

MEMORANDUM

TO: TOM FREEDMAN, MARY SMITH

FROM: JULIE MIKUTA

RE: INCREASING THE PARTICIPATION OF MINORITIES IN POST-SECONDARY EDUCATION

DATE: JULY 31, 1997

SUMMARY

This memo discusses efforts to improve the college participation rate of minorities. It includes: a summary of the college participation rates of students of different races/ ethnic groups; descriptions of high-school and college programs that target minorities with the aim of encouraging them to attend or stay in college; and a review of subsidized SAT-test prep programs for minority students.

I. COLLEGE PARTICIPATION AND EDUCATIONAL ATTAINMENT

These are statistics about students who attend college from a 1997 report, "Minorities in Higher Education" by the American Council of Education:

- The college participation rate (the percent of the college-age population who are in college) of African Americans increased by 2.4% since 1990 and by 9.3% from 1985-1995. In 1995, the rate was 35.4%. The Hispanic rate increased by 2% from 1994 - 1995, up to 35.3%.
- College enrollment among students of color increased by 2.9% in 1995, one of the smallest gains in the 1990s. It has increased by 29.2% since 1990, and by 67.7% from 1984- 1995.
- African Americans, Hispanics, and American Indians made double-digit gains in 1994 in the number of bachelor's degrees earned. Hispanics, Asian Americans and American Indians each made double digit gains in the number of master's degrees earned.
- From 1990- 1995, college graduation rates improved for each of these four minority groups. The graduation rates in 1995 were: Asian Americans, 65% (up 3% since 1990); Hispanics, 46% (up 6% since 1990); African Americans, 40% (up 9% since 1990); and American Indians, 37% (up 8% since 1990). For whites, the rate is 59% (up 3% since 1990).

II. PROGRAMS

A. Exposure to the college environment while students are in high school

These programs either bring minority students to the college, or sponsor representatives of the college to work with the students at their high school.

1. Upward Bound -- a federally funded program for low-income high school students, began in 1965, under the Higher Education Act. Through the program, students attend summer courses and after-school or Saturday classes throughout the year either at their school site or at a college. Some Upward Bound programs also give the students financial assistance for college preparatory activities -- such as paying for the SAT processing fee.
2. Summerbridge -- A national program in which high school and college students teach summer school to middle school students. Summerbridge is in 36 cities (and Hong Kong). Students who teach on the course have a high rate of college attendance, and many go into education.

Programs in California

3. SCORE -- Buena Park High School, CA, established in 1991. Students take field trips to various university campuses, attend classes, have lunch and get an overview of the programs offered. College students visit the high school and discuss their experiences. [Orange County Register, 1/23/97]
4. Advancement via Determination -- 47 schools in the Colton Unified School District, CA, established in 1991. Focuses on study skills and goal-setting with minority and low-income students.

B. Aid with processing of forms associated with going to college -- Some for-profit companies target minorities with programs that will identify scholarships available to them, assist them in their completion of forms and even college entrance essays.

C. Retention at college -- Several colleges run programs designed to increase the retention of economically disadvantaged and underrepresented students.

D. Texas and California state programs

1. Ethnic Recruitment Program (TX): Texas residents may apply for grants up to \$1,000 under this program. Applicants must have a 2.75 GPA and 900 SATs. The awards may be used at any school in which their minority group constitutes less than 40% of total enrollment. [The Big Book of Minority Opportunities]
2. Cal Grants (CA):
 - Grant A: from \$600 to \$4,500 to help low-income residents of the state cover tuition and fees at colleges-- renewable for up to 3 years.
 - Grant B: from \$600 to \$1,200 as a living allowance to low-income students.
 - Grant C: to help vocationally-oriented students obtain marketable job skills.

III. SAT TESTS

Research indicates that students who are familiar with the SAT format, such as those who retake the test, tend to boost their scores (Ed Week, 3/24/94). These courses are prohibitively expensive for disadvantaged young people, but some local and national groups have organized alternative, subsidized programs for these youth.

A. *Who takes the SAT*

In 1996, 1.1 million students took the SAT. Sixty-nine percent of the participants were white [College Board, sponsor of the SAT], but white students made up only an estimated 47 percent of 12th graders during the 1994-95 school year [U.S. Department of Education]. In the past 10 years the participation gap between white and minority students has narrowed only slightly. [Ed Week, 12/4/96].

B. *SAT results*

1. *Race and SAT scores*

Attached is a table of SAT results broken down by race/ ethnic group from 1975- 1993. These are the 1996 results:

- White students scored an average of 526 on the verbal and 523 on the math.
- Black students scored an average of 434 on the verbal section and 422 on the math.
- Native American students averaged 483 on the verbal and 477 on the math.
- All three of the categories of Hispanic students or students of Latino background also lagged behind white students.
- Asian-American students scored an average of 496 on the verbal, while surpassing all other ethnic groups with an average of 558 on the math.

2. *Income and SAT scores*

1994 SAT Test Scores for:

under \$10,000/yr	766
\$10,000 - \$20,000/yr	812
\$20,000 - \$30,000/yr	856
...	
\$50,000 - \$60,000/yr	929
\$60,000 - \$70,000/yr	948
over \$70,000/yr	1000

source: FairTest -- a non-profit in Boston

C. Programs to improve the scores of minorities on the SAT

- Organizations, businesses, schools and colleges across the country are sponsoring SAT study groups for disadvantaged students. For example, in Atlanta, the local chapter of an African American fraternity, the NAACP, and the school board run a course that costs \$75 instead of the \$700 fee of a commercial course. Prince George's County schools work with Maryland's Bowie State University. The program offers an intensive, 14-week SAT-preparation course for 150 high school students, with the goal of increasing college-entrance rates. The university and private businesses are paying for the program; the school system is picking up the tab for transportation.
- Kaplan works with volunteer organizations to train SAT tutors. It also goes into high schools with needy students to offer services for free or at a reduced charge to the youths. Financial aid for disadvantaged students is also available.
- The Princeton Review Foundation, the nonprofit arm of the Princeton Review, runs reduced-cost programs in conjunction with local foundations for about 1,500 students nationwide and has distributed books and trained tutors in local groups.
- Stanford Testing Systems makes SAT-test preparation materials available at a relatively low cost. Some of their test-prep programs are free on the Internet.
- The University of California at Riverside recently started a two-week program to raise the SAT scores of black high school students. Students receive individual tutoring, two hours of computer work each day, and an hour of group instruction each day.

ORGANIZATIONS

The American Council on Education's Office of Minorities in Higher Education published a comprehensive directory on multicultural initiatives, such as scholarships, programs, projects and services. The group is holding a conference in October and has invited the President to speak.

FairTest is a nonprofit watchdog organization that publicizes critiques of the College Board (which writes the SAT) and the Educational Testing Service.

7-78-47

Educating One-Third of a Nation VI: Diversity, Opportunity, and American Achievement

PRELIMINARY CONFERENCE PROGRAM



DRAFT

OCTOBER 16-18, 1997

HYATT REGENCY MIAMI AT MIAMI CONVENTION CENTER • MIAMI, FLORIDA

**Sponsored by the
American Council on Education and its
Office of Minorities in Higher Education
in collaboration with the
Association of American Colleges and Universities
and The Ford Foundation's Campus Diversity Initiative**

GENERAL INFORMATION

Convenors:

AMERICAN COUNCIL ON EDUCATION

The American Council on Education is the major representative organization in higher education in the United States. An independent, nonprofit association founded in 1918, the Council represents accredited, degree-granting institutions of higher education, as well as national and regional higher education associations. Through its programs, activities, and policy-setting functions, it strives to ensure high-quality education on the nation's campuses and equal opportunity for all American citizens. Established in 1981, the Office of Minorities in Higher Education (OMHE) monitors and reports the progress of African Americans, Hispanics, American Indians, and Asian Americans in postsecondary education and engages in efforts to improve their educational and employment opportunities in higher education. OMHE provides information and counsel on issues, programs, and institutional, state, and federal policies that affect minorities to presidents, faculty, campus administrators, state systems, federal policy makers, business leaders, community organizations, and other educational organizations.

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES AND THE FORD FOUNDATION'S CAMPUS DIVERSITY INITIATIVE

Founded in 1915, the Association of American Colleges and Universities (AAC&U) is the only higher education institutional membership association whose primary mission is advancing and strengthening liberal learning. AAC&U views diversity as a source of societal resilience and educational vitality. Through its American Commitments and Diversity Works initiatives, AAC&U seeks to educate students who are both prepared and inspired to contribute to the advancement of democratic inclusion, social justice, and meaningful equality.

The Ford Foundation's Campus Diversity Initiative (CDI) is a partnership with American colleges and universities to promote understanding of cultural diversity as a resource for learning. The partnership reflects the belief that learning about diversity fosters students' individual growth and deepens their understanding of our pluralistic democracy. Since its inception in 1990, the initiative has supported programs at some 250 colleges and universities throughout the country, including two-year, four-year, public, and private institutions.

Conference Sponsorship:

The American Council on Education and its Office of Minorities in Higher Education would like to thank **The Ford Foundation** for serving as the principal financial sponsor of the Educating One-Third of A Nation Conference. We also would like to thank the **Coca-Cola Foundation**, the **Philip Morris Companies Inc.**, the **Department of Health and Human Services**, **Office of Minority Health**, the **U.S. Department of Agriculture**, **Office of Higher Education Programs**, the **U.S. Department of Energy**, and the **U.S. Department of Labor** for their significant financial contributions to this year's conference.

The Purpose of the Conference:

- To identify and highlight innovative strategies and programs that improve access and achievement for students of color and members of other disadvantaged communities.
- To promote institutional change by focusing on diversity in the curriculum, student life, teaching, and employment.
- To encourage greater collaboration on education reform among higher education, K-12, and business.
- To help colleges and universities identify and better articulate the benefits of diversity for all students in the context of institutional missions and societal needs.
- To help institutions analyze and undergird their diversity and affirmative action policies and practices.

Who Should Attend:

Chief executive officers are encouraged to attend and to bring a campus team that includes governing board members, faculty, academic administrators, deans, student affairs officers, diversity and multicultural affairs officers, and affirmative action and EEO administrators. **National, state, and local government officials also are encouraged to attend, along with colleagues who are responsible for developing and implementing public policy initiatives. State and federal government representatives are encouraged to use the conference as a method for providing outreach to communities of color, introducing government programs and initiatives aimed at underrepresented students and faculty of color and recruiting a more diverse state and federal government workforce, including persons with disabilities.** There are many benefits to attend as a team, including: facilitating systemic change throughout the institution, developing a "critical mass" of committed leaders who champion diversity and equity issues, promoting institution-wide dialogues on diversity, and increasing cultural sensitivity.

CONFERENCE

Wednesday, October 15, 1997

Pre-Conference Meetings

- 9:00 am – 5:00 pm A Technical Assistance Workshop on College Admissions and Affirmative Action: Maintaining Legally Sound Institutional Policies, Programs, and Administrative Practices (*Pre-Registration Required*)
- 9:00 am – 5:00 pm Tri-National Meeting on Diversity and Higher Education [South Africa, India, United States] (*By Invitation Only*)
- 6:00 pm – 8:00 pm Welcome Reception Honoring International Guests (*By Invitation Only*)
- 6:00 pm – 8:00 pm Conference Registration Desk Open

Thursday, October 16, 1997

- 8:30 am – 12:30 pm Ford Foundation Campus Diversity Initiative (CDI) Diversity Practitioners*
- 8:30 am – 10:30 am Ford Foundation CDI Opening Plenary
- 10:00 am – 11:15 am Campus Teams Pre-Conference Planning Meetings
- 10:45 am – 12:00 noon Ford Foundation CDI Sessions: Diversity as an Institutional Commitment (7)
- 12:15 pm – 1:45 pm Ford Foundation CDI Luncheon
- 1:00 pm – 4:00 pm Pre-Conference Workshops (7)
- 1:00 pm – 4:00 pm Kellogg Foundation Grantees Meeting (*By Invitation Only*)
- 2:00 pm – 4:00 pm Ford Foundation CDI Workshops on Curricular and Institutional Change (5)
- 2:30 pm – 4:00 pm Meeting of U.S. Academic Presidents with Senior Researchers
- 4:30 pm – 5:00 pm **Opening Ceremony—American Festival Project**
- 5:00 pm – 6:30 pm **Opening Plenary Session**
Address by the Honorable Alexis Herman
Secretary, U.S. Department of Labor (*Invited*)
- 6:30 pm – 8:30 pm **Opening Reception**

Friday, October 17, 1997

- 7:30 am – 9:00 am **Breakfast Plenary**
“Research Findings on the Educational Benefits of Diversity”
Sylvia Hurtado, Associate Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan
Gary Orfield, Professor of Education and Social Policy, Harvard University
Daryl Smith, Professor of Education and Psychology, Claremont Graduate School
- 9:15 am – 10:30 am **Morning Plenary**
“Diversity, Affirmative Action, and Redefining Merit”
Mari J. Matsuda, Professor, Georgetown Law School (*Invited*)
Michael Greve, The Center for Individual Rights
Lani Guinier, University of Pennsylvania Law School (*Invited*)
- 10:45 am – 12:15 pm Concurrent Conference Sessions (16)
- 12:30 pm – 2:15 pm **Luncheon Plenary**
Address by Ingrid Saunders Jones, The Coca-Cola Foundation
- 2:30 pm – 3:45 pm Concurrent Conference Sessions (16)
- 4:00 pm – 5:30 pm **Policy Seminars**

The Current Legal Status of Affirmative Action in Higher Education
Judith Winston, Executive Director, White House Initiative on Race

SCHEDULE

(2 speakers TBA)

Models and Strategies to Achieve Racial and Ethnic Diversity and Expand Educational Opportunities

John R. Fry, U.S. Department of Education, Office of Civil Rights

Winston Doby, Vice Chancellor for Student Affairs, University of California-
Los Angeles

Jacqueline Woods, Community College Liaison, U.S. Department of Education

Redefining Merit in College Admissions

Nancy Cole, President, Educational Testing Service

(2 speakers TBA)

Sports Policy: The Rules of the Game

Richard Lapchick, Director, Center for the Study of Sports in Society

Northeastern University

(2 speakers TBA)

4:00 pm – 6:00 pm

"Shattering the Silences" Film Screening and Discussion

Mildred Garcia, Associate Vice Provost, Arizona State University West Campus

7:30 pm – 10:30 pm

Caribbean Carnival at Miami Seaquarium

Saturday, October 18, 1997

7:30 am – 9:00 am

Breakfast Plenary

9:15 am – 10:30 am

Morning Plenary

"Diversity, Learning and the Quest for Social Change"

Troy Duster, Director, Institute for the Study of Social Change,
University of California, Berkeley

Lee Knefelkamp, Professor of Higher and Adult Learning,
Teachers College, Columbia University

10:45 am – 12:15 pm

Concurrent Sessions (16)

12:30 pm – 3:00 pm

Closing Luncheon Plenary

Address by William Jefferson Clinton, President of the United States (*Invited*)

3:15 pm – 5:15 pm

"Shattering the Silences" Film Screening and Discussion (*Repeated*)

3:15 pm – 5:30 pm

Ford Foundation CDI Seminars on Race and Racism: New Intellectual Frameworks

Sunday, October 19, 1997

9:00 am – 10:15 am

Ford Foundation CDI Breakfast Plenary

"Reclaiming the Public Dialogue: What's Working and Why?"

10:30 am – 12 noon

Ford Foundation Campus Diversity Initiative Plenary

"What Next? Leveraging CDI Resources to Build Campus Momentum"

(*AAC&U has planned a series of pre-conference, conference, and post-conference workshops, seminars, and sessions designed exclusively for participants attending as part of The Ford Foundation Campus Diversity Initiative [CDI].)

P R E - C O N F E R E N C E

Wednesday, October 15, 1997, 9:00 am–5:00 pm

Technical Assistance Workshop on College Admissions and Affirmative Action: Maintaining Legal Institutional Policies, Programs, and Administrative Practices

This workshop will provide information for campus diversity policy makers and practitioners about federal standards for affirmative action in higher education in the areas of student recruitment, admissions, and financial aid. The interactive presentation will include federal law and policy; self-assessment instruments and techniques for identify potential legal concerns; and examples of lawful affirmative action programs for undergraduate, graduate, and professional professional schools. Presenters will include officials from the U.S. Department of Justice and the U.S. Department of Education, Office of Civil Rights, and may include practitioners from schools with successful programs.

Norma V. Cantú, Assistant Secretary, Office of Civil Rights, U.S. Department of Education

Arthur L. Coleman, Deputy Assistant Secretary, Office of Civil Rights, U.S. Department of Education

John R. Fry, National Affirmative Action Coordinator, Office of Civil Rights, U.S. Department of Education

Thursday, October 16, 1997, 1:00 pm–4:00 pm

Workshop 1: Creating Pluralistic Campuses: Assessing, Planning, and Facilitating Change

This session is intended for administrators and faculty who have extensive experience designing and implementing campus diversity efforts. It will cover the steps required to establish policies, practices, and organizational structures that support increased participation and achievement by people of color. The session will examine new paradigms that connect quality and diversity to institutional success by identifying tools, practices, and resources. Participants interested in transforming their campuses will learn about creative strategies to facilitate, implement, and manage diversity.

Reginald Wilson, Senior Scholar, American Council on Education

Workshop 2: Building Public Support for Diversity on Campus: Media Training

This session will help academic and institutional leaders disseminate the core ideas generated at the Educating One-Third of a Nation Conference when they return to their home institutions. Topics covered will include: developing compelling, resonant messages; interesting media in a story; and effectively targeting diverse media and audiences. The workshop will provide academic professionals with the knowledge, skills, and training necessary to use the media more effectively to promote campus diversity programs, highlight institutional accomplishments, and market individual success stories to reporters, editors, and producers.

Lisa Lederer, President, PR Solutions, Inc.

Gretchen Wright, Vice President, PR Solutions, Inc.

David Merkowitz, Director, Public Affairs, American Council on Education

Workshop 3: Evaluating Your Diversity Initiatives

As courts require evidence that diversity enhances education and as campuses continue to initiate a wide range of diversity efforts, how can a campus or a project gather data both to document and to improve its effectiveness? This practical, hands-on, interactive session will take participants through the process of determining the questions to be evaluated, finding the methods that will generate appropriate data, and making assessment user friendly for most people on campus. It will also discuss how to publicize the results.

Mildred Garcia, Associate Vice Provost, Arizona State University West Campus

Michael Nettles, Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan

WORKSHOPS

Workshop 4: Welcoming Diversity: A Prejudice-Reduction Experiential Program

Participants will take part in experiential activities designed to examine personal and general assumptions about prejudice and discrimination. The session will explore racism and oppression as social constructs and relate them to group experiences, negative stereotypes, cultural identities, and campus climate issues. This session will be highly interactive and participatory. The intent is to provide participants with a replicable model that can be used in classrooms, boardrooms, and as a faculty development activity.

Livingston Alexander, Vice President for Academic Affairs, Troy State University - Montgomery

Workshop 5: Advancing Diversity During Periods of Adversity

This workshop is intended for faculty and administrators who are relatively new to designing and implementing campus diversity programs. It will provide an analysis of the processes, challenges, and strategies inherent in developing campus diversity programs. The principles of shared responsibility, inclusiveness, accountability, and evaluation will be examined within the context of budgetary and staff limitations. The need for and ways to achieve clearly defined diversity objectives will be stressed.

Gladys Brown, Director, Human Relations Programs, University of Maryland
William E. Kirwan, President, University of Maryland
William Sedlacek, Professor, Counseling and Personnel, University of Maryland

Workshop 6: Using the World Wide Web to Publicize Campus Diversity Efforts

The World Wide Web (WWW) provides a medium for effective and cost-efficient communication among diversity educators, between these practitioners and the higher education community, and to ever-broadening national and international publics. This workshop, which is designed both for people new to the Web and for those with only a passing familiarity with on-line resources, will help participants use the WWW more effectively. Participants will learn how to use the web as a diversity resource, how to put information about their campus's diversity efforts on the web, and how to join on-going diversity conversations. Topics include: bookmarks, teaching with bookmarks, navigating and using DiversityWeb, and participating in a DiversityWeb work room conversation.

Robert S. Steele, Professor of Psychology, Wesleyan University
Rick Olguin, Faculty Development Coordinator, Seattle Community College District

Workshop 7: Creating a Moral Imperative: Guidelines for Diversity Trainers

One of the ways campuses can encourage respect, appreciation, and recognition of diversity is to have a cadre of individuals who can serve as diversity facilitators. The purpose of this session is to help institutions better articulate the benefits of diversity for all students by training facilitators to help with this mission. This session aims to give participants the tools necessary to design training programs that go beyond making trainees "feel they have learned something" and that instead engages them in creating a moral imperative for social justice. The presenters will share their methodology for designing a "Train the Trainers" program guided by a "moral imperative." This session is meant for "trainers of trainers," but anyone who is responsible for developing and implementing diversity related programs and policies will find this workshop useful.

Bharati Holtzman, Recruitment and Retention Specialist, University of Wisconsin System at Madison
Andrea-Teresa "Tess" Arenas, Assistant to the President, University of Wisconsin System at Madison
Darrell M. Newton, Lecturer, University of Wisconsin at Whitewater
Janet Caldwell, Associate Dean for Multicultural Affairs, University of New Orleans

C O N C U R R E N T S E

The conference is organized around five "tracks," all of which address the need for systemic change; for creating links among the business, government, education, and nonprofit sectors; and for identifying practical institutional models that can be replicated at similar institutions of higher learning. The following provides a sample of the concurrent sessions to be offered at the conference.

Conference Track I: Opportunity at Risk? Campuses Respond to Shifts in Federal and State Policy

This track will focus on emerging state and federal policies and their impact on student diversity and educational opportunity. Sessions will examine how new and proposed policies could undo the effects of a generation of access for poor and minority students and will identify and describe the tensions between societal goals and legal/policy trends. Demographic and student outcomes data will be used to examine, inform and advocate for state and federal policies that enhance, rather than limit, educational opportunities.

- Valuing Diversity and Promoting Inclusiveness at San Francisco State University
- Cases, Models, and Research: Rising above Hopwood and Proposition 209
- Educational Opportunity and Postsecondary Desegregation
- Federal Policy and Native American Education: The White House Initiative on Tribal Colleges
- Texas's Efforts to Ensure Access and Achievement in the Midst of Challenges
- Laws without Teeth Can't Bite
- Sexual Harassment and Institutional Liability at HBCUs
- Multiple Racial Identification for the 2000 Census: Implications for Federal Programs and Public Policy

Conference Track II: Strengthening Higher Education Access and Achievement in the Midst of Opposition

This track will highlight effective programs, practices, and strategies that increase access and retention among students of color and low-income students. If colleges and universities are to fulfill their commitment to American achievement, maintaining and expanding educational opportunity programs and student retention efforts for students of color and low-income students will be critical.

- Moving Hispanic Students to Degree Completion Using Research-Based Models
- Using Interactive Theater as a Tool to Encourage Dialogue about Race
- Access, Diversity, and Service: The Collegebound Model at the College of New Jersey
- Smashing Silos: Integrating Diversity throughout the Institution
- Asian Pacific Americans in Higher Education: Dilemma and Resolve
- Creating Innovative Learning Communities to Improve the Academic Success and Retention of Diverse Students
- The Other Side of Access: Academic Preparation and College Counseling
- Rethinking Academic Programs for Underrepresented Students: UCLA's Academic Advancement Program as a Case Study
- It Takes More Than Rhetoric: One Historically Black College's Approach to Student Retention
- Training for Excellence and Diversity: Lessons from the MOST Program
- Warming a Chilly Climate: An Institutional Response to the Challenge of Developing a Pluralistic Approach to Change
- Educational Partnerships: Improving College Access for Minority and Low-Income Students
- Minority Enrollment and Achievement: Successful Strategies for Closing the Gap
- Necessary but Not Sufficient: Perspectives on Administrative Mobility

S I O N S

Conference Track III: Forging Partnerships and Collaboration for Educational Reform

This track will focus on partnerships and linkages that are needed among higher education institutions, elementary and secondary schools, businesses, communities, churches, state and federal governments, and foundations to achieve educational reform in kindergarten through graduate school. To create an educational system that promotes achievement among all students, institutions must refine their roles and rethink their parameters of influence and responsibility at all educational levels. They also must set new standards for educators, who often have articulated the laudable goals of creating "all one system" and of implementing systemic change that promotes achievement by students of color and low-income students. But how do we attain those goals, and what efforts are moving us toward attaining them? What is the role of higher education in collaborating with K-12 educators and parents as well as business leaders in developing standards that will serve as goals for all schools? What is the role of service learning in educating students for the new millennium?

- Focus on Success: At-Risk Student Retention
- Low-Income and Minority Students' Attainment of Higher Education through Early Intervention: A Model Project
- New Directions in School-Community Partnerships
- Diversity Partnerships and Collaboration at the University of Massachusetts Lowell
- When Students Become Teachers: University Senior Capstone Students in Public Schools
- Blending Two Cultures in an Age of Chaos: Challenges and Opportunities Experienced by a Contract-Based K-16 Partnership
- Tribal Colleges and Hispanic-Serving Institutions: Where Two Cultures Meet

Conference Track IV: Documenting the Societal and Educational Benefits of Campus Diversity

This track will address how students, both majority and minority, have benefited from educational diversity. In the aftermath of the U.S. Supreme Court's refusal to review the Fifth Circuit Court of Appeal's decision in Texas v. Hopwood and the concomitant uncertainty surrounding California's Proposition 209, higher education institutions are being challenged to provide new evidence of the benefits of diversity. Such evidence will help them preserve their ability to diversify their student bodies and faculties while simultaneously satisfying legal directives and ballot initiatives. The need exists for more empirical data and strong arguments that focus on the educational benefits of diversity and affirmative action and that demonstrate that, without affirmative action, higher education would be handicapped in fulfilling its mission.

- The Educational Value of Diversity: The Faculty Perspective
- Access, Inclusion, Equity: Imperatives for America's Campuses
- Affirmative Action Testament of Hope: Strategies for a New Era
- Assessing Racial/Ethnic Campus Climate: Implications and Benefits for Policy and Practice
- Students' Expectations and Experiences Confirming Themes in Support of Diversity: Addressing Many Misconceptions
- Understanding and Communicating the Benefits of Student Learning about Diversity
- Becoming Assessment-Savvy: A Lesson for Diversity Program Administrators and Staff

Conference Track V: Using the Curriculum to Foster Democratic and Cultural Pluralism

This track will highlight some of the new curricular and cocurricular models that help students understand historic and persistent inequalities and that develop their ability to negotiate differences. Many of the new curricula provide opportunities for students to explore their own inherited and chosen communities of identity; others help students see several groups in complex and dynamic relation to one another. Still others explore diversity in relation to U.S. democratic aspirations, service learning, and global societies. This track also explores pedagogical questions about how to structure courses and classrooms (face-to-face and on-line) in which everyone has a voice, robust debate is routine, and competing truths can be aired.

- 
- 
- The ISM(N.) Curricular and Faculty Development Project
 - Culture Matters: Integrating Multiculturalism into the Curriculum
 - Racial Identity in the Midst of an Increasingly Diverse Society
 - Race in a Global Context: Revising U.S. Exceptionalism
 - Strengthening Diversity: The Role of International Perspectives in Effecting Change
 - Building Cultures of Learning
 - Campus-Community Connections: Models for Exploring American Pluralism
 - Engaging Faculty by Reframing the Issues of Diversity
 - Dialogues on Diversity: Enhancing Campus Connections
 - Crossing Thresholds: Responsibilities in the Real World of Teaching and Learning

SPECIAL EVENTS

Pre-Conference Planning Meetings for Campus Teams (Thursday, October 16, 1997, 10:00 am – 11:15 am)

The conference provides many opportunities to learn about innovative alternatives and solutions to continuing problems. A special pre-conference session on Thursday, from 10:00 am to 11:15 am, will provide campus teams the time to review the program schedule as a group and to design their own conference curriculum to maximize learning and networking opportunities.

The American Festival Project (Thursday, October 16, 1997, 4:30 pm – 5:00 pm)

The Opening Ceremony is being developed by the American Festival Project (AFP), which is a national coalition of artists, cultural workers, and organizers whose work is rooted in the belief that cultural exchange based on equity and mutual response can provide a context in which diverse peoples not only can come to understand one another, but also can find dynamic ways to support and interact with one another.

AFP develops arts-based community collaborations to confront issues such as racism, poverty, immigrant status, environmental abuse, and intolerance. These festivals facilitate dialogue within and among various communities. The AFP helps individuals and communities find their unique voices, bring these voices to the local, regional, and national discourse, and create structured connections that continue the discourse as an integral and respected part of community life.

"Shattering the Silences"—Film Screening and Discussion (Friday, October 17, 1997, 4:00 pm – 5:30 pm)

"Diversity may be the word of the hour on the nation's campuses but faculty of color remain a rare sight, making up only 9.2 percent of full professors. At the same time, affirmative action is under attack across the country. 'Shattering the Silences' tells the story of these academic pioneers—their scholarly contributions, how they've helped open campuses to students of color, and the singular stresses and challenges they face every day. 'Shattering the Silences' winds its way through cultural wars and battles over multiculturalism to allow viewers to examine campus life through the eyes of faculty of color, including Darlene Clark Hine, Alex Saragoza, Shawn Wong, Robin Kelley, and others. Video screenings will help campuses tackle a number of diversity issues: benefits of a diverse faculty, the value of ethnic-based scholarship, how to make campuses more welcoming to minority faculty, mentoring students of color inclusive teaching styles: bridging the gap between the classics and the community, minority faculty's unique time and service burdens, and re-examining definitions of merit." A discussion of the film including ways to use it as part of a faculty and student development program, will follow the film screening. Produced by Gail Pellett and Stanley Nelson and distributed by California Newsreel.

Caribbean Carnival at Miami Seaquarium (Friday, October 17, 1997, 7:30 pm – 10:30 pm)

In keeping with our tradition of providing all kinds of learning and cultural experiences at our conferences, the ACE staff, with support from the Philip Morris Companies Inc., has planned a fun-filled evening for celebrating and experiencing our diverse heritages, cultural traditions, oral histories, music, foods, costumes, and dance. The Caribbean Carnival is symbolically important because it provides individuals of many racial groups with an opportunity to gather at the Miami Seaquarium to celebrate America's pluralism and cultural diversity. The Caribbean Carnival will represent many races but one people convened for the sole purpose of having fun after two days of working hard and learning together. The essential elements of a Caribbean Carnival are crowds of friendly people dancing to steel band music, soca, Reggae, and calypso rhythms, salsa, and merengue. The carnival is a visual experience of colorful costumes, and Caribbean delicacies it is a major celebration not to be missed. Tickets will be sold on a first-come-first served basis.

Hotel Information and Reservations

The conference will be held at the Hyatt Regency Miami in Miami, Florida. A significant number of guest rooms have been reserved for conference attendees from October 15 to 18, 1997. All rooms must be guaranteed with a major credit card or by check payable to The Hyatt Regency Miami. The first nights deposit is required to hold a reservation. Hotel reservations must be made by September 21, 1997, using the hotel registration form included with this conference program or by calling the Hyatt Regency Miami at (305) 358-1234. When making lodging reservations, please mention the "ACE: Educating One-Third of a Nation VI" conference. Check-in time is 3:00 pm. Guests arriving prior to the check-in time may make arrangements to have their luggage stored until their reserved room becomes available. **Do not mail conference registration forms to the hotel.**

Conference Registration and Deadline Information

Registrations postmarked on or before September 26, 1997, are eligible for discounted rates. After that date, you must register in Miami as an on-site registrant. Please make checks payable to ACE/OMHE and mail to: American Council on Education/OMHE, P.O. Box 36, Washington, DC 20055-0036.

Registering as a Conference Team

Four or more participants (excluding conference presenters) from a single institution may register as a Campus Team. Institutions are encouraged to appoint an individual to serve as the Campus Team Leader. This individual will be responsible for coordinating the selection, registration, and participation of campus team members. All team members must come from the same institution, and each must fill out a registration form and submit it to the Campus Team Leader. All registration forms, checks, credit card authorizations, and/or institutional purchase orders must be submitted together for the campus team discount to apply. Registrations submitted individually cannot be combined later to qualify for group rates.

Refund Policy

Registration fees paid in advance are refundable (less a \$75 cancellation fee) if written notice is received on or before September 26, 1997. If written notice is not received by September 26, 1997, no refund will be issued. All requests for refunds must be in writing. Refunds will be issued after the conference.

Included in Your Conference Registration

The registration fee covers conference materials, plenary sessions, concurrent sessions, and entrance to the Exhibit Hall. Also included are coffee and refreshment breaks, receptions, two continental breakfasts, and two luncheons (Friday and Saturday). Social/cultural and meal events are not deductible from the conference registration fee. Additional meal tickets for spouses and guests may be purchased on-site. A Caribbean Carnival at Miami Seaquarium will be held on Friday at an additional cost of \$50 per person. Buses will transport participants to the Seaquarium. Tickets to the Caribbean Carnival may be purchased as part of the conference registration.

Airline Reservations and Discounted Air Travel

Conference participants are encouraged to contact our designated travel agency, Connections Travel, Inc., to book air travel reservations at agency-negotiated discount fares. To make airline reservations and receive your tickets, please call 1-800-299-5250 between 9:00 A.M. and 5:00 A.M. Eastern Standard time. Please identify yourself as an attendee of the "Educating One-Third of a Nation Conference," if you choose to use American Airlines, call 1-800-433-1790 and mention Meeting ID #A1307AC. Conference participants are urged to use the ACE-designated travel agency to help reduce their travel costs (booking fees will not be assessed) and to help ACE maximize its conference planning and coordination efforts. The ACE-designated travel agency has agreed to provide conference coordinators with participant travel data, reduced airfares, and travel rewards based on total sales. The agency has negotiated special conference rates with selected airlines, but its representatives will book your reservations with the airline of your choice. Your support in helping us reduce conference costs is greatly appreciated.

Ground Transportation

The trip from the Miami airport to the Hyatt Regency Miami takes approximately 25 minutes. The Super Shuttle runs every 15 minutes on a 24-hour basis. The fare is \$9.00 per person each way. Taxi fare from the airport to the Hyatt Regency Miami is \$15 to \$17 per person. This is a fixed rate; additional passengers ride at no additional charge. Upon arrival, check for other possible cab ride-share passengers, as this is the most economical way to get downtown.

Hotel Registration Form

American Council on Education • Office of Minorities in Higher Education
Educating One-Third of a Nation VI: Diversity, Opportunity, and American Achievement
October 16-18, 1997 • Hyatt Regency Miami

Schedule of Rates

Please check the type of accommodation requested.

- ☐ Single \$105
☐ Double ☐ Two beds \$125
☐ Suite (Call hotel for rates.)
☐ Smoking ☐ Non-Smoking

Please make your reservations early as housing applications are handled on a first-come, first-served basis. The conference rate is guaranteed for reservations received by the hotel on or before September 21, 1997. Requests received after September 21 will be on a space-available basis. Rates are subject to a 12.5% occupancy tax. Check-in time is after 3:00 pm and check-out time is 12:00 noon.

Please type or print your reservation information.

NAME

SHARING WITH

INSTITUTION/ORGANIZATION

ADDRESS

CITY

STATE

ZIP

TELEPHONE

FAX

GOLD PASSPORT MEMBER NO/SPECIAL REQUESTS

ARRIVAL DAY/DATE

DEPARTURE DAY/DATE

All reservations must be guaranteed with a major credit card or check. There is no penalty for reservations cancelled 24 hours prior to the date of arrival.

- ☐ American Express
☐ Diners Club/Carte Blanche
☐ Discover
☐ MasterCard
☐ Visa
☐ Check (Please make check payable to Hyatt Regency Miami)

CREDIT CARD #

EXPIRATION DATE

SIGNATURE

MAIL TO:

Hyatt Regency Miami at Miami Convention Center
400 S.E. Second Avenue
Miami, FL 33131-2197

TELEPHONE: 305/358-1234 • FAX: 305/374-1728

REDUCED AIRFARE

American Airlines is pleased to offer the attendees of the Educating One-Third of a Nation VI conference (Oct. 16-18, 1997) zone discounts or a 5 percent discount off any published American Airlines roundtrip fare, for travel within the continental U.S. Additional restrictions apply for discounts on international travel. Fares exclude taxes, surcharges and custom fees which may apply and must be added at time of ticketing. These conference discounts are valid for travel between Oct. 13-21, 1997. Call American Airlines Meeting Services Desk toll free number 1-800-433-1790. To obtain the conference discount rate refer to: Meeting ID #A1307ACorOne-Third Conference.

→ *Connections Travel*
1-800-229-5250

To avoid duplication, do not mail in this form if you make reservations by telephone or fax.

Conference Registration Form

Educating One-Third of a Nation VI: Diversity, Opportunity, and American Achievement
October 16-18, 1997 • The Hyatt Regency Miami • Miami, Florida

FICE Code _____
Title Code _____
Reg. Number _____
Source Code _____

1. **Badge Information**
First Name: _____ Last Name: _____
Title: _____
Institution: _____

2. **Campus Address**
Street: _____ State: _____ Zip: _____
City: _____
Telephones: Office: _____ Home: _____
Fax: _____ Internet: _____

2. Is your institution a member of ACE? ☐ Yes ☐ No (Confirm institutional membership with your campus president's office.)
Is your institution a member of AAC&U? ☐ Yes ☐ No (Confirm institutional membership with your campus president's office.)

3. **Registration Fees (SELECT FEES BY TEAM SIZE AND ACE MEMBERSHIP STATUS.)**
*NOTE: Institutions sending four or more participants (excluding conference presenters) are eligible to register as a Campus Team. Institutions are encouraged to appoint an individual to serve as the Campus Team Leader. As such, this individual will be responsible for coordinating the selection, registration, and participation of Campus Team members. All team members must come from the same institution and each one must fill out a registration form and submit it to the Campus Team Leader. All registration forms, checks, credit card authorizations, and institutional purchase orders must be submitted together for the Campus Team discount to apply. Registrations submitted individually cannot be combined later to qualify for group rates. Registrations postmarked on or before September 26, 1997, are eligible for discounted rates. After that date, you must register as a late registrant or on site in Miami. Two receptions, two continental breakfasts, two lunches, and conference materials are included in the registration fee. Social/cultural and meal events are not deductible from the conference registration fee. PLEASE MAKE CHECKS PAYABLE TO ACE/OMHE.

	Received by 9/26/97	On Site (Received after 9/26/97)	# Registering at the same rate	Total
Individual Registrant				
ACE/AAC&U Member	\$330/person	\$400/person	_____	\$ _____
Non-ACE/AAC&U Member	\$400/person	\$470/person	_____	\$ _____
One-Day Registration Fee	\$250/person	\$300/person	_____	\$ _____
Current ACE Fellow	\$250/person	\$300/person	_____	\$ _____
Spouse/Partner/Companion	\$225/person	\$225/person	_____	\$ _____
Full-time Graduate Student	\$225/person	\$225/person	_____	\$ _____

*Campus Team Registrants				
ACE/AAC&U Member	\$275/person	\$345/person	_____	\$ _____
Non-ACE/AAC&U Member	\$330/person	\$400/person	_____	\$ _____

ADD: **TECH ASSISTANCE WORKSHOP ON COLLEGE ADMISSIONS & AFFIRMATIVE ACTION**
PRE-CONFERENCE WORKSHOPS/SPECIAL CONFERENCE EVENTS (9:00 am-5:00 pm) (\$75.00/per person) (P.5)

All pre-conference workshops will be held on October 16, 1997, from 1:00 p.m. to 4:00 p.m. Registration for the pre-conference sessions is on a first-come, first-served basis. Once the workshop session is filled, registrants will be signed up for their next choice. Please rank your choices below. All pre-conference workshops require an additional \$50 fee.

- Candy (See Page 5+6) for New Titles*
- 1. Creating Pluralistic Campuses: Assessing, Planning, and Facilitating Change
 - 2. Designing a Fundraising Program that Promotes Campus Diversity Initiatives
 - 3. Mobilizing to Support Affirmative Action
 - 4. Welcoming Diversity: A Prejudice-Reduction Experiential Program
 - 5. Advancing Diversity During Periods of Adversity
 - 6. Writing on the Web Training (Beginners Class)
 - 7. Writing on the Web Training (Advanced Class)

Pre-conference Workshop Fee: \$ _____
Caribbean Carnival at Miami Seaquarium, Friday, October 17th (\$50/person)
(Includes admission fee, transportation, Caribbean buffet, and live entertainment.) \$ _____
Total Payment Enclosed: \$ _____

4. **Special Services and/or Special Meals Required?** ☐ Yes ☐ No
Please Specify: _____

5. **Refund Policy**
Registration fees paid in advance are refundable (less a \$75 cancellation fee) if written notice is received on or before September 26, 1997. Letters received after September 26 and no-shows are not eligible for refunds. All refunds will be issued after the conference.

6. **Method of Payment**
☐ Check ☐ P.O.#: _____ ☐ American Express ☐ Master Card ☐ Visa
Credit Card No: _____ Expiration Date: _____ Signature: _____

Please keep a copy of this form for your records and mail original to: American Council on Education • Office of Minorities in Higher Education • Department 36 • Washington, DC 20055-0036 • TELEPHONE (202) 939-9396 • FAX (202) 785-8056

DO NOT WRITE BELOW LINE
Payment: Date: _____ Type: _____ Amount: _____ Reference Number: _____ Code: *PRELIM*