

1-1-1993

A new approach in the enhancement of student-law enforcement relations on college campuses : a case study of the University of Massachusetts.

Evon Walters

University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Walters, Evon, "A new approach in the enhancement of student-law enforcement relations on college campuses : a case study of the University of Massachusetts." (1993). *Doctoral Dissertations 1896 - February 2014*. 5033.

https://scholarworks.umass.edu/dissertations_1/5033

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066010915637

**A NEW APPROACH IN THE ENHANCEMENT OF
STUDENT-LAW ENFORCEMENT RELATIONS
ON COLLEGE CAMPUSES:
A CASE STUDY OF THE
UNIVERSITY OF MASSACHUSETTS**

A Dissertation Presented

by

EVON WALTERS

**Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of**

DOCTOR OF EDUCATION

May 1993

School of Education

© Copyright by Evon Washington Walters 1993

All Rights Reserved

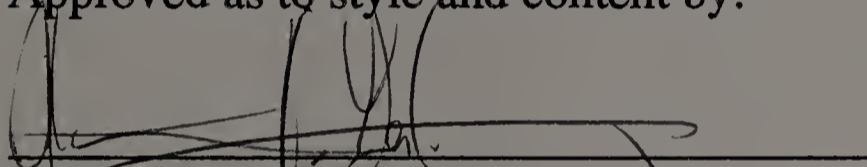
A NEW APPROACH IN THE ENHANCEMENT OF
STUDENT-LAW ENFORCEMENT RELATIONS
ON COLLEGE CAMPUSES:
A CASE STUDY OF THE
UNIVERSITY OF MASSACHUSETTS

A Dissertation Presented

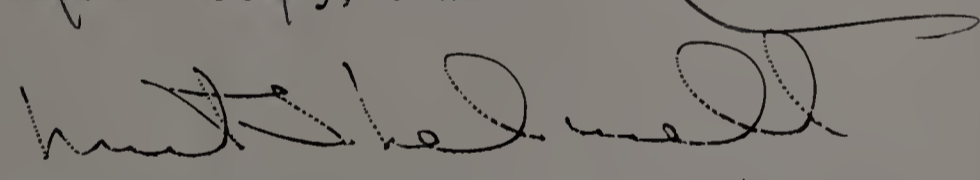
by

EVON WALTERS

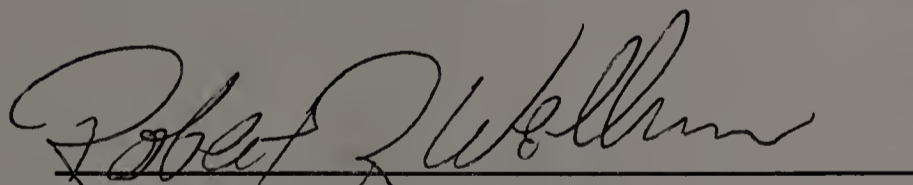
Approved as to style and content by:



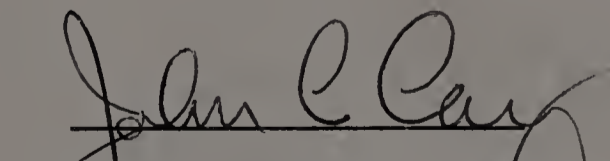
Atron A. Gentry, Chair



Michael Thelwell, Member



Robert Wellman, Member



Bailey W. Jackson, Dean
School of Education

To

My Late Grandmother,
Mae Walters

Grandma, for all your words of wisdom and encouragement
With the total respect, admiration, love and gratitude,
I know you are in the Heavens looking down at me satisfied and proud.
This one is dedicated to you, Grandma.

My Parents,

Mr. and Mrs. Walters

Appreciation is in abundance for your tireless
support, guidance, and motivation that has given me the direction
and energy to reach where I am at today.

Mrs. Olivia Walters,

The greatest woman in my life
I did it and in accomplishing it followed your philosophy which you
always reinforced in me:
"Evon, whenever you are doing something, always make sure you
are doing it to the best of your ability."

Mr. Ferris Walters

My role model and mentor
I did it and in accomplishing it followed your philosophy which you
always reinforced in me:
"Be firm, but fair, respectful and humble in whomever you deal with,
because that is what true professionalism is all about."

ACKNOWLEDGMENTS

This process was completed with the assistance, encouragement, and support of several special individuals. To each and everyone who contributed in one way or another, I gracefully and humbly salute you.

I would like to acknowledge the specific and extremely supportive roles played by the members of my committee, Dr. Atron Gentry, Professor Michael Thelwell, and Dr. Robert Wellman, in moving this research to a successful conclusion.

To Dr. Atron Gentry, my advisor and chairperson of my dissertation committee, I give my heartfelt thanks for being there for me even in the most trivial of matters concerning this work. Most importantly, thank you for sharing your knowledge and with that giving me guidance throughout my years as a graduate student. Thank you for helping me grow and mature through this process and for also illustrating the confidence you had in my ability.

To Professor Michael Thelwell, my thanks extend back from the undergraduate years, where you have helped mold, guide, and develop me to where I am today. Thank you for your honesty, your sincerity, and your diligence in dealing with me for all these years. Thank you for your scholarly assistance, motivation, and feedback during the development and completion of this document.

To Dr. Robert Wellman, I am particularly grateful for the confidence you have shown in me. Thank you for the technical assistance and critical evaluation.

To Dr. Arthur Hilson and Chief John Luipold, much of this work would not have been possible if you both were not willing, supportive, and receptive in opening the doors for me to initiate my research. Thank you for your support, diligence, and patience in helping me accomplish this.

To the "Comps Crew", Garfield Vaughn, Kevin Walters, Aunt Vilma, Dr. Blossom Burton, and Dr. Wayne Millette.

To Mr. Garfield Vaughn, I am indebted to your sincere support and diligence throughout this process. How would I have gotten this far without your computer expertise and knowledge? I thank you for the many late nights in which you guided and tutored me on the use of the computer. I am especially grateful for your support and patience during my times of personal difficulties that I could have easily used to misdirect my thoughts and energies. Thank you for being there, and thank you for your honesty and sincerity.

To Mr. Kevin Walters, thank you for being there and for giving me the support I needed to get through this process. The year 1992 was certainly a year of transition with respect to personal tragedies that occurred within the family, but you were there, giving your blunt and straight-forward words of encouragement and reality. As you said, "Evon, there is too much out there to be accomplished in life, to be sidetracked by any negative incidents.... Define your destiny in life by using these negatives as fuel for the fire of success." Thank you again.

To Dr. Blossom Burton, I feel very honored and proud to have been associated with you throughout this educational pursuit. The epitome of a "strong, well cultured, black woman" best fits your description. The epitome of what a true friend should be. Thank you for your support, persistence, and encouragement throughout this process. The many times I was down and tired

throughout the process, you were able to re-energize me and my thoughts to get back on target again. Thank you very much. You know that you have my 100% respect and support.

To Dr. Wayne Millette, I must say thanks for your support and words of encouragement during our support group meetings. I was most impressed by your internal drive for success and in achieving it. The many times you spoke during those study sessions really served as a motivation for me about realizing what success is. And as you so eloquently put it, "Success comes with drive and focus... Remember there is a piece of the pie for everyone.... We just got to realize it, put back our fears, and grab it when it comes.... believe me what we are doing now is a step in the right direction." Well said Dr. Millette and again thank you.

To Aunt Vilma (my second Mom), for her support and understanding which has contributed immeasurably to the successful completion of my doctoral studies. The many times you knew when I was down, you would call and just give me your stories about enduring and overcoming obstacles in life. Listening to those stories and seeing your inner strength in overcoming them helped me realize that obstacles as you put it, "... are just a part of the game of life that everyone is committed to.... It will eventually determine how strong and focused you are as a person". Thank you again.

To my editor, Ms. Ellen LaFleche, I can not describe in words how lucky I feel in having worked with you throughout this process. Your support and encouragement has been a great asset in keeping my motivation and drive going. Thank you for your insights, your flexibility, and willingness to be a part of this project with me.

To Dr. Rudolf Jones, you have led the way by example and have opened the doors for me to see and realize that hard work and ambition will pay off. Thank you and your wife, Leslie Jones, for the guidance and encouragement that has carried me to this point in my academic career.

To Mr. Raymond Thompson, thanks is in abundance for your sincere support and encouragement throughout the latter and crucial phases of the process. Thanks for the many talks we had about life in Jamaica and how it has played a major role in our academic pursuits in college.

To my family, Mama, Aunt Ora, Aunt Olive, Aunt Zoe, Uncle Ten, Courtney and Uncle Raymond, thanks for creating the foundation of support so that I was able to pursue this degree. Thanks for leading by example and not only words. Your achievements in life have certainly given me that extra bit of motivation, realization, and strength to complete my work. Thanks again.

Finally, to the students and officers who were willing to give their time in participating, thanks for making this research a reality.

ABSTRACT

A NEW APPROACH IN THE ENHANCEMENT OF STUDENT-LAW ENFORCEMENT RELATIONS

ON COLLEGE CAMPUSES:

A CASE STUDY OF THE

UNIVERSITY OF MASSACHUSETTS

MAY 1993

EVON WALTERS, B.A. , UNIVERSITY OF MASSACHUSETTS

M. ED. , UNIVERSITY OF MASSACHUSETTS

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Atron A. Gentry

This study examines factors in achieving a more nurturing and secure environment for minority students at the University of Massachusetts at Amherst. The study probes:

1. The existing issues and problems minority students face with on-campus police officers at the University of Massachusetts.
2. The role of higher administrators (chancellor, provost, deans) in dealing with these problems, and student and officer perceptions of the administrators' commitment toward resolving them.
3. The issues higher administration will encounter while creating a better relationship between minority students and law enforcement officers.
4. The feelings, perceptions and views held by students and officers and how these may affect their communication and interactions.

The researcher found mutual dissatisfaction in the relationships between minority students and on-campus police officers. Evidence of this poor relationship is seen in past incidents involving minority students and police. Through protests and other unpleasant encounters with minority students, the police have gained insight into the feelings that exist between them and students. Generally, most minority students believe that the ill feelings between the two groups have affected the quality and character of the service they receive from police. An example of this can be seen in accusations of high rates of car stoppage of minority students, in particular African- American male students. This issue is not new to college campuses, rather it is an escalating phenomenon that embraces relations between the minority community and police in society at large.

Data provide administrators with a deeper insight into the issues involved. These issues include stereotyping and a lack of understanding about each other's roles. This information is critically needed, especially in light of the fact that there is no published research on this issue. This study provides first-of-a-kind information. This research involved the two groups (minority students and police officers) in sharing their perceptions and ideas. Understanding their feelings is an important aspect of this study.

The researcher distinguished between feelings and theory through methodologies of data collection: (1) direct observation, (2) informal open-ended interviews, and (3) examination of University documents.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.....	v
ABSTRACT.....	ix
LIST OF TABLES.....	xiii
CHAPTER I	
INTRODUCTION.....	1
Significance of the Study.....	8
Statement of the Problem.....	12
Definition of Terms.....	13
Limitations of the Study.....	15
II. LITERATURE REVIEW.....	16
Introduction.....	16
Barriers to Achieving Multiculturalism.....	22
The Campus Environment.....	25
The Role of Administration in Achieving Multiculturalism.....	27
Definition of Multiculturalism.....	29
Benefits of Multiculturalism.....	30
Barriers To Multiculturalism.....	35
Summary.....	36
III. RESEARCH METHODOLOGY.....	38
Introduction.....	38
Rationale for Utilizing Qualitative Research Measures.....	39
Interviewing Process.....	40
Observations.....	41
Subjects.....	42
Documentation of Racial Incidents.....	47
Response to Racial Incidents.....	48
Documents.....	48
Data Collection and Analysis.....	49

IV. PRESENTATION AND ANALYSIS OF DATA	50
Introduction.....	50
Analysis of the Relations Between the On-Campus Police and Minority Students.....	52
Students' Views.....	59
The Discussion Forum	64
Analysis of Administration's Response to Minority Student and Police Relations	66
Police Officers' View of the Administration's Response	67
Students' Perception of the Administration's Response.....	69
Documentation.....	71
Administration's Response.....	75
Summary	77
V. CONCLUSION AND RECOMMENDATIONS	80
Benefits for Officers	83
Benefits for Minority Students.....	83
Recommendations for "Multicultural Programs"	85
Recommendations for the Role of Top Level Administration	89
Recommendations for Further Study	91
Concluding Remarks.....	93
APPENDICES	
A. MEMO TO THE THIRD WORLD COMMUNITY.....	94
B. A MESSAGE TO THE CAMPUS COMMUNITY	100
C. AGREEMENTS RELATING TO THE OCTOBER 13 DEMANDS AND CAMPUS CLIMATE ISSUES	105
D. LETTER OF THANKS.....	113
E. VOLUNTARY HUMAN CONSENT FORM.....	114
BIBLIOGRAPHY.....	117

LIST OF TABLES

Table

1 Summary of Actions, Academic Year 1983/84	72
2 Abbreviated Comparison of Disciplinary Actions	73

CHAPTER I

INTRODUCTION

The University of Massachusetts at Amherst was established in 1863 under the original Land Grant Act. It is a public, co-educational, residential and commuter, land-grant university operating on the semester academic calendar with a summer session. In recent decades it has achieved a solid reputation for excellence in an increasing number of disciplines. Within its 10 schools, colleges and faculties, the university offers bachelor's degrees in over 90 areas, associate's degrees in six, master's degrees in 70, and the doctorate in 48 (Undergraduate Catalogue, 1992-93) There are approximately 23,000 students, made up of 17,000 undergraduates and 6,000 graduates, plus more than 330 students at the Stockbridge School. The university is organized into Colleges of Arts and Sciences, Food and Natural Resources, Physical Education, Graduate School, and a division of Military and Air Science. The colleges administer bachelor of arts or bachelor of science degree programs with individual concentrations, a Five College Interchange, internships, and foreign area studies. More than ninety percent of the 1,170 full-time faculty in the various academic departments hold the highest degree in their fields.

Located in the Pioneer Valley in Western Massachusetts, the University is a participant in the Five College program, which offers students reciprocal access at the University and at Amherst, Hampshire, Mount Holyoke and Smith Colleges.

During the 1980s, considerable national attention was focused on the worsening relations between minority and white college students. This was reflected in occasional incidents involving both groups on the campuses of New England state universities. These incidents ranged from overt racial violence to verbal assaults. Most spectacular and widely reported in the national media was the beating of a black student at the University of Massachusetts at Amherst. Violence erupted after an argument about a 1986 World Series game between the New York Mets and the Boston Red Sox. This incident evolved into a racial bashing and rampage when a crowd of up to 3,000 white students chased twenty black students. It resulted in several injuries and led to a campus outcry from minority students, professors and some administrators. The response of the police was questioned. Students wanted to know why their presence at the scene in the form of intervention was not felt or seen.

The first response of top level administrators was denial of racist motives in the attack. This initial response, changed, however, when an official investigation revealed racial motives in the attack. The Hurst Report stated, "The events of that evening in the UMass SWRA (SouthWest Residential Area) were predictable, preventable, and primarily racially motivated" (Hurst Report, 1987).

Since then, numerous incidents have occurred at other educational institutions, most of which have not been as widely reported. These incidents, combined with a "history" of tensions between police officers and minority students, have bred distrust and hostility, particularly on the part of African-American students towards on-campus police officers.

These tensions have deep roots. One problem is the appearance of complacency in the University's policies and reforms regarding racism.

Administrators tend to respond in a "reactive" rather than a "proactive" way. Generally, their policies and reforms reveal an insufficient awareness of the changes that have occurred on campus, reflected in the profound demographic changes in our society and in our schools. This appearance of administrator complacency has been one of the driving forces behind the failure of universities to make progress in fostering a better relationship between minority students and on-campus officers. Administrators must be prepared to respond to the demographic changes that are affecting the relationship between police and students (i.e., the increase in minorities and women entering school systems). Part of the solution is a belief in and a commitment to diversity/multiculturalism. This commitment depends on the administration having a clear understanding of the meaning of this term and its implications for enhancing minority student and police relations.

The term multiculturalism has not yet been clarified in modern discourse. It embraces numerous meanings, each no more or less correct than the other. For the purpose of this study, the researcher will use Dawson's definition of what the term "multiculturalism" embraces and what it brings to a University:

Multiculturalism is the bringing together of diverse groups working together, living together, playing together, and pursuing common goals.

Multiculturalism is establishing university structures that facilitate opportunities for diverse groups to feel that they are an integral part of the total university.

Multiculturalism is establishing infrastructures within the university which enable majority and minority students, urban and suburbanites, to assume leadership and followship roles as they engage in mainline social and academic activities of the university. [Dawson, 1987]

Given the difficulty in even agreeing upon a definition of multiculturalism, the failure in its implementation becomes somewhat understandable. There needs to be a clear conceptual framework and commitment from our top administrators and throughout the bureaucratic structure of our universities. Given the ethnic/cultural/linguistic diversity of our student population, it is impossible for our educators to develop in-depth knowledge of the language, cultural and social background of each student. However, it is possible to develop cross-cultural communicative competence, defined as the ability to communicate effectively across cultures. This skill requires life-long learning. As Cheng (1990) states, "Professionals need to nurture personal knowledge about cultures, language and discourse styles, family and support systems, and skills and attitudes about serving diverse populations."

The lack of cultural awareness in administrators can be seen in the bureaucratic culture of the various University departments, including the security department. An example of this is the poor representation of minorities in higher level administrative positions. Students sense this lack of awareness and are unable to find a haven where support and understanding are available. Skepticism in the general mission and purpose of the security department is a major concern for minority students. This problem must be addressed and clarified. Students have too much fear of the police, resulting in isolation and resistance. These barriers must be broken down if there is to be any hope of enhancing relations between the two groups.

Students' misconceptions about the security department must be eliminated. Too often there is not enough administrative effort in orienting students, especially freshmen, about their security departments. This leaves

students with the perception of a department that functions independently and separately from the University. Powell (1981) supports this perception by stating that often, "The campus police or security department has removed itself from the mainstream of campus life because of the role it plays."

Powell notes that in some cases there is a lack of respect and confidence in the department, or that the department has adopted a defensive posture in which it seems to be at odds with the entire campus community. The researcher believes that these perceptions are accurate and not myths in the minds of the students and officers on our college campuses. These realities continue to block any possible progress the students or officers might be able to make each with the other.

The police, on the other hand, feel as though they are the "outcasts" of the system, belonging to a department that is treated with little or no respect by either students or administrators. They sense the administration's lack of interest in working with them and with students to form a solid foundation from which they all can work. According to the researcher's observations and work as a research assistant in the security office, police believe that this lack of interest is reflected in the administration's "reactions" to incidents that have involved them. Police also feel that the administration is not receptive to their concerns and suggestions during the decision-making process, a perception which results in police resistance and resentment of programs initiated and "forced" on them by the administration. Police describe these programs as an added burden to their already overwhelming job responsibilities and changing schedules. Officers say that it is difficult to find a time when all concerned parties can get together. One police officer, during an informal discussion, said, "It is inconceivable to accept a program into our environment without prior indication or consultation of the officers".

He explained that the security department is a complex one, with priorities and schedules changing by the minute and the hour! How can administrators expect the department to participate wholeheartedly in their programs, given all these barriers? The police feel that the university needs to be more aware of and respectful of their working environment. It is important for the officers to feel involved in decisions concerning them. Their exclusion from these processes leads to frustration, which eventually adds to police resistance and resentment.

In response to accusations of the targeting and stereotyping of minorities, the department often evokes the term "normal departmental procedures" to which all students are subjected, regardless, they say, "of race". The department claims that stoppage of an individual or a group is based on "probable cause". Probable cause, one officer explained, is based on making a judgment to stop, search, or question an individual or a group based on an officer's suspicion. However, this term has created confusion and controversy among minority students. Its impact on the rights of these students also remains unclear.

Police believe they are recognized only for the unfortunate encounters they have had with students. One officer went on to ask, "What happens to the good work that we do daily"? Officers feel stereotyped and stigmatized by students who might have had a bad experience with them. There is no distinguishing between the officers as individuals; all of them are viewed as one. One incident or behavior represents them all. This has resulted in frustration among the police, who feel that they are not given a fair chance to gain the understanding and respect of students. "It has made our department of officers very skeptical and cautious when working with minority students either on a social or work related issue", expressed one officer.

This respect can not be achieved by the officers alone. How can our administrators assist the campus security department in achieving some degree of respect, particularly when students are resentful of the officers? What are the underlying factors that can lead to miscommunication, misinterpretation and stereotyping, and who will attempt to deal with these factors? According to Powell, the police department should be projected as an integral part of the institution whose purpose is to protect and serve students (Powell, 1981). This projection must emerge from the highest levels of the administration (chancellor, provost, and deans).

However, until an incident of decisive magnitude occurs, police will continue to view top level administrators as having no interest in them. Here again, students and officers will bear the repercussions of the administration's poor anticipation and post facto efforts. Such efforts have the objective of calming a situation to avoid unwelcome national publicity. These crisis control activities usually take the form of short-term damage control measures which minimize problems of policy, perceptions or relations. An example of this is the University of Massachusetts 1986 baseball riots, when the administration brought in outside consultants to investigate the incident. These crisis control activities gave the impression of satisfying the media and salvaging the school's reputation.

What actions can be taken to ensure the safety and security of minority students while alleviating the distrust and stereotyping between the two groups? Consider this quote from author W.R. Allen (1987). Although this quote was intended for a different client and subject matter (recognizing diversity, for all students), it illustrates what our universities need to do to bridge the gap between police officers and minority students. The term "group" was substituted for the use of the word "students".

Universities must adopt educational approaches that emphasize individual instruction, identify areas of concern, and design programs to enhance learning. This must be done so that all [groups] involved have the opportunity to achieve to their maximum ability. [Allen, 1987, pp. 25-34]

This is not the only approach that can be taken. Administrators and teachers need to maintain a firm commitment and take a proactive approach in opening the lines of communication between students and officers. This will build a solid foundation for change. Educators must redefine their roles in the classroom and society so that they empower rather than disenfranchise their students (Cummins, 1986).

Significance of the Study

Safety and security have always been important concerns for minority students, who feel uncomfortable with the demeanor and disposition of police. Much of this discomfort, especially for African-American students, is the result of their social backgrounds and the negative experiences they have had with officers in their own neighborhoods. Living in a climate of hostility and rejection, some minorities experience dissonance and conflict with others on campus. Such conflict sometimes requires a police presence to mediate emotional situations, thus worsening inherent tensions between minority students and the police. Universities must "reduce" the elements which have led to barriers between students and officers. Immediate contact is one way to develop communication between the two groups. The key is in how contact is implemented and how acceptable that contact is to both the students and police. The importance of having an administration that is understanding of

various cultures and ethnicities is apparent here. Such understanding can help to enhance communication and acceptance of the roles each group might play. Roles more specifically of a minority student in a predominantly white institution. Issues of adaptation, academic and social survival and of course safety. The role of a police officer on a college campus. The issues of alienation and isolation comes along with the uniform.

There are other reasons why it is important for administrators to recognize the needs of minority students. Colleges and universities will inevitably reflect the future demographics of the United States. In 1988, Copeland (1988) projected that in the next ten years, minorities will make up 25% of the population of the United States. In addition, sometime in the next century whites will become a minority population in the United States.

This change, referred to as a "diversifying" of the population, will have an immense impact on our politics, our government, and our education. There will be a reevaluating and restructuring that will require planning and a more conscious look at the policies that govern society. Many issues will be raised at the college level, but a major concern will be studying how diversity impacts campus safety and the security of minority students. An in-depth examination of how multiculturalism impacts the communication, misinterpretation and stereotyping between the two groups will be needed.

What are the roots of these stereotypes and misinterpretations and how are they manifested in the college environment? Why have college administrators fail to recognize, analyze and resolve this problem? Stewart and Hartt (1987) say that:

In general, college campuses operate from a monocultural perspective, which expects all students to accept a set of norms based on the institution's traditional Anglo-American values system. Other campuses assume a bicultural approach that allows their non-traditional populations to exist but secondarily to that of the majority culture. Such approaches tend to isolate and alienate minority and international students. [Stewart & Hartt, 1987; pp. 4-5]

One future challenge for administrators will be to make the campus environment conducive to accepting and learning about other cultures. Administrators also should make it a priority to increase their own cultural awareness. This is important, for one should understand and respect a philosophy before expecting his or her organization to do likewise. Stewart and Hartt (1986) present another perspective, stating that "Multiculturalism can also improve the delivery of services by helping college union professionals see beyond their own cultural barriers to empathize with the feelings and needs of non-majority students." This statement may be especially applicable to the situation between minority students and police, where lack of cultural understanding can lead to serious miscommunication.

According to the U.S. Bureau of Census, the number of African-Americans will increase by 12.8% over the next decade, and the Latino population will grow by 26.8%. It is expected that by the year 2000, there will be 10 million Asian Americans in the United States (Cheng, 1990). Colleges and universities are microcosms of the larger society. These statistics are overwhelming, putting into perspective the amount of work that administrators, officers and students will have to accomplish.

The complexity of this issue might result in confusion on how to build an appropriate intervention design that will work for both students and officers. Incoming students' backgrounds will have to be studied more

carefully. Pounds emphasizes this by stating that minority students, including blacks, arrive on campuses from diverse cultural backgrounds and represent varying social, economic and religious backgrounds (Pounds, 1987). Many maintain close ties to their extended and nuclear families and communities, and some may be among the first of their families to attend college. This variety in student backgrounds means that police will need to learn about different "acceptance" and "social" norms. The college campus will have to accommodate different cultures, ideologies and needs. Wright expands on this point by stating the following:

To understand minority students' development thoroughly requires an examination of social environmental factors, such as economics (especially poverty) ethnic or cultural background, and racial and gender bias and their interactive effects on American society and on minority college students' growth. [Wright, 1987, p. 11]

This examination will be something new for most universities, in that most administrators have had little experience in recognizing and acknowledging the needs of incoming minority students. Boatwright (1986) suggests that our universities must acknowledge the importance of accomplishing this. She asserts that, "If we do not provide students with what they need, we will not be fulfilling our role as educators; we will not be developing our students to their fullest potential" (Boatwright, 1986).

What then would be a feasible foundation on which to begin accommodating our diverse student population? Where should this responsibility begin? The answer is our administration and its policies! Our organizational structure and policies must be examined and reformed to accommodate the shift in the composition of our incoming student population. Administrators will need to take initiative in designing and managing these

changes. As Stelle (1989) puts it, "Campus activities professionals cannot afford to stand on the sidelines and merely observe the recoloring of campus life."

Statement of the Problem

This research includes an inquest into, an analysis of and a summation of the issues, problems and proposed solutions concerning the safety and security of minority students on the campus of the University of Massachusetts at Amherst. This study examines the relationship between African-American and other minority students (Hispanic/Latino Americans, Native Americans, and Cape Verdeans) with on-campus police officers. This focus on their relationship will be used as a means of gathering information from on-campus officers and students on their own role perceptions and the perceptions each has of the other. Their input will provide an "insider's" view of campus security and how it can be improved to accommodate and support minority students. Specifically, this research addresses the following questions:

1. What are the existing perceptions of the relationship between on-campus police officers and minority students, with respect to mutual communication, trust and respect?
2. To what extent does the relationship between minority students and on-campus police officers impact the safety and security of minority students?
3. How can the relationship between the two groups be improved to a point where communication, trust and respect can be enhanced?

4. What are the advantages of having an improved relationship between the on-campus police and minority students and what are the implications for having this improved relationship made a reality?

5. How effectively will diversity awareness among administrators and police officers enhance relations and communication with minority students?

6. What will be the role and function of higher educational administrators (chancellor, provost, and deans) towards the leadership development that needs to be a part of any diversity effort?

The answer to these questions can create a foundation from which new ideas can be developed, with an aim towards resolving similar issues and problems that might exist at other institutions of higher learning. This study offers unique and revealing perspectives gathered from sources (minority students and the on-campus police) that too often have been ignored and neglected in decision-making processes by higher administration. From the researcher's perspective, a major challenge was working with both groups simultaneously while maintaining credibility among both groups.

It is critical to understand the role of higher education administrators (chancellor, provost and deans) in improving the relationship between minority students and police. Today's higher education leadership has an especially important role to play in making the University a safe and secure place for all students.

Definition of Terms

For the purpose of this research, the following definitions are used:

Higher Education: Education beyond secondary school that is viewed as intellectually more rigorous than that of the secondary level, offering academic degrees from the completion of program instruction.

Higher Education Administrator: A professional employee in a higher educational setting responsible for the direction, management, organization, and supervision of an educational institution. Usually includes all institutional functions other than teaching.

Minority Students: Underrepresented and culturally diverse students who have historically been denied equal access to higher education in the United States, namely African-Americans, Hispanic/Latino Americans, Native Americans, Cape Verdeans and Asians.

New England: The northeast section of the United States which includes the states of: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

Probable Cause: A set of facts and circumstances which would induce a reasonably intelligent and prudent person to believe that a particular person had committed a specific crime; reasonable grounds to make or believe an accusation [Dictionary of Criminal Justice Terms, 1984, p. 166].

Public Safety Department: An agency organized at the state or local level of government incorporating at a minimum various law enforcement and emergency service functions [Gould Publications, 1984, p. 176].

Predominantly White Institutions: Colleges/universities which have 80 percent or more white students and staff [Thompson 1990, p. 17].

Land Grant State University: Any university in the United States financed by the state as part of its public educational mission.

Limitations of the Study

1. Student and officer hostility and frustration towards each other may affect the validity of their responses and their willingness to be open with the researcher. This could result in the misinterpretation of the objectives and goals of the research by both minority students and police officers.
2. Role perceptions held by minority students and police officers about the researcher might present problems for them with regards to trust and credibility.
3. Research findings are limited to an available rather than random sample. With specific focus on one region of the country, the findings will not be as general as those obtained from a nationwide, random sample.
4. Research findings of this study are limited to the University of Massachusetts at Amherst.
5. Some of the topics and questions presented emotional problems for some respondents, resulting in resistance towards some of the questions.

CHAPTER II

LITERATURE REVIEW

Introduction

This section reviews the literature relevant to this study. It appears that the literature on minority student/on-campus police relations is non-existent. Given this limitation, the literature review focuses on defining multiculturalism and illustrating its role in improving police and minority student relations.

This chapter will define multiculturalism and its implications for enhancing minority student and police relations. In defining multiculturalism the research unveiled many hidden barriers that have contributed to the manifestation of distrust and poor communication between the two groups. In addition, this chapter offers a picture of a multicultural campus. This section also looks at the predicted demographic changes that will occur in the nation and the impact of these changes on future students. It also examines some of the advantages of a multicultural campus for students, officers and administrators.

Multiculturalism is difficult to define. This is especially true when trying to relate the concept to the existing relations between minority students and on-campus police officers. It is important to note here that there is no published literature on the problems of minority students and on-campus police officers. This is an issue that is often ignored and consistently left unresolved, which has resulted in confusion on the part of the administration. Our educational decision-makers, (chancellors), including police officials,

struggle to articulate a meaning that accurately defines the term while not implicating themselves or their current system. Until recently, the role of higher education in the development of multiculturalism was similar to the roles played by other social institutions. Higher education was used to assimilate some minorities, while groups such as blacks and Native Americans were assigned to separate institutions (Chavez & Carlson, 1988). Higher education institutions were not designed from a multicultural perspective, but rather from a monocultural cultural point of view. Upcraft (1981) states:

Most current developmental theories seek to explain how college students progress through stages or achieve increasingly complex tasks. Most of these theories are based on Western notions of human behavior. As a result, they may not permit full understanding of entering minority students. [Wright, 1984, p. 53]

Despite this reality, our education leaders have continually expressed their support for, if not boasted about, their institutions' commitment to the principles of multiculturalism. However, when minority students are asked to evaluate their colleges' commitment to multicultural initiative and action, more often than not the words dissatisfaction and sincerity are mentioned. As Wilson and Justiz (1988) put it, "After a decade of concerted effort, minority participation in higher education was at an all time high. Unfortunately, there has been a decline in commitment to raising the attainments of minorities in education". Flint (1990) reaffirms this point using results from a study conducted by the Carnegie Foundation, which found that the American college campus lacks a sense of social and intellectual community and is torn by racism, sexism, crime and a "breakdown in civility." This research

concluded that resistance to multiculturalism on predominantly white college campuses occurs unconsciously and consciously. This resistance takes all forms and is well entrenched in the bureaucratic structure of higher administration. It is a form of resistance that exists in all departments within the university system, not only in the security department.

An example of this form of resistance within the Public Safety department occurred at an informal discussion session, when one officer expressed his belief about multiculturalism within the department. "We have good officers out there, who are capable of working and handling situations involving minority students". He continued by saying that officers don't need to be forced to take part in workshops that are repetitious and not clear about objectives. The feelings of this particular officer represent the frustration and resistance officers have had over the predictable and ineffective action that is usually taken by higher level administration. Most often this action takes the form of mandatory sensitivity trainings or hiring of new minority personnel within the department.

Smith (1990) reaffirms that, "The climate on our campuses will not substantially change unless we see that creating a multicultural campus is not a diversion from, but central to, the purpose of education". Envisioning multiculturalism as central to the university's organizational mission and structure is one of the barriers administrators face today. As Barr and Strong (1988) ask, "Why would anyone who benefits from the system want to change it"? For multiculturalism to exist, those with privilege will have to share their access to resources with less privileged groups. Why would we expect leaders and executives to make this commitment? The reality is that top-level educational leaders will not embrace the concept of multiculturalism until they see how it can benefit them and their institution. These benefits

include not only self development and awareness but also economic market stability and enhancement of the institution. Multiculturalism is more than a tool for creating awareness, it will be inevitably be one of the strategies for addressing future demographic changes in our incoming student population. It is also one of the most important factors in creating a foundation on which problems and issues that exist between minority student and on-campus police officers can be addressed. An example of how multiculturalism could improve the relationship between officers and minority students can be seen in the communication problems that currently exist between the two groups. With activities/programs such as "discussion forums" or "role-plays", multiculturalism can encourage dialogue in a non-threatening and safe environment. Historically, dialogue has been lacking between the two groups, exacerbating problems of stereotyping and misinterpretation. Dialogue can be an important tool for discussing issues, curiosities and problems.

This chapter will define what multiculturalism means as it applies to higher education, especially as it relates to minority students and on-campus police. It will also describe a multicultural campus. Multiculturalism as it applies to a university setting is difficult to define in one or two sentences. It is more appropriate to identify the more salient and visible features of:

1. what it is not.
2. the roles of those involved.
3. barriers to multiculturalism.
4. the advantages of multiculturalism.
5. how multiculturalism can enhance police/minority student relations.

An assumption of this research is that minority students and faculty have always had perspectives on and expectations of multiculturalism that differ from those of higher level administrators. This difference has resulted in isolation and alienation. Smith (1990) supports this by pointing out that campus climates are more chilly than welcoming to minority students, more alienating than involving, more hostile than encouraging. Minority students often find themselves in a campus environment that is isolated from the mainstream. Academic support services and student activities often fall within this category of isolation. As one junior minority student stated, "There isn't anyone we as minority students feel comfortable in dialoguing with, much less coming to with a problem". Not surprisingly, the campus security department is another place where minority students do not feel comfortable. Because of the history of tensions and miscommunications, minority students usually unconsciously alienate themselves from the department. This alienation is a means of remaining within whatever safe space they can find.

Multiculturalism is but one potential solution to the problems facing minority students, including their relationships with on-campus officers. This research acknowledges that multiculturalism is one part of the solution to the problems faced by minority students, administrators, and on-campus police. Other solutions students and faculty have suggested include strict disciplinary actions towards acts of racism, hiring of more minorities in the higher administrative echelons and the soliciting of more financial support to minority support programs. This study recognizes and acknowledges these strategies as viable problem solvers.

In order to clarify how multiculturalism works in a university setting, this review will define what multiculturalism is not. There is a purpose behind this approach. One goal of this research is to educate higher level education

administrators. The researcher believes that these leaders are in the best position to support and influence the development of multiculturalism. The following list will provide these administrators with insight into some common stereotypes and myths surrounding multiculturalism.

❖ Dawson (1987) beautifully illustrates and demystifies some of the myths surrounding multiculturalism at institutions of higher learning:

Multiculturalism is not the establishment of committees composed of ethnic groups which are isolated and meet only to talk with themselves.

Multiculturalism is not the hosting of an ethnic fair where people may taste exotic foods and dress in quaint costumes.

Multiculturalism is not scheduling Black history month or Brotherhood week and other such activities once a year.

Multiculturalism is not responding to black students' request to have a soul party or a gospel choir.

Multiculturalism is not the establishment of an ethnic center so that minorities will have a place of their own.

Multiculturalism is not the hiring of a female in a non-traditional role or a black to interact with blacks.

Multiculturalism is not placing a minority on the union board and directing all activities for minorities to that individual.

Multiculturalism is not directing all racial issues to the "super minority" who is expected to know all the answers to minority problems.

Multiculturalism is not avoiding criticism of minorities when there is evidence that critical comments are needed.

Multiculturalism is not announcing that some of your friends are minorities. [Dawson, 1987]

The researcher has a few "notes" to add to Dawson's list:

Multiculturalism is not allocating money to academic or social support programs as a damage control recourse.

Multiculturalism is not condemning a department under your organization structure of insensitivity or racism.

It should be made clear that some of Dawson's programs and activities are viable and appropriate. However, the problem occurs when they are used sporadically or in isolation without efforts to develop a consistent overarching ambiance and climate of awareness and commitment.

Multiculturalism is achieved when these activities are implemented with a purpose and with a clear understanding of what the benefits will be. As one minority administrator put it, multiculturalism will not be achieved until minorities are represented at all levels of the organizational structure (top, middle, and lower level management).

Barriers to Achieving Multiculturalism

There is no quick solution to achieving multiculturalism.

"Multiculturalism must be an on-going process for the entire community" (Chavez & Carlson, 1985). One problem is that many higher education leaders do not want to do the work needed to create a long-term action plan (i.e. creating a knowledge base and an awareness for themselves that will be representative of other departments). Readers should be aware that institutions do have adequate resources to start thinking about change. These resources exist in the form of the student body, faculty, police officers, money, outside consulting firms, and the administrators themselves. The problem lies in formulating a plan that will effectively utilise all these

resources. The equation should include commitment, proactivity, and a willingness to accept and learn. Smith (1990) notes that, "Institutions must decide on those structures, priorities, and values that must be shared and those in which diversity and pluralism can function and thrive". Institutions which show a lack of commitment to a long term plan send an indirect message to staff, faculty and students of multiculturalism's unimportance to the institution. What kind of message will minority students receive? What perceptions will they develop about the administration's interest in their culture, histories and other contributions?

Implementing a few activities with "catchy" names or titles are seen as filling quotas, an action which insults the intelligence of minority students and faculty. These so-called quotas usually do not involve the full support or participation of the institutions' leadership and are a good way for administration to avoid true multiculturalism while at the same time preaching its interest in and commitment to the concept. Barr and Strong (1988) reinforce this point by stating:

Symptom-oriented programs which involve only the less powerful professions in an institution, permit the institution to embrace multiculturalism by claiming it wants to eliminate oppressive barriers and include underrepresented groups in the decision-making process, while, in fact, continuing to maintain exclusionary policies and practices. [Barr & Strong, 1988, p. 86]

This quote by Barr and Strong (1988) reemphasizes that half-hearted attempts at multiculturalism will result in an angry, hurt, confused and sometimes abused constituency which will become more critical and more suspicious of the institution and its intentions. This questioning of the University's intentions occurs when racial incidents arise and the

administration is forced into a position in which they have to address the incident and explain its stance. Responses often come too late in the form of damage-control activities aimed at resolving short-term problems (media coverage and students' anger) at the expense of long term goals. An example of this is the 1986 "baseball riots", in which a black student was brutally attacked and beaten by approximately 20 white students. The University's "reaction" was to agree to a set of student demands. These demands, however, were responded to and agreed upon at a time in which student hostility and media curiosity were intensifying. Shaw (1991) notes that, "Encouraging diversity will not smooth a shining path to harmony and interaction." This is a myth that our University leadership must be willing to understand and admit. Multiculturalism should be the foundation on which other programs can be formulated and developed.

Implementing multiculturalism requires institutional change. The implementation of a viable multicultural program is impossible unless administrators give it the kind of attention they give to instruction and curriculum (Dawson, 1987). An example of a needed policy reform at the University is to change present methods of documenting racist incidents. Currently, these methods are inaccurate and confusing. Documentation of incidents involving the police is conducted by the Department of Public Safety and the Dean of Students Office. Each office has a different method of documentation, with no standardized university procedure. This system has led to a false sense of reality over the frequency of incidents on campus. Along with that, there is no systematic way to address (a) the situations in which these incidents occurred and (b) the time and place these incidents occurred.

The Campus Environment

Historically, by focusing on the characteristics of entering students, administrators have assumed that their institutions are perfect and that the burden of academic failure rests on student incompetence. The task now is to shift our focus from the problems students bring to an institution to the ways in which the institution must itself change (Smith, 1990). Administrators should understand the future dilemmas they will face with respect to the demographics of future student enrollment. This dilemma, as Katz (1989) sees it:

we can no longer be a monocultural, ethnocentric and xenophobic nation if we want to survive and succeed in the ever shrinking global community. To be effective in the work place, students, faculty, administrators and other educational personnel need first to be prepared to deal productively with multicultural and diverse populations at home, for if we cannot genuinely accept diversity at home, we will not be able to sincerely accept it at work. It's important and is time now for educational leaders to be able to recognize our strengths not only in similarities but also in difference. [Katz, 1989, p. 1]

Colleges and universities are not designed to recognize and take advantages of these differences. The campus environment encourages students to feel isolated and competitive towards each other, and towards staff and faculty. This hostility and unreceptiveness can be seen in police/minority student relations. Current resolution strategies are not effectively addressing these problems. An example of this was the administration's response to the 1992 attack on a black male RA (residential assistant). One resolution strategy was to make the verbal promise of hiring 20 new police officers with an objective of responding more effectively to

these incidents and to the students' needs. In this specific case, there was no mention of what problems existed within that department. Instead, a diversion from the root causes of the problem was made with no clear objectives for either the current officers or minority students in the future. Dawson (1987) expands on the use of this tactic by writing:

It is unfair to say the least, to admit minorities - be they minorities by way of ethnicity, gender, religion, race, or language and place them in a living, learning and social environment where they are isolated and left out of the mainstream of the social life of the university. Student activities professionals must be accountable for the quality of social environment. [Dawson, 1987]

This lack of accountability and support is evident in the University's recruitment of minorities for administrative positions. Hardiman (1980) calls it "Ghetto-izing", which she explains as the hiring of Third World people for support or ancillary jobs that are out of the mainstream and that wield little power, i.e., EEO or Affirmative Action Officer, or Director of Minority Affairs. These hiring patterns assume that minorities should only work with their own kind. This is a system that must change in order to accommodate and serve the entire student body. Kuh and Mckay (1989) reaffirm this by stating, "Nothing short of institutional transformations must occur for higher education to respond appropriately to increasing numbers of students of color".

The Role of Administration in Achieving Multiculturalism

Who is in the best position to initiate this change? Certainly not minority students, who have the least power to influence change. Minority students have the power to create awareness of the existing problems and issues but that is basically it. Professors, staff and mid-level administrators

are led by the institution's mission statement, so their power is somewhat limited; most of them tend to follow rather than challenge the university's policies. This is especially true for the campus police department because it differs from other organizations on campus in its functions and priorities. However, it is still guided by the University's mission and policies.

Change, then, must be initiated and embraced by the highest administrative heads and must be reflected in their policies and procedures. In general, multicultural programs in higher education are supported by an institution's leadership as long as they are oriented towards responding to crisis and/or student and staff development (Barr & Strong, 1988). Examples of crises intervention at UMass include the University's response to the last three racial crises on campus. These are the 1992 beating of a black student who was a resident assistant in the dorms, the 1988 beating of a black male and his white girl friend, and the 1986 baseball riots. This tendency to react long after the fact must change before the University can embrace the concept of multiculturalism.

It is important for our University's leaders to accept and acknowledge who they are and who they represent. O'Brien (1990) supports this by stating that institution officials need to be "rethinking the university structure that is basically elitist, basically hierarchical and discourages cross-discipline interaction". Since there is every expectation that society will become increasingly diverse, higher education's task is imperative (Shaw, 1991). Wright (1987) continues by stating that "Acceptance of the unpleasant reality regarding the relationship between white institutions and minority students precedes creation of effective programs". Acknowledging that racism exists on the campus just as it exists within the larger society is absolutely necessary before any concrete changes can be made. (Beckham, 1987).

This is especially hard for police officers to do given the entrenched hostilities and frustrations that exist between them and minority students.

Top-level leaders must share this interest and concern in acknowledging racism. Stewart and Hartt (1987) describe an effective leader as a person who "recognizes, legitimizes, accepts and appreciates the fundamental differences of people of different cultures." This person must take actions beyond mere recognition and appreciation of difference. This person must be proactive instead of reactive, and should make it a priority that policies and procedures are instituted with the objective of creating support for a multicultural campus. As Kuh and Mckay (1989) reiterate:

The time for action is now and we implore campus activities staff to set aside, as best they can, the assumptions on which popular student development theories are based and learn as much as possible about the culture heritage and interest of students from various racial and ethnic groups.[Kuh & Mckay, 1989, p. 52]

This awareness can not be limited to the campus activities staff. Rather, it must be incorporated from the top down. Hu-Dehart (1992) describes what type of action/initiative education leadership should take. "You must require department chairs and certain administrators and other people who need to know about these issues to attend". Having police officers (who have daily contact with students) attend meetings in which students are negotiating demands with administrators allows the officers to see and hear the issues and frustrations for themselves. Hu-Dehart continues by stating that, "You should set the example yourself by going to these activities that you appropriate money for". Too often university leaders find themselves in the position of verbally condemning another department for insensitivity or inappropriateness. An example of this occurs when the

administration first admits then condemns the campus police reaction to students' needs following a racial incident. What they fail to admit is that they are scolding a department for being a microcosm of the entire system.

In summing up this section, commitment and the re-education must start with the highest level of leadership. Only when that is accomplished can administrators think about implementing and institutionalizing multiculturalism.

Definition of Multiculturalism

What then is a "multicultural" campus as contra distinct from what we have been calling the mono-cultural ambiance of traditional American institutions of Higher education? A multicultural institution is in, these terms one of which the following is present:

First and most obvious, a significant representation of people of minority cultures in the university community. (The figure most mentioned is 30%). This includes within the administration, faculty, student body and the security force. Clearly this cannot be achieved instantly by administrative fiat, but certainly the goal can be articulated and a series of strategies put in place to achieve that numerical number.

A sustained attempt to adjust the cultural and perceptual basis of the university's operations, within and outside of the class-room. This should reflect the sensibilities and values of the cultures represented in the population. This begins with the curriculum but does not end there. It embraces the general ambiance and spirit of every institutional activity that is susceptible to such adjustments.

Creative activities of involving the police officers, not in a peripheral, artificial and token manner, but rather in a more essential and effective

manner. Program activities should be within the day to day life of the academic community.

The eventual success of such initiatives depends on far more than the mere presence of numbers of bodies - whether faculty, administration, students or security personnel who happen to be non-white. It requires that the perception of the institutions' identity and its cultural style and values be purposefully transformed to recognize and reflect diversity. This should be articulated clearly, creatively and consistently at the highest levels of administration and by whatever agencies are charged with defining the institutions mandate.

Benefits of Multiculturalism

If we are to have true multicultural campuses, we must shift our framework from one that focuses on assisting or accommodating those who are different so that they can survive in an alien world, to creating a campus world which is not alien and which promotes success (Smith, 1990). Shaw (1991) expands on this by saying that the administrator's job is to make the knowledge base constituting our shared belief system available to all citizens. "At the same time, we must provide information that promotes equality for all citizens by eliminating prejudice, bigotry and discrimination". This framework can be accomplished if the leaders within these institutions consistently practice a system which supports and complements the concept.

In looking at this more specifically, Dawson (1987) identifies some of the practices that administrators can implement on their campuses:

Multiculturalism is the bringing together of diverse groups working together, playing together and pursuing common goals.

Multiculturalism is establishing university structures that facilitate opportunities for diverse groups to feel they are an integral part of the total university.

Multiculturalism is establishing university infrastructures within the university which enable majority and minority students, urban and suburbanites to assume leadership and followship roles as they engage in mainline social and academic activities of the university. [Dawson, 1987]

An important element in implementing these features is eliminating the myth that multiculturalism only benefits minorities. As Smith (1990) put it, "Of the many obstacles to our ability to effect change, the most fundamental is the perception that diversity conflicts with quality". These misconceptions must be eliminated and the reality of what multiculturalism does brought forth! A common belief is that multiculturalism is introduced only as support for under-represented groups. This is not the case.

As Stewart and Hartt (1986) state, "Incorporating multiculturalism into campus life can result in a variety of benefits. For the non-majority student, multiculturalism can counteract the disenfranchisement felt by many members of special populations." Multiculturalism can also improve the delivery of services by helping college professionals see beyond their own cultural barriers to empathize with the feelings and needs of non-majority students. This inability to see beyond one's own cultural barrier is a problem that has slowed progress in police/student relations. The scenario here is that frustrations and hostility have overwhelmed the officers in their attempts to change their posture towards minority students and others outside their system. When the administration recognizes this problem and makes attempts to address it, police might begin to see other issues which they had ignored

because of their defensive posture. While we cannot always ensure conflict-free dialogue, we can strive for openness and honesty. (Shaw, 1991)

Further benefits of multiculturalism include:

- Make retention and recruitment procedures easier. This happens because of the probable decrease in the drop out rate of minority students and the attainment of a more attractive campus to the minority student market.
- Lower the probability of litigation in the form of discrimination, civil or harassment suits by students. As Morrison (1992) puts it, "Big settlements to discrimination claimants, for example, frequently represent cost that would not have been necessary had the organization taken action to promote diversity".
- Lower the probability of disciplinary actions or firing of administrators, police officers or other faculty. This is the result of a more aware and sensitized workforce.
- Cost benefits: Universities will not be able to afford the constant firing, searching, rehiring or disciplining of its own faculty and staff. Morrison (1992) supports this by stating that the cost involved in recruiting, training, relocating and replacing employees is a major expense for most organizations. Morrison continues, "High legal fees and settlements emphasize that failing to address diversity can be an expensive proposition." The constant hiring and refiring perpetuates a cycle in which the root causes of inappropriate behaviors are not addressed.

For Minority Students

Here is a more specific look at some advantages and benefits of a viable multicultural program for minority students. In all these suggestions, a visible and active presence of police force is essential. These suggestions are given with the assumption that traditional programs have to be changed and amended, with specific emphasis to recognize the presence of minorities.

Such a program can:

- Assist in creating a smoother transition into college for incoming freshmen (socially and mentally). This means offering mainstream orientation programs that will address the specific needs of incoming students. These programs will also help to familiarize students with the police officers and their department. However, efforts should not be limited to orientations; the mere presence of minority faculty and staff will inspire incoming minority students. Astin (1977) supports this by arguing that access to an education extends beyond enrollment in an institution and must include other opportunities for success.
- Expand internal networking and support groups. These can provide various forms of support to minorities. Morrison (1992) speaks about some of the advantages of network and support groups, noting that they can "serve as counselors, cheerleaders, sounding boards, content experts and resources in other capacities". Having this kind of support can have a positive impact on academic and social growth for minority students.
- Create mentoring for minority students. Upcraft (1984) reaffirms that minority faculty may be especially helpful in redefining the campus to make it more culturally appropriate to student needs. Wright (1987) adds that, "Minority student development is particularly enhanced by interaction with older minority faculty and staff persons".

- Create a community within the college environment. As documented in the literature (Baldwin, 1981; Richardson, 1981; Sue and Sue, 1977), community has been an important concern for minority individuals. Community means that there are people of similar background who can relate to each other. It creates a bonding in which the previously mentioned strategies, transitioning, internal networking and mentoring, will work more effectively.

For "On-Campus" Police Officers and Other Administrators

Following is a more specific look at some advantages and benefits of a viable multicultural program for "on-campus" police officers and other administrators. Such a program can:

- Increase interaction with other existing cultures, races, ethnic groups and perspectives. This enhanced interaction creates a foundation on which many problems can be addressed. These problem areas include communication, and issues of respect and stereotyping. As one on-campus police officer said "... Increased interaction would help us communicate and understand each other better". The officer also said that increased interaction would create more insight into what behavior is appropriate for each group.
- Create a better line of communication, in which minority students can feel more comfortable in approaching and seeking out help from the department and its police officers.
- Create a better understanding of each group's roles and functions. This is particularly important in dealing with police/minority student relations. The two groups don't interact frequently enough (due to their history) to be able to understand each other's role and character. As one officer said

in an informal interview, "Many students don't realize what we are capable of doing and why we do certain things". He continued by saying this lack of understanding creates a level of frustration that fertilizes hostility and distrust.

- Increase dialogue and participation by minority students and police officers in decision-making activities and mainstream programs. This increased participation will help reduce the student drop-out rate.

Barriers To Multiculturalism

It is appropriate to conclude by illustrating some of the barriers that might occur when we find ourselves implementing multicultural programs. The most significant barriers to multiculturalism are usually less visible. These are the policies and procedures that restrict the opportunities and achievement of minority students and faculty. Barr and Strong point out that institutional policies and practices can either block or facilitate progress towards the goals of multiculturalism. These include:

1. Hiring and promotion practices for faculty, staff, or administrators.
2. Admissions practices.
3. 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 acquisitions policies.
9. Selection of extracurricular activities, including campus speakers and entertainers. [Barr & Strong, 1988, p.86]

It is clear that these and other factors must be given conscious and consistent consideration. Success with implementation will be determined by how well specific goals are institutionalized.

Summary

This chapter provided insight into what multiculturalism is and what it is not. It included a discussion of the roles, advantages and barriers to implementing and embracing the concept on predominantly white college campuses. Several topics were identified, including:

1. The re-education of administrators.
2. Multiculturalism as a concept that benefits everyone, and not just minorities.
3. Multiculturalism as one part of the solution towards enhancing the relations between minority students and on-campus police officers.
4. The important role of higher education leadership in embracing and supporting multiculturalism.
5. Myths and stereotypes revolving around what multiculturalism is and what it is not.

The importance of education as a means of creating a foundation was noted. The road to achieving the goal of multiculturalism starts with that, education! Education here means a self analysis and evaluation of oneself and what one represents. Our academic leadership must go through this process before any other steps can be taken. With this foundation established, the University can then study and address the needs of students, staff and faculty.

In addition to educating themselves, administrators should be conscious of "token" activities, which can give a false sense of reality. Full financial, intellectual and physical participation from higher level administrators is essential. Programs should be incorporated into the mainstream of the University. This chapter emphasized the power of administrative leadership to implement multiculturalism. The problem, however, lies in their commitment, proactivity and willingness to participate.

These first two chapters illustrated how the relations between the minority students and on-campus police are a microcosm of other departmental relationships at predominantly white institutions. It also looked at the roles of the student, administrator and police officer in enhancing these relations.

Multiculturalism allows interaction and dialogue, which the author believes is the most important element in creating a foundation for enhancing relations. This foundation can lead to the addressing of such factors as stereotyping, miscommunication, respect and understanding of each other's cultures. This is how the problem of poor relations between minority students and police will eventually be resolved.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

A qualitative research methodology was utilised for this study. Through the use of multiple triangulation (specifically data and methodological triangulation) the study attempted to achieve a high level of validity and credibility. The researcher triangulated data sources by examining encounters held in a variety of situations: group discussions and workshop interactions as well as group and one-on-one informal meetings. Triangulation allows a researcher to improve the accuracy of conclusions by relying on data from more than one method; it can bring more than one source to bear on a single point (Marshall & Rossman, 1989; Rossman & Wilson, 1985), Yin (1984) reaffirms this by stating:

The use of multiple sources of evidence allows an investigator to address a broader range of historical, attitudinal, and observational issues. However, the most important advantage presented by using multiple sources of evidence is the development of converging lines of inquiry, a process of triangulation. Thus any finding conclusion in the case study is likely to be much more convincing and accurate if it is based on several sources of information, following a corroboratory mode. [Yin, 1984, p. 91]

Methodologies included the use of informal interviews with an interview guide, participant observations and the gathering of historical documents on the two groups' interaction on this campus.

Rationale for Utilizing Qualitative Research Measures

The case study approach is suitable because it is a holistic description and analysis of a phenomenon (Patton, 1990). In addition, the researcher believes that utilizing qualitative research techniques provided further insight into the issues relating to minority students and the on-campus police officers. Guba (1978) stresses the importance of a researcher's ability to get involved by describing characteristics of an effective researcher:

(The researcher) is concerned with the description and understanding, thus he begins as the anthropologist might begin... immersing himself in the investigation with as much of an open mind as possible".
[Guba, 1978, p.13]

In keeping with Guba's recommendation, the researcher attempted to immerse himself in the investigation. The researcher employed informal interviewing, described by Patton (1990) as "the most open-ended approach to interviewing". This approach provided a way to achieve a more relaxed and tension-free atmosphere conducive to dialogue. In addition, the researcher offered the flexibility of conducting the interviews according to students' and officers' choice of time and location. The objective of this strategy was the creation of a "safe" place and time to talk. Patton supports this strategy by stating that the conversational interviewer wants to maintain maximum flexibility to pursue information in whatever direction appears to be appropriate.

Interviewing Process

The interviewer used an interview guideline. According to Lofland (1971), the use of an interview guide is one of the best strategies for eliciting important information on a given topic. This technique was used because the study focused on personal perceptions, attitudes, opinions and experiences of those involved. The interview guide provided topics or subject areas within which the interviewer was free to explore, probe, and to ask questions that illuminated a particular subject area, to word questions spontaneously, and to establish a conversational style, but with the focus on a particular, predetermined subject (Patton, 1980).

Patton (1990) asserts that the interview guide is especially useful in conducting group interviews: It keeps the interaction focused but allows individual perspectives and experiences to emerge. In dealing with such a controversial research topic, it was imperative that such an approach be used. Allowing for subject flexibility and adaptability invited a greater level of comfort, thus ensuring a greater opportunity for response and participation. In addition, this strategy also enhanced the researcher's maneuverability in working within different situations. The two groups (minority students and police officers) are very cautious and suspicious in their dealings with each other, making it especially difficult to engender trust. The researcher assumed that they will be reluctant to answer questions outside their comfort zone. Therefore the researcher considered the interview guide approach to be the most appropriate for this study.

Interviews and questionnaires were developed prior to the interviews. Patton (1980) identifies six kinds of questions that can be asked during the interview. They are:

- Experience/behavior questions aimed at finding out what a person does or has done.
- Opinion/value questions designed to understand the cognitive and interpretive process of the subject.
- Feeling questions aimed at understanding emotional responses of people to their experiences and thoughts.
- Knowledge questions to find out factual information the respondent has.
- Sensory questions about what is seen, heard, touched, tasted and smelled.
- Background/demographic questions which concern the identifying characteristics of the person being interviewed.

The interview guide served as a checklist during the interview to make sure that all relevant topics were covered. The interview guide focused on the following topics:

1. The existing perceptions of minority students and officers towards their current relationship.
2. Existing perceptions of administrative efforts in trying to create a foundation which can be used to enhance the relations between the two groups.
3. Suggestions and ideas on how the administration can better assist in enhancing the relations.

Observations

Patton (1990) notes that there are limitations to how much can be learned from what people say. Patton elaborates on this by stating:

To understand fully the complexities of many situations, direct participation in and observation of the phenomenon of interest may be the best research method. [Patton, 1990, p. 25]

In this research, direct observation was applicable and necessary, as it gave the researcher another angle of viewing and analyzing interactions and responses. The research used participatory observation in the following situations:

1. Formal minority student/officer discussion forums.
2. Formal discussion forums involving minority students and administrators.
3. Informal group discussions with students and officers separately.
4. Individual informal meetings with the students and officers separately.

To increase the reader's understanding of the frustrations felt by minority students towards the administration and police, the next section includes history of past actions by police and administrators.

Subjects

The population for the study is minority students (predominantly African-Americans, Hispanic/Latino and Cape Verdeans) and on-campus police officers at the University of Massachusetts. At this University, many minority students come from poor inner-city social and economic backgrounds. Many are first-generation college students from Boston, Connecticut and New York. Additionally, most of these students come from families where the parents have received less formal education than the parents of their peer counterparts.

On the other hand, about 96% of the police officers on campus are white. As stated in the Department's Activity Report (1990), these officers are responsible for:

... the preservation of peace, prevention and detection of criminal activity, enforcement of statutes of the Commonwealth of Massachusetts, protection of state and private property, traffic enforcement and safety, apprehension and detention of offenders, and the performance of non-regulatory police services, and cause the investigation of all criminal offenses, conduct necessary follow up investigation of initial police response, alleged citizen complaints about police officers, police policy or other division complaints about police policy or other division members and maintaining a highly trained police staff of personnel. [Activity Report, 1989, p. 1]

The worsening relations between minority students and the campus Department of Public Safety (the central location of the on-campus police officers at the University) have been kept out of the public eye by higher-level administrators. Historically, public interest in the issue reaches a peak immediately following an incident with racial overtones. This has been a noticeable trend in the last decade (1983 -1993) on this campus. As one white middle level administrator pointed out, "Campus administrators are, typically, unwilling to spend money on preventive activities but become motivated to take corrective steps after a publicized incident." He continued by stating that "Incidents are often followed by student demands for change". Administration tends to demonstrate a predictably evasive attitude of denial at first, before bowing to persistent pressure from the students and media and condemning the incident. Administrators also favor damage-control activities, with the objective of de-escalating existing hostilities and tensions on campus. Another tactic is to pump money into academic and social programs to

accomplish their short term objective of appearing responsive. These responses have failed miserably in addressing the root of the problem, which should entail addressing the causes of recurring racial incidents and inappropriate police responses. As pointed out by one administrator, "... The assumption is that the implementation of student demands is somehow going to improve the day to day experience of students of color and others on campus. " One black senior in a discussion forum with officers and administrators pointed out that, "We are tired of these acts of tokenism... There needs to be a conscious effort made to address the long term implications of why this disease (racism) is still prevalent to such a high degree within the white student population and the police department." He continued by saying, "We as students shouldn't be putting so much time and effort into coordinating and organizing for our own safety."

The role of the on-campus police in racially motivated incidents has generated controversy and created much skepticism and distrust among students about the roles of the security department. "They are the ones we as students should feel secure in turning to", one frustrated black female student stated in a discussion forum. The University's administration has often ignored the issue of police/minority relations, only publicly recognizing it when the needs arise. This diverts student hostilities from their offices to the Department of Public Safety. An example of this occurred during the 1988 racial incident involving a black male student with his white girlfriend, in one of the quieter dorm areas on campus, Sylvan. After leaving a party, the black student, his girlfriend and another black male student were attacked by several drunk white male students. Clearly a racially motivated incident, students were upset at the intervention strategies used in handling the campus tensions that resulted. The then chancellor and his office under escalating

student pressure and frustration responded to the situation. The resulting dialogue included very limited interaction between students, higher level administration and police officers. This lack of dialogue is still a problem, with most communication occurring after an incident, when energy levels for all parties are extremely low. More importantly, the dialogue usually occurs when students are trying to get back on track with their academic work.

When administrators promise changes within the security department, the public often believes that the officers have agreed with or were consulted about the new programs. The truth is that outside consultants are frequently called in to resolve the problem. Administrators seek outside recommendations that will pacify students and the media. This was demonstrated in the case of the 1992 racial incident in which a black R.A. was attacked by two white men in a residential dorm. In response to immense student pressure and media attention, the chancellor promised to hire twenty new police officers and to implement a sensitivity awareness program for the officers. These promises were made without an in-depth investigation into the department's faults or without any consultation of the police hierarchy. This type of action breeds a long-term frustration and distrust on the part of the police officers towards the administration.

The reality is that definite problems exist between minority students and on-campus police officers. Differing student expectations create tension over the roles of the Department and individual officers. As one officer said in an interview, "One problem is that students are not familiar with what we as police officers can and cannot do." The officer gave the example of arresting an accused person on the spot. This example has resulted in major controversies for minority students, who feel that a person accused of racist violence should be arrested immediately! Although explanations of

department policy could help to reduce tensions, the roots of miscommunication go much deeper. It is a problem of racial insensitivity that exists within the department and which is manifested by officers representative of all levels of the organizational structure. These individuals give the entire department a bad reputation and hinder whatever possible progress could be made between minority students and officers.

Officers who are racially insensitive usually get away with their actions, because of the institution's blindness to racism. The researcher will try to find out why "noticeable" racial insensitivity is still prevalent among officers.

The University has stated its goal of diversifying the campus and creating an environment in which all students can function academically and socially. This was illustrated in the chancellor's recent statements on nondiscrimination. "Our goal is to achieve a multicultural campus where men and women of diverse racial, social and economic groups ... come to understand and appreciate the variety of perspectives which diversity makes possible" (Tillis, 1992). Unfortunately these mission statements have failed to represent the reality which minority students experience on a daily basis. In another publicized statement to the campus community, administrators were critical of themselves, stating that, "These recent years highlight deeper problems, going back for years, which are far from resolved in spite of much talk and many promises. Now we need a little more talk and a great deal of action" (Office of the Chancellor, 1992). Despite these critical statements, little has changed in the area of diversity.

Documentation of Racial Incidents

It is important to understand the history of some of the major racial incidents on campus and to understand the reaction of the University to these events. This researcher believes that many hidden factors have contributed to the reoccurrence of racial incidents. The researcher has targeted two problems which he believes have contributed to the problem of poor relations with the police officers and minority students. These areas have escaped the critical eyes of the media, minority students and police officers. They are (1) Documentation of racial incidents, (2) Responses of the administration to these incidents.

Documentation of racial incidents is crucial to seeking out the implications, trends, causes and effects of each incident. It is a fundamental part of tracking and evaluating campus efforts and failures, with the possibility of discovering new information on how well the campus is handling its affairs. Accurate documentation provides administration, the media and potential incoming freshman students with a better understanding of the campus atmosphere minority students live in. Documentation, as one administrator put it, "is important in keeping the administration abreast of how well it is doing in its fight against racism and other forms of oppression".

At the University of Massachusetts, the researcher has found unacceptable documentation strategies and techniques in the area of race relations. This researcher believes that the University's efforts were not accurately portraying the frequency of incidents. He also found that documentation of these incidents was compiled by separate departments within the University. Each had its own procedure for documenting these incidents, with no standardized university procedure for each to work under.

The researcher studied documentation procedures of the Dean of

Students Office because that office works on incidents involving students. The other offices (Affirmative Action Office, Ombuds Office and Human Relations) tend to work on employee-based problems. The issue of confidentiality was also a factor.

Response to Racial Incidents

The researcher examined and evaluated the University's response to racial incidents by looking at reports on these incidents. Objectives included looking for trends and behaviors by the administration, and how they may which have contributed to the worsening conditions of dissatisfaction, hostility and frustrations by minority students and police officers.

Documents

For the purposes of this research, document analysis was a critical tool. Documents were utilized to augment and corroborate evidence from other sources. As Bogdan and Bliken (1982) state:

Materials have been viewed by many researchers as extremely subjective, representing the biases of the promoters, and when written for external consumption, presenting an unrealistically glowing picture of how the organization functions. For this reason, many researchers consider them unimportant, excluding them as 'data.' It is precisely for these properties that qualitative researchers look upon them favorably. Remember, qualitative researchers are not interested in the 'truth' as it is conventionally conceived. They do not search for the 'true picture' of any school. Their interest in understanding how the school is defined by various people propels them toward official literature. [Bogdan & Bliken, 1982, p. 100]

This definition of how the university functions is very important in determining what attitudes and behaviors currently exist within the administrative structure. The researcher assumes that this 'true picture' is what actually guides our administration's responses and "proactivity" to action.

Data Collection and Analysis

Historical data was collected from as far back as the fall of 1986 to the spring of 1992. The multiple method of data collection included the use of archival records and standardized questionnaires in the interviews. The researcher interviewed a random sample of students and officers in different settings. These interviews provided a significant amount of data for the study. The researcher hopes that the data collected from the interviews will supplement and refine the data collected from the participant observations.

The researcher evaluated the responses gathered in the informal interviews and during the participant observation, making judgments about and assigning value to what had been analyzed and interpreted. The findings are presented in three specific categories:

1. Analysis of the relations between the minority students and police.
2. Analysis of the administration's commitment, responses and intervention strategies.
3. Suggestions and comments from minority students and police.

The researcher believes that the data confirm the dissatisfaction of both the students and officers towards each other and the system. More importantly, the information gathered provides the administration with insights into the issues and problems that exist for both groups as well as suggestions for change.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Information was obtained from various sources, including document analysis, informal in-depth interviews and participant observation of discussions involving minority students and on-campus police officers. Data analysis included the review of seven University documents including memoranda, sub-committee reports, and progress and status reports. Data were organized according to themes and trends that developed. In analyzing these University documents, the researcher noticed several themes similar to those mentioned by the officers and students during their interviews. These overlapping concerns will be discussed as possible areas of agreement between minority students and on-campus police officers. In this chapter, the data analysis is presented in a narrative format, presenting and analyzing the perspectives of the minority students and police officers. The research questions will also be discussed.

Group and one-on-one interviews were conducted with sixteen minority students (predominantly African-American and Hispanic Latino), of whom ten were male and six were female. All interviews were informal and open-ended to accommodate the students. The researcher tried to create a "safe zone" in which students could feel comfortable expressing themselves. At the request of the students, who were worried about their safety and anonymity, the interviews were not taped or transcribed. Instead, the researcher used note-taking to gather data during the interviews.

At their request, the researcher used the same methodologies when interviewing the eight on-campus police officers. Similar issues of confidentiality, credibility and safety were of major concern to them. In fact, because of these concerns only a small percentage of police on campus actually participated in the interviews.

The researcher also observed a discussion involving five police officers, including the campus police chief, approximately thirty minority students and three administrators from Human Relations, Academic Support Services, the Dean of Students and the Student Activities Office. In analyzing the information he gathered from the interviews and discussion group, the researcher noticed the presence of several themes and concerns. These were subsequently grouped into two major categories:

1. Analysis of the relations between on-campus police and minority students.
2. Analysis of the administration's response and its intervention strategies.

These two broad categories were organized within the framework of (1) presenting minority students' and officers' concerns to the higher level administrative audience, including the president, chancellor, provost and deans (2) understanding the perspectives, insights and experiences of minority students and on-campus police officers; and (3) reflecting from an historical perspective on racial incidents of the 1980s and the administration's responses to them.

Analysis of the Relations Between the On-Campus Police and Minority Students

The interviews were designed to gather information on the existing relations between minority students and on-campus police officers. Historically, relations between the two groups have been severely strained, a problem that has not received the appropriate attention of higher level administration. Data from the interviews validated the researcher's assumption that current relations between the two groups are not satisfactory and require the immediate attention of University administrators.

In exploring the strained relationship between minority students and police, the researcher asked questions designed to probe their personal insights, feelings and perceptions. Gaining insight into their frustrations, personal views and hidden feelings is the first step towards understanding the problems faced by minority students and police officers on campus. Thus, the interviews focused on the following topics:

- (1) Perceptions of the current relations that exist between minority students and on-campus police officers. The researcher probed the relationship to determine the current levels of trust between the two groups. Is the relationship satisfactory and comfortable?
- (2) Do members of each group understand each other's culture? Are the groups clear about the job responsibilities of the on-campus police?

Not surprisingly, most subjects concluded that the relationship between the on-campus police and minority students was and is extremely poor. Many

minority students spoke from their own experience, which included interactions that they or their friends have had with the campus police.

The officers also feel that relations have not been satisfactory, maintaining that students do not trust them and they in turn do not trust the students. One officer went on to say that:

Officers don't trust anyone - period - outside of its organization... it goes with the turf. We are an authority figure which in many ways draws up resentment... We enforce laws which for the most part are unpopular and sometimes are not clearly understood by the student population.

This feeling of mutual distrust was articulated by the officers in a variety of ways. One officer talked about what eventually became a recurring theme throughout the research - the negative history between the two groups:

In the past, relations have not been good... The history of negative interaction and the media hype between both groups have played a major role in creating a foundation of poor relations... It has gotten especially worse since the 1986 World Series incident, in which a group of black students was chased and beaten by groups of white students.

Another officer expanded on this history of poor relations by saying:

It's not easy to approach or communicate with a person of color, because of the fear of saying the wrong thing or being accused of racism. Officers often get tense and don't know how to react. Many of us are from small neighborhoods where we have not grown up around people of color and basically aren't aware of some of their accepted cultural norms.

Police officers believe that they are unfairly blamed for the poor relations between them and minority students. Many officers feel blamed by the media, minority students and top-level campus administrators. One police officer expressed a desire, which he felt most officers within his department shared, for a freshman orientation, during which minority students could familiarize themselves with the role and function of the security department. Officers agreed that the administration has not shown an interest in implementing such a program. Many officers feel that because of this lack of contact and communication, students do not hold accurate views of police job responsibilities and duties. This lack of understanding has escalated the levels of frustrations that exist between both groups. This tension, as one officer saw it, is especially evident in situations such as domestic disputes.

In cases such as this the adrenaline is high between both groups and both officers and students are uncomfortable. It is a difficult situation to be in as more than often there is a barrier put up when we show up... It's like here comes the bad guys. We are in the public eye of being expected to respond a certain way. In the Borosy case (Borosy is a black male student who was physically attacked by two non-white students while enforcing a non-alcoholic policy as part of his duty as a resident assistant in his dorm), students criticized officers for not arresting on the spot... What these students don't realize is that there are certain misdemeanors that officers can't arrest, unless they are there to witness. In fact we could be violating the accused rights.

"Victims of assault always seem to haunt us," said another officer. "Limitations (in our ability to arrest a suspect) are not known to students." When a student is assaulted, a police officer cannot always arrest the accused person on the spot. This causes tension between students and police

when a minority student becomes the victim of an assault. "We cannot arrest on the spot unless we are there to witness it for ourselves," the officer explained. "If we did proceed in arresting on the spot, we would be violating their rights... It basically is a situation where students need to be educated on the rules and policies."

Another officer added, "Our department comes across to the students as one that functions separately and independently from the institution." These communication problems may be worsening the already poor relations between the two groups. Isolation does not encourage feelings of comfort. As one officer stated:

Neither is comfortable in approaching the other... It is difficult for officers to be able to bridge any gaps in communication and relations if we don't get the opportunity to have positive contact on a consistent basis... especially with new incoming students. It is probably a scenario where you have minority students trying to avoid police contact because of the fear of being stigmatized for trouble.

Officers agreed, however, that the mistrust between them and minority students exists on a group rather than an individual level. As one officer explained, "Some satisfactory inroads have been made on an individual level. It, however, seems to be politically incorrect to be talking with us."

The researcher found that in general officers feel they do not have adequate knowledge to deal with minority students. Results also indicated that officers saw a lack of adequate educational programs which could orient minority students and police to each other. Many officers discussed this lack of student awareness about their roles and function within the campus

community. They believe that their services are poorly marketed and not explained to students. The few educational programs that have been tried in the past lacked effectiveness, mostly because the officers felt that the programs were "forced" down their throats by the administration. The officers also feel that these workshops carry ulterior motives: calming down the frustrations of the students and reducing media "hype."

Four major themes emerged during the interviews with police: the scapegoating of police, communication problems with minority students, the stereotyping of all police officers as racist, and ongoing criticism of the security department by the administration. Here is a closer look at each of these concerns:

(A) Scapegoating: Officers feel that they are stigmatized, stereotyped and used as "scapegoats." Students verbally release their frustrations on them. The officers also feel they can't trust anyone outside their department, including students and administrators. This isolation serves to protect them from further abuse.

(B) Communication Problems: Officers feel that communication with minority students is poor and made worse by the kinds of situations they frequently encounter when working with minority students. Situations such as overseeing late-night parties usually result in tension between the groups. Another example is confrontational situations in which officers feel student pressure to act immediately in the students' favor.

(C) Stereotyping: Officers feel that they are only recognized for negative incidents. They feel frustrated that their department is stigmatized as racist and insensitive. They believe that because of its history the department will never rid itself of negative

stiff, unemotional, avoid contact, don't talk or smile... This is especially evident at functions which are sponsored and attended by African Americans".

Another student added:

Officers seem to prepare themselves for the worse scenario when dealing with minorities, it's like an assumption we as black students are up to no good ... Because of this the officers tend to harass us along with their stereotypes and assumptions... It is an assumption that has constantly put us students in a defensive posture whenever we are confronted by the officers... This has resulted in us not having any confidence in the officers and their system.

Students believe that officers arrive on a scene to antagonize, not to investigate, to accuse and not to question. Many interviewees talked about the frequency with which officers stop cars driven by minorities: "This is where we experience a lot of the hostilities and unanswered actions."

Many students feel there is not a solid enough foundation on which to base a solid and respectable relationship. "We don't even feel comfortable in approaching the department", one respondent said. A male senior supported this notion of poor relations when he said: "Cops are not understanding and aware of the diversity that exists within our black community. We are viewed as a homogeneous group that is prone to cause trouble".

Another student described an incident she witnessed in the student union ballroom.

There was apparently a report out that there was someone in the campus center (adjoining buildings) carrying a gun. This student was in a group of five African Americans, one of which apparently had gotten in a negative encounter with an officer of that department

before. An officer patrolling the area approached their group and padded and searched this individual, embarrassing him before his peers.

Students wondered why that particular group was targeted and the individual searched. Did the officers have a description of the individual carrying the supposed handgun? Students feel they have been scarred during other police encounters that were every bit as embarrassing and humiliating as the one described. These incidents help to build up tensions, frustration and anger.

Also, students feel that they have never been given the opportunity to acquaint themselves with the Department of Public Safety in a non-threatening, non-confrontational manner. One male sophomore expanded on that notion by stating that:

It is ironic that such an important department that plays such a significant role in student safety and well being is not marketed to make known their roles. What are their guidelines or procedures in operating on the campus?

Another student said: "In a way we as students tend to shun away from the department, because of fear and intimidation of the department's demeanor". Another respondent added, "How can one feel comfortable in seeking help from a department, you don't know much of or are afraid of?"

The researcher noticed during the discussions that the lack of comfort and trust between the two groups is a barrier to creating a positive working relationship in the future. The prospects for improvement seem poor, with many students describing the outlook for better relations as "bleak." Bleak in terms of not seeing any major changes occurring within the near future.

The researcher identified several recurring themes for students: trust, stereotyping, representation and awareness.

Awareness/Sensitivity

In general, minority students feel that many officers within the department are not culturally aware of or sensitive to the needs of the minority student population. Students feel this lack of awareness most acutely when they find themselves the victims of crime or abuse. As one student explained, this can be an especially difficult issue for Black males who are victimized. "When you are black and male, the automatic defenses, in addition the hurt and anger of being victimized, come into play... I have seen many friends harassed (by police) because they respond to being verbally harassed or physically challenged. It's like the other group which is involved - usually white - is ignored."

Said another student, "There needs to be educational programs implemented where officers can be made more aware of their student population, especially minorities."

Trust

"Minority students are very uncomfortable and apprehensive in approaching the department," one student said. "Even our academic programs don't appear to have any type of solid relationship or network with that department," said another student.

Students believe that the University itself has helped to create this apprehension. "You never hear the administration make mention of the department, not even our academic support programs". This lack of trust discourages students from coming forth and reporting incidents in which they were victims.

Sadly, this lack of trust can only increase students' anger and frustration toward the department. It also encourages students to take their affairs into their own hands, acting as their own protectors, prosecutors and judges. Administration should not view these actions as positive. Potential problems include legal suits filed by the victim or the accused against the University. But for minority students, the bottom line is that they are on campus to obtain an education, not to learn how to protect themselves from racist abuse. Problems of security should not be theirs to solve.

Stereotypes

A major frustration for most students is the belief that they are stereotyped by police officers. This problem is one of the major factors contributing to the extremely tense relations between the two groups. One male student respondent said, "We become victims of unaccounted car-stops, and other forms of harassment due to this stereotyping."

Representation

Students feel that increasing their representation could improve the existing relations between them and the officers. Students feel that the department needs a more diverse workforce at all levels of its organizational structure. One female student stated, "We need to be able to have a diverse array of officers who students can feel comfortable in relating to culturally".

Hostilities and frustration between the two groups were at an all time high in the late 1980s. Full representation of minorities may be an important tool in bridging the communication gaps that linger into the 1990s. As one student explained, "Having minority cops can accomplish two things: They can better explain the different dynamics and norms of minorities in general.

Why they behave certain ways with respect to apprehension, defensiveness and distrust. It's easier having something touchy explained to you by your own." An officer echoed this point when he said, "When you see your own in uniform you automatically, unconsciously become more receptive to listening, responding and dialoguing."

The Discussion Forum

The researcher observed a discussion forum between approximately forty minority students and five officers from the department of Public Safety. The session, conducted on February 19, 1992, included five University administrators, including the chief of police, and representatives from the Dean of Students, Human Relations, Academic Support Services and the Student Activities Office. During the discussion, which was mediated by two students, minority students openly communicated their concerns and questions directly to the officers and administrators. Though the discussion became very heated at times, the researcher was able to identify a list of issues and concerns:

- Is recruitment of minority officers a priority?
- What is being done to keep minority officers?
- What type of awareness training, if any, is being done with the officers?
- What rights do we have as students?
- What is meant by probable cause/ threshold of inquiry?
- What type of screening is done, if any, for new officers who arrive on the job with racist attitudes/stereotypes?
- Is there a focus on following black students? There seems to be a general mode of stereotyping by officers, i.e. car stoppages.

- During car stoppage, why don't the officers explain reasons for stopping students? Why leave them in limbo?
- What are your complaint procedures?
- Why not come into a situation with inquiry rather than aggression?

Organized by the researcher, the forum was an opportunity for students and officers to create a foundation on which future interactions could occur on a regular basis. The first half hour of the forum was dominated by a period of student apprehension. Administrators and police got the ball rolling by initiating discussion. During this period, the chief of police introduced the forum and his officers, expressing the hope that the session would be helpful. The chief also expressed his hope that there would be no "fingerpointing" at any individual officer.

Students entered the discussion by asking neutral questions such as the definition of probable cause. The officers answered these questions with little challenge from students. This "warm-up" set the stage for the more difficult questions that followed. Students became more emotional when asking about car stoppage and procedures. Not surprisingly, the officers became defensive as the audience grew more hostile. Students felt they were given the run-around and expressed deep concerns over the problem of frequent and aggressive stoppage of black males. Issues that stemmed from the car stoppage discussion included stereotyping, police procedures and the rights of students. The issues remained unresolved as students pointed out particular incidents, claiming that officers had abused their power and violated students' rights. The topic was eventually changed with a promise of follow-up on that particular problem.

After the discussion the researcher talked to some students, who generally felt that the meeting succeeded in conveying information and opening the lines of communication in a safe, non-threatening environment. Students, however, doubted the possibility of enhancing relations in the future. One student summed it up this way: "Whenever we get to a serious issue, the entire atmosphere gets too tense and communication seems to be too hostile and eventually brushed aside. It's like it's put away for another time."

Officers, on the other hand, felt that they were attacked throughout the forum and their credibility questioned. Some officers felt that the best dialogue came at the end of the forum, when police had the opportunity for one-on-one dialogue with some students. Both groups also expressed hope that follow-up forums would occur, realizing that this first session only "broke the ice." Said one officer, "Discussion can only get better with more interaction and participation from both sides. It needs to be continued."

Analysis of Administration's Response to Minority Student and Police Relations

The topic of administrative response stirred up a lot of anger, dissatisfaction and frustration, especially among officers. There was a consensus among the minority students and the officers that the administration's efforts lack commitment, innovation and purpose. The researcher broke this topic into two major questions:

- (1) Did the administration consult members of either group when making decisions that affected them?
- (2) Are the officers and students satisfied with administration's efforts to improve their relations?

Both the minority students and police characterized the administration's reaction and intervention strategies as having ulterior motives. Officers and students noted the cyclical nature of the administration's responses, which they described as "reactive" to student pressure and the media. Both groups also pointed to the administration's lack of assertive action and sincere concern; this failure of initiative is manifested in the predictability of its actions. "It has gotten to a point where we have become cynical towards administration, as we see their lack of assertiveness and initiative as a trend and a cycle which is used as a means of addressing students' anger every three or four years," noted one officer. Both groups noted that the administration seems to have a "political agenda."

Analyzing the administration's intervention strategies is crucial to the credibility to this study. Examining past intervention strategies may reveal hidden factors that have contributed to the escalating frustrations that minority students and other officers hold towards the administration. Recent history has illustrated that these intervention strategies help to determine how minority students will respond (protests, sit-ins, negotiations, mediation) to racially charged incidents involving themselves and the police. Intervention was described by one student as the "trigger" in determining the next move students will take.

Here is a closer look at the administration's response strategies.

Police Officers' View of the Administration's Response

Scapegoating by the Administration

Police are confused about how to respond to an administration which they say has historically placed them in the middle of their own "political struggles." An agenda which has protected the university's reputation.

There was a general perception among officers that the administration tries to keep racial problems "hush-hush." As one officer put it, "The commitment is not there... The administration does what it has to do to get out of their situation. Usually they buy their way out of situations. Like giving money to academic support programs or restoring minority orientation programs. Do these address the problem? No! But if that does not work, that's when the police targeting starts."

Realization That the Administration Needs to Take Responsibility for Racism on Campus. "Why is it that we are the only department that needs sensitivity training and open public criticism (about racism)?" asked one officer. Police wondered why the administration and other departments on campus did not consider themselves to be a part of the problem. Officers also feel that the media must begin to view the administration as contributing to the problem of poor relations between minority students and police. They also believe that reporters should investigate the administration as vigorously as they probe the actions of the Public Safety Department. Change, as one officer put it, will only be effective if it starts at the top - with higher level administration.

Teaching as opposed to Courtship. Officers were frustrated with having the administration "force" upon them sensitivity workshops in response to racial incidents and persistent student pressure. Officers believe that these workshops are used to promote the administration's "political agenda". They are also seen as short-term/damage control activities. These perceptions lead the officers to resist and scorn sensitivity programs, which as one officer put it, "don't accomplish much in terms of learning."

The Need for An Ambassador/Liaison. Officers feel the need for an administrative ambassador/liaison who could encourage trust between them and students. This administrator would communicate to the student body about the role and function of the department and its police officers. "The department is not oriented effectively to the student community by the administration," one officer expressed. This person would have close ties to the police department and would be knowledgeable about the officers' duties, and while working with students, also represent the administration. This person would be a true ambassador in the sense that he or she, in theory, would have the respect and trust of both the officers and minority students.

Police agreed that workshops and other forms of education can be useful if done appropriately. It was agreed that the current situation of "force" was ineffective and needed to be changed. One officer expressed this problem by stating, "Cops do not feel a part of the decision-making that might involve them. This creates frustration, because we don't get the opportunity to express our issues."

Students' Perception of the Administration's Response

Several students agreed that the administration's intervention is usually designed to protect its image. As one student noted, "The administration knows the problem, sugar coats the problem, fails to deal with the problem until they are in a position where they are forced to." This view was endorsed by another student who noted that, "Administration gets caught up too much in tradition... tradition with respect to what was done in the past in responding to an incident or demands, and actually doing the same procedure over and over despite its obvious failures."

Most students feel that there is a lack of creativity in the administration's approach to racial incidents and its efforts to address student diversity and the changing student population. One student said, "Times are changing, you have a different cycle of incoming new freshman every year, with differing values and perspectives - the administration needs to be aware of that."

Another student added that the administration needs to regulate and keep abreast of its community, and to put as much emphasis on retention as they put on marketing their University.

Students feel that the administration tends to react to incidents as they happen. One student described this lack of proactive response:

There seems to be no interest in having consistent dialogue involving students on how to approach and address these and other issues... The administration seems to be very reactive. Reactive to the verdict, reactive to the pressure and to the attention it is receiving. The administration needs to distinguish between the notion of responding and reacting. UMass has been reacting instead of responding. Responding means productively finding a means of attending to the new and reoccurring issues that exist within our student community and police officers. If there is a sincerity about ridding racism and enhancing relations, it must be built in all aspects of the university structurally, not just a one-minute department.

A student suggested one way the administration could avoid the "reactive" stance: "Being self conscious enough to be able to realize that it's time they (administrators) start to initiate solutions and not leave it to the students to do." Many students feel that the University has failed miserably in attempting to creatively and consistently approach minority students.

Students are especially dissatisfied with the administration's response to incidents with racial overtones involving the police officers. "Point blank it is not an administrative priority of the administration," one African American senior expressed.

Another student said, "It seems as though the only time we meet is after the fact of student protest and demands... It is never done in a fashion where it seems as though we are communicating as opposed to negotiating". These negotiation sessions, according to students, are usually characterized by a tense and stressful atmosphere. However, students commented that they found it helpful to talk with administrators and officers during the discussion organized by the researcher. "It hardly ever occurs," they asked. "Why?"

Documentation

The researcher believes that a careful examination of an administration's documents can reveal its attitudes toward racial oppression. For this study, the researcher looked at the administration's documentation of racial incidents involving police and minority student interaction.

Here is a closer look at documentation charting incidents that have taken place within a six year period (1983 -1989). The researcher believes that this documentation reflects the administration's false sense of reality of incidents which occur on campus. Students view this false sense of reality as a major influential factor in administrators' behavior. This chart was obtained courtesy of the Dean of Students Office.

TABLE 1

Summary of Actions
Academic Year 1983/84

ACTION TAKEN:	DEAN OF STUDENT	SOUTH-WEST	NE/SYLVAN	OH/CENTRAL	GREEK	1983/84 TOTAL
PRE-HEARING	131	271	43	206	64	715
ADMINISTRATIVE AGREEMENT	104	241	38	163	41	593
HEARING	0	7	2	20	21	50
REFERED TO MEDIATION	0	0	0	0	0	0
CHARGES DROPPED	22	20	3	14	4	63
VERBAL WARNING	9	0	0	25	5	39

ADDITIONAL INFORMATION

ADD'L FACTORS	DEAN OF STUDENTS	SOUTH-WEST	NE/SYLVAN	OH/CENTRAL	GREEK	1983/84 TOTAL
ALCOHOL RELATED	25	86	21	53	24	209
SEXUAL HARASSMENT	1	8	11	2	2	24
RACIAL HARASSMENT	1	3	0	0	1	5
ANTI-SEMITISM	0	3	0	0	0	3
GAY HARASSMENT	0	0	2	1	0	3
DRUG INVOLVED	2	2	1	0	0	5
PUBLIC SAFETY	0	1	3	8	0	12

Courtesy of the Dean of Students Office

TABLE 2

Abbreviated Comparison of Disciplinary Actions

Code Violations	1984-1985	1986-1987	1987-1988	1988-1989
Personal Identif & Representation	123	85	67	121
Safety, Civil, and Environment Health	351	590	590	791
Care of Property, Housing & Dining	55	189	165	220
Commons Regulations	681	874	1332	1516
Actions				
Pre-Hearings	662	844	778	917
Aduinist. Agreement	537	744	653	795
Hearings	36	31	20	99
Dropped	91	54	80	128
Sanctions				
Suspensions	1	1	3	3
Suspensions Deferred	17	12	15	14
Probation	25	14	23	355
Housing Probation	198	389	364	276
Housing Removal	32	19	11	23
Housing Removal Deferred	103	161	223	169
Additional Factors				
Alcohol Related	30	152	424	470
Sexual Harassment	10	10	29	48
Anti-Semitism	0	0	3	7
Racial Harassment	0	2	1	6
Gay Harassment	1	4	1	20
Drug Related	*	*	14	5
UMPD Contacted	*	*	85	171
Miscellaneous Totals				
Number of Students Involved in Cases	*	*	720	951
Number of Cases	*	*	622	812

Courtesy of the Dean of Students Office

An administrator from the Dean of Students Office explained some of the problems with these statistics:

- All documented racial incidents are limited to reported cases only, most of which occurred in the residential halls. These cases have been made by students and taken up through the disciplinary processes by the Dean of Students.
- Statistics do not represent incidents that were reported but did not reach the category of a case.
- Statistics do not represent incidents that occurred outside residential halls.

Students are fearful in reporting an incident to the police or administration. This hesitation occurs because students do not trust the administration and worry about confidentiality. For these reasons, minority students do not report most of the incidents in which they are victimized. "It becomes an issue where we have to try to resolve the matter by ourselves," said one student.

Students feel that top level administrators are not well informed about what occurs daily to minority students. This lack of knowledge, students believe, contributes to the administration's lackadaisical response to racist incidents. The above documentation procedure also reflects the "false sense" of reality that minorities are forced to live in. As one student emphasized,

There needs to be a more effective system in which all incidents that occur can be documented... First the university needs to create a centralized system that we as minority students can feel comfortable in approaching. More importantly, we need to be made aware of its existence.

The researcher assumes that inaccurate documentation is a major factor in creating the perception of an administration that does not care. Minority students feel that the administration is concerned with its image and reputation, so they were not surprised see statistical evidence of attempts to hide the true numbers of racial incidents.

Administration's Response

Examining reports sent out by the administration supports the students' and officers' charges of a reactive administrative response. The following reports were examined and analyzed.

1. November 7, 1992, "Agreements Relating to the October 13, Demands and Campus Climate Issues"
2. October 16, 1992, "A Message to the Community".
3. February 16, 1989, "Status of New Africa House Occupation Agreements"

Reports can be found on page 95 of appendice section.

Nelson and Burns (1984) mention the reactive mode of behavior, describing it as:

...Not the state in which organizations begins. It is the state in which survival itself may be in question... The reactive frame is the state of disintegration into which an organization devolves when leaders fail to keep the organization focused on its purpose." [Nelson & Burns, 1984 p. 228]

Nelson and Burns, (1984) add to this:

The central purpose in a reactive organization has lost its vitality and no longer provides a foundation, leaving a vacuum in which disintegration and disorganization begin to take their toll... Without well-focused goals, the enterprise and its members are adrift. Given no focus on the future, people become fixated on the past... This lack of shared purpose has a telling effect on the structure of the organization. In spite of its neatly aligned appearance on paper, the structure is really a fragmented collection of separate elements, often working at cross purposes and competing for resources and territory. This breeds a defensive atmosphere throughout the organization that results in a self centered perspective on the part of organization members, who protect themselves by "looking out for themselves" [Nelson & Burns, 1984, p. 228]

The three documents represent typical reactions taken by the administration over the last five years. The documents contain several features which illustrate the characteristics of a "reactive" organization:

1. The perception of "delay", or playing the "waiting game" in which the administration makes late acknowledgment of racial problems. There is subtle condemnation of such events but no immediate firm action. An example of this would be the 1992 "Borosy" incident, in which student demands made October 13, 1992 was not responded to until November 7, 1992. Many students from the interviews felt patronized and insulted by the

time period and what was in the response. Students want to see more direct action, and want it "verbalized" to them.

2. Some documents mention changes or programs to be implemented in the public safety department. An example of this would be the promises made in the November 17, 1992 memo to hire new police officers in what was described as a three year program. Officers felt furious when they received news about new programs in their department without having been consulted in advance. "It has become predictable on the way the administration will respond to these incidents", said one officer.

The administrative implication is that the officers are not competent enough to give their own views and suggestions on issues concerning them. As one officer said, "It's a matter of respect of our role and function within the University."

3. The preplanning of damage control activities is seen by both officers and minority students as a move to appease the minority students. "It is done in a hope of calming, redirecting our anger at the University... It has worked many times but it is catching up with the University", said one student.

Summary

The strained relationship between minority students and police officers on the campus of the University of Massachusetts has generated considerable moral, ethnic and racial tensions. The data analysis has presented the frustrations and experiences of police officers and minority students, underscoring the resulting problems and tensions between them.

A number of themes reinforced the hypothesis that minority students and on-campus police officers are not satisfied with their current and past relations. In addition, there is mutual agreement about their dissatisfaction with top-level administration. Both sides agree that the strained relations between minority students and police affect the way each group behaves around the other. Students feel that existing stereotypes and myths about them affects their personal security and their treatment by officers. Officers, on the other hand, find it difficult to approach and work with minority students, citing fears of accusations of racism or inappropriateness. Student and officer perceptions that the administration responds in a "reactive" way to their problems are supported by memo responses made by the administration.

Multiculturalism was described earlier as the bringing together of diverse groups, while facilitating opportunities for these groups to communicate. Both students and officers saw multi-cultural efforts as a necessity in enhancing their relationship. They also feel that a change in the administration's intervention styles and approaches is sorely needed.

Data revealed that students and officers hold similar perceptions on three important issues: trust, stereotyping and communication and awareness. These overlapping issues could be used to build a foundation for dialogue and positive action. The administration should use this knowledge to create programs that can effectively address the problem of minority student and police relations.

When workshops were given without feedback or consultation from the groups involved, the sessions were to doomed to fail. Both groups are yearning for information on each other's role and responsibilities as officers and students. Many respondents saw this information as a way to bring

officers and minority students closer. An opportunity to share new found information in a tension free environment. To help rid of the misconceptions, curiosities, fears and stereotypes. More importantly, the administration needs this information to prepare effective intervention program strategies. Strategies that can engender interest and support from both minority students and police officers. An accomplishment that both students and officers say, "administration has failed miserably".

The literature review described multiculturalism as involving much more than token activities aimed at resolving problems. The lack of administrative effort toward implementing multiculturalism is seen in the case of sensitivity workshops forced upon police whenever a racial incident of great magnitude appears. This lack of effort is due in part to a lack of knowledge and understanding of the concept of "multiculturalism" on the part of the administration. Data revealed that both police and students feel that the administration's efforts lack true multi-culturalism. Both officers and students felt an urgent need for the following:

- (1) A smoother transition for incoming students by orienting them to the college and the public safety department.
- (2) the creation of informal internal networks between the department and the minority student population.
- (3) a student mentoring system for students who might be interested in a career in law enforcement.
- (4) increased interaction and communications between the two groups.
- (5) a better understanding of each other's roles and culture.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In August 1991, the researcher approached the then Director of Public Safety to ask about a research position that would pay his tuition costs. The original idea was to conduct a series of staff development workshops and activities that would create better "synergy" within the department. The ultimate goal was to improve the department's ability to communicate with students. The director thought the proposal was a little too vague and suggested that the researcher take some time to narrow his focus. Within a week, the researcher returned to the director's office with a proposal to work on the problem of police-minority student relations. The researcher was hired, and with a happy smile of relief revealed his excitement and enthusiasm. The director's final words in observing that exuberance was, "Don't smile yet. This will be one of your most difficult challenges as a graduate student. This will be a difficult, controversial and sensitize topic for all involved." At the time, the researcher took those words rather lightly, assuring the director he was ready for the challenge. Little did he know that this challenge would eventually grow into a doctoral dissertation!

This study identifies those factors that influence the quality of relations between minority students and on-campus police officers. It was important to have the officers and minority students themselves identify these factors. Historically, the administration has not taken their views into consideration when making decisions that affect their relationship.

A thorough review of the literature identified multiculturalism as an important tool in resolving the problem of poor relations between minority students and police. Creative application of multiculturalism can help to build a foundation for improved police-minority student relations.

Specifically, multiculturalism can help to accomplish the following:

- (1) Foster positive interaction and dialogue between both groups.
- (2) Implement educational programs that include participation and input from both groups.
- (3) Encourage the participation (beyond financial allotment) of top level administrators.

In developing this case study, the researcher utilized in-depth interviewing as the primary research method because he wanted to focus on experiences, personal perceptions, opinions and beliefs. Analysis of memo reports and statistical documentation yielded additional information that supported findings from the interviews. The researcher's participation in a discussion forum between officers and minority students yielded additional findings that supported the data from the interviews.

Analysis of data from the three sources - in-depth interviews, analysis of documents and memos, and participant observations - revealed that there is a lack of opportunity for positive interaction and dialogue between minority students and police officers. Both groups felt that the negative history between the two groups has played a major role in contributing to the lack of positive interaction. Issues stemming from a lack of knowledge - stereotyping and problems of approachability and appropriateness - were

cited by both students and officers as needing the immediate attention of administrators. Both groups saw the need for more opportunities for diverse and innovative interactions to facilitate dialogue. They saw the support and presence of top level administration, in combination with consistent and proactive programming, as critical to finding a solution. Students' and officers' plea for flexibility and diversity in preparing programs is a key finding of the research.

Implementing multicultural programs requires administrator creativity and consistency as well as clear purpose and direction. The administration needs to critically analyze what is being done and what is not. It is easy to find out what is being done, but often difficult to find out what is not. This means that the administration has to listen with open ears and be willing to take negative feedback. While the road ahead for administrators will not be easy, their efforts will reap many far-reaching benefits. At the very least, their work towards multiculturalism will help to prepare them for the anticipated demographic changes of the 1990s.

Education, as described in Chapter II, is a necessary key in creating a solid foundation for relations. Solid educational programs can provide everyone involved with information on the following:

1. The officers' working culture and minority students' social culture.
2. Officers' and minority students' perceptions and views on issues concerning them and their relations.
3. Awareness of the historical plight of both groups on campus, with regards to negative interactions, accusations and resulting actions taken by administration. Were these actions effective?

4. Social and educational backgrounds of both officers and minority students. Are they from similar or conflicting backgrounds? Having knowledge or awareness of backgrounds will improve educational programming.

It's clear that having more information on these issues will benefit officers and minority students. These include:

Benefits for Officers

- They will have access to acceptable terms, i.e. Hispanic/Latino/Spanish.
- They will know more about the many diverse groups on campus.
- They will understand how patterns of speech and approach might affect the behavioral responses of minority students. The tone of voice and the use of certain words might be inappropriate and unacceptable to some minority groups. Learning different approaches will help to improve the quality of daily interactions.
- They will have more opportunities to express themselves to the student community.

Benefits for Minority Students

- Opportunities to learn more about the police culture in a non-threatening atmosphere.
- Opportunities to express their curiosities and concerns to the officers.

Education for administrators as described in Chapter 2 calls not only for an analysis of self but for an analysis and evaluation of their organization and actions. In terms of minority-police relations, administrators need to study the history of past intervention strategies used by the University. These interventions have often lacked professionalism and appropriateness.

Critical to successful implementation of programs aimed at improving minority-student relations is the ability to involve both groups in the initial negotiating processes. Not surprisingly, the University has experienced difficulty in designing and facilitating such programs. There is internalized resistance among minority students and police officers towards participating in any such workshop. One of the biggest frustrations for the researcher was facing the resistance and apprehension of both groups. Top administrators need to recognize and deal with this internalized resistance. Both groups felt that administrators can help to calm the anger and frustrations.

Both groups noted the lack of proper orientation and training programs geared towards "Human Relations." New police officers are being adequately trained by current standardized police procedures, but incorporating a human relations perspective into future training is a sensible administrative strategy. Most problems involving minority students and the police can be linked to poor communication between the two groups. Campus officers are very different from urban or city officers. The campus officer serves a public which is governed by University laws and regulations. Understanding the age, social background and education levels of the people they are serving will help campus officers to work more effectively.

Both minority students and officers noted that younger officers are usually the ones who get involved in negative circumstances. This is due to many factors.

1. Incidents on campus tend to occur at night. (Between the hours of 10 p.m. - 5 p.m.)
2. Incidents usually occur on weekends. (Thursday through Saturday)
3. These are usually the hours in which the younger and less experienced officers work.
4. These are the hours during which alcohol is involved.

These younger officers face difficult circumstances. As one officer put it, "Generally, younger officers will encounter more difficulties in dealing with tense situations. Experience is a good teacher and unfortunately most of them will learn from their experiences."

It is important to be able to have a blend of youth and experience to deal with these situations. Consideration should be taken into addressing how these younger officers can more effectively deal with these situations. Should more experienced officers be interjected in these shifts? This and other alternatives should be taken into consideration by administrators.

Recommendations for "Multicultural Programs"

As a result of the findings of this study, the researcher offers the following recommendations aimed at bridging the gaps in communication, trust and respect. These recommendations should be seen as avenues that can be used to create new insights and effective programming for both groups. These programs need the support and participation of top level administrators, to whom this research is addressed.

1. Implement a "Ride-Along Program, which offers students opportunities to ride and talk with officers on their shifts. This gives students and officers the opportunities to gain insights into each other's social and working cultures. It also allows for a more personable one-on one contact with each other, which is important especially for students with regards to approachability.
2. Create workshops aimed at educating students and officers on various issues of concern. Incentives should be offered to ensure more participation from both groups. Incentives such as offering credits, certifications or overtime pay will heighten interest for both parties. Students and officers both should participate in the workshop's design and presentation. The goal is having both groups express their fears, concerns and curiosities in a humane, tension-free atmosphere.
3. Institutionalize orientation programs at the beginning of the semester. This allows officers to introduce their department and educate students on police roles and responsibilities. Orientations should involve minority students, administrators and police officers. Role plays and skits could enhance the effectiveness of the sessions. This is also a good opportunity for officers to make a good impression on incoming students, thus creating networks and feelings of mutual goodwill.

4. Create a monthly, bi-monthly or weekly schedule for meetings or discussion forums. This would allow officers and students to bring forth current issues of concern. As one officer said, "It can be very beneficial with respect to receiving feedback from students on certain behaviors of officers that might be inappropriate to them. Many a times we follow procedures while not realizing if we offended someone. We need to know this." Another student emphasized the importance of regular meetings by stating, "We never hear officers voice their concerns or feelings... Do they have feelings?"

5. Hire qualified minority officers at all levels of the organizational structure. The benefits of this are many:
 - a. The department will become more approachable to minority students if it has visible minority representation. Minority students will feel better able to communicate with minority officers. Similar cultural backgrounds provide comfort.
 - b. Minorities within the department can informally help to educate white officers about how to work with minority students. Through dialogue and observations white officers can learn more about minority student behaviors. It should be mentioned that a good percentage of minority applicants are from the city and have transportation problems. This problem in transportation has resulted in many potential minority police officers being eliminated from past and current applicant pools.

The administration must find a way to address this recruitment problem.

6. Create a cadet class, in which interested students can learn more about what it is like to be a UMass police officer. This is an effective recruitment tool and a means by which students can be educated on the various procedures one has to go through in applying for a position as a UMass police officer.
7. Consider adding another dimension to the training program of the academy (place in which incoming police officers are trained) that will effectively address issues of "Human Relations" as it relates to student issues.

Recommendations for the Role of Top Level Administration

Based on the findings of this study, the researcher offers several recommendations on the role of top level administrators in implementing multiculturalism with an objective of enhancing relations between minority students and UMass police officers.

1. Recognize that committed and proactive administrators are critical in establishing and sustaining a solid foundation from which relations between minority students and police officers can be enhanced. The leadership should be sensitive and aware of the needs of both groups. Their role should be at the forefront of promoting communication between the two groups in a way that is non-threatening and tension free. Consistent proactive participation from the top level administrators is a must. This can lead to more effective consultation and communication. Strengthen top-level administration commitment.
2. Recognize the need to discover and rediscover problems that exist between both groups. Collecting current information via workshops and discussion forums involving both groups can help counter assumptions held about relations problems and progress. Along with that, collaboratively choose and implement programs that appropriately address all parties involved. This strategy will help the University to better handle incidents involving both groups.
3. Improve accountability. This includes monitoring the

performance of middle level administrators who have some direct responsibility for incidents involving minority students and officers (i.e. mismanagement of handling incidents or inappropriateness). Looking for trends on complaints made by students is an important "proactive" and preventive method that can help administrators improve their accountability.

4. Empower middle and lower level administrators. Minority students believe that protest must be directed at top-level administrators. This is illustrated in their history of going directly into negotiations with top-level administrators. The complacent and lackadaisical behavior of the top-level administration has encouraged students to ignore middle and lower level administrators. It has also resulted in students believing that nothing can occur when working with middle or lower level administrators. Empower and encourage middle level and lower level administrators to get involved "proactively" in creating and designing programs that they feel can enhance relations between minority students and the officers.
5. Encourage programs and rethink goals. The pattern of responding to incidents with "damage control" activities needs to be re-evaluated and changed.
6. Standardize sensitivity programs across the board for other departments. This will add credibility to the University's claim of a diverse campus staff and will help to curb officers'

resistance towards these awareness programs. This resistance results when officers feel singled out and treated as pawns in the administration's political games. Institutionalize programs from the "top-down" so that the highest level administrators set the tone for everyone else to follow. This will reaffirm the importance of these programs.

7. Consider developing a more effective means of documenting racial incidents outside the resident halls. This could provide valuable insight into other issues that are not limited to the dorm areas. Examples include enhancing night and weekend security, looking for trends from these incidents with regards to student and non-student involvement, and looking at other factors such as alcohol, which has played a major role in initiating these incidents. Programming ideas can be developed which can go beyond issues of residential hall safety.
8. Consider the addition of more experienced officers to work with the lesser experienced officers in the troubled shifts of the weekends and late-night hours.

Recommendations for Further Study

There are a number of topics for further study that could yield additional insights on the relations between minority students and police officers on the campus of UMass. These topics could provide additional information on the essential elements and strategies necessary for effective programs. The following studies are recommended:

1. A follow-up study. In-depth interviews for this study were conducted from January, 1993 to March, 1993, at a time when the campus was experiencing the repercussions of a racial incident that had occurred just two months earlier. Conduct a series of following-up interviews to determine whether perceptions on relations have changed.
2. A study of the top-level administrators and their beliefs on multiculturalism as it applies to minority student/police relations. Such research would provide insights into why administrators respond the way they do to students and police. It would be especially interesting to investigate and evaluate administrator's awareness of multiculturalism and to find out what type of awareness training they have received.
3. A study to evaluate programs. It would be beneficial to conduct follow-up studies after implementation of awareness programs. Officers and students hold internalized frustrations and dissatisfactions that were beyond the scope of this study to probe. Understanding these hidden issues would further our understanding of both groups. This research has opened the doors for further studies to be done. It is up to those with the power and resources to make these future investigations a reality.

4. A study to evaluate Public Safety's Academy training programs for its' new incoming officers. Evaluating its' effectiveness in addressing issues related to "Human Relations" as it applies to students. Issues such as approachability, age factor, sex of the students among other issues should be looked into.

Concluding Remarks

Given the current racial climate on the campus and its impact on minority students, police officers and the administration, the future of relations between the minority student population and police looks uncertain. There is a great need for more collaborative efforts to create opportunities for contact and dialogue, especially in light of the depleting levels of trust and isolation. The researcher earnestly hopes that the administration will take a lead in "proactively" addressing these issues and creating a safer and more unified campus.

APPENDIX A

MEMO TO THE THIRD WORLD COMMUNITY



UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Office of the Chancellor

374 Whitmore Administration Building
Amherst, MA 01003
(413) 545-2211

February 16, 1988

TO: The Third World Community

FROM: Chancellor Duffey

During the past five days you have engaged in a dramatic act to express your concern for fundamental principles of civility and human tolerance. You have raised these concerns on behalf of faculty, staff and students and we are grateful to you for reminding us of the obligations we share as members of a community of learning.

Your protest began in response to a senseless act of violence accompanied by the use of racial slurs which has outraged all of us. As I have said repeatedly, expressions of racism and violence will not be tolerated on this campus and those involved in such behavior will be dealt with in the strongest possible way.

The fight on our campus early last Sunday morning involved two black men and one white woman and a number of white male students. This incident was clearly both violent and racial. The students involved are being held accountable for their actions in terms of both campus discipline and the legal system.

As a result of a judicial pre-hearing conference in the residence halls last Thursday night, two of the five students who have been charged under the Code of Student Conduct have been removed from the residence halls. Notification of disciplinary hearings were delivered to these students last night.

A non-student was also reportedly involved in this fight. Since charges cannot be brought against this individual under the Code of Student Conduct, the University has issued a legal order which will ban this person from our campus.

In terms of court action, each of the five students has been issued a summons to appear at a show-cause hearing later this month on both civil rights and assault charges.

I make the following response to the specific concerns presented to me earlier today.

- I. Within a week, I will draft changes to the Code of Student Conduct which will make clear that students who commit acts of racial violence or repeated racial harassment, either verbal or physical, will be subject to removal from the campus. Revisions to the Code will make clear that students will be subject to immediate interim action with an expedited hearing process to follow.

Comments will be solicited from the Student Government Association and the Monitoring Committee prior to submission of these changes to the Board of Trustees at their April meeting.

- II. I welcome your affirmation that New Africa House is a center for the educational and cultural needs of African-American and other Third World students.

A. Office Space for Student Organizations

1. Furnished offices on the fourth floor of New Africa House will be made available for use by Third World student organizations. A committee of Afro-American faculty and students will determine the appropriate use of this space.
2. The Banneker computer facility will be completed as planned on the fourth floor of New Africa House. The new facility is scheduled for completion by the fall of 1988. The University will provide air conditioning, furnishings, and computer equipment.
3. I will set aside funding for cultural events in New Africa House when presented with a budget by the Monitoring Committee. I will provide up to \$5,000 this semester for stipends to students in Third World organizations who spend time tutoring other students.

B. New Africa House Renovations

1. In order to make New Africa House accessible to the physically challenged, I will ensure that the design and installation of a ramp receives immediate top priority in the Physical Plant. Accessible bathrooms will also receive priority. A study will be done to determine the feasibility of installing an elevator. The study will be shared with the Monitoring Committee.

2. We will immediately begin a survey to determine the extent of work necessary. A timeframe of 90 days for refurbishing walls and ceilings, including painting, scraping and the complete removal of all asbestos, is unrealistic. When complete, the survey will be provided to the Monitoring Committee. I will ask Environmental Health and Safety to monitor the air in New Africa House this week to determine if a problem currently exists. We will proceed promptly to remove asbestos as indicated. Reports from EH&S will be shared with the Monitoring Committee.
3. Carpeting and plumbing leaks will be surveyed to determine the extent of work needed. I will ask the Physical Plant to make every effort to conduct this survey as soon as possible, but no later than the end of the month. The results of their assessment will be provided to the Monitoring Committee.

Overall, work on the ramp and asbestos will receive top priority. All information gathered on these two items including copies of the work orders will be shared with the Monitoring Committee.

- III. The question of the Bond Center budget is an academic matter. I will not respond here other than to note your concern. I do wish to make clear that I have been discussing the resolution of this matter with members of our faculty. I do expect to offer a solution to this dispute in the very near future to all concerned parties.
- IV. We share a concern for more effective recruitment of third world students:
 - A. I would be very pleased to see a fifty percent increase in enrollment of Third World students on our campus. I accept this as a goal. I am mindful however, as I know you are, of our obligation to provide support services to those students who may need special programs of academic assistance. We will review with the Monitoring Committee the recently completed plan for minority recruitment and I ask you to join with me in seeking to persuade the Board of Regents and the Governor's Office to request funding from the legislature for these important programs.
 - B. Some of our graduate student assistant stipends currently fall substantially below those offered by our peer university graduate schools. Raising the level of these stipends for Third World graduate student assistants and all our graduate student assistants is a high budget priority. I will present to the Regents and the Legislature plans to increase funding in this area. I hope you will join with me in seeking to impress upon the state the importance of this program.

- C. I will seek increased funding for minority student recruitment from the Board of Regents. A successful minority student recruitment program will require a carefully thought out allocation of resources for staffing and other activities. One of the most effective programs we can engage in will involve the active participation of our students in recruitment. We seek your help in this effort.
- D. and E. I regard both the CCEBMS and BCP programs as most important for support and retention of third world students and I hope that funding for these programs can be increased. The Tillis Commission in which several Third World students are active participants will soon present recommendations which will guide our allocation of budget resources. I will seek funding for such expansion from the Board of Regents as a high priority. In the meantime, Chancellor Jenifer and I have agreed to provide thirty thousand dollars in additional funds this semester for academic support services in these two programs.
- F. In December I announced a James Baldwin scholarship for next year. I am very much in support of such a scholarship program and will actively seek funding from alumni and others to inaugurate this scholarship. I will review these plans with the monitoring committee. I will ask the Financial Aid Office to review the guidelines for the DuBois scholarships with the Monitoring Committee.
- G. I strongly support the Upward Bound program as one of our most effective efforts. I have discussed ongoing state support for this program with the Board of Regents many times and intend to continue my efforts in this area. I may call upon students and staff in Upward Bound to assist me in pressing this issue with Chancellor Jenifer.
- V. I cannot make specific commitments to faculty hiring in special categories. I agree with you that the areas of teaching in the history and culture of the African diaspora, Native American peoples, Latino-American peoples and Asian-American peoples are essential to the offerings of any modern university. I concur with Professor John Bracey's recommendation that I ask the Faculty Working Group on Racial Awareness and Cultural Diversity to review our current offerings in each of these areas. I will discuss with them the faculty needs you outlined in your concerns with the Provost and deans. The report of the Faculty Working Group will be discussed with the Affirmative Action Office and the Monitoring Committee. In the interim, I will seek to provide and, if necessary fund, courses in these areas to be taught on campus next year.
- VI. I will ensure that the Registrar gives priority in the use of classrooms in New Africa House to classes dealing with Third World issues and concerns. Classes with enrollment of over 50 students cannot be accommodated in New Africa House.

- VII. I will take the responsibility for checking with the managers of the dining commons to see how generally to broaden the menu to include ethnic food items. I will bring my report on this item to the Monitoring Committee for further discussion and action.
- VIII. A Monitoring Committee will meet with the Chancellor on a regular basis to follow the progress of response to these concerns and demands. I will provide staff support to produce minutes of these meetings and to handle the administrative followup to the meetings.

APPENDIX B
A MESSAGE TO THE CAMPUS COMMUNITY



UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Office of the Chancellor

374 Whitmore Administration Building
Amherst, MA 01003
(413) 545-2211

October 16, 1992

A Message to the Campus Community

In recent weeks a series of events have occurred, directed primarily at people of color, which has caused fear and anger at our inability to assure freedom from physical assaults and verbal harassment upon members of our community.

These recent events highlight deeper problems, going back for years, which are far from resolved in spite of much talk and many promises. Now we need a little more talk and a great deal of action.

The solution to these problems requires leadership and resources provided by the central administration; these will be provided. But they also need the involvement of the whole campus, and I appeal to the community for its wholehearted participation. OUR TASK IS, NOT ONLY TO CORRECT THE IMMEDIATE CAUSES OF RECENT UNACCEPTABLE EVENTS, BUT TO RE-THINK WHAT OUR COMMUNITY IS ABOUT AND HOW IT CAN BE CHANGED TO A CARING COMMUNITY IN WHICH EVERY HUMAN BEING, AND EVERY COMMUNITY, IS TREATED WITH RESPECT AND CAN FULFILL HIS OR HER POTENTIAL.

On October 9th I promised to publish within seven days a set of actions designed to counter these problems. The following is a summary of these actions. Some have been announced at public meetings held after October 9, some are new, and some will be undertaken after consultation with those most affected. These actions are not designed as a response to the set of demands given to President Hooker on October 13, which did not express concerns for security issues.

In those public meetings since October 9th there have been many assertions of indifference on the administration to concerns of people of color. My message contains a record of events within recent years which documents effective actions taken by the campus, but which also points to major problems still unsolved.

A. ACTIONS UNDERTAKEN THIS WEEK

1. Allocation of \$250,000 annually to replace the loss of dollars when federal funds for Upward Bound were denied. A new program will be created to serve the community formerly served by Upward Bound. I expect recommendations from Professor McBride within the coming days about its form and function.
2. Agreement to fund an independent review of the circumstances of the loss of Federal funds for the Upward Bound program. The review is to be headed by an independent individual who has the confidence of both the community and the campus administration.

3. Allocation of funds to appoint 20 new personnel to address security concerns including police and security personnel and Assistant Resident Directors in Housing. While these individuals are being hired and trained, interim arrangements will be made by adjusting overtime and seeking mutual aid assistance from other campuses and communities. A maximum proportion of people of color will be sought both for the interim and long-term appointments.

B. ACTIONS TO BE UNDERTAKEN IN THE COMING WEEKS

1. Prompt restoration of training in human relations, social crisis and crisis intervention for all campus personnel, including residence hall staff, student security, public safety personnel, faculty and administrators. The Staff Training and Development Program, eliminated in past budget cuts, will be restored.

2. Changes in residence halls. Internal security phones will be installed. Entrance desks will be added to facilitate identification of those entering whether residents or guests. Staff assigned to residence hall entrances must be by trained security personnel.

3. Provision of \$100,000 for this year to fund a series of creative proposals for multicultural events and forums to be reviewed by the Multicultural Advisory Board. ←

4. Purchase of an added vehicle for the escort service and recruitment of additional escorters.

5. A very substantial expansion of new student programs to include greater emphasis on issues of social justice and campus expectation of behavior; such programs need to be a major part of orientation.

C. ACTIONS PROPOSED

To work with students of color in the days ahead, starting tomorrow, October 17th, to review the following, whose specifics will be spelled out subsequently:

1. Questions of waivers and scholarships for minority students.
2. Targets for improved recruitment of faculty, students and staff, and greater involvement of students of color in this recruitment.
3. Added measures to assure improvements in the safety, and the perception of safety, of all people on campus and especially people of color and women.
4. Educational measures including revisions of the Cultural Diversity requirement; and extracurricular programs and events designed to combat racism and promote multiculturalism.

5. Physical improvements to the minority cultural centers.
6. Re-examination of the responsibilities of Residence Assistants.

D. SHORTCOMINGS IN THE PROMOTION OF MULTICULTURALISM

1. Little improvement (2% or less) in numbers of minority faculty, classified or professional staff from 1985 to 1991. Average percentage is low at 10%.
2. Inadequate improvement in what faculty, staff and students perceive as a hostile racial climate, including insensitive treatment by faculty and staff as well as police.
3. Failure to develop an academic course for new students in their first semester which stresses multicultural issues and campus norms.
4. Failure of the campus community to appreciate and respond to the effect of racial incidents on both the victims and the larger community of color.

E. IMPROVEMENTS IN THE PROMOTION OF MULTICULTURALISM

1. Increased minority freshmen from 7% in 1983 to 15% in 1992 (the 1990 census showed minority persons to be 12.2% of Massachusetts population).
2. In 4 years of budget cuts, doubled funding for cultural centers and 13% improvement in funding for CCEBMS, BCP, and United Asia Learning Center.
3. Increased allocation of University funds to Financial Aid: in 1990, 884 minority students received \$6.2 million; in 1992, 1177 minority students received \$9.7 million.
4. Expanded equipment and staff for United Asia Learning Resource Center.
5. Improved facilities for the Bilingual Collegiate Program; funded an outreach position; funded support of Holyoke program for 7th and 8th grade students.
6. Initiated formal review of Cultural Diversity curriculum and other curriculum requirements.
7. Provided funding for a professional position in White Eagle Cultural Center.
8. Increased budget for the Program for Gay, Lesbian and Bisexual Concerns, and created voice mail "bulletin board" for it.
9. Created in September 1992 a Multicultural Advisory Board.

10. Added five new police officers in September 1992, two of color and one woman.

Sincerely,



Richard D. O'Brien
Chancellor

RDO:rmm:10/16/92
0-1788

APPENDIX C
AGREEMENTS RELATING TO THE OCTOBER 13 DEMANDS
AND CAMPUS CLIMATE ISSUES

November 7, 1992

AGREEMENTS RELATING TO THE OCTOBER 13 DEMANDS AND
CAMPUS CLIMATE ISSUES

1. On the question of minority representation, the following agreements were reached:

(a) *Students.* Of our undergraduates, 10.5% are minority; 15.1% of our freshmen are minority. These percentages compare very favorably with similar rural flagship campuses: Connecticut 11 and 13; Maine 3 and 4; New Hampshire 2 and 3; Penn State 8 and 11; Rhode Island 6 and 7; Vermont 5 and 5. Flagships in urban areas do much better e.g., Maryland 27 and 33; Rutgers 27 and 33; Buffalo 16 and 25.

We will set a new goal of 20% minority freshmen. To achieve this will require a highly effective new minority scholarship program and a powerful new version of Upward Bound. This target will be met for Fall 1995 (bad publicity may make Fall 1993 a particularly bad year).

Achievement of the 20% goal for freshmen will lead to 20% of the total undergraduate body only if the serious attrition problem can be solved. The Chancellor has just received the report of a committee chaired by Norman Aitken on this subject; it has several far-reaching recommendations. Comments of the Faculty Senate and individual faculty have been requested, and it is expected that some or all of its recommendations will then be implemented.

(b) *Faculty and Staff.* We are forbidden by law to set formal percentage goals which exceed the percentage of minorities in the availability pool. For example, the pool for most academic appointments is well below 10%; if we adopted a goal of 20% we could be charged with reverse discrimination. But we can point to expected outcomes, not goals.

Faculty. Our record of appointing minority faculty is excellent: between 1986 and the present 23% of appointments were minority. We shall strive to improve upon this record by even stronger use of the Special Opportunity Fund.

There are losses of minority faculty, and these have been higher than non-minority. We will develop a plan to improve our record of retention.

(c) *Classified Staff and Police Officers.* The availabilities pools vary widely, from 4% in skilled crafts, 8% for police officers, and 16% for metalworkers. We have recently hired 12% of minorities in classified workers and police officers. We are trying to improve these numbers, having added (November 2) our first full-time recruiter in personnel, a Hispanic woman. A major problem is the transportation problem from such sources as Springfield and Holyoke. Two-thirds

subsidy of the bus costs has helped a little. We shall vigorously recruit from recently laid-off workers, and restore our apprentice program which draws in added minorities. We will be fortunate to hire 15% of minorities in these areas.

Professional Staff. The availability pools range from 7% to 12%. We have hired 15% minorities in recent years, and achieved 11% of total employment. A better record is in the executive level; the pool size is 11% minorities but we have hired 17% minorities. We may expect hiring level to increase to 20% at executive and other levels among professional staff, by 1995.

2. On the question of the replacement of the Upward Bound program, the following agreements were reached:

The campus has already agreed to fund a substitute for Upward Bound for 3 years, and for longer if our new request for Federal money is not successful. The Federal Government does not allow us to use the name "Upward Bound". The substitute will achieve the original objectives; it will emphasize (but not require) enrollment at this campus.

A substitute has been put forward by Professor Nick McBride (enclosed). In its staffing, prior members of staff will be given preference. The administration is ready to proceed at once with the proposals for Saturday academics in Spring 1993 and a summer program in 1993. The proposal for a fifth undergraduate year needs further exploration.

The most recent staff of Upward Bound will be consulted in the further development of the program.

3. The following agreement was reached with respect to the Legal Services Center:

President Hooker agreed to support partial restoration of the power of the Legal Services Center, especially relative to litigation involving students and non-university entities such as landlords, merchants, etc.

In instances involving alleged violations of civil rights or other constitutional rights of students brought to the President's attention by the Legal Services Center, the President will have such allegations investigated and if the investigation determines the charges to have merit, the President will take remediation action.

President Hooker will set up a meeting between the Board of Trustees and the students of color at the Trustees' December meeting to discuss the students view on the restoration of full litigation power, if the students of color so desire.

4. The following agreements were reached about ALANA affairs and the role of students in search committees:

The creation of an Office of ALANA Affairs (OAA) is an important topic. In the short run, we will treat the Office of Third World Affairs as the OAA, and will add a Teaching Assistant to help its work. The Vice Chancellor for Student Affairs will assemble a Task Force of well-respected students and non-students to propose in a few weeks, a long-run organization for the OAA and determine who will head it and how it should be staffed.

With respect to University Search Committees, these do not vote; they search out candidates and recommend a short list to whoever is the Appointing Authority. The current process involves the Affirmative Action Office in assuring minority representation. It is agreed that, in cases where candidates meet with interview groups (as in deans and other senior appointments), ALANA students will be invited to sessions with the top candidates and will report their evaluations to the Appointing Authority, via the search committee. In cases where there are no such interviews, but the candidates present seminars (as in faculty appointments), the ALANA students will be invited to the seminars, and will report their evaluations to the Appointing Authority, via the search committee.

5. The following agreements were negotiated with respect to undergraduate recruitment:

The Campus will fund immediately two new entry-level recruiters of color in the Admissions Office and the upgrading of an Assistant Director to Associate Director, who will supervise a Minority Recruitment Plan. In addition, four new paid student positions will be funded to organize student volunteers of color.

Forty new scholarships for students of color will be created for next year at a cost of \$200,000, thus covering all tuition and fees for the whole time the awardees are registered. A similar amount will be added each year for four years and will increase proportionately if tuition and fees increase. These scholarships will be applied to minority groups in proportion to their representation in the incoming class. The decision as to how they are divided among incoming, current, and transfer students will be made by the minority scholarship committee, which will include ALANA students.

The administration will meet with representatives of CCEBMS, UALRC, and BCP regarding space, staffing and other needs which relate to student retention before the end of the semester.

6. The following agreements were reached with respect to graduate student recruitment and the goal of having 305 minority graduate students.

The Minority Graduate Fellowship review committee is made up primarily of people of color, including faculty and one graduate student. It is advisory to the Dean. We are prepared to recommend adding 3 more graduate students of color.

Five hundred forty-two minority graduate students were enrolled during 1991-92, 190 were on program fee, and 79 others had non-degree status, and are not included in the calculations below. Of the remaining 273, 206 or 75.5% were funded for 1991-92. Thus the goal of 305 minority graduate students has been far exceeded.

For 1991-92, the total minority graduate funding was over a million dollars (\$1,359,354). The average stipend was \$6,599. This was a 6.5% increase in the average stipend. In 1992-93 stipend was increased another \$1,000 or 15%.

For 1991-92, university sources contributed \$1,214,354 (89.3%). These numbers demonstrate that minority graduate students are full participants in the graduate education process and further shows the University's commitment to minority graduate education. It should be further noted that our minority graduate students are competitive in terms of national programs. Students have received funding from NASA, the American Economics Association, the Smithsonian, the Ford Foundation, and the NSF Minority Fellowship program. Finally, it is significant that the total funding has increased by 74% in the last twelve years.

7. Concerning Columbus Day, the following was agreed.

The campus is willing to arrange for Teach-Ins on the day which Massachusetts calls Columbus Day, and to re-name that day appropriately as far as campus usage is concerned. It will remain a State holiday for those State employees who wish to use it that way.

Campus Climate Issues

Issue 1 - Safety and Security

These issues remain of deep concern of both teams working with the mediators from the Department of Justice. Renee Caruso and Kevin Irvine, students involved in the mediation process, met with administrators to discuss these issues and identify actions that might address them. There has been significant follow up research by public safety and student affairs to try to establish which ideas might be both effective and feasible.

Possibilities discussed include: additional security personnel; changes in residence hall security; additional diversity training for public safety personnel; access to training content by affected students; access to department for students; review of campus lighting

in the residential areas; increased outreach programs by the Department of Public Safety to students in classrooms and residence halls on such topics as sexual assault, students; rights when arrested, how to file a

complaint, etc.; establishing a victim advocate program in another campus agency to augment services of police in cases of racist graffiti, harassment, or violence; establishing a police sub-station(s) in different parts of campus; and finally (and most idealistic!) designing and implementing a campus police officer training program based on the R.O.T.C. model with financial aid, multi-year commitment, and promise of a position with the University Police Department upon successful completion of the program.

Administrative efforts have been concentrated on reinstating appropriate diversity training for public safety personnel and increasing the number of security personnel. Additional employees, both police officers and security personnel, should increase overall security through a more visible police presence. Efforts to ensure that additional hires increase the diversity of the workforce are discussed below. The combination of training and additional staff will also assist the department in being better prepared to respond to the needs of victims.

It must be understood that these initiatives will not by themselves stop hate crime, change attitudes on campus, or guarantee a safe and quiet campus environment.

Training. Chief Luippold has contacted Professor Griffin in the School of Education to design appropriate training for the department. The first training session will take place by the end of this semester. We expect all departmental personnel to have been trained by the end of the Spring '93 semester. Other University personnel will also benefit from diversity training, and other members of the administration are examining ways to re-institute a central staff training and development program that would have diversity training as a primary objective.

Additional Personnel. As a result of a hiring process conducted over the summer, Public Safety has hired 4 new police officers who are currently attending the Police Academy in Agawam. These officers are scheduled to begin work on the campus in January. The administration will begin a three year program to hire additional personnel. Targets for Phase I, beginning immediately in FY93, include hiring an additional 4 patrol officers and 10 security officers. The goals of Phase II, FY94, is to add 3 supervisory officers (sergeant/lieutenant), and the aim of Phase III, FY95, is to add an additional 4 patrol officers.

It is likely that meeting these goals will require that the department establish another list of candidates eligible for police officer positions. This process involves community members, and ALANA students and staff will be invited to participate as they have in the past. Positions will be targeted for filling by people of color according to affirmative action guidelines and availability data.

Separate from these two initiatives, the University has already moved to purchase an additional van for the Escort Service. Increased escort service will be staffed by some of the additional public safety officers to be hired in Phase I.

Issue 2 - Housing Services

Students identified a need for training in the techniques of non-violent confrontation. Training on this topic, presented by Diversity Works, began with a group of ALANA RA's on October 28, and will have been provided for all RA's by the end of November.

A special review committee has been established to make recommendations on the RA role and any additional training needed for the rest of this academic year. The committee is to complete its work over the next three to four weeks, consulting with members of the campus community as appropriate.

Also, to provide greater support in those residence halls with 18 or more RA's, Housing Services has proposed the immediate hiring of 7 additional Assistant Residence Directors (ARD's). The expectation is that hiring decisions will be made in December and training will be provided in January, so that additional staff are in place for the Spring '93 semester.

Because of the concerns expressed about the RA role, another review committee will be established simultaneously to examine broader aspects of housing services. The focus of this group will be on longer-term recommendations and possible changes. Areas to be examined will include the structure of residential education, its staffing patterns and training; the impact of the campus alcohol and guest policies and student behavior on the residence hall environment; and the housing assignment process. Our expectation is that the work of this group will be completed so that any changes can be implemented prior to the '93-'94 academic year.

Issue 3 - New Students Program

The Vice Chancellor for Student Affairs has met with the Director of the New Students Program. She has identified a number of steps that can be taken within the existing format of the New Students Program to make issues of social justice and behavioral expectations more visible to participants. As we continue to explore the issues and ways to improve the campus climate, we may be able to identify additional steps to underscore the importance of social justice and civility on a campus that is attempting to become a more multicultural community.

Issue 4 - Staff Training and Development

Staff Training and Development, eliminated in past budget cuts, will be restored. A meeting of the Vice Chancellors for Students

Affairs and Administration and Finance, the Provost, the Director of the Affirmative Action/Equal Employment Opportunity Office, and the Director of Human Resources has already been held to discuss specific needs and the appropriate focus of the restored program. A specific plan will be submitted to the Chancellor within the next 10 days.

Issue 5 - Communication

The Administration will have a press release each month, which will also be published in the Campus Chronicle, describing progress made in relation to the subjects in this document and in relation to other improvements or shortcomings in race relations on campus.

The above agreements were negotiated by the following:

From Student Organizations

Arnold Lizana	Vice President, Black Student Union
Sandra Rose	ALANA R.A., Co-Chair
John Wong	Asian American Students Association
Kara Inonye	Asian American Students Association
Kevin Irvine	Black Student Union Member/ALANA R.A.
Reneé Caruso	Legal Services Center
Kahonswes	c/o White Eagle Center
Jose Sesin	Student
Fabiola Narcisse	President, Black Student Union
Penny Cameron	Member, Black Student Union
Ileana Ramos	AHORA
Michelle Murphy Valdez	Student

From the Department of Justice

Martin Walsh, CRS/Department of Justice
Lawrence Turner, CRS/Department of Justice

From the Administration

Richard D. O'Brien	Chancellor
Glen Gordon	Provost
Jo-Anne Vanin	Dean of Students
Thomas Robinson	Vice Chancellor for Student Affairs
Frederick Tillis	Associate Vice Chancellor
	Affirmative Action Office
John Luippold	Chief of Police - Public Safety

RDO:rmm:11/7/92

0-1801

APPENDIX D
LETTERS OF THANKS

Thank you for participating and making this research a reality for me. Your input was very valuable. Good luck with the rest of the semester and thanks again.

Sincerely

Evon Walters

APPENDIX E
VOLUNTARY HUMAN CONSENT FORM

STUDY OF THE UNIVERSITY OF MASSACHUSETTS
AT AMHERST, DEPARTMENT OF
PUBLIC SAFETY AND MINORITY STUDENTS
IMPROVING THE EXISTING RELATIONS
BETWEEN DEPARTMENT AND MINORITY STUDENTS

Consent for Voluntary Participation

I volunteer to participate in this qualitative study and understand that:

1. I will be interviewed by Evon Walters using a guided interview.
2. The questions I will be answering, address my views on issues related to current relations between department of Public Safety and minority students (African-American, Hispanic/Latino and Cape Verdeans) at the University of Massachusetts at Amherst. I understand that the primary purpose of this research is to identify suggestions and ideas that can be used to assist in effectively enhancing the relationship between minority students and the campus police officers.
3. The interview will be documented to facilitate analysis of the data.
4. My name will not be used, nor will I be identified personally in any way or at any time. I understand it will be necessary to identify participants in the dissertation by position and college year (i.e. UMass police officer said, or student said...)
5. I may withdraw from part or all of this study at any time.
6. I have the right to review material prior to the final exam or other publication.
7. I understand that results from this interview will be included in Evon Walters doctoral dissertation and may also be included in manuscripts submitted to professional journals for publication.

8. I am free to participate or not to participate.

Researcher signature

date

Participant signature

date

BIBLIOGRAPHY

- Allen, W.R. (1987, May/June). Black Colleges vs. White Colleges The fork in the road for Black Students. *Change*, pp. 25 - 34.
- Astin, A.W. "Equal Access in Higher Education: Myths or Reality?" *University of California at Los Angeles Educator*, 1977, 19, 8-17
- Baldwin, J.A. "Notes on an Africentric Theory of Black Personality". *Western Journal of Black Studies*, 1981, 5 (3), 172-179.
- Barr, D.J. and Strong L.J. Embracing Multiculturalism: The Existing Contradictions. *NASPA Journal* Winter 1988.
- Beckham, Barry. Strangers in a Strange Land: The experience of Blacks on White Campuses. *Educational Record*, Fall 1987/Winter 1988.
- Boatwright, Patrice Coleman. Creating a multicultural Perspective. Multiculturalism: The missing element in student development. March 1986. pp 11.
- Bogdan R. & Taylor, S.J. (1975). Introduction to Qualitative Research. New York: John Wiley and Sons.
- Chavez E. and Carlson J. Building a multicultural environment. *ACU-Bulletin*, October 1985.
- Cheng, Li - Rong - Lilly. Recognizing Diversity. A need for a Paradigm Shift. *American Behavioral Scientist* Vol. 34, No. 2. Nov./Dec. 1990.
- Copeland, Lennie. 1988. "Valuing diversity, Part 1 : Making the Most of Cultural Differences at the Workplace." *Personnel*, (June): 51-60.
- Cummins, J (1986). Empowering minority students. A framework for intervention. *Harvard Educational Review*, 86, pp. 18 - 36.

- Dawson, Martha E. The Mandate for Multiculturalism. ACU-I Conference Proceedings, March, 1987- Boston.
- Flint, Anthony US Colleges are beset by social woes, report says: Boston Globe, Oct. 30, 1990.
- Gould Publications (1984). The dictionary of Criminal Justice Terms. 199/300 State Street, Binghamton New York 13901.
- Guba, E.G. (1978). Toward A Methodology of Naturalistic Inquiry in Education Evaluation. Los Angeles: Center for the Study of Education, University of California at Los Angeles.
- Hardiman Rita. Ten ways to make a Third World person lose effectiveness in an organization. 1980.
- Hu-Dehart, Evelyn. "Enhancing Race Relations on Campus: New Challenges and Opportunities" Teleconference November 18, 1992.
- Hurst, Frederick. (1987). Report on the University of Massachusetts Investigation. p. 42
- Kuh George D. and Mackay Kathleen A. Beyond Cultural Awareness: Toward Interactive Pluralism. Campus Activities Programming. October 1989.
- Lofland, John. Analyzing Social Setting. Belmont, CA: Wadsworth, 1971.
- Marshall, C. & Rossman, G.B. (1989). Designing Qualitative Research. Newbury Park, CA: Sage Publications.
- Morrison, Ann M. (1992) The New Leaders, Guidelines on Leadership Diversity in America. Jossey-Bass Publishers San Francisco.
- Nielsen, Swen C. (1971) Community Relations, General Organizational and Administrative Concepts for University Police. pp. 75 - 78.
- O'Brien, Eileen M. (1990) Cultural Diversity Efforts Must Include Faculty, Officials Say. Black Issues In Higher Education.

Patton, Michael. Qualitative Evaluation Methods. Beverly Hills, CA: Sage Publications, 1980.

Patton, Michael. (1990) Qualitative Evaluation and Research Methods. Sage Publications, p. 25.

Pounds, Augustine W. Black Students' Needs on Predominantly White Campus. no. 38, San Francisco: Josay Bass, Summer 1987 p. 28.

Powell, John W (1981) Campus Security and Law Enforcement, The proper role of campus security. p. 29

Richardson, E.H. "Cultural and Historical Perspectives in Counseling American Indian" In D.W. Sue (Ed.), Counseling the Culturally Different: Theory and Practice. New York: Wiley, 1981.

Rossman, G. B. & Wilson, B.L. (1985). Numbers and Words: Combing Quantitative and Qualitative Methods in a Single Large-Scale Evaluation Study. Education Research, 9 (5) : 627-643

Shaw Kenneth. (1991) Diversity On Campus: Welcoming New Members. Educational Record, Winter 1991.

Smith Daryl G. (1990) Embracing Diversity as a Central Campus Goal. Academe, November/December 1990.

Stelle S. The Recoloring of the Campus: Student Racism, Academic Pluralism and the End of a dream. Harper's Feb. 1989 pp. 47 - 55.

Stewart Greig M. and John Hartt. (1987). Multiculturalism: A community among differences.

Stewart Greig M. and John Hartt. (1986). Multiculturalism: A prescription for the college union.

Sue, D.W. and Sue, D. Barrier to Effective Cross-Cultural Counseling. Journal of Counseling Psychology, 1977, 24.

Thompson, Sherwood, (1990). Role Perception and Status of African American Administrators in a selected number of New England States Universities.

Tillis Fredrick C. University of Massachusetts At Amherst, Affirmative Action Plan. AA & EO Publication.

University of Massachusetts at Amherst, 1992/93 Undergraduate School Bulletin.

Upcraft, Lee. M. (1984) "Orienting Students to College", Developmental Needs of Entering Minorities. New Directions For Student Services.

Wilson R. and Justiz M. J. Minorities in Higher Education: Confronting a Time Bomb. Fall 1987-Winter 1988 Educational Record

Wright Doris J. Minority Students: Developmental Beginnings, Responding to the Needs of Today's Minority Students. New Directions for Students Services, no 38. San Francisco: Josey-Bass, Summer 1987.

