This document reports on a project conducted to seek previously uncollected information on Catholic colleges and universities with respect to institutional demographics and programs being used to increase diversity. The project goals also included exploring the impact of Catholic identity on these programs and testing the hypothesis that the religious character of an institution uniquely facilitates the development of a multicultural community.

The project involved a survey of the 198 member institutions of the Association of Catholic Colleges and Universities and statistical and other analyses of the 86 responses. The survey addressed institutional characteristics, campus activities concerning diversity, campus culture and climate, and overall forces and lessons learned concerning campus issues of diversity. This report is divided into four parts. Part 1 concentrates on ethnocultural diversity issues and the degree of diversity at Catholic colleges. Part 2 describes project objectives and methodology. Part 3 lists questionnaire items in the survey, and summarizes the responses. Part 4 highlights 13 of the 86 responding institutions and includes an annotated bibliography and biographical information about the authors of this document. A directory of university contacts is attached. (Contains 50 references.) (CK)
OCCASIONAL PAPERS
ON CATHOLIC HIGHER EDUCATION

The Association of Catholic Colleges and Universities with Barry University

DIVERSITY WITHIN AMERICA'S CATHOLIC COLLEGES AND UNIVERSITIES: EFFORTS AND LINKAGES TO CATHOLIC IDENTITY, INSTITUTIONAL MISSION, AND LEADERSHIP

A Study Supported by a Grant from the Ford Foundation

Tom H. Foote, Principal Investigator
Barbara M. Buzzi
Rev. James M. Gaughan
Rev. Randall K. Wells

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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INTRODUCTION

College enrollments are changing dramatically with respect to ethnicity, gender, age, life styles, academic needs, and a host of other factors. On many campuses, incidents of racism are increasing, courses do not reflect minority perspectives, and changing demographics are not addressed in services and co-curricular programs. Attacks on affirmative action policies and persistently low minority income levels, coupled with rising tuitions, threaten national progress toward equal access for all of America’s students.

The ACCU/Barry University Diversity Project, funded by the Ford Foundation, was designed to seek previously uncollected information on Catholic colleges and universities with respect to institutional demographics and programs/approaches that are being used in diversity efforts. We also wanted to explore the impact of Catholic identity, institutional mission, leadership, and other variables on these programs. The data were collected in preparation for the 1995 ACCU conference at the University of St. Thomas (MN). The overarching project goal was to inform our members of the status of diversity on Catholic campuses and to provide them with concrete examples of how some institutions affirm and support diversity initiatives. The study includes references and an annotated bibliography. A list of campus contacts who are working on these programs is provided as an attachment.

We also wanted to test the hypothesis that the religious character of an institution facilitates, in a unique way, the development of community in the context of multiculturalism. A successful heterogeneous community is defined as one in which diverse groups, particularly those previously excluded, are present on campus and fully participate, and in which the ethnic, racial, religious, gender, and every other identity of each administrator, teacher, researcher, student, or staff person is preserved. As a consequence, such a community provides the means through which each member has an opportunity to contribute to the vitality of the whole, and this contribution is valued.

The results of this study suggest that Catholic colleges and universities may well be uniquely positioned to assume leadership among institutions of higher education in the debate on the value of, appropriate responses to, and action outcomes that advance diversity in higher education and in the nation as a whole.

I want to express my gratitude to the Ford Foundation for its support of this project. I also wish to acknowledge and thank my colleague Frances Freeman, who lent her considerable talent and energy to the task of bringing this study to publication.

Paul J. Gallagher
Acting Executive Director
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We, the ACCU/Ford Diversity Project at Barry University, are indebted to many.

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We particularly want to thank the ACCU staff who conceived the project, found financial support for it, and then gave generously of their time and talents in helping us carry out this effort.

Last, but certainly not least, we thank those 86 responding institutions and responding individuals for making the effort to complete our admittedly lengthy 200-plus item questionnaire and, in certain remarkable cases, for going far beyond the call of duty to provide abundant responses to all items and then add tables, charts, and campus publications. We were, indeed, gratified by the Herculean efforts certain institutions made to tell us and others about their diversity work.

Although the above people have been instrumental in this study’s realization, we alone are responsible for its accuracy and ultimate value to you.
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PART I
ETHNOCULTURAL DIVERSITY ISSUES

Ethnocultural diversity in our society and on our college and university campuses has increased substantially and will continue to grow. Tracy (1995) projects that: 1) by the year 2000, the combined Asian, Hispanic, Native American, and African American populations will make up more than 30 percent of the general American population; 2) by the year 2019, immigration will contribute more to population growth than births; and 3) by 2050, nearly 50 percent of the total US population will be Spanish-speaking.

As the populations of ethnocultural groups continue to increase in this country, college student demographics change as well (Axelson, 1993). Yet, according to some, the “culture” of academia remains largely conservative, neutral, and monocultural, reflecting the majority culture that has come to predominate through a variety of historical circumstances (Manning and Coleman-Boatwright, 1991). Indeed, throughout America’s colleges and universities (and most of the Catholic ones studied here), faculty and administration populations are typically much less ethnoculturally diverse than student bodies. It is possible that many campus community members may simply accept the monocultural characteristics as a given.

Diversity in Higher Education
Diversity, in essence, describes our differences as humankind. Yet, with all of our differences, we are still human beings on a relatively small planet, each seeking to understand and to be understood. Isolationism is no longer an option in a technology-based, information-driven, internationally competitive world. The principles of equality, freedom of expression, and respect for beliefs and traditions of others are widely accepted by most in American society. Therefore, we might expect the same, or even greater, acceptance for diversity in colleges and universities. Barr and Strong (1988) assert, however, that “those who lead our colleges and universities have certainly expressed their support for these principles verbally. But, if we judge their commitment by looking at what they do instead of what they say, we might well question their sincerity” (p. 85).1

1 Please refer to the list of references beginning on page 39 for all page numbers that appear in the text.
The importance of diversity on college and university campuses receives extensive attention in recent literature (Anderson, 1988; Asante, 1991; Madrid, 1990; Rosser, 1990). In a study conducted by the American Council on Education and the Carnegie Foundation for the Advancement of Teaching (El-Khawas, 1989), college and university presidents reported the need for cultural diversity as one factor contributing to a higher quality of campus life. El-Khawas submits that presidents of doctorate-granting universities sense this need quite keenly—eight in ten consider this to be very important to improving campus life. Presidents at many comprehensive and liberal arts colleges also give this priority: 62 percent and 51 percent, respectively, cited it as very important for their type of institution.

Border and Chism (1992) summarize the ethical and pragmatic arguments in support of diversity:

- **Moral Argument**: The grievances of under-represented social groups who have been denied access to higher education must be addressed.
- **Demographic Argument**: To ensure survival in the long-term, it is in the pragmatic self-interest of universities to adjust the cultural balance within their student populations, as the number of traditional, white applicants decreases and the number of applicants of color increases.
- **Civic Argument**: The nation’s need for a skilled labor force, based on our economic structure, requires access to higher education for all citizens.
- **Enrichment Argument**: The intellectual enterprise is enhanced by the dialogue of varied and diverse viewpoints, providing the promise of new energy and new ways of thinking.
- **Political Argument**: Increasing campus intolerance, conflict, and violence require swift action.

Building on Levin, Jackson, and Corrigan, we would add the **Social, Economic, and Political Stability Argument**. Failure to assume leadership in establishing the value of and appropriate responses to diversity could, in the words of Stanford’s Henry M. Levin, “threaten our economic welfare and even our social and political stability.”

### Racism On Campus

Many scholars charge that institutions of higher learning continue to reflect the racism present in American society (Chesler & Crowfoot, 1990; Joseph et al., 1990; Wilson, 1987). Terrell (1988) writes, “Within the last two years there has been a resurgence of overt and covert racially motivated acts . . . at the nation’s colleges and universities” (p.82). San Francisco State University president Robert Corrigan (1995) refers to the new phenomenon of modern racism, which “is rooted in the belief that racial discrimination is a thing of the past, and people of color have only themselves to blame for their problems” (p.22).

Terrell (1988) describes the racism that has occurred at Aurora University, the University of Massachusetts, and Columbia University as
written and verbal abuses, physical attacks, and vandalism. In addition, Chesler and Crowfoot (1990) claim that consequential and insidious aspects of racism persist. "The very point of institutional racism is that organizational procedures can have discriminatory impact even if individual actors are unaware of such impacts and are nondiscriminatory in their personal beliefs" (p.202). Terry (1975) concurs with this distinction drawn between institutional and individual expressions of racism. He remarks that even people of good intention may perpetrate racism despite failure to commit overt abuses, but also states that, "As valuable as this distinction is, it ignores another crucial place for analysis—the cultural or belief system of the American that sets his orientation in the decision-making process" (p.43).

Institutional Resistance to Diversity
Institutional resistance to diversity can be found in policies or practices that limit the progress of diversity initiatives. Barr and Strong (1988) list some more common barriers that include: 1) hiring and promotion practices for faculty, staff, or administrators, 2) admissions practices, including financial aid policies and procedures, 4) management of institutional investment portfolios, 5) budget decisions, 6) curriculum development, 7) content of course reading lists, 8) library acquisition policies, 9) selection of extracurricular activities, including campus speakers and entertainers.

Some believe, as we do, that higher education has a special role in responding to the above challenges. How to exercise that role? To begin, significant changes affecting curricula, faculty-student interactions, institutional policies, and campus climate must be made in order to serve a pluralistic student body.

Leadership and Diversity
The educational promotion of pluralism, anti-racism, and the appreciation of cultural diversity enables all of us to learn from each other and to grow (Kappner, 1989). However, diversity initiatives rely on support from the top level of leadership (Rosser, 1990). According to Rosser, university and college presidents must recognize and combat the existence of ethnic prejudice within the educational system. He asserts that "the university has been failing because its leadership has yet to confront fully its responsibilities to a growing third of our nation's people" (p.223).

Barr and Strong (1988) agree, stating that "in general, multicultural programs in higher education are supported by an institution's leadership as long as they are oriented towards responding to crises and/or focus on student and staff development" (p.86). They maintain that this attitude generates symptom-oriented programs that ignore widespread racism. These programs address racial problems as temporary institutional aberrations provoked by isolated events or phenomena.

The president of the institution bears both the authority and the duty to provide ethical leadership (Rosser, 1990; Trachtenberg, 1989). Presidents demonstrate this leadership by prominently including within
their priorities questions about the moral dimension of various issues, and ensuring an adequate and appropriate discussion of these questions (Perlman, 1990). Through this action, the president sets a tone contributing to the establishment of a moral campus community and society (Perlman, 1990; Trachtenberg, 1989). Tatum (1991) notes, "... the ethical tone for the institution is set by the president and the board. The idea is very old; if you want to reform something, begin with yourself—no matter who you are and how moral and correct a person you believe yourself to be" (p.195).

Leadership and Ethics
Rosser (1990) deems many current attempts to achieve diversity in higher education as inadequately conceived and/or expedient programmatic appendages. He proposes that the problem be addressed by responses founded on an infrastructure embracing the "American ethic" (p.225). This ethic employs two basic principles: a belief in a fundamental individual worth and inalienable rights; and a commitment to the democratic system as a guard of those rights. Rosser views ethical commitment as the necessary basis for appropriate administrative conduct.

Extensive support exists for the position that academe must uphold a high degree of ethical integrity and that the college president plays a crucial role in preserving integrity (Chambers, 1981; Perlman, 1990; Trachtenberg, 1989). Corrigan (1995) argues that colleges and universities, "are still looked to for a combination of practical and ... moral leadership that is expected from no other societal institution" (p.22).

Chesler and Crowfoot (1990) also affirm the importance of higher education in promoting a just society; however, they stress the obstacles confronting ethical institutional decision making. "When the complex realities of organizational life are joined with the confusing and often contradictory nature of race relations in American life, we enter very difficult territory. Clear understanding of the relevant racial issues, let alone a capacity for morally wise and appropriate choice and subsequent behavior, is difficult." (p.196)

Ethical decisions lack practical value without expression through ethical conduct. College and university presidents must actively promote efforts to achieve diversity and equality in academe. Kappner (1989) deems it imperative that university and college presidents exert effort to demonstrate visibly their commitment to diversity initiatives. She asserts that they must set an example for administrative staff and faculty to follow. In being an example, the leader will validate his or her true values and beliefs. It's a matter of the walk matching the talk. When this fails, integrity and credibility are lost.

Smith and Reynolds (1990) insist that leaders seeking to ethically strengthen or change the campus culture utilize all opportunities to promote discussion and clarification of institutional values. They suggest that leaders "bring to these occasions a strong sense of values they believe must be preserved or nurtured" (p.29). The importance of interaction
and, more specifically, of dialogue with the students and other members of the campus community may serve as a crucial component of an ethical administrative decision-making process.

Approaches to Diversity
Many universities are developing more effective institutional approaches to multiculturalism. The Washington Center (Schmitz, 1992b) reports that more than a third of all colleges and universities have a multicultural general education requirement and offer course work in ethnic and gender studies. Educational leaders "are asking fundamental questions about what students should know, what they should know how to do, and what kinds of values and habits they need to develop to be effective citizens in a multicultural society," says Schmitz (p.4). She describes the lessons learned by the 63 institutions participating in the Cultural Legacies project, sponsored by the Association of American Colleges and Universities. In revising their core curricula to include cultural pluralism, these features emerged from strong programs: embodiment of institutional philosophy, mission, and identity; student needs assessment as part of the process; and incorporation of adequate resources, faculty development, and a range of pedagogies into the programs.

LaBarre and Lang (1992) describe the institutional transformations that occurred at two church-related, liberal arts colleges in their efforts to educate a pluralistic student body. They found several change strategies to be essential: philosophical commitment, strong leadership, effective communication among all constituencies, flexible planning, and funding. A focused mission and a coherent curriculum were critical in the process of affirming diversity.

While there exists a national trend toward affirming multicultural diversity in higher education, progress has been uneven. Schmitz (1992a) describes three discernible phases that college campuses may experience in addressing cultural pluralism:

Access—involves opening the doors of higher education to previously excluded groups of students. This change, rather minimal, comes about as a result of protest, struggle, or law and is not due to moral or intellectual inquiry.

Accommodation—courses and programs in ethnic and women's studies are added to the curriculum: diversity is 'celebrated' and colleges work to instill 'tolerance' in their students. The newcomers are still expected to fit into the existing structures and may see this phase as requiring their assimilation to dominant cultural norms.

Transformation—a fundamental shift occurs when faculty and administrators come to realize that institutional structures and practices must be reviewed and changed in order to build a truly inclusive campus environment for all students.

Steps Toward Diversity
A major change in the evolution of approaches to social diversity on college campuses is occurring. No longer are students from under-repre-
Many under-represented students abandon institutions that prove insensitive to their needs. Present social groups expected to simply conform to pre-existing college norms. Faculty and administrators are more open to the diverse perspectives these students bring to the campus and classroom (Hardiman & Jackson, 1992).

Gordon and Strode (1992) suggest six steps in implementing change for higher educational institutions seeking to improve or implement diversity efforts:

Promote campus-wide commitment. The commitment of everyone, from president and boards to line and staff people to faculty to students, is needed to make the changes that can affect behaviors and then attitudes.

Increase awareness of issues. All segments of the community should be exposed to issues pertaining to diversity through publications, lectures, meetings, programs, and extensive formal and informal interaction.

Modify behavior. Appropriate and acceptable behavior should be defined and this definition widely disseminated.

Advocate structural change. The institution should model behavior through structural changes that affect not only policies and procedures, but also organization makeup, communication channels, and financial priorities. Such changes reflect the institution’s strong commitment to create lasting change.

Personify individual commitment. Commitment from those in the position to mandate and institute such changes may not be forthcoming. Nevertheless, individual, personal commitments have been and can be made by those who are in a position to influence both other administrators and students.

Model personal behaviors that foster diversity (patience, persistence, and risk-taking). Patience is needed, for the process of changing attitudes is a gradual one. Persistence is required because the changes must be made for the higher education community to remain viable in today’s world (pp.97-98).

Summary Of Research Findings
Genuine, long-term diversity programs will flow from an institution’s moral and ethical fiber. Ultimately, however, a truly multicultural transformation of the campus requires committed leadership on the part of the college or university president, administration, faculty, staff, and student population.

Institutions failing to promote and implement diversity initiatives aid in the replication of programs, policies, and procedures that are at once unjust and ineffective. These programs, policies, and procedures prove unjust because they demonstrate a lack of concern for the good (respect and fair treatment of all members of the campus community), and ineffective because many under-represented students abandon institutions that prove insensitive to their needs. Barr and Strong (1988) advocate a commitment to change these unethical policies, but admit, “Any institution that genuinely takes on this challenge takes on years of struggle” (p.89).
The responsibility to initiate diversity efforts in higher education, however, seems to fall, to a great extent, on the shoulders of the institution's president. Corrigan notes, "We need to use the full power of presidential leadership to build campus support for a set of values that includes respect for diversity and commitment to providing a positive climate for people of very different backgrounds" (Corrigan, 1995, p.23).

DIVERSITY AT CATHOLIC COLLEGES AND UNIVERSITIES

According to the 1993 ACCU publication, Catholic Higher Education: An American Profile, of the fall 1990 total FTE enrollment on our campuses, 22 percent were African Americans, Native Americans, Alaskan Natives, Asian Americans, Pacific Islanders, and Hispanic Americans combined. This compared to 20 percent at independent institutions and 19 percent at four-year state schools.

The Roots of Diversity in Catholic Tradition

The creation event of the Old Testament book of Genesis sets the tone and challenge of openness and unity for those who profess belief in the Judeo-Christian God. "God created man in his image; in the divine image he created him; male and female he created them" (Gen 1:27). Herein lies a unity between humanity and Creator, which should reflect itself in the way societies deal with their members.

Throughout the New Testament, the inspired word of God reminds us that any sort of discrimination has no place in the Christian community: "There is no Greek or Jew here, circumcised or uncircumcised, foreigner, Scythian, slave or freeman. Rather, Christ is everything in all of you" (Col. 3:11). The lessening of the dignity of any person represents a direct contradiction of the Scriptural text.

The Acts of the Apostles also reflects the importance of unity: "Those who believed shared all things in common; they would sell their property and goods, dividing everything on the basis of each one's need" (Acts 2:44). The mandate of shared living and selfless acceptance of all those in the community is seen not as a burden, but as the concrete actualization of the theological call to holiness.

The early Christian writers held that the unity of humanity was a reflection of the creative genius of God. Augustine wrote in his classic, The City of God, that the Scriptural creation story points to unity. In his view, Augustine sees the first parents as part of the divine plan of unity: "...by this means (of shared parenthood) the unity of society and the bond of concord might be more effectually commended to him, men being bound together not only by similarity of nature, but by family affection" (XII,21). The union of Adam and Eve, coupled with the concept of the oneness of humankind, places the modern world into an ancient and sacred bond.

More recently, the theology of the Second Vatican Council allows no room for discrimination or exclusivity—for political, social, gender, or racial separation or distinction. In a sweeping challenge to its members, the postconciliar church declared through Vatican II:

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All peoples comprise a single community and have a single origin, since God made the whole race of men to dwell over the entire face of the earth against the day when the elect will be united in that Holy City...there is in Christ and in the Church no inequality on the basis of race or nationality, social condition, or sex... (cf. Wis. 8:1; Acts 14:17; Rom. 2:6-7; 1 Tim. 2:4) (cf. "Non-Christian Religions," Documents of Vatican II, pp.660-661).

As an ongoing process, Vatican II calls humanity to live in the light of renewal and self-examination. The admonition against inequality extends to every dimension of the Catholic community.

Catholic universities also have been called upon to respond to the sociocultural changes of the nation in light of the mandate from Pope John Paul II. In his apostolic constitution on Catholic colleges and universities, Ex corde Ecclesiae, he has called for a new evangelization—new in its fervor, its method, its expression, and in its fullest exposure of the social doctrine and teaching of the universal church, rooted in the sacredness of all creation and the dignity of the human person. The pope prescribes that every Catholic college and university assist in the protection and advancement of human dignity and of a cultural heritage through research, teaching, and service to the community (1990, par.12).

Meeting the Challenge

The challenge of reexamining institutional identity and mission in the light of diversity is rooted in the fact that educational institutions are themselves cultural constructs embedded in their own peculiar cultural time and space. No matter how hard they try to establish themselves as neutral places where all cultural claims are subjected to the same objective scrutiny, institutions cannot shed the specific cultural past that has created their endowments—their buildings and financial resources, the composition of their faculties and student bodies, their history. And that is, if not as it should be, certainly as it must be. For in the intercultural discourse that will characterize American higher education for the foreseeable future, each institution will serve both as forum and participant, as playing field and player.

We found the following comment by Ford Foundation program officer Edgar Beckham to be especially insightful:

To be sure, the reexamination of mission can be problematic, for it may reveal an institution’s complicity in historical patterns of exclusion that complicate the demographic picture by introducing the issue of equity. At a more fundamental level, the reexamination may be seen as placing an institution’s traditional self-understanding at risk. Depending on the sources of that self-understanding, the reexamination, if it is honest, open, and critical, can even threaten to undermine the institution’s effectiveness.

... This challenge is most interesting, and perhaps most fruitful, in institutions whose cultural identity and heritage are explicit and easy
to locate on the cultural landscape. Institutions with a religious heritage are a prime example. They assert their mission in terms of this heritage, thus identifying themselves culturally and shaping the context in which they engage other cultures. They also challenge those from other cultures to acknowledge the authenticity of the institutional heritage, whether or not they are inclined to accept the truth of its declarations. This creates the possibility of a more honest discourse. Indeed, at an institution whose cultural heritage is less explicit, the intercultural tension may be greater precisely because the institution has difficulty acknowledging its cultural identity and, as a result, may appear equivocal to those who have been excluded.

The Catholic mission and identity of our institutions is, therefore, the foundation on which issues surrounding diversity are considered.

The works of Barr and Strong (1988), Corrigan (1995), Manning and Coleman-Boatwright (1991), Schmitz (1992a), and the documents of Vatican Council II (1966) support this position and go even further. They suggest that if our ethic and heritage call for the inclusion of all peoples in the salvific love of God, then it is not enough to talk about mission and vision and their reflection in a vital, loving, and inclusive community. In the fullest commitment to diversity and multicultural society, it is incumbent on Catholic colleges and universities to provide leadership and models for the church, the community, and all levels of the educational enterprise.

Zingg's (1991) hypothetical tale of two institutions of Catholic higher education, based on composites of a number of actual colleges, also underscores this responsibility. In respecting the dignity of all persons, says Zingg, there is "a recognition that various ethnic groups and races and proponents of dissimilar religious, political, and personal beliefs have a right to engage their differences, as well as their similarities, in an atmosphere of receptivity and a process of mutual enrichment. These are standards worth articulating and there should be no firmer voices than those of the Catholic academy" (p.44).

PART II
PROJECT OBJECTIVES

To respond to the problems and issues presented, the goals of this project were to:

- seek information on Catholic institutions, including programs, approaches and individuals working on diversity, that might be useful to others involved in diversity efforts,
- explore the effect of Catholic identity, institutional mission, leadership, and other variables on those programs;
- test the hypothesis that an institution with a strong identity best facilitates community among heterogeneous groups, and that the religious character of an institution facilitates, in a unique way, the development of community in the context of multiculturalism;

At an institution whose cultural heritage is less explicit, intercultural tension may be greater.
articulate and disseminate the resulting knowledge in ways that help foster thriving heterogeneous campus communities; and share lessons learned that might help interested campus communities apply tried and proven approaches to affirming, and making the most of, diversity within and beyond those communities.

METHODOLOGY

To fulfill the above objectives, the diversity project team at Barry University did the following:

1. Searched the literature for the best questionnaires involving diversity and gleaned from them the best items to use on the project questionnaire.

2. Drafted a "Campus Diversity Questionnaire" and had several ACCU member institution presidents and others pilot test and critique it.

3. Made revisions to the questionnaire.

4. Sent the final 12-page "Campus Diversity Questionnaire" to all 198 member ACCU institutions in the United States in fall 1994—to presidents, or where we had the relevant information, to the institution's equivalent of a multicultural office or officer. Responses were received from 86 institutions, yielding a response rate of 44 percent.

5. Made selected follow-up telephone calls and mailings to nonrespondents, or to respondents whose answers were in any way unclear.

6. Loaded all numeric and comment responses (211 fields per institution) into our computer database and ran statistical analyses; cut and reshaped hundreds of pages of detailed data print outs according to the following criteria: a) what respondents told us they wanted to see in this report (Item V-H of the questionnaire); and b) what would best respond to the research questions and overall objectives of the study.

Description of the Sample

At the outset, we had no intention of obtaining a sample that would be representative of ACCU membership or the nation's Catholic colleges and universities as a whole. That is, our objectives were not to generalize to a larger population, but rather to learn as much as possible from those willing to respond—so that others might learn from their experiences.

The sample, however, may fall short in another, more serious, respect. Due to resource limitations, we designed the study to sample only one officer from each institution. While the responses we received were largely candid, we feel that a more complete study would go beyond what we did and examine the grass roots effects of diversity efforts by surveying samples of students, faculty, staff, and administrators. This surely would
give us a deeper and even more accurate view of diversity efforts and their community-wide effects. We have begun to design such a study, and, with the availability of additional funding, we will continue this work.

**Definition of Terms**

To what extent are the nation’s Catholic colleges and universities responding to the growing diversity on their campuses? Before trying to answer this question, we asked just what is meant by diversity, multiculturalism, and associated terms, in reference to higher education?

A buzzword for the 1980s, according to Manning and Coleman-Boatwright (1991), diversity has come to mean more than ethnic or cultural differences. The *American Heritage Dictionary of the English Language* (1993) defines diversity as “the fact or quality of being diverse; difference; the quality of being made of many different elements, forms, kinds, or individuals.”

Yale professors Gordon and Bhattacharyya (1992) state, “Our recognition of human diversity today is not limited to variations in national origin, religion, race, and ethnicity; it also includes the diversity of gender, sexual orientation, caste, class, and language” (p.407). They contend that cultural diversity refers to all of these social divisions, as they are means by which persons identify themselves (or are identified). This definition is close to Axelson’s (1993) broad concept of culture: any group of people who identify or associate with one another on the basis of some common purpose, need, or similarity of background (Axelson, 1993). Auerswald (1990) extends this idea further, saying that “the word *culture* denotes a group of people who are connected by a collectively held set of myths, beliefs, customs, taboos, modes of expression and communication, and practices that determine the manner in which members of the group comport their everyday lives in relation to each other” (p.31).

Manning and Coleman-Boatwright (1991) contend that the word *culture* is ambiguous and susceptible to many definitions and interpretations. If cultures are formed by history, past experience, and tradition, then they ask, “Whose past, traditions, actions, and experiences are embraced within our institutional structures... curricula of schools, and represented in the art and architecture of campus environments?” (p.368). The answer often is not those of today’s diverse student population as described by Marchesani and Adams (1992). They note the increasing numbers of “women, students of color, older, part-time, and international students, as well as students with various disabilities and a range of sexual orientations” (p.9) in the classroom. This diversity is a result, they note, of the educational equity efforts of the 1960s, along with changes in demographics, immigration patterns, and greater variability in the sequencing of higher education in relation to work and family.

This diversity, described by Adams (1992), includes: "members of social and cultural groups who are targets of individual prejudice as well as institutional and cultural discrimination, specifically, African American, Asian American, Latino, and Native American students; all women; gay.
Terminology and language are important to any sensitive discussion of diversity. Adams (1992) recommends using language that is clear, neither inaccurate nor pejorative, and preferred by those so identified. Using such terms as African American or European heritage focuses attention on identities shared among peoples of common ancestry. The term people of color may be used to designate all nonwhite persons, while the terms majority, minority, or under-represented refer to specific collegiate social group proportions. The terms dominant and targeted may suggest unequal societal intergroup relationships, especially for those groups who are targets of individual and/or institutional discrimination. She advocates the use of terms black and white when racism on the basis of skin color is being explored. We have attempted to follow these guidelines in our use of language for this project.

Final Report
Our final report includes summarized data on specific activities, programs, and events that were successful (and those that were not): highlights 13 institutions that stood out (in our entirely subjective opinion), as doing exemplary diversity work; and offers bibliographic materials. An attachment to the report provides a “Diversity Contact Directory.”

PART III
QUESTIONNAIRE ITEMS AND SUMMARY OF RESPONSES

It is important to note that the 86 responding institutions were quite uneven in the number of items to which they responded and the extent to which they responded to any given item. For example, one institution sent a one-page letter, while others sent continuation pages to our questionnaire and numerous diversity documents and curricular materials. The resulting detailed quantitative and textual information, while uneven, was substantial.

After loading responses into our data base, and running selected numerical responses through a statistical package, we faced literally hundreds of pages of detailed print outs that required radical surgery and shaping to become meaningful summary of information. Therefore, what appears in the following summary is only a fraction of what we received—though we have retained hard copy of all responses, much of which has been loaded into our PC-resident data base at Barry University.

The criteria for cutting flowed from: 1) what most accurately and informatively responded to the original research questions and overall objectives of the study; 2) information respondents told us they wanted to see in this report; and 3) data that would be most useful in supporting presentations and discussions at the sessions on diversity at the ACCU conference at the University of St. Thomas.
I. YOUR INSTITUTION

A. (1) Please describe for us any special characteristics of your institution so that we may better understand the context in which your campus operates.

This item was answered most often with information about the diversity that was present, or not, in the local, geographic area, and whether the institution was located in an urban or rural setting. Many respondents compared the diversity of their student body to that of the local community. General statistics were mentioned, such as size, existence and number of professional schools, etc.; unique characteristics, e.g., number of campuses, community involvement, and all-women or all-commuter student bodies.

(2) Please include a copy of your institution’s mission statement with this survey.

The 45 mission statements submitted were examined to learn the extent to which they reflected goals related to: 1) the Catholic identity, or Judeo-Christian Catholic character of the institution; and 2) the institution’s commitment to diversity.

Among the statements, the term Catholic or Roman Catholic appeared in 35 of them. Other religious terminology used included Judeo-Christian and/or reference to a particular religious order, congregation, or community that administers the institution.

A theme in nearly all the statements was the reference to such terms as values, ethic, truth, justice, and responsibility. Many called for active involvement in living out Catholic social and moral responsibility, exemplified by stated goals of collaboration with the wider community through service and educational outreach. For example, some institutions stated that they “must strive for a human community of justice, mutual respect and concern;” “foster . . . ethical and religious values and a sense of social responsibility;” and “promote the moral, spiritual, and religious values of students.”

The majority of the mission statements referred to diversity, at least indirectly, using language like “respecting . . . the unique characteristics . . . of students,” and “attention to the student as an individual,” and placing the school “in an environment of mutual respect and concern for persons.” Others were more direct, calling for “the education of undergraduate and graduate students from diverse ethnic, racial, and religious background;” or seeking “an institution-wide culture that welcomes diversity;” or “[a]n openness to the pluralism of American society and awareness of the international nature of our culture, economy, and social order.” Still others went so far as not to “condone any other violation of human dignity . . . and [pledged to address] violations of human dignity through a variety of procedures, such as those dealing with sexual harassment, freedom of expression, and hazing.
Clear diversity statements were seen in some mission statements and printed materials. For example:

Especially intolerable in view of the university’s commitment to respect for the person are offenses directed against persons because of their race, religion, ethnicity, gender, or sexual orientation.

Our vision concerning cultural diversity is . . . to be a truly world class comprehensive university where the various domestic ethnic groups and international communities are represented in ample numbers in an environment of mutual respect and appreciation—all pursuing our common goals of academic excellence and the promotion of justice and service to society.

Overall, while the submitted mission statements were rich with references to religious dimensions and diversity, this study highlights the need—particularly in the context of diversity efforts—for future research to explore the extent to which mission statements are consistent with actual (or perceived) behaviors on campus.

B. What was your institution’s total operating budget for fiscal year 1993-1994?

Of the 82 institutions reporting total budget, the median total budget was $21,330,000. The largest total budget was $716,918,401.

1. What was your budget for institution-funded scholarships for fiscal year 1993-1994?

Of the 81 institutions reporting institution-funded scholarships, the median was $2,550,947 and the maximum was $37,062,882.

2. Of that figure, what was the amount restricted specifically to minority student scholarships?

Responses to this item were scarce and varied, yielding no substantive themes or patterns to summarize.

3. What were your institution’s allocations targeted specifically at programs to enhance diversity for fiscal year 1993-1994?

Of the 80 institutions reporting diversity allocations, the median was $13,927, and the maximum was $2,474,778.

4. Does your institution have a special officer, or office, dedicated specifically to multicultural affairs?

Of the 86 reporting, almost half (41) had one office dedicated to diversity issues. Eight schools had more than one office.
C. Main diversity officer's name and phone number (if different from respondent's name, given at the beginning of the survey):
The considerable information provided here has been placed in the "Diversity Contact Directory" appended to this document.

D. Please, as best you can, provide estimates (however rough) of the numbers of administrators, faculty, staff, and students your institution has of the indicated ethnic groups:
(Valid cases in this and other charts refers to actual numbers reported.)

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>ADMIN. MEAN</th>
<th>FACULTY MEAN</th>
<th>STAFF MEAN</th>
<th>STUDENTS MEAN</th>
<th>ADMIN. MAXIMUM</th>
<th>FACULTY MAXIMUM</th>
<th>STAFF MAXIMUM</th>
<th>STUDENTS MAXIMUM</th>
<th>VALID CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ASIAN</td>
<td>1.44</td>
<td>8.80</td>
<td>15.17</td>
<td>112.30</td>
<td>8</td>
<td>132</td>
<td>606</td>
<td>893</td>
<td>61</td>
</tr>
<tr>
<td>2. BLACK</td>
<td>5.27</td>
<td>4.97</td>
<td>55.05</td>
<td>205.43</td>
<td>36</td>
<td>54</td>
<td>2,292</td>
<td>2,342</td>
<td>66</td>
</tr>
<tr>
<td>3. CAUCASIAN</td>
<td>71.09</td>
<td>174.36</td>
<td>243.09</td>
<td>2,343.43</td>
<td>320</td>
<td>1,436</td>
<td>9,219</td>
<td>12,617</td>
<td>81</td>
</tr>
<tr>
<td>4. HISPANIC</td>
<td>2.50</td>
<td>4.70</td>
<td>16.41</td>
<td>145.83</td>
<td>29</td>
<td>56</td>
<td>250</td>
<td>1,753</td>
<td>58</td>
</tr>
<tr>
<td>5. NATIVE AMERICAN</td>
<td>0.20</td>
<td>0.39</td>
<td>0.93</td>
<td>12.55</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>123</td>
<td>55</td>
</tr>
<tr>
<td>6. TOTALS</td>
<td>79.25</td>
<td>197.85</td>
<td>305.64</td>
<td>2,963.75</td>
<td>367</td>
<td>1,678</td>
<td>5,753</td>
<td>12,617</td>
<td>81</td>
</tr>
</tbody>
</table>

E. Of your total number of students indicated in line 6 above, roughly how many are:

<table>
<thead>
<tr>
<th>Enrollment Type</th>
<th>VALID CASES</th>
<th>MEAN</th>
<th>MAXIMUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Undergraduate</td>
<td>85</td>
<td>2.138</td>
<td>6.763</td>
</tr>
<tr>
<td>2. Graduate</td>
<td>79</td>
<td>0.69</td>
<td>6.238</td>
</tr>
<tr>
<td>3. Residential</td>
<td>79</td>
<td>0.88</td>
<td>4.082</td>
</tr>
<tr>
<td>4. Commuter</td>
<td>79</td>
<td>2.026</td>
<td>9.317</td>
</tr>
</tbody>
</table>
The response rate to these items was high. The responses indicate that the responding institutions serve: 1) an average number of undergraduates (2,138) that is almost three times the average number of graduate students (769); and 2) an average number of commuter students (2,026) that is almost three times the average number of residential students (788). The high maximum counts relative to the respective mean in all four items indicates that their distributions are most positively skewed by the larger institutions.

F. The Federal Student Right to Know and Campus Security Act (PL 101-542) requires colleges to keep completion/graduation rates by ethnic group. What are those rates for the following ethnic groups in your institution?

4. Hispanic 5. Native American 6. Other (please specify)

Responses to this item were provided not only in the requested percentages, but also in terms of student counts. Given the variety of ways in which figures were calculated, the data were not consistent and could not be reported accurately.

G. Your campus has how many student clubs or organizations associated with the following cultural or ethnic groups? Please indicate the organization names (e.g. Black Caucus, Puerto Rican Students Association, Vietnamese Club, etc.).

<table>
<thead>
<tr>
<th>ETHNIC GROUP</th>
<th>VALID CASES</th>
<th>FREQ OF STUDENT ORG</th>
<th>MAX/INSTIT</th>
<th>TOTAL INSTIT</th>
<th>MAX/MEAN</th>
<th>SAMPLE MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>72</td>
<td>20 6 1 0 5</td>
<td>12</td>
<td>71</td>
<td>0.99</td>
<td>0.99</td>
</tr>
<tr>
<td>Black</td>
<td>76</td>
<td>36 5 6 1 5</td>
<td>12</td>
<td>106</td>
<td>1.39</td>
<td>1.39</td>
</tr>
<tr>
<td>Hispanic</td>
<td>73</td>
<td>32 6 2 1 1</td>
<td>7</td>
<td>61</td>
<td>0.84</td>
<td>0.84</td>
</tr>
<tr>
<td>Native American</td>
<td>66</td>
<td>11 0 1 0 0</td>
<td>3</td>
<td>14</td>
<td>0.21</td>
<td>0.21</td>
</tr>
<tr>
<td>Other(s)</td>
<td>(Please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table shows that of the 72 institutions offering a count for their Asian organizations, 20 had one Asian organization, six had two, one had three, two had five, one had six, one had eight, and one had 12. Thus, five institutions reported having more than four organizations, and the maximum organizations for any given institution was 12. Summing across all 72 institutions responding to this item yielded a total number of Asian organizations equal to 71. Dividing the 71 reported Asian organization by the 72 reporting institutions yielded a sample mean of 0.99 Asian organizations per institution. Entries for the remaining ethnic groups were all obtained the same way.
H. In the past two years, has your campus experienced or been accused of any actual or alleged incidents involving race/discrimination? (e.g., violence toward particular students or staff, increased racism evident on campus)

Overall, 26 institutions reported racial/discrimination incidents, while 56 reported none. These incidents ranged from verbal harassment to gay-bashing between students and included employee complaints. Graffiti and name-calling were the most common. There was one reported incident where police intervention was involved. Security staff members have harassed students of color. Off-campus incidents have led to expulsion. Discrimination has been alleged in the handling of racism complaints and racism claimed when students were dropped from programs. Subtle racial tensions were reported by several schools.

1. How has the institution responded? (Please check all that apply.)

More than 60 percent of the 26 universities reporting incidents selected the response indicating changes in policies, procedures, or organizations. Seven institutions said they have dealt with racial incidents by developing multicultural committees or programs. Sixteen colleges described specific responses, including: internal investigations; review of human rights policy for greater clarification; creation of a task force on race relations; involvement of human rights officer; action of expulsion and suspension by university president affecting two students; charging and finding a student guilty of hazing; settling a lawsuit; discussions with those involved; coordinating efforts to sensitize others and eliminate the problem; moving more rapidly to meet demands for ethnic study courses and faculty of color; and, meeting with leaders of historically black student organizations to address public allegations.
I. To what extent have the following groups made an informed and demonstrated commitment to the education of a diverse student body?

[Bar chart showing responses to the extent of commitment by different groups.]

J. To what extent does your institution actively recruit the following, in order to reflect the diversity of the U.S. population?

[Bar chart showing responses to the extent of recruitment by different groups.]
II. CAMPUS ACTIVITY

A. Have there been public or formally organized discussions or conversations about the role of ethnic diversity on campus?
- Yes-73
- No-6
- Planned-1
- Blank-6

B. How much attention is given to issues of diversity by the following?

![Graph showing responses to the question on diversity attention given to by various university offices.](image-url)
C. In the past two years, has your institution sponsored programs specifically targeted at promoting diversity in the overall campus environments?

D. Have efforts to promote diversity been directed toward the following audiences, or do you have efforts planned?

<table>
<thead>
<tr>
<th>Audiences</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Planned</th>
<th>%</th>
<th>Blank</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students</td>
<td>67</td>
<td>78.00</td>
<td>3</td>
<td>3.50</td>
<td>3</td>
<td>3.50</td>
<td>3</td>
<td>3.50</td>
</tr>
<tr>
<td>2. Residence hall students or staff</td>
<td>58</td>
<td>67.50</td>
<td>4</td>
<td>4.50</td>
<td>4</td>
<td>4.50</td>
<td>20</td>
<td>23.25</td>
</tr>
<tr>
<td>3. Student organization members:</td>
<td>56</td>
<td>65.00</td>
<td>12</td>
<td>14.00</td>
<td>2</td>
<td>2.25</td>
<td>16</td>
<td>18.50</td>
</tr>
<tr>
<td>4. Faculty</td>
<td>60</td>
<td>69.75</td>
<td>8</td>
<td>9.25</td>
<td>3</td>
<td>3.50</td>
<td>15</td>
<td>17.50</td>
</tr>
<tr>
<td>5. Staff:</td>
<td>50</td>
<td>58.25</td>
<td>10</td>
<td>11.50</td>
<td>7</td>
<td>8.25</td>
<td>19</td>
<td>22.60</td>
</tr>
<tr>
<td>6. Administration:</td>
<td>52</td>
<td>60.50</td>
<td>10</td>
<td>11.50</td>
<td>7</td>
<td>8.25</td>
<td>17</td>
<td>19.75</td>
</tr>
<tr>
<td>7. Fraternity/sorority:</td>
<td>9</td>
<td>10.50</td>
<td>24</td>
<td>28.00</td>
<td>3</td>
<td>3.50</td>
<td>50</td>
<td>58.25</td>
</tr>
<tr>
<td>8. Student organization advisors:</td>
<td>37</td>
<td>43.00</td>
<td>28</td>
<td>32.50</td>
<td>3</td>
<td>3.50</td>
<td>18</td>
<td>21.00</td>
</tr>
<tr>
<td>9. New students</td>
<td>3</td>
<td>61.25</td>
<td>8</td>
<td>9.25</td>
<td>5</td>
<td>5.75</td>
<td>20</td>
<td>23.25</td>
</tr>
<tr>
<td>10. Others (parents, community members, etc.)</td>
<td>38</td>
<td>44.25</td>
<td>22</td>
<td>25.50</td>
<td>3</td>
<td>3.50</td>
<td>23</td>
<td>26.75</td>
</tr>
</tbody>
</table>
E. Have the following kinds of diversity efforts been made?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Workshops and training lessons:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>69</td>
<td>80.25</td>
<td>58</td>
<td>67.50</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>3.50</td>
<td>9</td>
<td>10.50</td>
</tr>
<tr>
<td>Planned</td>
<td>1</td>
<td>1.25</td>
<td>3</td>
<td>3.50</td>
</tr>
<tr>
<td>Blank</td>
<td>13</td>
<td>15.00</td>
<td>16</td>
<td>18.50</td>
</tr>
<tr>
<td>2. Elective courses in the academic curriculum:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>58</td>
<td>67.50</td>
<td>54</td>
<td>60.50</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>10.50</td>
<td>17</td>
<td>19.75</td>
</tr>
<tr>
<td>Planned</td>
<td>3</td>
<td>3.50</td>
<td>2</td>
<td>2.25</td>
</tr>
<tr>
<td>Blank</td>
<td>16</td>
<td>18.50</td>
<td>15</td>
<td>17.50</td>
</tr>
<tr>
<td>3. Required courses in the academic curriculum:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32</td>
<td>37.25</td>
<td>54</td>
<td>62.75</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>33.75</td>
<td>17</td>
<td>19.75</td>
</tr>
<tr>
<td>Planned</td>
<td>9</td>
<td>10.50</td>
<td>2</td>
<td>2.25</td>
</tr>
<tr>
<td>Blank</td>
<td>16</td>
<td>18.50</td>
<td>15</td>
<td>17.50</td>
</tr>
<tr>
<td>4. Request made to departments to address diversity:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>54</td>
<td>62.75</td>
<td>52</td>
<td>60.50</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>19.75</td>
<td>14</td>
<td>16.25</td>
</tr>
<tr>
<td>Planned</td>
<td>2</td>
<td>2.25</td>
<td>5</td>
<td>5.75</td>
</tr>
<tr>
<td>Blank</td>
<td>15</td>
<td>17.50</td>
<td>15</td>
<td>17.50</td>
</tr>
<tr>
<td>5. Orientation programs:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>55</td>
<td>64.00</td>
<td>52</td>
<td>60.50</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>15.00</td>
<td>14</td>
<td>16.25</td>
</tr>
<tr>
<td>Planned</td>
<td>3</td>
<td>3.50</td>
<td>5</td>
<td>5.75</td>
</tr>
<tr>
<td>Blank</td>
<td>15</td>
<td>17.50</td>
<td>15</td>
<td>17.50</td>
</tr>
<tr>
<td>6. Mentoring opportunities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>51</td>
<td>59.25</td>
<td>70</td>
<td>81.50</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>19.75</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Planned</td>
<td>3</td>
<td>3.50</td>
<td>2</td>
<td>2.25</td>
</tr>
<tr>
<td>Blank</td>
<td>15</td>
<td>17.50</td>
<td>15</td>
<td>17.50</td>
</tr>
<tr>
<td>7. Sensitivity training:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>51</td>
<td>59.25</td>
<td>70</td>
<td>81.50</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>19.75</td>
<td>1</td>
<td>1.25</td>
</tr>
<tr>
<td>Planned</td>
<td>3</td>
<td>3.50</td>
<td>2</td>
<td>2.25</td>
</tr>
<tr>
<td>Blank</td>
<td>15</td>
<td>17.50</td>
<td>15</td>
<td>17.50</td>
</tr>
<tr>
<td>8. Special events to celebrate different cultures:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>23</td>
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<td>9. An affirmative action statement in the government constitution:</td>
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<td>10. Special funding of student-initiated intercultural programs:</td>
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<td>Yes</td>
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<td>11. Leadership development opportunities:</td>
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<td></td>
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<tr>
<td>Yes</td>
<td>62</td>
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<td>10.50</td>
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<td>12. Increasing opportunities for non-classroom, or informal interaction between students and faculty:</td>
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<td>Yes</td>
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June 1996
F. Again, in the past two years, which diversity-related events, programs, or efforts, have been:

1. MOST successful?

Responses to this item were abundant and rich with good ideas that proved successful in practice. Most often noted were: celebrations of diversity, cultural events (arts, foods, theater), faculty involvement (workshops, seminars), curricula revisions (required courses), diversity plans. Among the many specific examples shared were:

- Presidential statement on cultural pluralism
- Inclusion of multicultural component in the educational vision statement
- Action plan for diversity
- Racism workshop each term
- All-campus forum on racism
- Panel discussion on interracial marriage
- Theatrical productions on racial differences
- AHANA (African, Hispanic, Asian, Native American) student achievement dinner
- Total implementation of a nationally recognized 18 credit-hour cultural foundations sequence in the general education curriculum required of all students
- Program dealing with hate crimes
- Presentation by a former member of a white supremacist organization
- “Social Justice Jeopardy” (a game)
- Producing a diversity calendar of events for local community
- Introducing a prejudice reduction curriculum to area schools
- Running a minority mentoring program
- Multicultural summit involving the entire community
- Creation of “Diversity Educator Program”
- Celebrations and events including Martin Luther King Day, International Day Fair, Fear No People Week (engaging entire campus community), Multicultural Diversity Awareness Week, Celebrating Differences Week, Week of Diversity, Black History Month
- Multicultural discussion groups
- Three-day retreats off-campus for administrators, faculty, staff, students

2. LEAST successful?

Most often noted were: student workshops (poor attendance), participatory events, training programs, curriculum changes (resistance), difficulty recruiting minority administrators. The most frequently mentioned inhibiting factor was a lack of a diverse population on campus (with respect to administrators, faculty, students, and staff), and in the surrounding community. Specific comments included:
The failure of senior level administrators to come out and say as emphatically as possible that diversity is valued
Lack of a plan—lack of ‘concrete’ initiatives
Fear of change
Unexpressed, but real racism
Mission unclear
Programs that tend to isolate a group and cause defensiveness
Student planned events without faculty collaboration
Difficulties in eliminating Eurocentric core curriculum
Inadequate marketing of programs
Difficulty recruiting minority administrators—pool is limited
Budget constraints in the hiring of faculty
Lack of publicity and ownership
Campus race relations
Program dealing with feminism/gay/lesbian orientation
Caucasian students feel unwelcome
Sensitivity training (wrong trainers)
Program scheduled without input from African American student group

III. CULTURE AND CLIMATE

To what extent are the following statements descriptive of your institution?

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<th>3</th>
<th>4</th>
<th>5</th>
<th>No Response</th>
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<tbody>
<tr>
<td>A. The campus climate is friendly and caring, one in which students feel welcome and valued for themselves.</td>
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<td>1</td>
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<td>B. Individuals on the campus take a personal interest in students. They affirm students as persons in terms of potential, talents, and uniqueness.</td>
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<td>4</td>
<td>35</td>
<td>44</td>
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<td>0.00</td>
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<td>40.75</td>
<td>51.25</td>
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<td>C. Cultural awareness sessions are held for administrators, faculty members, and support staff.</td>
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<td>17</td>
<td>21</td>
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<td>D. The orientation program for students emphasizes cultural sensitivity as part of its content.</td>
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</table>
E. Administrative offices seem to work together to promote diversity.


F. Campus social, cultural, and educational organizations produce a program that includes the celebrating of the international and multicultural heritages of the students.


G. Need-based financial aid is made available to diverse students.


H. The college will/does admit a sufficient number of students from all ethnic groups so that they have a supportive peer group on the campus.


I. Intensive academic advising and/or monitoring is provided to all students during their first year in the program.


J. Opportunities have been provided to prepare faculty on alternative teaching methodologies (e.g., other than the lecture method).


K. A learning resource center provides students with the opportunity for individualized instruction and peer tutoring.


L. Students have access to effective diversity-trained and diversity-sensitive counselors to help them with their personal problems.


M. The college maintains a library with holdings that feature diversity and multiculturalism.


IV. KEY CAMPUS CONTACTS FOR DIVERSITY

ACCU wants to create a data base of key campus contacts for diversity initiatives. By expanding our current mailing list beyond those with whom we regularly communicate, we can better assist in connecting needs with resources and experience. What key people IN EACH AREA BELOW would be the best contacts regarding diversity efforts?

A. In faculty and curricular matters:

B. In campus-wide policy initiatives on diversity:

The names, titles, offices, addresses and phone numbers offered by respondents are presented in the "Diversity Contact Directory" attached to this report.

C. Some institutions that have been working to diversify their curricular offerings have produced resources that might be of value to other institutions. Please list below any such resources (e.g., diversity-related plans, brochures, syllabi, bibliographies, videos, curriculum designs, etc.) that your institution has created and is willing to share or sell. (Please list only those resources that relate to diversity.)

The resources mentioned by respondents are not included in this report.

V. OVERALL FORCES AND LESSONS LEARNED

A. Overall, what or who has been the most effective raising awareness and/or promoting action regarding issues of diversity on your campus?
B. Overall, what have been the three most inhibiting factors to diversity efforts on your campus?

- Prejudice
- Denial of Diversity Issue
- Financial Constraints
- Apathy: No Leadership
- No Diversity Populations

C. Overall, what have been the most valuable lessons you have learned regarding diversity efforts?

- Emphasis on Acceptance
- Mission & Goals Statement/Plan
- Involve Students
- Process is Slow: Be Persistent
- Leadership of President
- Commitment of Entire Campus
In rank order of most frequently cited, the most valuable lessons that respondents reported learning were:

1. Commitment of entire campus (faculty and administration) is essential.
2. Leadership of president and top officers is critical (e.g., top administration must be convinced of the justice and necessity of such efforts).
3. Since the process is slow, be persistent—it doesn’t happen overnight. Repetition is necessary. You can’t do a one-time diversity effort.
4. Involve all students, not just minorities, in all aspects of diversity initiatives including planning, implementation, etc.
5. Have a clear diversity statement (e.g., in the mission statement) and plan of action. First develop a plan, then work the plan.

D. Does the Catholic identity of your institution promote diversity?

If yes, please describe the specific ways in which you see that it does. If no, please explain and describe the circumstances of your institution.

In responding to the second part of this question, the overwhelming majority pointed to diversity concerns being part of the very nature and character of Catholic Identity.

Comments included:

- Establishes a moral imperative.
- The faith environment is one that fosters the spirit of ecumenism, intellectual freedom and open dialogue.
- Diversity awareness is related to the second greatest commandment.
- We incorporate diversity in trilingual prayer liturgies and ecumenical prayer services.
E. Has your institution conducted any campus survey or study of diversity?

Institutions that have conducted (or are planning to conduct) surveys include:

Avila College
Cabriini College
Canisius College
College Misericordia
College of Mount Saint Joseph
College of Saint Benedict
Creighton University
Edgewood College
Fairfield University
Georgetown University
Iona College
John Carroll University
King's College
Lourdes College
Loyola College in Maryland
Loyola University
Madonna University
Marian College
Marywood College
Mount Saint Clare College
Mount St. Mary's College
Nazareth College of Rochester
Notre Dame College of Ohio

Queen of the Holy Rosary College
Rivier College
Saint Anselm College
St. Edward's University
Saint John's University
Saint Louis University
Saint Mary's College
Saint Mary's College of California
Saint Mary's University of Minnesota
St. Norbert College
Seton Hall University
Seton Hill College
Siena College
Silver Lake College
Stonehill College
Trinity College
University of Detroit Mercy
University of St. Thomas
University of San Diego
University of Scranton
Ursuline College
Villanova University

Who, or which office directed or sponsored it?

Planning and Institutional Research (5)
President's Office (9)
Other (6)
Student Services/Life Development (9)
Dean (6)
Multicultural Affairs (8)
F. Has your institution received outside funding or grants either to study or promote diversity?
   
   Yes-46  No-33

G. What can ACCU do to better help you with diversity efforts on your campus?
   
   1) Describe models that can be replicated.
   2) Compile a directory of diverse faculty and administrators—with resumes.
   3) Further facilitate networking and the sharing of ideas.
   4) Help with funding sources.

H. What specifically would you most like to see in our report that would be the most helpful to you and those efforts?

   The report should offer: 1) examples of successful programs and institutions; 2) names of contact people; 3) ways of sharing information (possibly a ‘central’ clearinghouse for ACCU diversity resources); 4) the ‘how to’ of implementing diversity change (maintaining faculty and administrative support); 5) suggested funding sources.

I. Finally, is there anything else that we should know to better understand the issues of diversity on your campus and your institution’s response to those issues (e.g., special characteristics of your institution, key events, developments, controversies, significant changes in campus climate, other trends)?

   One institution noted that the term ethnic minority is offensive to some as minorities will collectively outnumber Caucasians by the end of the century. The term people of color offends others. They have adopted the practice of calling these students ALANA (some institutions use AHANA) students, an acronym summarizing these groups:
   
   A = African
   L = Latin [or H = Hispanic]
   A = Asian
   N = Native
   A = American

   In general, there were great differences of opinion on how to deal with diversity. While one respondent urged, “Ignore the naysayers and forge on,” and another claimed, “Standing on our own moral authority we don’t get bogged down in campus politics,” others warned, “Study the existing climate carefully. Find diversity’s friends and enemies—court the enemies.” And another said, “Going overboard for political correctness or excessive efforts in affirmative action is regressive; true diversity flows where there is acceptance and openness.”

VARIABLES NOT ON THE ORIGINAL QUESTIONNAIRE THAT WERE ADDED LATER

Variables added to the data base later to help keep track of all that was sent to us included: 1) whether or not the respondent had included the
requested mission statement; 2) a count of how many supplementary enclosures the institution sent besides the questionnaire and mission statement; 3) a count of the number of questionnaire items the respondent attempted; 4) our subjective institution's score (for our internal use only) summarizing our overall impression of what the institution had sent us; and 5) a narrative of what we called the "team view" that summarized our thoughts of those institutions that stood out in our opinion. The most important information contained in these added variables is reflected throughout the report, and most directly in the next section on highlighted institutions.

PART IV
HIGHLIGHTED INSTITUTIONS
The following describes those 13 of the 86 responding institutions that, in the subjective opinions of the researchers, stood out in different ways and merited further description for our target audience.

Cabrini College
Radnor, PA
President: Antoinette Iadarola
A curriculum that offers over 20 courses developed primarily for cultural diversity defines Cabrini College as an innovator in diversity awareness. This is especially noteworthy in that only 71 of the 1,932 students (3.6%) at this suburban Philadelphia college are non-Caucasian. The Catholic identity as well as the faculty and curriculum are credited as the two most effective elements in raising awareness of diversity issues on campus. Cabrini received funding from the alumni as well as from the federal government to develop service learning opportunities. Contact Mary Ann Biller, vice president for enrollment management, at 610-902-8302.

College Misericordia
Dallas, PA
Interim President: Albert Bernt Anderson
With only 41 non-Caucasians (2%) in a student body of 1,832, College Misericordia nevertheless has a diversity task force in place, as well as a diversity institute that reached out to the local community by producing a diversity calendar of events. Other noteworthy programs included introduction of a prejudice reduction curriculum to area schools; a minority mentoring program; and sponsorship of a workshop for area colleges on multiculturalism in the curriculum. Contact Linda Trompetter, assistant academic dean and director of the Cultural Diversity Institute, at 717-674-6482.

Creighton University
Omaha, NE
President: Rev. Michael Morrison, SJ
Creighton University is a Jesuit institution with nine schools and colleges. Its diversity initiatives are grounded in its Jesuit mandate to promote jus-
tice and mutual respect and in the university's desire to develop leaders for the future. Creighton has a substantial diversity resource department with a multicultural student advisor, an affirmative action director, and a minority affairs office. These diversity services are in place even though the student population of 6,424 is only 16 percent non-Caucasian. Creighton's success in diversity initiatives stems from the commitment of its president and chief administrators. The president established the President's Council on Cultural Diversity to provide direction in diversity issues and concerns. A published report titled, "Summary Progress Report on Cultural Diversity at Creighton University from 1964-1994" is a thorough and significant work. The report states: "Our vision concerning cultural diversity is for Creighton to be a truly 'world class,' comprehensive university where the various domestic ethnic groups and international communities are represented in ample numbers in an environment of mutual respect and appreciation—all pursuing our common goals of academic excellence and the promotion of justice and service to society." The next summary report is scheduled for the summer of 1996. Contact Patricia R. Callone, assistant to the president and oversight person for cultural diversity, at 402-280-2179.

Georgetown University
Washington, DC
President: Rev. Leo J. O'Donovan, SJ

Georgetown University's student population of 12,617 is 30 percent non-Caucasian. The university offers numerous scholarships, supports several diversity-related offices, and sponsors 20 student clubs for persons of color. One of the more impressive aspects of Georgetown's efforts is its "Conversations on Race, Ethnicity, and Culture," a lecture series designed to build a strong community based on mutual understanding, respect, and trust. The Student Handbook of Georgetown University states: "Especially intolerable in view of the university’s commitment to respect for the person are offenses directed against persons because of their race, religion, ethnicity, gender, or sexual orientation." Full Need, the process of covering the cost of an undergraduate education, determination is a consideration for every student. With this policy, Georgetown has been able to improve the diversity of its student body by ensuring that education costs are affordable for all students regardless of their financial status. Other effective efforts reported in support of diversity are the university mission statement, faculty seminars, and the faculty leadership workshop. Contact Joseph Pettit, vice president for institutional research and planning, at 202-687-3587.

Holy Names College
Oakland, CA
President: Mary Alice Muellerleile

Especially noteworthy is the Holy Names College emphasis on faculty programs directed at multicultural education. The student population of 702
is 45 percent non-Caucasian, so faculty have been trained to integrate multicultural themes and issues into their courses. Faculty members also were sent to area schools in order to bring back new ideas and programs to the college. In 1991, a multicultural education committee was formed to address issues of diversity and assist in the objectives of the college. This emphasis is consistent with the 40 some courses in the undergraduate curriculum designed around multicultural themes, and nearly 500 library entries directly relate to multicultural issues. With an eye to the wider view of diversity, the college sponsors outreach programs to the African American, Asian American, and Latino American communities in Oakland and other cities, where faculty and students share their ethnic history with the community through the “Growing Up in My Neighborhood” program. Contact Xavier E. Romano, vice president for student services, at 510-436-1000.

**John Carroll University**
Cleveland, OH
President: Rev. John J. Shea, SJ

John Carroll University is a notable example of a mid-western institution that has been able to significantly increase its diversity. Through the extensive efforts of the “Minority Recruitment, Counseling and Placement” program, begun in 1986, minority enrollment at John Carroll increased 62 percent from 1986-1990. Today, 11 percent of its student population of 4,358 is non-Caucasian. The office of multicultural affairs sponsors the university’s annual “Cultural Awareness Series,” which brings in guest lecturers and artists from around the world. Workshops also are featured as a means to provide open channels for communication and information exchange. Contact Ronald B. Oleksiak, director of the office of multicultural affairs, at 216-397-4417.

**Madonna University**
Livonia, MI
President: Mary Francilene, CSSF

Madonna University is a premiere example of a smaller institution that has invested extensive energies into diversity initiatives, even though only 13 percent of the total enrollment of 4,112 is non-Caucasian. Coupled with the desire to diversify, is resourcefulness in acquiring grants and funding for diversity efforts. In 1993-94, Madonna received over $479,000 in grant monies from the state of Michigan, The Lilly Endowment Inc., the National Endowment for the Humanities, and Detroit area businesses. Madonna’s diversity efforts began in 1979 with the formation of a task force whose purpose was to “enable faculty and students to become more responsive in society.” Since then, Madonna has continued to grow in its diversity initiatives and programs, receiving national recognition and praise. As a result of the university’s experience and success with diversity, the institution has compiled a resource book, Perspectives On Multicultural Education, which would be helpful to anyone interested in
the process of diversity development. Regular workshops, speakers, and celebrations continue to build on a foundation of diversity experience.

Contact Mary Martinez, director of multicultural affairs, at 313-591-5170.

Marywood College
Scranton, PA
President: Mary Reap, IHM

Although Marywood College is located in a county with a five percent non-Caucasian population and has only a four percent non-Caucasian population out of 3,068 students, the college strives toward immersing the campus community in issues pointing to multiculturalism and diversity. Marywood offers an annual cultural diversity lecture series, as well as 22 courses that feature diversity issues. The institution's commitment toward diversification is further demonstrated in its institutional objectives (each involves action steps, outcomes, accountability, schedule, resources): (1) By 1996, establish the college as a recognized promoter of a broadened sensitivity to the value of cultural diversity for the entire Northeastern Pennsylvania community; (2) By 1996, increase the enrollment of culturally diverse students in each of the schools by at least 30 percent; (3) By 1996, have in place an aggressive series of strategies aimed at increasing the minority representation among faculty, administration, and staff of the college. "Our goal is the building of an inclusive civic community in which respect for individual dignity and appreciation of human diversity will guide public and private decisions" (Vision Of Marywood As A Leader In Pluralism). Funding for several programs came from the Pennsylvania Humanities Council, including support for participation in the AAC&U Academic Leadership and American Pluralism Conference in July of 1994. Contact Marie Huester, assistant director of institutional research, at 717-348-6203.

Mount St. Mary's College
Los Angeles, CA
President: Karen M. Kennelly, CSJ

Mount St. Mary's College could be a model for many smaller institutions. Its student population of 1,721 is 62 percent non-Caucasian, and its diversity efforts are a national model. This ethnic diversity is not an accident; rather, it is the result of a commitment to the education of students traditionally under-represented in higher education. Many educationally disadvantaged students begin their college careers in the college's associate program. The full extent of Mount St. Mary's programs and resources are far too numerous to be mentioned in this report. The college houses "Prism Publishing," which produces audio, video, and printed materials for institutions that are seriously interested in diversity matters. A few of the titles are "Access and Persistence: An Educational Program Model," "The Role of Faculty Development in Multicultural Education," and "Infusing Multicultural Perspectives Across the Curriculum." Funding from such varied sources as CAPHE, the Knight Foundation, the Ford
Foundation, The Pew Charitable Trusts, and The Equitable Foundation, Inc. have provided programs that focus on faculty development and multicultural initiatives. Contact Kathleen Kelly, CSJ, vice president for the Doheny Campus, at 213-746-0450.

Notre Dame College of Ohio
South Euclid, OH
President: Gay Culverhouse

Notre Dame’s student population of 691 is 35 percent non-Caucasian. From the president, to the minority affairs office, to the academic affairs office, this institution places emphasis on diversity and has a five-year plan to foster multicultural and diversity programs. Faculty have received research grants to incorporate multiculturalism into course curricula. Grants have been funded by The Lilly Endowment Inc. (to begin teaching and implementing collaborative learning and multiple intelligence techniques throughout the college); the Cleveland Foundation; and the Breuning Foundation. Alumni journal articles, workshops, ethnic luncheons, and a student-initiated “Diversity Day” are just a part of the effort Notre Dame has put into its diversity vision. Contact Rene T. Austin, associate director of admissions and Weekend College, at 216-381-1680 x214.

Ohio Dominican College
Columbus, OH
President: Mary Andrew Matesich, OP

The non-Caucasian student population is some 18 percent of the total enrollment of 1,562. Very impressive programs are in place at an institution without a diversity office. Most notable is the “Unity in Diversity” course and the “Unity in Diversity Mentorship” program, which pairs ODC faculty with African American scholars from other universities. Among other outstanding efforts are the course and curriculum evaluation for the mentor program, funded by a grant from The Lilly Endowment Inc.; a diversity in literature reading program; various faculty initiatives that cross divisions and speak to diversity; and the support of faculty initiatives by the students. Contact Joanne F. Vickers, assistant dean for academic affairs, at 614-251-4632.

Saint Anselm College
Manchester, NH
President: Rev. Jonathan DeFelice, OSB

Located in an area with a very small, non-diverse population (approximately 3% non-Caucasian), Saint Anselm boasts a campus-wide effort of 23 academic and administrative units cooperating on diversity programs through two budgeted positions—an advisor to the president for multicultural affairs and a director of multicultural programming who share in the responsibility for diversity issues on campus. This is most unusual considering that only two percent of the total enrollment of 1,840 is non-Caucasian. Heading the list of exemplary initiatives is the very detailed “Plan for Racial/Ethnic Diversity,” which includes many academic and
social activities that are now in place on campus. Contact Bro. Timothy Belanger, OSB, advisor to the president for multicultural affairs, at 613-641-7219.

St. Norbert College
De Pere, WI
President: Thomas A. Manion

Listed as a predominantly white campus in a predominantly white community, this college of 2,059 has approximately six percent non-Caucasian students. Despite the small numbers, concern for the needs of all students is apparent. A cultural diversity office was established in 1989. This office is responsible for programs such as mentoring projects for retention and success of minority students and special programs for Native Americans. A grant from The Lilly Endowment Inc. provided for (1) visiting scholars, (2) paired college visits, which brought diverse students and faculty to the campus and sent Saint Norbert faculty and students out to other schools, (3) graduate fellowships and course development directed toward diversity, (4) library acquisitions, and (5) the “Students Bridging Cultures” program. Contact Danielle M. Hornett, associate dean for cultural diversity, at 414-337-3963.

REFERENCES

BIBLIOGRAPHY WITH ANNOTATIONS
Allen, W., & Farley, R. (1987). The Color Line and the Quality of Life in America. New York: Russell Sage Foundation. A landmark analysis of the comparative status of blacks and whites, encompasses such dimensions as fertility, mortality, and migration; family structure and educational attainment; employment and earnings. Also, a look at the refinement of black/white differences to reflect the internat diversity of the black population, comparing native-born and foreign born blacks.
members of the American Commitments National Panel. At its best, liberal learning goes beyond particular subject matter, which inevitably changes over time, to instill qualities of mind necessary for full participation in a free society.


Bernstein, R. (1993, September 12). "Excellence in an Age of Diversity." The New York Times. p. 47. Yolanda T. Moses, president of City College, points out that "nontraditional students" will not perform in the same way as previous students have performed, unless special efforts are made to prevent them from feeling insecure and alienated. With different ways of learning and different interests, these students need to see themselves and their experiences reflected in the curriculum.


Cose, F. (1994, October 24). Color-Coordinated ‘Truths’. Newsweek. pp. 63,66. In truth, no one can say with any precision how much of a role genetics plays in test differences among racial groups. No good genetic definition of “race” exists. And even if it did, unless we discover a genetic marker for intellect, the mystery is likely to remain unsolved.


Eastern New Mexico University Office of Planning and Analysis. AAEEO-94. (1994). Workforce Analysis.


Enrico, D. (1994, July 17). 'Old-boy Network' Still Par for the Course. The Miami Herald, p. 6J. Groundwork for many big deals in business is laid at a golf course, and often women are left out of the sports-networking loop.

Etzioni, A. (1994, June 8). 'Humanizing and Civilizing'. Education Week, p. 44. Commentary: Common ground, not divisive issues, should strengthen character education.


Gaff, G. (1992, Jan/Feb). Beyond Politics. Change, pp. 21-35. The multicultural wars remain a hot topic in the press, but on campus, the war is over; multiculturalism has won. The question is no longer whether students should learn about diverse cultures, but how. The task today is that of designing and implementing programs that are educationally valuable.


Kramer, M. & Weiner, S. S. (1994). Dialogues for Diversity. Arizona: Orvx Press. Materials to help groups of individuals on campus toward focused discussions of the role of ethnic diversity in the daily life of colleges and universities. The aim is to help such groups to find their own common ground, not to tell them what that common ground should be.

Kramer, J. K. (1992, December). *Administrative Ethics and Multiculturalism in Higher Education: A Delphi Study* (Doctoral Dissertation, Vanderbilt University, Tennessee, 1992). Higher education apparently neglects a crucial support comprising its philosophical foundation. This neglect pertains to ethics and relates specifically to multiculturalism. The growth of minority populations in American society serves as the impetus for the expanded promotion of multiculturalism on university and college campuses. Despite the professed adherence to ethical standards by administrators and institutions of higher learning, specific issues pertaining to multiculturalism remain undefined. The significant increase of racial harassment, despite multicultural initiatives on campuses, suggests the need for greater ethical consideration in higher education.


Higher Education, p. A25. Opponents and proponents make a statement on how accreditors should handle the possibility of being involved in promoting ethnic diversity.

Lee, D. J. (1993). Calvin Needs Multicultural Dialogue, Interaction, and Reconciliation. Mosaic, p. 2. Faculty and students should seek "significant" inter-ethnic or cross-cultural experiences. Lack of understanding may result from the lack of contact with other cultures that Evangelical Christians, as a group, have.

Lee, D. J. (1993, November 4). A Theology of Cultural Diversity in a Christian Context. Proceedings of Multicultural Congress on Access and Equity (pp. 9-10). Maryland: University Press of America. What is the purpose of cultural diversity in the "Kingdom" or "Reign" of God, and why is it that the Body of Jesus Christ is multicultural, but many of the Christian colleges in North America are monocultural.

Lee, D. J., & Rice, R. R. (1991). Ethnic Identity and Multiculturalism: Concepts, History, Research, and Policy. In D. J. Lee, A. L. Nieves, & H. L. Allen (Eds.), Ethnic Minorities and Evangelical Christian Colleges. Lanham, MD: University Press of America. This chapter is divided into four parts. Part one considers the concepts that have been used to describe and explain human diversity. Part two provides a historical context for understanding the notions of identity and ethnicity in America. Part three reviews the empirical research that asks people to identify their ethnicity. Part four presents a case study of ethnic identity and multiculturalism at a Christian college.


Lindemann, A. S. (1994, June 1). The Lessons of Anti-Semitism. The Chronicle of Higher Education, p. A48. Antisemitism, when overexposed to favor one particular minority group, draws criticism from other minority groups. "Schindler's List" draws criticism from minority non-Jews. They say that the Holocaust (its publicism from the movie) has put the Jews suffering on a pedestal and in turn made the trials and tribulations of the non-Jew minorities less meaningful. Education in antisemitism will help groups deh the urge to vie for the title of the most oppressed.


McKee, M. B., Hayes, S. F., & Axiotis, T. R. (1994, March). Challenging Heterosexism in College Health Service Delivery. Journal of American College Health, 42, 211-215. This article explores how HIV and AIDS, substance abuse, violence and hate related crimes, suicide and heterosexism all adversely affect the physical and emotional health of non-heterosexual college students. College Health Services must expand their current scope and practice and assume a leadership role in combating all forms of oppression by actively incorporating and addressing the unique health issues and needs of the lesbians, bisexuals and gays; examples of heterosexism in college health services and recommendations for institutional, personal, and professional change.


Morganthau, T. (1994, October 24). IQ Battle. Newsweek. pp. 52-54. The Bell Curve, a controversial new book about race, class, and intelligence, is based on a pessimistic view of American society. Its most explosive argument is that blacks as a group are intellectually inferior to whites and that little can be done to help. Newsweek examines the politics and science of intelligence testing and visits a Bronx school where dropouts become scholars.


Ruling on Black Student Scholarships Stirs Concerns. (1994, October 29). Sun-Sentinel, p. 10A. Black scholarship programs, if they give unfair preference to one racial group, are found to be unconstitutional.


Sawchuk, M. T. (Ed.). (1993). The Role of Faculty Development in Multicultural Education. Mount St. Mary's College, Los Angeles: Prism Publishing. Two objectives: one, to help every member of the faculty and staff become more effective in dealing with cultural differences among students through lectures, workshops, and programs open to all; two, to provide faculty members with mini-grants for research on specific topics related to culture and learning.


School Keeping Policy. (1994, July 30). Sun-Sentinel. p. 20A. School board fighting for cultural superiority. Board voted (3-2) to require teachers to teach that American values and culture are superior to other foreign or historic cultures.


Stimpson, C. R. (1992, Jan/Feb). The White Squares. *Change*, pp. 76-78. The purpose is to avoid old errors and to minimize the static while people different from each other learn and earn mutual trust.


Tremell, M. C. (Ed.). (1992, December). *Diversity, Divinity, and Campus Community*. Washington, DC: National Association of Student Personnel Administrators, Inc. Offers a collection of nine papers demonstrating how the student affairs subculture in institutions of higher education can provide academic as well as managerial leadership in promoting cultural diversity and planned change.


Thomas, R. R., Jr. (1991). *Beyond Race and Gender*. New York, NY: Amacom. As the workforce continues to diversify, the need to be able to manage it increases. This book can help managers hit the mark, successfully.


Wilkerson, M. B. (1992, Jan/Feb). Beyond the Graveyard. *Change*, pp. 59-63. It’s hard to change curriculum because professors teach as they were taught and professors have treasured specialties that give them distinction.
Williams, M. C. (1993, February 28). Schools Becoming More Segregated. Sun-Sentinel, pp. 1B, 5B. Black students who live in what used to be predominately white neighborhoods are being bused to predominately black elementary schools.


Yarbrough, C. (1992, Jan/Feb). Three Questions for the Multiculturalism Debate. Change, pp. 64-69. Students are best served by a wide range of material that invites them to analysis through use of all the tools of critical scholarship.

Yarmolinska, A. (1992, Jan/Feb). Loose Canons. Change, pp. 6-11. Humanities should be structured to cover a diverse group of authors to meet the needs of a diverse student population.

Zingg, P. J. (1991, Summer). Missions Fulfilled and Forfeited: American Catholic Higher Education. Educational Record. 72, pp. 39-44. The wording of the mission statement is meaningless unless the words are fulfilled with action. Fulfillment is the key to an effective mission.

ABOUT THE AUTHORS

Tom H. Foote, PhD, the principal investigator of this study, is associate professor and coordinator of leadership specialization in the PhD program in leadership and education in the Barry University Adrian Dominican School of Education. His diversity-related work include a 1977 report, "Ethnic Groups and Publication in California," and most recently, a 1995 article, "Women and Leadership: Redefining Both for the 21st Century," which appeared in the journal, Catalyst for Change.

Barbara M. Buzzi is assistant professor of marriage and family therapy in the department of social science and counseling at St. Thomas University (FL). She is a candidate in the PhD program in leadership and education at Barry University and is writing her dissertation on "The Relationship of Gender Role, Parenting Beliefs, Prior Sexual Harassment, Personality Style, and Marital Satisfaction to the Job Satisfaction of Working Mothers."

The Rev. James M. Gaughan is an instructor in the department of communications arts and English at St. Thomas University (FL) and, in 1994-95, was the public information officer. He is a candidate in the PhD program in leadership and education at Barry University and is writing his dissertation on "Leadership Assessment Methods and Possible Applications to Role Assignment for Catholic Priests."

The Rev. Randall K. Wells is senior pastor of the Central Church of the Nazarene in Miami, where he serves a congregation that is 70 percent non-Caucasian. He is a candidate in the PhD program in leadership and education at Barry University and is writing his dissertation on "Factors Associated With Burnout Among American Nazarene Clergy."
DIVERSITY CONTACT DIRECTORY

* Respondent indicates individual who replied to the ACCU/Barry Campus Diversity questionnaire.

ALLENTOWN COLLEGE OF ST. FRANCIS DE SALES – Center Valley, PA 18034; TEL: 610–282–1100
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Campus Policy: George Kelly, Ruth Munilla, Admissions

ALVERNO COLLEGE – 3401 South 39th Street; Milwaukee, WI 53215–4020; TEL: 414–382–6000
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Campus Policy: Mary Evelyn Potts, OP

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Instrumental Others: Rob Fisher, Coordinator/New Student Development
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Faculty & Curricula: Marie Joan Harris, Dean for Academic Affairs
Campus Policy: Thomas Lease, VP Dean Student Affairs

BARRY UNIVERSITY – 11300 NE 2nd Avenue; Miami, FL 33161; TEL: 305–899–3000
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Faculty & Curricula: Laura Armesto, Dean/School of Arts and Sciences
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BENEDICTINE UNIVERSITY – 5700 College Road; Lisle, IL 60532; TEL: 708–960–1500
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Faculty & Curricula: Phyllis Kittel, Academic Dean
Campus Policy: Robert Head, VP for Finance and Administration

BOSTON COLLEGE – 140 Commonwealth Avenue; Chestnut Hill, MA 02167; TEL: 617–552–8000
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Published Div. Officer:
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Faculty & Curricula: Kevin Duffy, VP for Student Affairs
President, Undergraduate Government
Rev. William Neenan, SJ, Academic VP
Kevin Duffy

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Robert Bonfiglio, VP for Student Development
Mary Ann Biller, VP for Enrollment Management

Faculty & Curricula:
Thomas Boeke, Provost/Academic Dean
Sharon Schwarz

Campus Policy:
Susan Kazmierczak, Human Resources
Robert Bonfiglio

CANISIUS COLLEGE – 2001 Main Street; Buffalo, NY 14208; TEL: 716-883-7000
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Instrumental Others: Jerome Neuner, Associate VP for Academic Affairs
Patricia Rissmeyer, Dean of Students
Thomas Miller, VP for Student Affairs

Faculty & Curricula: Candalene McCombs, Academic Development Center
Jerome Neuner
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CARDINAL STRITCH COLLEGE – 6801 North Yates Road; Milwaukee, WI 53217; TEL: 414-352-5400
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Mary Lea Schneiler, OSF, President
Rev. Trinette McCray, Director/Multicultural Relations
Linda Plagman, Associate Dean/Arts and Sciences
Mary Blewett, English

Campus Policy:
Rev. Trinette McCray

THE CATHOLIC UNIVERSITY OF AMERICA – 620 Michigan Avenue, NE; Washington, DC 20064; TEL: 202-319-5000
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Published Div. Officer:
Lorraine Krusa

Reported Div. Officer:
Andre Nottingham, Assistant Director of Special Services

Published Div. Office:
Multicultural and Special Services

Instrumental Others:
John Scruggs, Assistant Director of Student Activities
President, (BOSACUA) Student Organization

Campus Policy:
Lorraine Krusa

Reginald Taylor, Multicultural Admissions

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CHAMINADE UNIVERSITY OF HONOLULU – 3140 Waialae Avenue; Honolulu, HI 96816; TEL: 808-735-4711
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CHRISTIAN BROTHERS UNIVERSITY – 650 East Parkway South; Memphis, TN 38104; TEL: 901-722-0200
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Michael J. McGinniss, FSC, President
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COLLEGE MISERICORDIA – 301 Lake Street; Dallas, PA 18612; TEL: 717-674-6400
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Instrumental Others:
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Michael Joseph

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James Calderone

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Campus Policy: Francis Marie Thrailkill, OSU, President
Kevin Kinebrew

COLLEGE OF OUR LADY OF THE ELMS - 291 Springfield Street; Chicopee, MA 01013-2839; TEL: 413-594-2761
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Instrumental Others: Kathleen C. Keating, SSJ, President
Joyce Hampton, ESL teacher
Christine Crowley, Coordinator/International Students
Christina Canales
Garnett Satchell, Admissions
Faculty & Curricula: Patrick Delaney, Academic VP
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Campus Policy: Kathleen C. Keating, SSJ, President

COLLEGE OF SAINT BENEDICT - 37 South College Avenue; St. Joseph, MN 56374; TEL: 612-363-5011
Respondent: Jose Bourget, Director
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Instrumental Others: Kathy Allen, VP for Student Development
Mikki Harris, Advisor for International and Students of Color
Kathy Flynn, Coordinator for Human Resources
Joe Friedrich, Joint VP for Academic Affairs
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Rita Knuesel, Academic Dean
Campus Policy: Jose Bourget, Director/Office of Cultural Enrichment
Kathy Allen

CREIGHTON UNIVERSITY - 2500 California Plaza; Omaha, NE 68178; TEL: 402-280-2700
Respondent: Patricia R. Callone, Assistant to the President, Cultural Diversity
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Instrumental Others: Jacqueline Harris, Health Sciences
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Martha Irown, Assistant VP for Student Services
Lloyd Beasley, Director of Educational Opportunity Programs
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DOMINICAN COLLEGE OF SAN RAFAEL - 50 Acacia Avenue; San Rafael, CA 94901; TEL: 415-457-4440
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54 BEST COPY AVAILABLE
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Rev. Simon Harak, SJ, Religious Studies
Orin Grossman, Dean College of Arts and Sciences
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Gwen Vendley

FORDHAM UNIVERSITY - East Fordham Road; Bronx, NY 10458; TEL: 718-817-1000
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FRANCISCAN UNIVERSITY OF STEUBENVILLE - Steubenville, OH 43952; TEL: 614-283-3771
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Patricia Fletcher, Member of Board of Advisors and Principal at Garfield School
Jean-Philippe Riguad, Household Coordinator
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Virginia Zoric, Associate Dean
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Faculty & Curricula: William Cooper, Executive VP, Main Campus
Campus Policy: Rev. Leo O'Donovan, SJ, President
John DeGioia

GWYNNEDD-MERCY COLLEGE - Sumneytown Pike; Gwynedd Valley, PA 19437; TEL: 215-641-7300
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LEWIS UNIVERSITY - Route 53; Romeoville, IL 60446; TEL: 815-838-0500
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Published Div. Officer: President's Office
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Robert Murphy, O.Carm., Director of University Ministry
George Miller
John Greenwood, Psychology
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Paul Kaiser, Dean/Arts and Sciences
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LORAS COLLEGE - 1450 Alta Vista Street; Dubuque, IA 52004; TEL: 319-588-7100
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Karla Braig, English
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Faculty & Curricula: Sharon Heuschele
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Campus Policy: Robert J. Turek, Jr.
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LOYOLA COLLEGE IN MARYLAND - 4501 North Charles Street; Baltimore, MD 21210; TEL: 410-617-2000
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Published Div. Office: Department of Multicultural Affairs
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Pamela Paul
Campus Policy: Jonathan Hopkins
Pamela Paul
LOYOLA UNIVERSITY - 6363 St. Charles Avenue; New Orleans, LA 70118; TEL: 504-865-2011
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Campus Policy: Norman Rousell, VP for Administration
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Martin Keck
Nancy Marie, CSSF, Student Life
Ursula Murray
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MARIAN COLLEGE - 3200 Cold Spring Road; Indianapolis, IN 46222-1997; TEL: 317-929-0123
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MARIST COLLEGE - 290 North Road; Poughkeepsie, NY 12601; TEL: 914-575-3000
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Faculty & Curricula: Syed Khatib, Associate Professor, Communications
Campus Policy: Desmond Murray, Assistant Director/Field Experience

MARYWOOD COLLEGE - 2300 Adams Avenue; Scranton, PA 18509; TEL: 717-348-6211
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Campus Policy: Kathleen Sharpe

MERCY COLLEGE OF NORTHWEST OHIO - 2238 Jefferson Avenue; Toledo, OH 43624-1197; TEL: 419-259-1279
Respondent: Patricia Ann Dalke, MSN, President
Reported Div. Officer: Combined position because of small size; Marlene Szurminski
Faculty & Curricula: Becky Kelley-Robarge, Dean of Academic Affairs
Campus Policy: James Harter, Student Services Dean

MOUNT SAINT CLARE COLLEGE - 400 North Bluff Blvd.; Clinton, IA 52732; TEL: 319-242-4023
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Reported Div. Officer: Benjamin John, Director of Student Life/Activities
Instrumental Others: James J. Ross, President
Faculty & Curricula: William C. Lowe, Academic Dean
Campus Policy: Benjamin John

MOUNT ST. MARY'S COLLEGE - 12001 Chalon Road; Los Angeles, CA 90049-1525; TEL: 310-476-2237
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Chery Mabey, Director, Leadership Program
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Published Div. Officer/
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Faculty & Curricula: Susan Applegate-Krou, Sociology and Anthropology
Campus Policy: Alice Jones, Education

Rose Marie Beston, President
Gaynelle D. Wethers

NEUMANN COLLEGE – Aston, PA 19014; TEL: 610-459-0905
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Instrumental Others: Rose Cecelia Case, OSF, VP for Mission and Campus Life
Faculty & Curricula: Rosalie Mirenda
Campus Policy: Stephanie March, Chair, Division Enrichment Committee

Meghan Scott, Director, Human Resources

NIAGARA UNIVERSITY – Niagara University, NY 14109; TEL: 716-286-1212
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Campus Policy: Patricia Kinner, Director of the Niagara University Opportunity Program

Personnel Policy: Judy Willard, Assistant to the President
Sheila Hausrath, VP for Student Life

NOTRE DAME COLLEGE OF OHIO – 4545 College Road; South Euclid, OH 44121; TEL: 216-381-1680
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Reported Div. Officer: Rene T. Austin, Associate Director of Admission and Weekend College; Former Co-Director of Multicultural Affairs
Instrumental Others: Elizabeth Aragon-Duque
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Campus Policy: Mary Frances Dunham, SND, VP of Academic Affairs

Joanne F. Vickers, Assistant Dean for Academic Affairs
Tina Butler, Associate Professor, Library Science, Minority Mentee
Jay Kealey, Chair, Modern Languages
Tina Butler

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Published Div. Officer/
Reported Div. Officer: Joanne F. Vickers, Assistant Dean for Academic Affairs
Instrumental Others: Tina Butler, Associate Professor, Library Science, Minority Mentee
Faculty & Curricula: Jay Kealey, Chair, Modern Languages
Campus Policy: Joanne Vickers

OUR LADY OF HOLY CROSS COLLEGE – 4123 Woodland Drive; New Orleans, LA 70131; TEL: 504-394-7744
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Instrumental Others: Mary Doll, English
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Julie Gordon, College Counselor

Faculty & Curricula: Leila Hogan, CSJ, Academic Dean
Paula Schneider, Social Work

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Faculty & Curricula: Joseph Friedrich, Academic Affairs
Joseph Farry, Academic Dean
Campus Policy: Jose Bourget

SAINT LOUIS UNIVERSITY – 221 North Grand Blvd.; St. Louis, MO 63103; TEL: 314-977-2222
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Rosetta Taylor Moore, Graduate School
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SAINT MARY'S COLLEGE - Notre Dame, IN 46556; TEL: 219-284-4000
Respondent: William A. Hickey, President
Published Div. Officer: Maricela Ramirez, Director, Office of Multicultural Affairs
Instrumental Others: Ann Loux, English Professor; recipient of college's first Multicultural Award
Faculty & Curricula: Patrick E. White, Associate Dean of Faculty
Karilee Freeberg, Education
Campus Policy: William A. Hickey, President
Maricela Ramirez

SAINT MARY'S COLLEGE OF CALIFORNIA - PO Box 4433; Moraga, CA 94575; TEL: 510-631-4000
Respondent: Michael Beseda, Assistant VP for Research, Planning, and Technology
Faculty & Curricula: Monica Clyde, Director, Faculty Development and Academic Affairs
John Dennis, High Potential Program
Campus Policy: Barbara Nicholson, Personnel Office
Michael Beseda

SAINT MARY'S UNIVERSITY OF MINNESOTA - 700 Terrace Heights; Winona, MN 55987-1399; TEL: 507-452-4430
Respondent: Susan Edel, Director of Research
Instrumental Others: Chris Kendall, Director of Student Activities
Faculty & Curricula: Jeffrey Highland, VP for Academic Affairs
Campus Policy: Ann Merchlewitz, Affirmative Action Office

SEATTLE UNIVERSITY - Broadway and Madison; Seattle, WA 98122; TEL: 206-296-6000
Respondent:
Published Div. Officer: Toni Murdock, Associate Provost
Instrumental Others: Mona Pitre, Office of Student Minority Affairs
Faculty & Curricula: Kevin Krycka, Assistant Professor of Psychology
Toni Murdock
Campus Policy: Mark Long, Affirmative Action/Human Resources
Mona Pitre

SETON HALL UNIVERSITY - 400 South Orange Avenue; South Orange, NJ 07079; TEL: 201-761-9000
Respondent:
Published Div. Officer: Frank J. Morales, Executive Director, Special Academic Programs
Instrumental Others: Pat Kuchon, Assistant Chancellor, Student Affairs
Msgr. Robert Sheeran, Executive Vice Chancellor
Greg Mikalauskas, Dean of Students
Faculty & Curricula: Bernhard W. Scholz, Provost
R. Shapiro, Faculty Association
Campus Policy: Msgr. Robert Sheeran

SETON HILL COLLEGE - Greensburg, PA 15601; TEL: 412-834-2200
Respondent:
Reported Div. Officer: Lois Sculco, SC, VP for Administration and Student Life
Instrumental Others: Charmaine Strong, Dean of Student Services
Marcia Pratt, Director of Academic Support Services
Vijay Verma, Director of Information and Communication Technologies
Michael Cary, Assistant Professor of Political Science/History
Faculty & Curricula: Michael Cary
Frank Klapak, Communication
Campus Policy: Lois Sculco, SC
Charmaine Strong

SIENA COLLEGE - 515 Loudon Rd.; Loudonville, NY 12211-1462; TEL: 518-783-2300
Respondent: John Mahon, OFM, Assistant to the President
Instrumental Others: William Sherman, Director of Student Activities
Jeanne Martin Obermayer, Dean of Students
Chitra Rajan, Chair, Women and Minorities
Merle Longwood, Chair, MLK Lecture Series

Faculty & Curricula: Chitra Rajan
Campus Policy: Cynthia King-LeRoy, Human Resources

SILVER LAKE COLLEGE - 2406 South Alverno Road; Manitowoc, WI 54220; TEL: 414-684-6691
Respondent: Barbara Belinske, OSF, President
Reported Div. Officer: Jan Algozine, VP and Dean of Students
Faculty & Curricula: Mary Ann Wahlstrom, Associate Professor
Campus Policy: Jan Algozine

ST. CATHARINE COLLEGE - Highway 150; St. Catharine, KY 40061; TEL: 606-336-5082
Respondent: Rev. Robert R. Gerl, VP and Academic Dean
Faculty & Curricula: Robert Urben, Humanities Division, Associate Academic Dean
Campus Policy: Rev. Robert R. Gerl

ST. EDWARD'S UNIVERSITY - 3001 South Congress Avenue; Austin, TX 78704; TEL: 512-448-8400
Respondent/Published Div. Officer: Donna M. Jurick, SND, Academic VP and Academic Dean
Reported Div. Officer: John Lucas, VP for Enrollment and Student Services
Haven Street-Allen, Director, Human Resources
John Costello, Associate Academic Dean
Institutional Others: Sarita Rodrigues, Director of College Assistant Migrant Program
John Costello
Sandra Pacheco, Dean for Student Development
Faculty & Curricula: Donna Jurick, SND
Marianne Hopper, Dean, Behavioral and Social Sciences
Campus Policy: John Costello
Haven Street-Allen

Respondent: Barbara Doherty, SP, President
Instrumental Others: Cathy Boerste, Director of Student Activities
Faculty & Curricula: Connie Bauer, VP for Academic Affairs
Campus Policy: Vicki Kosowsky, Director, Student Development

ST. NORBERT COLLEGE - 100 Grant St.; De Pere, WI 54115; TEL: 414-337-3181
Respondent: Danielle M. Hornett, Associate Dean for Cultural Diversity
Instrumental Others: Richard Rankin, VP for Student Life
Mike Peckham, Assistant Director of Housing
Faculty & Curricula: Robert L. Horn, VP for Academic Affairs
Robert Rutter, Education
Campus Policy: Danielle Hornett
Richard Rankin

ST. THOMAS UNIVERSITY - 16400 N W 32nd Avenue; Miami, FL 33054; TEL: 305-625-6000
Respondent/Published Div. Officer: Mercedes Iannone, Chair, Diversity Task Force
Reported Div. Officer: Volunteer faculty or staff member
Instrumental Others: Rev. Ed Blackwell, Director of Campus Ministry
Annemarie Law, Director of Counseling Center
Ray Rufo, Director of Center for Justice and Peace
Christine Heft, Director of Student Life
Beverly Horsburgh, Law School Diversity
Faculty & Curricula: Joe Iannone, Dean of Arts and Sciences
Campus Policy: Annemarie Law

STONEHILL COLLEGE – 320 Washington St.; North Easton, MA 02357-5910; TEL: 508-238-1081
Respondent: Louis F. Saltrelli, Dean of Students
Reported Div. Officer: Jean R. Hamler, Director of Intercultural Affairs
Instrumental Others: Christopher Sohn, Director of Student Activities
Dwayne Sparks, Director of Special Programs
Faculty & Curricula: Rev. Louis A. Manzo, CSC, Academic VP and Dean
Campus Policy: Louis F. Saltrelli
Jean Hamler

TRINITY COLLEGE – 208 Colchester Avenue; Burlington, VT 05401; TEL: 802-658-0337
Respondent: Tammy Lenski, Dean of Students
Instrumental Others: Janice E. Ryan, RSM, President
Cindy Darcy, Director of Residential Life
Faculty & Curricula: Brent Poppenhagen, VP for Academic Affairs
Karen Borei, Library Director
Campus Policy: Janice E. Ryan, RSM, President
Tammy Lenski

UNIVERSITY OF DETROIT MERCY – 4001 West McNichols; Detroit, MI 48219-0900; TEL: 313-993-1000
Respondent:
Published Div. Office: Maureen A. Fay, OP, President
Reported Div. Officer: George R. Lowery, Dean, College of Education and Human Services
Instrumental Others: Kenneth L. Henold, VP for Student Affairs
William J. Lowe, Dean, College of Liberal Arts
Gloria H. Albrecht, Assistant Professor of Religious Studies
Faculty & Curricula: Kenneth L. Henold
George R. Lowery

UNIVERSITY OF GREAT FALLS – 1301 20th Street South; Great Falls, MT 59405; TEL: 406-761-8210
Respondent: Audrey Thompson, VP for Student Services
Published Div. Office: Student Services
Faculty & Curricula: B. Lee Cooper, VP for Academic Affairs/Provost
Campus Policy: Tracy Micheletty, Student Support Service

UNIVERSITY OF MARY – 7500 University Drive; Bismarck, ND 58504; TEL: 701-255-7500
Respondent: Pat Jund, Director of Student Life
Instrumental Others: Joanne Gladden, Diversity Committee Chair
Charles Hanson, VP for Student Development
Faculty & Curricula: Joanne Gladden
Campus Policy: Pat Jund

UNIVERSITY OF SAN DIEGO – 5998 Alcala Park; San Diego, CA 92110-2492; TEL: 619-260-4600
Respondent: Maureen P. Cronin, Associate Provost, Director of Institutional Research
Instrumental Others: Judith Liu, Professor of Sociology
Cynthia Villis, Counseling Center
Reuben Mitchell, Human Resources, Employment Outreach and Development
Faculty & Curricula: Judy Liu, Cynthia Villis
Campus Policy: Reuben Mitchell

UNIVERSITY OF SCRANTON – Scranton, PA 18510; TEL: 717-941-7400
Respondent: Shirley M. Adams, Dean, Dexter Hanley College, Chair, Cultural Diversity Committee
Reported Div. Office: Office of Affirmative Action
Instrumental Others: Sherman Wonder, Director of Student Activities
Faculty & Curricula: Shirley M. Adams
Campus Policy: Richard Passon, Provost

UNIVERSITY OF ST. THOMAS – 2115 Summit Avenue; St. Paul, MN 55105; TEL: 612-962-5000
Respondent: Charles J. Keffer, Provost
Reported Div. Office: International Student Services
Multicultural Student Services
Specialized Services Coordinator
Women's Center
Instrumental Others: Sharon Howell, CSJ, Director of Multicultural Student Services
Gregory Roverts, VP for Student Affairs
Paula Sanchez, Director of Hispanic Pre-College Program
Faculty & Curricula: Pamela Nice, Faculty Development
Ralph Pearson, VP for Academic Affairs
Campus Policy: Charles J. Keffer
Sharon Howell

URSULINE COLLEGE – 2550 Lander Road.; Pepper Pike, OH 44124; TEL: 216-449-4200
Respondent: Anne Marie Diederich, OSU, President
Reported Div. Office: Office of Academic Affairs
Instrumental Others: Octavia McNeil, Director of Residence Life
Mary Alice Saunders, Nursing Faculty
Faculty & Curricula: Gary E. Polster, Sociology
Campus Policy: Christine Murray, Personnel

VILLANOVA UNIVERSITY – 800 Lancaster Ave.; Villanova, PA 19085-1699; TEL: 610-519-4500
Respondent:
Published Div. Office: Edward Collymore, Executive Director, Office of Multicultural Affairs
Instrumental Others: Rev. Edmund J. Dobbin, OSA, President
Faculty & Curricula: Meghan Keita, History/African Studies
Campus Policy: Edward L. Collymore

WALSH UNIVERSITY – 2020 Easton Street NW; Canton, OH 44720; TEL: 216-499-7090
Reported Div. Officer: Quentin R. Johnson, Dean of Students
Instrumental Others: Rev. Richard J. Mucowski, OFM, President
Dale S. Howard, VP for Student Affairs
Faculty & Curriculum: Richard Niece, Provost and VP for Academic Affairs
Campus Policy: Rev. Richard J. Mucowski, OFM, President
Quentin R. Johnson

Respondent: Carol O. Orts, VP for Planning and Assistant to the President
Reported Div. Officer: Eileen Viglietta, International Student Advisor
Instrumental Others: Ellis F. Hall, Dean of Students
Faculty & Curricula: Karen Bland, OSB, Associate Academic Dean
Campus Policy: Carol Orts

XAVIER UNIVERSITY – 3800 Victory Parkway; Cincinnati, OH 45207; TEL: 513-745-3000
Respondent: Gail Mahon, Executive Assistant
Reported Div. Officer: Main diversity officer: Merelyn Bates-Mims, Director of Affirmative Action
Instrumental Others: Bill Daily, Chair/Professor, Communication Arts
Deborah Pearce, Academic Staff
Faculty & Curricula: Stanley Hedeen, Biology
William Daily
Campus Policy: Merelyn Bates-Mims