

On Education

2009 PossePlus Retreat Report

Introduction

PossePlus Retreat: a weekend-long gathering of college students, faculty and administration intended to promote dialogue about an important issue identified by Posse Scholars.

The Posse Foundation was founded in 1989 because of one student who said, “I never would have dropped out of college if I had my posse with me.” That simple concept of sending a team of students—a Posse—together to college so they could back each other up became the impetus for a program that today has identified and supported 3,110 students. These students have been awarded \$329 million in leadership scholarships from Posse partner colleges and universities and are graduating at a rate of 90 percent.

Posse is a national program with offices in Atlanta, Boston, Chicago, Los Angeles, Miami, New York and Washington, D.C. Posse Scholars are students from diverse backgrounds who have attended urban public high schools and gone on to win full-tuition, merit-based scholarships from Posse partner colleges and universities for their extraordinary leadership potential. By the year 2020, Posse and its partner institutions of higher education expect to have 6,000 Posse Alumni in the workforce. These graduates will form a new professional leadership network, one that will more accurately reflect the changing demographics of the United States.

A chief goal of The Posse Foundation is to promote dialogue and build more integrated communities. Each year, the Foundation and its partner institutions host a series of off-campus events—called PossePlus Retreats (PPRs)—to do just this. Since 1992, PPRs have been part of Posse’s programming. They are intended to facilitate discourse within and among selective colleges and universities and serve to build more inclusive and thoughtful campus communities.

In 2009, nearly 2,300 individuals, including Posse Scholars, members of the general student body, faculty and administrators, participated in PPRs around the country.

Each year, The Posse Institute, the research arm of The Posse Foundation funded by The Ford Foundation, surveys the retreat participants and produces a summary report on the views and positions of the respondents. In 2009, the selected theme for the PPRs was education.

Several findings stood out from student responses to the survey, which was administered to participants at the beginning of the PPRs. The most striking findings were that: 1) perception of preparedness for college and whether or not respondents felt they merited being at their current school varied by socioeconomic status (a classification for which they self-identified) and by race; 2) close to 30 percent of respondents believe that affirmative action policies in higher education are not fair, and 55 percent of respondents agreed with the statement: “Race should not be considered as a factor when making admissions decisions at public institutions of higher education;” 3) almost 75 percent of respondents predicted that they would earn more money than their parents; 4) although 81% of students did not believe that speech codes should be implemented at institutions of higher education, their responses to specific campus scenarios regarding free speech tended to belie this position, 5) students are largely unaware of proposed policy or legislation concerning education and the vast majority could not identify the current Secretary of Education.

The results of the 2009 PPR survey are compelling for two reasons. First, the topic was chosen and explored by students who represent a diverse group of future leaders. Second, the issues that the students raised are issues about which leaders of colleges and universities care deeply.

This report summarizes the findings above. It will be distributed to PPR participants as well as to the presidents of colleges and universities to inform them and, we hope, to encourage additional debate about these important issues.

Context

The United States is a world leader in education. However, huge discrepancies exist in the quality of education individuals receive and how educational institutions attempt to address these inequities. Teacher tenure, unions, budgets, affirmative action, charter schools, undocumented students, financial aid, the value of a core curriculum—the list of critical areas being debated in the field of education is endless. But how much do the direct consumers of education—the students—really know about these issues? And to what extent are students who are achieving at the highest levels—those attending our top colleges and universities—informed about current debates in education? The 2009 PPR survey attempted to gauge the knowledge, beliefs and reactions of students at top colleges and universities about important issues concerning education in the United States today.

PPR Survey Methodology and Group Characteristics

PPRs begin on Friday afternoon and run through Sunday morning. Retreats take place off campus and involve up to 100 participants each. Posse staff designs a series of small- and large-group activities intended to act as catalysts for discussion.

Each year, at the start of the PPRs and before the activities begin, The Posse Foundation administers a survey designed by The Posse Institute (see Appendix A for the 2009 survey). After the participants arrive together at retreat sites, Posse staff introduces the survey and explains that the results will be compiled and distributed to retreat participants nationwide and to

members of the general higher education community, including presidents and other college and university administrators. The survey, which this year had a response rate of 100 percent, is administered on site to all participants. They are given 30 minutes to complete and submit their copies anonymously.

A total of 2,224 surveys were completed in 2009. Two thousand thirty four surveys were completed by students and 190 were completed by faculty and administrators. Although a relatively small number of faculty and administrators took the survey, there are times when the report compares students to this non-student cohort, since doing so offers an interesting perspective. The majority of this report, however, concerns the 2,034 students surveyed. (Appendix B lists the 28 colleges and universities participating in the 2009 PPRs.)

Demographics of the PossePlus Retreat Student Cohort

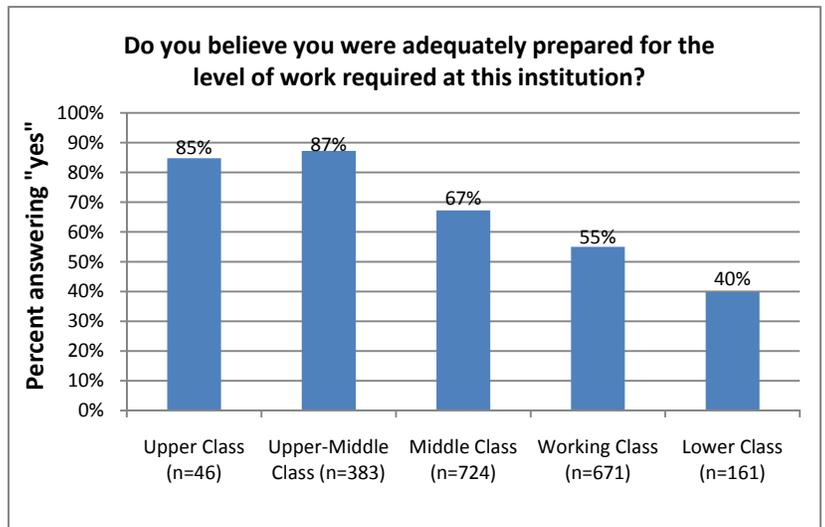
Sex	(% of total)	Political affiliation	(% of total)	Political philosophy	(% of total)
Male	38.0%	Democrat	63.4%	Very Liberal	16.9%
Female	58.6%	Republican	3.0%	Liberal	47.6%
Transgender	0.6%	Independent	12.1%	Moderate	27.5%
Left Blank	2.9%	Other	6.7%	Conservative	3.4%
		Undecided	11.7%	Very Conservative	0.6%
		Left blank	3.0%	Left blank	4.0%
Year	(% of total)	Race	(% of total)	Age	(% of total)
1st year	36.5%	Asian	12.4%	17	0.4%
2nd year	28.6%	Black	28.5%	18	21.6%
3rd year	17.2%	Hispanic (non-white)/Latino	18.7%	19	30.6%
4th year	15.9%	Pacific islander	0.7%	20	22.2%
>4th year	1.1%	White	24.7%	21	16.2%
Graduate student	0.7%	Bi/Multi-racial	10.2%	22	6.9%
Left blank	1.8%	Other	3.1%	23	0.4%
Total		Left blank	1.7%	24	0.4%
				Older than 24	0.6%
				Left blank	0.6%

Survey respondents do not represent a random sample of college-age students. Student participants are from selective to highly selective colleges and universities and comprise Posse Scholars and students from the general student body invited by Posse Scholars to attend the retreat. The accompanying table illustrates the general characteristics of the group:

This group, therefore, represents a purposeful sampling, and surveying them allows us to gain insight into what one diverse group of students thinks about topics related to education. There are very few opportunities for diverse groups like those at the PPRs to talk about such issues in a substantive way, and it is the goal of The Posse Institute to present the opinions of PPR participants annually through dissemination of a report.

Finding #1 Students’ perception of preparedness for college and whether or not they felt they merited being at their current school varied by socioeconomic status and race (classifications for which they self-identified).

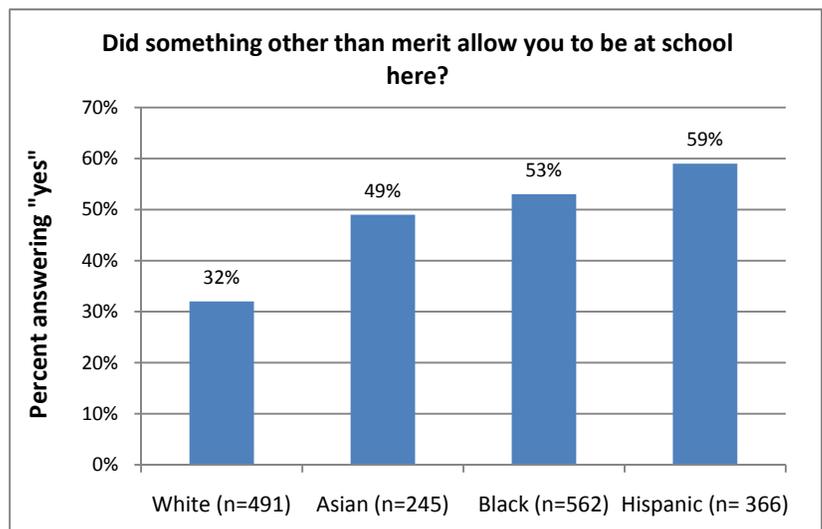
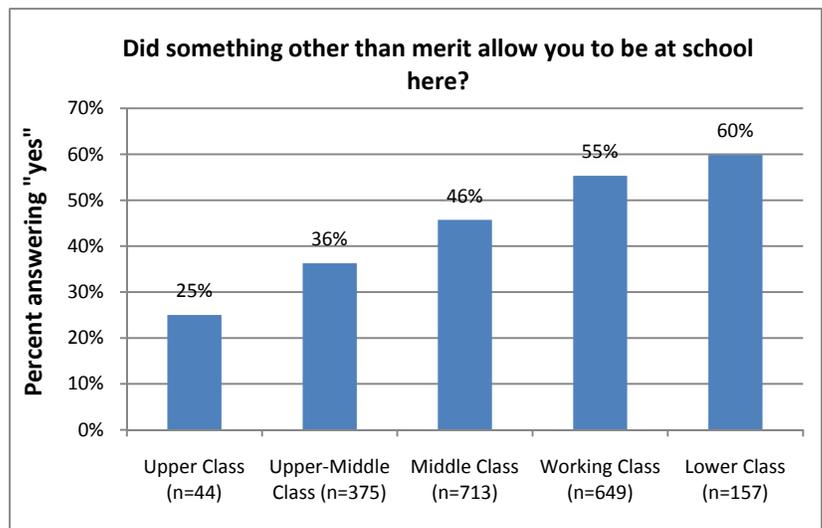
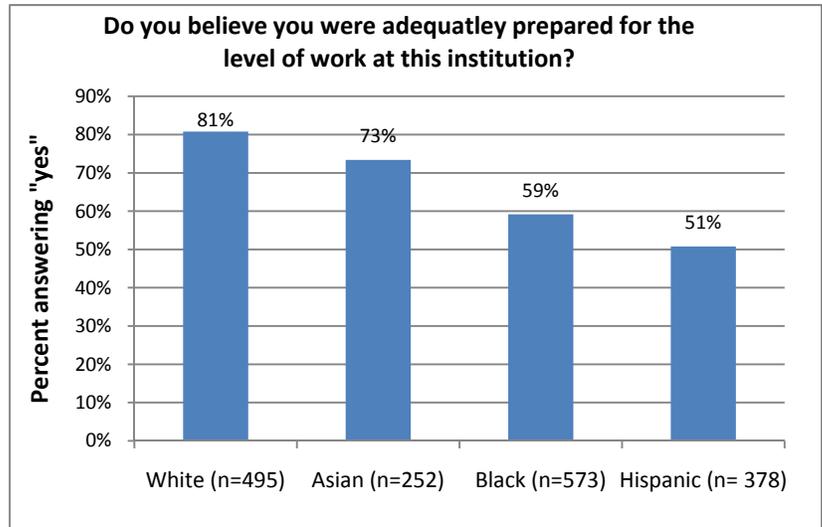
Students were asked if they were adequately prepared for the level of work required at their institution of higher education; 65.2 percent responded, “Yes.” The responses, however, varied according to self-reported socioeconomic status and by



race. While 85 and 87 percent of students from upper- and upper-middle-class backgrounds, respectively, believed they were sufficiently prepared for college, only 55 percent of working-class students and 40 percent of lower-class students, respectively, felt prepared. In addition,

while 80 and 73 percent of whites and Asians, respectively, answered, “Yes” to this question, only 59 percent of Blacks and 50 percent of Hispanics answered this question in the affirmative.

Similarly, students’ beliefs about whether or not something other than merit allowed them to be at their institutions varied by SES and by race. While only 25 and 36 percent of upper- and upper-middle-class individuals, respectively, believed that something other than merit allowed them to attend their institution, 55 and 60 percent of working- and lower-class-students, respectively, believed that they were attending their school because of reasons other than merit. Responses to this question also vary by race. Whereas 31 percent of whites felt that something other



than merit allowed them to be at their current school, 49, 52 and 58 percent of Asians, Blacks and Hispanics, respectively, responded in the same way.

Finding #2 Close to 30 percent of respondents stated that affirmative action policies in higher education are not fair, and 55 percent of respondents agreed with the statement: “Race should not be considered as a factor when making admissions decisions at public institutions of higher education.”

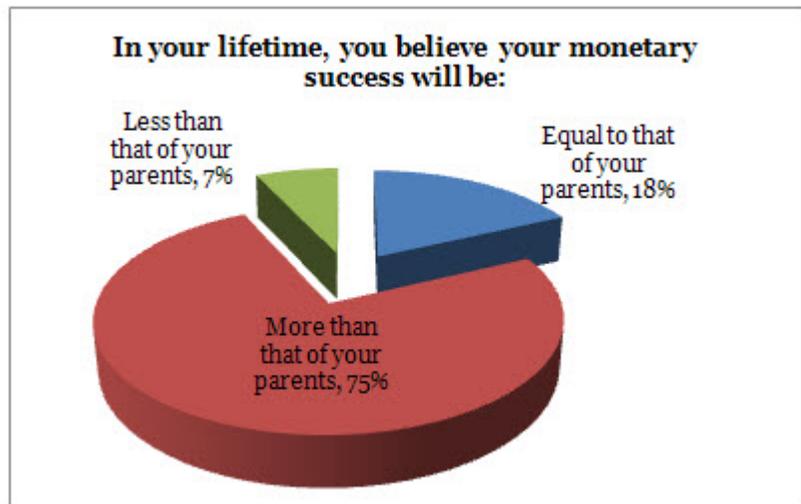
Since the 1970s, colleges and universities have used affirmative action and race-based programs to diversify their campuses and to help address the glaring educational inequities that exist among races. When looking at both college-going and college-completion rates, large gaps exist between white students and underrepresented minority students. These racial gaps are also present when looking at SAT and ACT scores^{i,ii}. Despite a 2003 U.S. Supreme Court decision upholding the legality of using race as a factor in higher education admissions practices to help close these gaps, the legitimacy of such methods continues to be challenged at the state level. Already, Michigan, California, Washington, Nebraska, and Florida prohibit the use of race in admissions. This trend suggests that affirmative action policies will continue to be in the spotlight in the coming years.

Finding #3 Almost 75 percent of respondents predicted that they would earn more money than their parents.

While the students surveyed had an optimistic outlook for their future monetary success, a recent study by the Brookings Institute indicates that only “34 percent of Americans are ‘upwardly mobile,’ meaning that they surpass their parent’s income and economic ranking (by

one or more quintile).”ⁱⁱⁱ In fact, the same study says that “another third of Americans are ‘downwardly mobile,’ meaning that they make less than their parents and fail to rise above their parents’ economic position.”^{iv} The findings of this study, therefore, bring into question the notion that all Americans can build on family successes and move up the economic ladder, a common perception within the United States.

Interestingly, over 80 percent of the students surveyed disagreed with the statement: “Most Americans have an equal chance to succeed.” Their perception may in fact be the reality. The Brookings Institute report cited above also suggests



that both class and race play roles in economic mobility. Overall, children born to middle-class parents have almost the same chance of staying in the middle as they have of increasing or decreasing their monetary success. However, the majority of black children born to middle-income parents fall below their parents in income and economic status.^v In the cohort described here, 226 student respondents self-identified as black and middle class. Of this group, only one percent believed that their income would be less than that of their parents.

Finding #4 Although 81% of students did not believe that speech codes should be implemented at institutions of higher education, their responses to specific campus scenarios regarding free speech tended to belie this position.

While some forms of speech, such as harassing language or that which directly causes harm to others, may not be protected under the first amendment, language that is regarded as “hate speech” or is considered offensive may still be protected by the Constitution. In the early 1990s, speech codes, or rules that prohibit certain types of speech, were instituted at colleges and universities in the United States in an effort to thwart offensive and hateful language being expressed by members of the campus community. Speech codes were deemed by many to be a direct threat to the First Amendment and came under intense scrutiny at public institutions of higher education. Both private and public colleges and universities, however, continue to put in place policies that restrict language considered to be harassing or hateful in nature. A recent publication by the Foundation for Individual Rights in Education (FIRE) indicates that of the close to 400 campuses evaluated, over 70 percent have “codes that grant students less freedom of speech than they enjoy off campus.”^{vi}

The results from this survey revealed that 81 percent of students disagreed with the statement: “certain speech codes, which limit complete freedom of speech, should be implemented at institutions of higher education.” Three follow-up questions, however, attempted to gauge student opinions on actual events that had occurred on campuses around the country to see if they agreed with their stance on this issue. First, when students were asked, “should confederate flags be banned from campuses?” 59.2 percent replied “yes.” Next, students were asked what the appropriate response would be to: i) a math professor who began an exam question prompt with, “Condoleezza holds a watermelon just over the edge of the roof...” and ii) a student newspaper columnist who wrote that the university women’s center is “an indoctrination camp for lesbians and feminists.” In the last two examples, 62 and 76 percent,

respectively, believed that some kind of disciplinary action should be taken against the professor and student.

Responses to the specific scenarios described in the survey indicate that students actually find severe enough fault with forms of speech that may offend other individuals or groups that they may want to limit a right that is protected by the Constitution.

Finding #5 Students are largely unaware of proposed policy or legislation concerning education and the vast majority couldn't identify the current Secretary of Education.

The 2009 PPR survey included a series of questions designed to probe student familiarity with current

educational issues.

Each question was

asked in two-parts. In

addition to gauging

opinions related to the

	Policy/Legislation	Are you familiar with the arguments behind this issue?	
		Yes	No
Question # 48. In some instances, where such a program might be beneficial, students should be rewarded with a specified amount of money for grades earned in school.	Pilot programs in Chicago and New York City	38 %	62 %
Question # 55. Undocumented high school graduates who have lived in the U.S. for at least 5 years should be eligible for permanent residency if they attend college, receive a two-year degree, or serve in the military for two years.	The Dream Act	40 %	60%
Question #58. A tax credit should be given to students in exchange for hours of community service to offset the cost of college tuition.	The American Opportunity Tax Credit	26 %	74%
Question #59. All students graduating in the top 10% of their public high school class should be guaranteed admission to one of their state colleges or universities.	Texas "ten percent plan"	29%	71%

issues, the survey asked students to indicate whether or not they were indeed familiar with the arguments behind each issue. Overall, more than 60 percent said they were not familiar with the

arguments behind the issues

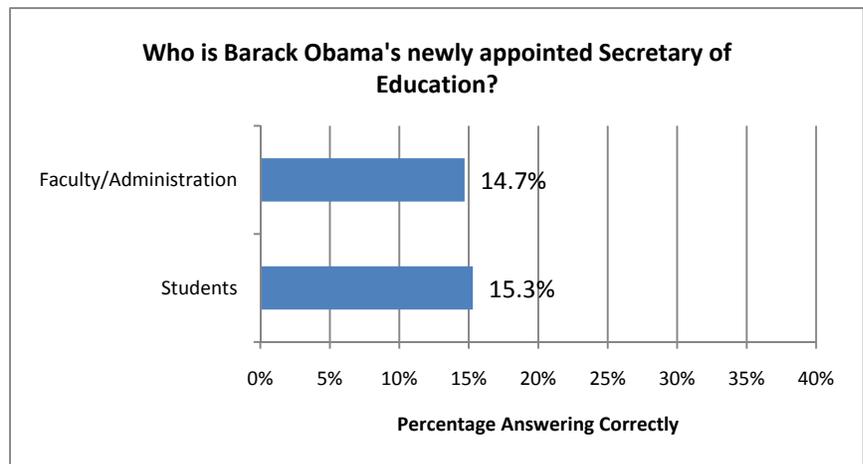
presented. Major proposed

legislation, involving the

treatment of undocumented

immigrants (The Dream Act)

and education-specific tax

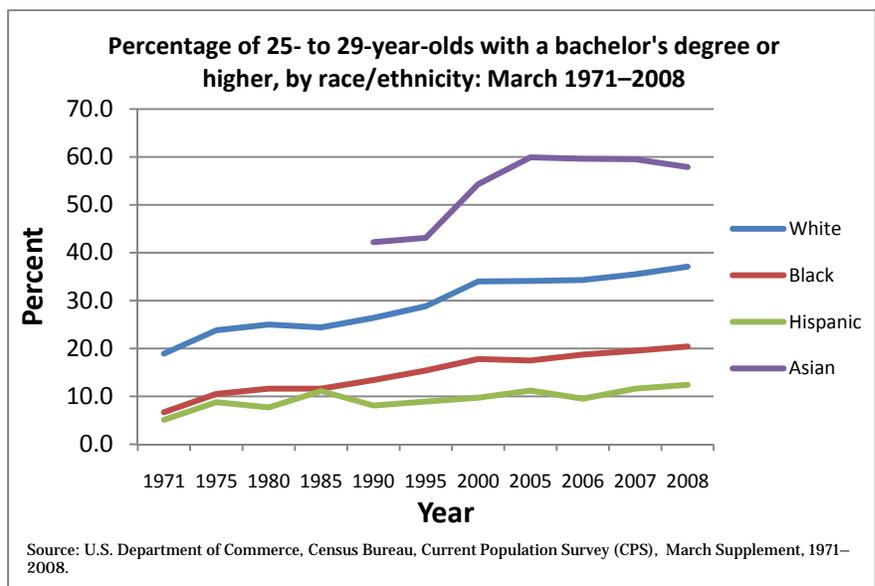


breaks for individuals willing to perform community service (American Opportunity Tax credit), were unfamiliar to a majority of respondents. In addition, a large percentage was unfamiliar with the current policy in Texas known as “the ten percent plan” and with pilot programs taking place in Chicago and New York City rewarding students that fulfill certain academic criteria with small amounts of “pay.” Finally, only 15% of student respondents were able to correctly identify Arne Duncan as President Barack Obama’s newly appointed Secretary of Education. It should be noted that an even smaller percentage of faculty and administrators correctly answered the same question.

With the education of American youth in such a critical state, it may be important to ask how we can better inform the consumer, the student herself.

Summary

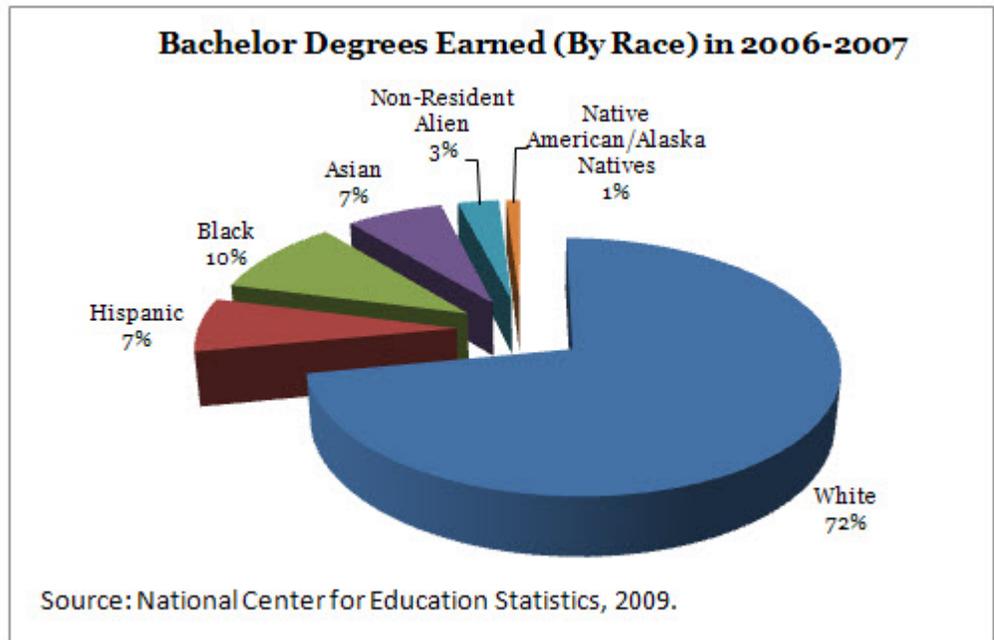
The educational system of the United States is at a critical junction. Historically, we have been considered a world leader in education. However, significant challenges dispute this notion. In the 50 largest cities in the United States, only 53% of students are graduating from high school.^{vii} In cities like Indianapolis and in our nation’s capital, the graduation rates are at an appalling 31 and 58 percent, respectively. Colleges, too, are struggling with low graduation rates, and the cost of college tuition is growing at an exorbitant rate. Since the early 1980s, the growth rate of college tuition and fees has increased by over 400 percent.^{viii}



Equally disturbing are the different rates at which racial and ethnic groups attain college degrees in the United States. In 2007, the percentage of 25 to 29 year olds with a bachelor's degree or higher varied significantly by race. Nearly 60 percent of Asians and 40 percent whites had a bachelor's degree or higher. However, only 20 and 12 percent of Blacks and Hispanics, respectively, could say the same.^{ix} Additionally, data compiled by the National Center for Education Statistics show that whites received nearly three quarters of all bachelor's degrees issued for the 2006-2007 school year.^x

What do students taking part in the 2009 PPR think about issues of education? Do they think that something other than merit allow them to be at their institution? Well, that seems to depend on their socioeconomic status and their race. Are they familiar with current policies of higher education? By and large they were not. Interestingly, those surveyed are optimistic about their own futures. Of course, these individuals are all attending top-tier schools and are more likely to have

excellent opportunities provided to them as a result. Studies have characterized the positive correlation between higher levels of



education and higher earnings.^{xi} It seems as though this correlation is clear to those surveyed here, since over 88 percent of student respondents responded, “Yes” when asked, “Do you believe that the better the college institution you attend, the better your options are for obtaining

a job?” However, while students felt that their own prospects were good, most questioned the notion that the United States is a meritocracy. Given the obvious relationship between education and opportunity, it is worth taking a closer look at the realities of education in this country.

Since the 1970s, affirmative action policies have been in place to help make access to education more equitable. Many of those surveyed believe that affirmative action policies as a concept in higher education are not fair and that race-based affirmative action should not be used at public institutions of higher education. As seen in the table below, responses to these questions vary by political affiliation and political philosophy. It is interesting to note, however, that many of those classifying themselves as “democrat” and either “very liberal” or “liberal” feel that affirmative action policies in higher education are not fair, and even more feel that race should not be considered a factor in public college admissions decisions. Historically, both liberals and democrats have supported these policies. Our society, however, might want to carefully consider what would happen if race is not considered in college admissions. One recent study predicts that the elimination of race-based affirmative action policies in higher education would lead to a 10 percent drop in underrepresented minority attendance at the most selective colleges and universities.^{xii}

	Are affirmative action policies as a concept in higher education fair? (Percent responding, "Yes")	Race should not be considered as a factor when making admissions decisions at public institutions of higher education. (Percent responding, "Agree")
Democrat (n=1289)	70%	51%
Republican (n=62)	34%	74%
Independent (n=246)	53%	57%
Other (n=138)	67%	56%
Very Liberal (n=344)	73%	44%
Liberal (n=969)	67%	54%
Moderate (n=559)	61%	60%
Conservative (n=69)	52%	61%
Very Conservative (n=12)	17%	67%

Although the participants of the 2009 PPR believed that the issues surrounding education in this country are important and require discussion, many were unfamiliar with specific education-related policies or of proposed legislation.

Overall, much was gleaned from the opinions of the group that took part in the 2009 PPR. The survey, which was the starting point for a weekend filled with activities and discussions concerning education, offered a glimpse of some of the issues that must be addressed if we are to realize a more effective and equitable system of education in the United States.

ⁱ *2009 College-Bound Seniors Total Group Profile Report*. The College Board, 2009. <<http://www.collegeboard.com>>

ⁱⁱ *ACT Profile Report-National: Graduating Class 2009*. ACT, 2009. <<http://www.act.org>>

ⁱⁱⁱ Isaacs, Julia B., Sawhill, Isabel V., and Ron Haskins. *Getting Ahead or Losing Ground: Economic Mobility in America*. The Brookings Institution, Economic Mobility Project-An Initiative of The Pew Charitable Trusts, February 2008.

^{iv} Ibid.

^v Ibid.

^{vi} *Spotlight on Speech Codes 2010: The State of Free Speech on Our Nation's Campuses*. Foundation for Individual Rights in Education. 2010. <<http://www.thefire.org>>

^{vii} Swanson, Christopher B. *Cities in Crisis 2009: Closing the Graduation Gap*. Editorial Projects in Education, Inc. 2009. <<http://www.americaspromise.org>>

^{viii} *Measuring Up 2008: The National Report Card on Higher Education*. The National Center for Public Policy and Higher Education. National Center Report #08-4. 2008. <<http://www.measuringup2008.highereducation.org>>

^{ix} U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March Supplement, 1971–2008.

^x U.S. Department of Education. National Center for Education Statistics. *Digest of Education Statistics*, Table 275: 2007. <<http://nces.ed.gov>>

^{xi} Baum, Sandy and Jennifer Ma. *Education Pays: The Benefits of Higher Education for Individuals and Society*. The College Board, 2007.

^{xii} Howell, Jessica S., *Assessing the Impact of Eliminating Affirmative Action in Higher Education*. Journal of Labor Economics, 2010, vol. 28, no. 1. The University of Chicago.

Appendix A

2009 SURVEY

Date: _____ / _____ / 2009 (month, date)

Name of College/University: _____

Permanent address: State: _____ Country: _____

Age: _____ Are you a U.S. citizen?: *Yes* *No*

What religion are you? (**Please circle only one**):

Buddhist *Christian* *Hindu* *Jewish* *Muslim* *None* *Other* _____

You are a/an: (**Please circle only one**): *Student* *Administrator* *Faculty member*

a.) If a student, please list declared/intended major or concentration: _____

b.) If a student, what year are you? *1st* *2nd* *3rd* *4th* *5th* *6th* *grad student*

Please check here *only* if you are a Posse Scholar:

Please circle the affiliation that best represents you (**Please choose only one**):

Democrat *Republican* *Independent* *Other* *Undecided*

Please circle the political philosophy that best represents you (**Please choose only one**):

Very liberal *Liberal* *Moderate* *Conservative* *Very conservative*

Sex: *Male* *Female* *Transgender*

Race (**Please circle only one**):

- Asian*
- White*
- Black*
- Bi/multi-racial*
- Hispanic (non-white)/Latino*
- Other: _____ (fill in the blank)*
- Pacific Islander*

1. Did you attend a public high school? *Yes* *No*
2. Are/were you a first generation college student? *Yes* *No*
3. Did you have to take out a loan for college? *Yes* *No* *Don't Know*
4. Do you currently have a job? *Yes* *No*
5. Have you ever cheated on a test or exam? *Yes* *No*
6. Are you currently married/dating someone? *Yes* *No*
7. Did you have a GPA of 3.0 (B/80%) or better in high school? *Yes* *No*
8. Is/was college more difficult academically than you thought it would be? *Yes* *No*
9. Were you in the racial majority at your high school? *Yes* *No* *There was no majority*
10. Did something other than merit allow you to be at school here? *Yes* *No*

11. Do you believe you were adequately prepared for the level of work required at this institution? *Yes* *No*
12. Do/did you receive financial aid for college? *Yes* *No* *Don't know*
13. Did your parents/guardian help you with applying to college? *Yes* *No*
14. Did you take an SAT/ACT prep course? *Yes* *No*
15. Roughly, how many people from your high school went to college?
 Almost no one *Some* *Many* *Almost everyone*
16. Roughly, how many people from your high school went to a college of your institution's caliber? **Please choose only one.**
 Almost no one *Some* *Many* *Almost everyone*
17. Of the following, who had the most influence on where you applied to college? **Please choose only one.**
 Family *Teacher(s)* *Friend(s)*
 School counselor(s) *Community Organization*
18. Please rank from 1 to 5 (with 1 being not important and 5 being extremely important) the impact of the following on your decision to attend this school:
- | | | | | | |
|------------------------------|---|---|---|---|---|
| a. school ranking | 1 | 2 | 3 | 4 | 5 |
| b. financial aid/scholarship | 1 | 2 | 3 | 4 | 5 |
| c. campus environment | 1 | 2 | 3 | 4 | 5 |
19. Was this college/university your first choice? *Yes* *No*
20. Did you apply early decision to this college/university? *Yes* *No*
21. How would you describe the household in which you were raised? **Please choose only one.**
 Upper class *Upper-middle class* *Middle class* *Working class* *Lower class*
22. In your lifetime, you believe your monetary success will be: **Please choose only one.**
 Equal to that of your parents *More than that of your parents* *Less than that of your parents*
23. In your opinion, the primary goal of a college education should be: **Please choose only one.**
 To prepare students for a career *To develop civic-minded students*
 To cultivate students' intellectual development *To create future leaders*
 Other: _____
- *Do you think this is/was your institution's primary goal? *Yes* *No*

24. Of the following, what is the most important factor to you in choosing/having chosen your major? **Please choose only one.**

Income *Personal/Intellectual Interest* *Power/Authority
Or Influence* *Benefit to society*

25. Of the following, what is the most important factor to you in choosing a future career? **Please choose only one.**

Income *Personal/Intellectual Interest* *Power/Authority
Or Influence* *Benefit to society*

26. In your opinion, higher education is: *The great uniter* or *The great divider*

27. Do you believe most Americans have an equal chance to succeed? *Yes* *No*

28. How important is a college degree to the overall success of your future career? **Please choose only one.**

Not important *Somewhat Important* *Important* *Critically Important*

29. Of the following, which do you think your institution's admission office most values when making admission decisions? **Please choose only one.**

Quality of high school *GPA* *SAT* *Legacy* *Community service*
Activities/Sports *Personal statement* *Letters of Recommendation*

30. How important to you is a diverse student body? **Please choose only one.**

Not important *Somewhat Important* *Important* *Critically Important*

31. How important to you is a diverse faculty? **Please choose only one.**

Not important *Somewhat Important* *Important* *Critically Important*

32. Are affirmative action policies in higher education still necessary? *Yes* *No*

33. Are studying the classics in literature important? *Yes* *No*

34. Should cultural studies, such as African American and Asian American studies, be majors?
Yes *No*

35. Should community service be a requirement for students in college? *Yes* *No*

36. If you had to pick, which is more important in furthering one's future success, the name of a college or university or the quality of the education? **Please circle only one.**

Name of the institution *Quality of the education*

37. Should a degree obtained from an online college or university program be valued as much as a traditionally obtained degree? *Yes* *No*

38. It is more important for people to be: **Please choose only one.**

*Very knowledgeable
about one subject* or *Somewhat knowledgeable
about many subjects*

39. If you had the option, would you eliminate the core curriculum requirements at your school in favor of a completely elective curriculum (outside of the requirements for your major). *Yes No*

40. Upon graduation, you anticipate: **Please choose only one.**

Getting a job right away Entering a graduate program Traveling for self
Job/Peace Corp type program Not applicable Other _____

41. Do you believe the better the college institution you attend, the better your options are for obtaining a job? *Yes No*

42. Should confederate flags be banned from campuses? *Yes No*

43. In a public school sex education/health class, is a discussion about homosexuality or bisexuality appropriate? *Yes No*

44. Are affirmative action policies as a concept in higher education fair? *Yes No*

45. Who is Barack Obama's newly appointed Secretary of Education? _____

Please indicate whether or not you agree with the following

46. Low-income families should receive school vouchers or scholarships from the government so that their children may attend the school of their choice, including private schools.

Do you agree? *Yes No*

Are you familiar with the arguments behind this issue? *Yes No*

47. The phrase "one nation under God" makes the Pledge of Allegiance inappropriate for recitation in a public school.

Do you agree? *Yes No*

Are you familiar with the arguments behind this issue? *Yes No*

48. In some instances, where such a program might be beneficial, students should be rewarded with a specified amount of money for grades earned in school.

Do you agree? *Yes No*

Are you familiar with the arguments behind this issue? *Yes No*

49. Public school districts should be able to consider racial and ethnic demographics when assigning children to their schools.

Do you agree? *Yes No*

Are you familiar with the arguments behind this issue? *Yes No*

50. Teacher salary and job security should be based on job performance more than seniority

Do you agree? *Yes No*

Are you familiar with the arguments behind this issue? *Yes No*

51. The government should invest more money in developing charter schools rather than in developing underperforming public schools.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
52. Public schools should focus on general education rather than adopting special missions or programs like charter schools.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
53. Certain speech codes, which limit complete freedom of speech, should be implemented at institutions of higher education.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
54. Bilingual education should be used only as a short-term, temporary transition for non-English speaking students, and then the students should be placed in English only classrooms.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
55. Undocumented high school graduates who have lived in the US for at least 5 years should be eligible for permanent residency if they attend college, receive a two-year degree, or serve in the military for two years.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
56. Race **should not** be considered as a factor when making admissions decisions at public institutions of higher education.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
57. Students and faculty should be allowed to carry concealed weapons on campus.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
58. A tax credit should be given to students in exchange for hours of community service to offset the cost of college tuition.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*
59. All students graduating in the top 10% of their public high school class should be guaranteed admission to one of their state colleges or universities.
 Do you agree? *Yes No*
 Are you familiar with the arguments behind this issue? *Yes No*

60. Promoting or sanctioning homosexual or bisexual behavior should be banned in public schools.

Do you agree? *Yes No*

Are you familiar with the arguments behind this issue? *Yes No*

The following cases are actual examples of incidents on college and university campuses in this country. After reading each scenario, please choose the appropriate response.

61. A college math professor used the following question prompt on an exam for students: Condoleezza holds a watermelon just over the edge of the roof of the 300-foot Federal Building, and tosses it up with a velocity of 20 feet per second. The height of the watermelon above the ground t seconds later is given by the formula $h = -16t^2 + 20t + 300$.

What do you think should happen?

- A. The professor should be suspended without pay.*
- B. The professor should be fired.*
- C. The professor should be made to issue an apology to his students and the rest of the campus community.*
- D. Other disciplinary action should be taken against the professor.*
- E. No charges against the professor should be made.*

62. A campus newspaper student columnist writes that the university woman's center is "an indoctrination camp for lesbians and feminists."

What do you think should happen?

- A. The student should be suspended.*
- B. The student should be expelled.*
- C. The student should be made to issue an apology to the students and the rest of the campus community.*
- D. Other disciplinary action should be taken against the student.*
- E. No charges against the student should be made.*

63. A college professor teaching the courses, *Introduction To Feminism, Feminist Ethics II* and *Myths And Patterns Of Patriarchy*, has limited enrollment of the course to women only.

Does she have the right to close this course to males? *Yes No*

64. A university professor refuses to attend mandated sexual harassment training, arguing that there has been no "evidence that this training will discourage a harasser or aid in alerting the faculty to the presence of harassment."

Should this professor be forced to attend the training? *Yes No*

Appendix B

College and University Partner Retreat Participants

Babson College
Boston University
Brandeis University
Bryn Mawr College
Bucknell University
Carleton College
Centre College
Claremont McKenna College
Colby College
College of Wooster
Denison University
DePauw University
Dickinson College
Franklin & Marshall College
Grinnell College
Hamilton College
Lafayette University
Lawrence University
Middlebury College
Oberlin College
Pomona College
Sewanee: University of the South
Trinity College
University of Illinois, Urbana-Champaign
Union College
University of Wisconsin-Madison
Vanderbilt University
Wheaton College