providing technical assistance to recipients
21 of federal funds to recognize and act to prevent
22 discrimination.

23 This is especially true for the
24 increasingly subtle and complex forms of contemporary

1 discrimination which have largely supplanted more
2 blatant forms of discrimination typically found in
3 earlier decades. Some have said that discrimination
4 has gone underground, in a sense, but it's
5 nevertheless very potent and very influential.

6 With these observations in mind, I'd like
7 to recommend to the Advisory Board that we forward a
8 recommendation to the President and that he and his
9 staff be requested, respectfully, to give careful
10 attention to the following: (1) strengthening civil
11 rights enforcement programs through the United States
12 so that in the FY 1999 budgets we will help to create
13 partnerships with states and localities that enforce
14 comparable laws to those that operate on the federal
15 level with the goal of strengthening agencies'
16 capacity to effectively enforce the civil rights laws
17 that they administer.

18 Secondly, expanding and strengthening the
19 Federal Government's ability to collect, analyze and
20 disseminate reliable data on the nature and extent of
21 discrimination based upon race and national origin,
22 but of course to the exclusion of data collection on
23 other protected classes.

24 A well-designed and coordinated process of

1 generating relevant indicators would then become a
2 part of the annual report covering such areas as
3 education, health, employment, housing, and the
4 administration of justice. Such a report would not
5 only assist policy makers, but help to increase
6 cooperation among the various federal agencies
7 involved in civil rights enforcement and education.
8 The information will also aid the public by
9 identifying trends and these reports and indicators
10 can be replicated with data for local areas. In this
11 instance, central to our concerns would be the need to
12 significantly improve the level of information about
13 all minority groups.

14 Thirdly, implementing fully the series of
15 bold, new initiatives announced at the White House
16 Hate Conference last week aimed at better data
17 collection, better enforcement, and of course, better
18 prevention. Improved hate crimes prosecutions, along
19 with HUD's initiative to assist victims in hate crimes
20 obtain money damages from their attackers are
21 necessary complements to the improved capacity at the
22 Federal Bureau of Investigation to identify and track
23 trends in hate violence.

24 I would now like to invite Members of the

1 Board to comment on this issue and these
2 recommendations which I am suggesting. We have just
3 a few minutes to discuss them and we will also want to
4 consider issues about discrimination in other's areas
5 such as employment and immigration at subsequent
6 meetings.

7 REV. COOK: Mr. Chairman, can you just
8 repeat the second recommendation, please?

9 CHAIRMAN FRANKLIN: Expanding and
10 strengthening the Federal Government's ability to
11 collect, analyze and disseminate reliable data on the
12 nature and extent of discrimination based on race and
13 national origin.

14 REV. COOK: Thank you.

15 CHAIRMAN FRANKLIN: Yes?

16 GOV. WINTER: Mr. Chairman, I would like
17 to comment briefly. I support fully those proposed
18 recommendations. I do that understanding, as I have
19 said earlier, and on other occasions that I do not
20 regard the ultimate solution to our nation's racial
21 problems and divisions solely a process by which
22 government is involved. I recognize that there must
23 be a continuing strong presence by the Government,
24 both at the federal, state and local level and there

1 must be a reaffirmation of the commitment the public
2 official commitment of this country to eliminate
3 racial discrimination wherever it appears. But having
4 said that, I also bring us back to the ultimate
5 responsibility that each one of us as an American
6 citizen has and that is to do what we can personally
7 and through personal relationships and community
8 relationships and community building, ultimately to
9 bring about an understanding on the part of all of our
10 fellow citizens of the common interest that we must
11 have in building one America. But Mr. Chairman, I
12 move the approval of the recommendations which you
13 have just enunciated.

14 REV. COOK: I would like to second that
15 and I would add to the Governor's comments that not
16 only what we can do personally, but collaboratively in
17 terms of community building, trying to find as many
18 partnerships that we can to forge together faith
19 community and corporate community, academic community
20 and faith community, with as many partnerships as we
21 can forge to expedite this concern.

22 CHAIRMAN FRANKLIN: Thank you.

23 MS. OH: I think we have unanimous support
24 for moving the civil rights enforcement and

1 enhancement of the budget notion.

2 I have other areas that I would like to
3 touch on before we adjourn today.

4 CHAIRMAN FRANKLIN: Yes.

5 MS. OH: Is it appropriate?

6 CHAIRMAN FRANKLIN: Unless it's on this
7 point.

8 MS. OH: No.

9 CHAIRMAN FRANKLIN: Let's get this passed.

10 MS. OH: Nothing further on this point.

11 MS. CHAVEZ-THOMPSON: Nothing further, Mr.
12 Chairman. I wholeheartedly agree.

13 CHAIRMAN FRANKLIN: If there's no
14 objection, we can consider that passed and
15 unanimously.

16 MS. OH: Thank you. I did not want to
17 leave today's discussion without addressing some of
18 the issues and concerns that were raised that I
19 thought were pretty substantial during my luncheon
20 conversation. We did have a working session as it
21 turned out and there was a lot of valuable insight at
22 the table. People have looked at the issue of race in
23 higher education in a way that's slightly different
24 from the way it was presented today.

1 I feel that as a body, as a panel, we need
2 to have the opportunity to think with one another
3 through some of the principles that have been laid out
4 for us and to translate that into something meaningful
5 that can be taken back into institutional settings or
6 local communities.

7 There needs to be what was described as a
8 vertical examination of race in higher education.
9 We've done a good job of what was described as
10 horizontal which was this diversity language and
11 appreciating differences and being as inclusive as
12 possible, but there is a concern about losing the
13 focus on race and this is the President's initiative
14 on race. So there was a suggestion that at some point
15 there needs to be thoughtful consideration given to
16 people who have studied the question of race in higher
17 education within their respective communities, meaning
18 racial communities, I believe. So that's one piece.
19 Another is that in the discussion today, it seemed to
20 me and I don't know if I was the only one that was
21 sensing this, that we had a lot of valuable
22 information given about vision and what we want to
23 strive for and achieve as a society, but we don't want
24 to forget or ignore that there are these real

1 injustices that the American people are asking this
2 initiative to examine and inform as to will these
3 injustices ever be articulated and will there ever be
4 remedies discussed or the potential. I'm not talking
5 about redress. I'm just talking about the problem of
6 discrimination that goes beyond the civil rights
7 enforcement activity.

8 And so it seemed to me that we'd spent a
9 lot of time today on the vision part of this and not
10 on the problem solving part of it which is a lot
11 tougher. It's a lot tougher.

12 CHAIRMAN FRANKLIN: This is what I
13 attempted to address just then. We must look
14 specifically at areas and instances of discrimination,
15 patterns of discrimination, patterns of indeed, first
16 violations of existing laws; secondly, patterns of
17 subtle or overt discrimination that may not be covered
18 by existing laws and surely any practices that we find
19 in housing or in health or in administration of
20 justice or in education, patterns that we find that
21 clearly point to these disparities, these differences,
22 indeed, actions that take us away from the direction
23 that we seek to move, all of those are certainly
24 things that we ought to keep in mind and I appreciate

1 the fact that you and your table mates, among others,
2 saw this and that certainly is in keeping with what I
3 would hope we would be doing anyway. I very much
4 appreciate you calling it to our attention.

5 Is there --

6 REV. COOK: Our luncheon discussion
7 focused a little more on how to really initiate
8 diversity on the campus and that the needs to be more
9 of a focus on the faculty, but in order for that to
10 happen and to engage faculty in the whole area of
11 diversity that the rewards had to change. There had
12 to be some incentives for those who were engaged in
13 promoting diversity and looking at the tenure system
14 which is a great prohibitor, because those who don't
15 have it certainly aren't going to take the types of
16 risks that those with tenure can take. But also,
17 looking at partnering with outside organizations,
18 particularly the corporate world was very intriguing.
19 A lot of partners such as IBM who are looking for the
20 work force, who are their customers, they're looking
21 for the work force that is able to really go out into
22 the world that is diverse. And so trying to do some
23 partnerships that would also help put some pressure on
24 the universities who are not engaging in diversity to

1 kind of help prepare their students for the real
2 world. So that was part of mostly our discussion. I
3 think most intriguing was also to try to balance out
4 the places where diversity is not happening, perhaps
5 introducing an exchange system where for a semester or
6 a year those faculty would go into an area that is
7 quite diverse and vice versa, so that there would be
8 kind of a balancing out at the tables and that people
9 who are not normally exposed to diversity would have
10 an opportunity to be so.

11 CHAIRMAN FRANKLIN: At my own table there
12 were some discussions whether or not you could get
13 tenured professors to move at all --

14 (Laughter.)

15 -- toward where they stood on any
16 question.

17 REV. COOK: Exactly.

18 CHAIRMAN FRANKLIN: And there was also the
19 observation that it might even be unfair to the poor
20 untenured professors to beat up on them, to get them
21 to do what they have to do until they get tenure
22 anyway.

23 REV. COOK: Exactly, and the time factor
24 because it takes time to engage and so they may not

1 have the time to devote if they're trying to reach
2 their tenure.

3 CHAIRMAN FRANKLIN: That perhaps might
4 well have been raised this morning with university
5 presidents.

6 REV. COOK: Yes.

7 CHAIRMAN FRANKLIN: Wherein they certainly
8 see this all the time. It was discussed last week too
9 in the consortium of university presidents with which
10 I met. Those, I think, are very significant and
11 important points. How to reconcile change, the
12 importance of change with the -- what we might call
13 the stand patters, that is, the people who are not --
14 who are impervious to change who might not be
15 influenced to change at all because they cannot be
16 heard or touched because of their tenure situation.

17 Well, that certainly is something which we
18 need to bear in mind and which our universities need
19 to bear in mind. They can't avoid bearing it in mind,
20 if they want to move at all because the leadership and
21 the strength of our universities happens to be vested
22 in people who don't have to do anything if they don't
23 want to do anything. So you have to reach them in
24 some persuasive way until some want to do until the

1 system is changed. Being a university professor
2 myself, I have been tenured for a half century. I
3 look with some conflict of my own views when I think
4 of any change in that regard.

5 Is there anything that any of you want to
6 --

7 GOV. WINTER: Mr. Chairman, let me
8 summarize for 30 seconds a conversation we had at our
9 table. This was suggested as something that the Board
10 might consider and that is to create a satisfactory
11 mechanism for meaningful interaction to take place for
12 really meaningful conversations to take place so that
13 we don't talk past each other and is suggesting a
14 national model for the teaching of diversity. We must
15 teach in a way that makes students comfortable with
16 and confident in their own heritage, their own
17 history, but that will lead them to an understanding
18 of a totality of the American experience. In other
19 words, we must encourage the range of education beyond
20 narrow conventional academic interests.

21 CHAIRMAN FRANKLIN: That point was rather
22 interestingly made by Jennifer Walper this morning who
23 represented the University of Maryland student
24 government because she certainly did juxtapose these

1 two things together, that is, retaining your own
2 identity at a time when you're trying to find out the
3 nature of the larger picture. And I was very
4 impressed with her analysis and explanation of that.

5 Yes.

6 MS. CHAVEZ-THOMPSON: Mr. Chairman, just
7 along the lines of what the Governor just mentioned,
8 we had a very wonderful conversation at our table, but
9 concentrated with the young people that were at our
10 table about the adjustment difficulty when they come
11 to the universities, to their colleges because again
12 alluding to what Jennifer said they brought their
13 comfort zones, their boxes with them to college and
14 had adjustment difficulties in fitting their little
15 box with other boxes or letting people into their box
16 and we -- I guess the bottom line is some of the
17 discussion was how we need to prepare our young people
18 at earlier school levels to develop comfort zones and
19 allow other people into those little boxes or perhaps
20 that there be no boxes by the time they get to
21 college. Of course, that's perhaps not in my
22 lifetime, but something that we can dream about.

23 To deal with the question of diversity
24 because once they come to college they begin to just

1 gravitate to those that they feel very comfortable
2 with and sometimes never break out of that area and
3 our diversity doesn't work if we let that happen.

4 CHAIRMAN FRANKLIN: I think that that is
5 an indication of where we need to go from here and
6 that is that at our next meeting we will be talking
7 about education at the levels of K through 12 as a
8 means of increasing the pipeline into our colleges and
9 universities with people who are prepared, much better
10 prepared, to come with maybe their boxes, but their
11 boxes will be more flexible and they will be more
12 prepared to understand and appreciate others for what
13 they are and so forth and that we will have an
14 opportunity to talk about that at our next meeting, if
15 that's agreeable to everyone and I hope it is.

16 Well, we've had an interesting experience
17 today with people who have talked about diversity in
18 higher education, with people who have talked about
19 alternatives to Affirmative Action, people who have
20 described experiences in other types of institutions,
21 particularly Dr. Francis talking about the
22 historically black institutions and the kinds of
23 experiences which exist there as normal experiences
24 which might be commended to other types of

1 institutions and of course, to the remarkable
2 variations in educational experiences that we see and
3 that was described by Dr. Mitchem and President
4 McDonald and indeed Mr. Vic Treviño, Dr. Treviño, so
5 that I think we've had an enriching type of experience
6 this afternoon and this morning as well and we look
7 forward to continuing this dialogue, this discussion.

8 I know that my colleagues will be as busy
9 during the next few weeks as they have been in -- as
10 they have been in the past few weeks and that you will
11 -- these experiences will enrich our next meeting and
12 I want all of us to know, particularly those who are
13 not Members of the Advisory Board that the Advisory
14 Board working as a group and particularly as
15 individuals carry on a continuing program to get the
16 message out to develop programs and techniques of
17 increasing the awareness of the entire nation, of the
18 importance of moving toward one America in the 21st
19 Century and that it's not just at these monthly Board
20 Meetings that we are on display that there's much more
21 that happens between Board Meetings. This is
22 particularly true of our very competent staff and our
23 wonderful Executive Director, who are busy literally
24 night and day for the work of the Advisory Board and

1 for the work of the President's Initiative on Race and
2 I am deeply grateful to them for the support that they
3 provide this Board and the continuing facility that
4 they provide for the President himself. And I'm
5 grateful too for the White House initiative that is
6 busier than you can see from observing. You have to
7 know what's going on there which is a great deal going
8 on every day and that is impressive too. So we move
9 forward toward the next meeting of this Board, fully
10 aware that between now and then we'll be working night
11 and day and I wish all of you success and good luck
12 and good health as you make the red eye across the
13 nation three times in two days and our Executive
14 Director doing the same thing.

15 Would you, Ms. Winston, have any points to
16 make?

17 MS. WINSTON: Let me just add a few words,
18 first of all, to thank the Advisory Board for the
19 support that you have given us and I particularly want
20 to say as well that to thank the staff of the
21 initiative who have been working very hard, as you
22 indicated, not just to make it possible for us to have
23 this type of Advisory Board meeting and to have the
24 kind of discussions and information sharing and

1 suggestions that we've heard today, but who are doing
2 things to really lay the foundation that you've asked
3 us to to make it possible for you to go out and have
4 these conversations.

5 I do know that there is a lot of interest
6 in this community and communities across the country,
7 as you've indicated, to have more attention given to
8 how individual communities can go about having what we
9 have been describing, the hard conversations about
10 race. And it is that foundation as well that we have
11 quietly, without a lot of publicity being given to it
12 that we've been working on, and I just would like to
13 mention the particular importance of the kind of
14 outreach that the Board has done to leaders in the
15 community, not necessarily well known people, but
16 people who in their communities have begun even before
17 the President made, created this initiative and
18 devoted, dedicated himself and his Administration to
19 this, but these are leaders who have been working in
20 places that some of us have never heard of. These are
21 the people that we are trying to find. These are the
22 people that we are finding, that you are finding, that
23 -- as well as corporate and business leaders, leaders
24 in the labor movement, leaders in colleges and

1 universities who are committing themselves to having
2 those conversations in comfortable places, so that
3 they can be constructive.

4 We will try harder and harder to find
5 opportunities to shine a light on those conversations
6 and the progress that they are making when it is
7 appropriate to do so, when it is appropriate in a way
8 that does not disrupt the kind of progress that is
9 being made. So I just wanted to add that and I think
10 that we will find, as we have more and more of these
11 meetings over the next few months that we will have
12 the opportunity to shine many lights on many important
13 things with the hope that our audiences here and
14 through other media will be able to use that in their
15 own communities and their own schools, colleges,
16 businesses for moving the initiative forward. Lastly,
17 I would simply like to thank again the University of
18 Maryland for its extraordinary support in hosting this
19 meeting on relatively short notice. We could not, we
20 at the staff level, and I know the Advisory Board has
21 indicated this as well, could not be more pleased that
22 it has run as smoothly, this meeting has run as
23 smoothly as it has and it really is in almost all the
24 most important ways been because of the University's

1 support of this initiative and of the work that we're
2 doing every day, so thank you.

3 (Applause.)

4 GOV. WINTER: Mr. Chairman, we can't say
5 enough about Judy Winston and this great staff, that's
6 the hardest working bunch of people I've ever seen.

7 CHAIRMAN FRANKLIN: That's exactly true.

8 MS. WINSTON: Thank you very much. We
9 appreciate it.

10 CHAIRMAN FRANKLIN: I'm deeply grateful to
11 the Executive Director and her fine staff, as I've
12 said over and over and as I will continue to say over
13 and over. We will be meeting, we're not like Congress
14 meeting, sine die, but we'll meet on the 17th of
15 December in Fairfax, Virginia. Until then I will bid
16 you a farewell, but of course I know our paths will be
17 crossing from time to time during these next several
18 weeks.

19 MS. CHAVEZ-THOMPSON: Happy Thanksgiving
20 to all of you.

21 CHAIRMAN FRANKLIN: With that we will
22 adjourn, wishing all of you a Happy Thanksgiving.

23 (Whereupon, at 3:39 p.m., the meeting was
24 concluded.)

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