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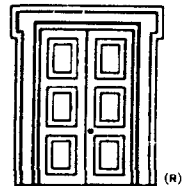
UNIVERSITY OF MINNESOTA

*Survey of Minority Student Programs,
Services and Resources*

Comments and Recommendations

Confidential

September 1988



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None

EXHIBIT

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UNIVERSITY OF MINNESOTA

SURVEY OF MINORITY PROGRAMS, SERVICES,
AND RESOURCES

EXECUTIVE SUMMARY

Purpose of Project To identify, profile and catalog the minority student and faculty programs within the University of Minnesota system in order to provide a basis for improving their overall effectiveness.

Scope of Project 52 separate programs offering resources to minority students were identified. Interviews were held with persons responsible for minority programs within each of the University's colleges, campuses, graduate and professional schools, administration and certain related organizations directly or indirectly affiliated with the University. See Exhibit for listing of persons interviewed.

Information Obtained A summary of each program identified has been prepared and is included in this survey. The following information for each program has been summarized:

- Program objective
- Services offered
- Sources of funds
- Program personnel
- Reporting requirements
- Outreach activities
- Supporting services offered

Separate data sheets have been prepared for each program.

A matrix of the existing programs and services currently provided by each follows.

OFFICE OF MINORITY AND SPECIAL STUDENT AFFAIRS

**floriger
1901 University Avenue, Room 310
Minneapolis, MN 55455
625-9556**

OBJECTIVE Provide necessary support to minority students to ensure retention and graduation to undergraduate students at the Twin Cities campus.

SERVICES OMSSA serves students meeting two of the following criteria:

1. recognized ethnic or racial minority;
2. educationally disadvantaged; or
3. financially disadvantaged.

OMSSA Central acts as administrative coordinator for the following OMSSA programs:

1. Learning Resource Centers (LRC)
see Learning Resource Centers
2. Summer Institute
see Summer Institute
3. Student Cultural Centers
see Student Cultural Centers

SOURCES OF FUNDS OMSSA Central, LRC, and Summer Institute funding is through general budget allocations, except private grants to Asian LRC. Student Cultural Centers are also funded by Student Service Fees. 1987-88 general budget allocations were:

OMSSA Central	\$309,000	
Summer Institute	\$69,000	
American Indian LRC	\$122,000	
Asian LRC	\$135,000	
Black LRC	\$135,000	
Chicano/Latino LRC	\$115,000	
American Indian SCC	\$12,000	(fees)
Asian/Pacific SCC	\$14,000	(fees)
Black SCC	\$15,000	(fees)
Chicano/Latino SCC	\$13,000	(fees)

PERSONNEL

OMSSA Central employs full-time and part-time personnel. Each LRC has one full-time director, one or two counselors, and several work-study assistants. Summer Institute teachers are paid through the Summer Session program budget.

REPORTING

OMSSA Central presents an annual budget and copies of staff meetings to VP-Student Affairs.

OUTREACH

Students are contacted by Prospective Students, word of mouth, and other colleges and programs.

**SUPPORTING
ACTIVITIES**

MLK, Project Technology Power, and other minority student programs.

AMERICAN INDIAN LEARNING RESOURCE CENTER

Roger Buffalohead, Director
University of Minnesota
125 Fraser Hall
106 Pleasant Street S.E.
Minneapolis, MN 55455
(612) 624-2555

OBJECTIVE To provide guidance, coordination and academic support for OMSSA certified American Indian students in planning, executing and completing their degree programs.

SERVICES Financial aid counseling for assistance in applying for and qualifying for federal, state, and tribal American Indian scholarships and grants.

Academic and career counseling, including career workshops.

Tutoring and referral to resources in appropriate colleges.

Orientation, survival skills seminars and health workshops.

Admission information and advising.

Recruiting activities in the American Indian community.

SOURCES OF FUNDS Funding from internal University funds. 1987-88 general budget allocations were \$122,000.

The Doepke Fund is a discretionary fund administered by the American Indian Learning Resource Center. Its policies and procedures are currently in a state of transition and review.

PERSONNEL Roger Buffalohead, Director.

Secretary.

One counselor.

Part-time work from students.

REPORTING

The American Indian Learning Resource Center reports to OMSSA. OMSSA has weekly meetings with the Directors of the LRC's giving oral reports of activities. This reporting is formalized during the budgeting process to include "Objectives and Tasks" reporting.

The American Indian Learning Resource Center maintains internal tracking records for internal use.

OUTREACH

Close working relationship with urban American Indian agencies and tribal governments.

The American Indian LRC publishes a "Community Resource Directory" that lists the resources available in the metropolitan area. This includes the resources at the University of Minnesota.

The use of Linda Johnston from Prospective Student Services as Minority Recruiter. Ms. Johnston works closely with the American Indian Learning Resource Center in recruiting students.

Corporate Internship Program with Honeywell and IBM.

SUPPORTING ACTIVITIES

The American Indian Student Cultural Center is a component of the American Indian LRC. It provides support and cultural activities that attempt to enhance student retention.

The American Indian Student Association sponsors programs and social and cultural activities for American Indian students and friends.

American Indian Sciences and Engineering Society is a local chapter of a national organization for students majoring in engineering, math, computer sciences, physical sciences, and health professions.

The American Indian Law Student Organization is a group of American Indian Law students.

Various state, federal, and tribal financial aid, scholarships and grants for American Indian students.

COMMENTS

Per Roger Buffalohead, the American Indian Learning Resource Center served 272 students in the fall of 1987. The number of students served should be approximately the same for 1988.

Per Roger Buffalohead, the American Indian population is growing and their needs are also growing.

ASIAN/PACIFIC AMERICAN LEARNING RESOURCE CENTER

**Dr. Nobuya Tsuchida, Director
306 Walter Library
117 Pleasant Street S.E.
Minneapolis, MN 55455
(612) 624-2317**

OBJECTIVE

To provide guidance, coordination and academic support for OMSSA certified Asian/Pacific American students in planning, executing and completing their degree programs.

SERVICES

Counselors provide information and assistance on financial aid and its required documentation (largest support area.)

Comprehensive tutorial services (7-10 tutors covering most academic areas.)

Interviewing skills workshop.

Mailings to prospective employers for summer internships (Honeywell, IRS, Hennepin County, etc.)

Assessment of student eligibility for OMSSA certification and financial aid based on visa status.

Quarterly newsletter that covers a wide array of issues and keeps students and their respective communities and high schools current on the services provided by the Learning Resource Center.

The Asian/Pacific American Learning Resource Center maintains detailed tracking data on all of its students. This information is used to monitor retention and graduation rates. Also, documented statistics enable the LRC to evaluate the impact of some of its programs and its ability to meet its goals.

Publication of Asian American Studies textbooks.

**SOURCES
OF FUNDS**

Funding from internal University funds. Current year budget is utilized as follows:

\$106,845	Salary expense
\$33,459	Supplies expense
<u>\$140,304</u>	Total

External Sources of Funds

The St. Paul Foundation grant of \$100,000.

Humanities Commission grant of 20,000.

Refugee Resettlement Office \$10,000.

Testing Fees of \$1,000.

Earnings from publications of approximately \$1,000.

PERSONNEL

Director.

One secretary.

Four counselors.

Approximately twelve part-time student workers.

REPORTING

The Asian/Pacific American Learning Resource Center reports to OMSSA.

OMSSA has weekly meetings with the Directors of the LRC's giving oral reports of activities.

Dr. Tsuchida gives detailed statistics on retention and graduation on an ongoing basis.

OUTREACH

The quarterly newsletter serves as a major outreach tool.

Word of mouth from other students and published literature.

Interaction with Asian/Pacific American communities and organizations.

**SUPPORTING
ACTIVITIES**

Cambodian Student Association.
Chinese Student Association.
Hong Kong Student Association.
Japanese Student Faculty Association.
Korean Student Association.
Malaysia Students Association.
Philippine Student Association.
Singapore Student Society.

Taiwanese Association.
Thai Student Association.
Vietnamese Student Association.
United Laotian Students Association.

COMMENTS

Per Dr. Tsuchida, the Asian/Pacific American Learning Resource Center serves approximately 900 students. It is the largest of the Learning Resource Centers.

Per Dr. Tsuchida, the Asian/Pacific American LRC is the most structured of the LRC's. Consequently, its services and planning processes have become standardized.

The database maintained by the LRC is an integral part of its monitoring and reporting capabilities.

BLACK LEARNING RESOURCE CENTER

Sue Hancock, Director
323 Walter Library
117 Pleasant St Se
Minneapolis, MN 55455
625-9556

OBJECTIVE	Provide necessary support to minority students to ensure retention and graduation.
SERVICES	<p>LRC acts as consultants to Prospective Students-Minority Recruitment. Recruiters are required to spend one day each week at their respective LRC. In addition, LRC help students complete application forms, financial aid applications, and advise students of colleges and programs available at Twin Cities' campuses.</p> <p>LRC identifies minority students for specific aid programs offered by Financial Aid that result in financial aid packages consisting of a larger percentage of gift than loan money.</p> <p>Students registered and certified by OMSSA are tracked--LRC receives students' quarterly grades and contacts students experiencing difficulties.</p> <p>LRC will offer instruction based on students' levels of need, and will work with collegiate departments to provide necessary instruction.</p> <p>Black LRC has 2 full-time counselors. Counselors provide academic and personal counseling services.</p> <p>LRC offer career development seminars and post corporate internship and job opportunities.</p>
SOURCES OF FUNDS	Funding is from general budget allocations. 1987-88 funding for the Black LRC was \$135,000.
PERSONNEL	One director, two counselors, and work-study assistants.
REPORTING	No formal requirements.
OUTREACH	Students are notified through Prospective Students, word of mouth,

and other colleges and programs.

**SUPPORTING
ACTIVITIES**

**Black Student Cultural Center and other minority student
programs.**

CHICANO/LATINO LEARNING RESOURCE CENTER

Santos Martinez, Director
332 Walter Library
117 Pleasant St SE
Minneapolis, MN 55455
625-9556

- OBJECTIVE** Provide necessary support to minority students to ensure retention and graduation.
- SERVICES**
- LRC acts as consultants to Prospective Students-Minority Recruitment. Recruiters are required to spend one day each week at their respective LRC. In addition, LRC helps students complete application forms, financial aid applications, and advise students of colleges and programs available at Twin Cities' campuses.
- LRC identifies minority students for specific aid programs offered by Financial Aid that result in financial aid packages consisting of a larger percentage of gift than loan money.
- Students registered and certified by OMSSA are tracked--LRC receives students' quarterly grades and contacts students experiencing difficulties. Probation review to enhance academic success.
- LRC will offer instruction based on students' levels of need, and will work with collegiate departments to provide necessary instruction.
- Chicano/Latino LRC has 1 full-time counselor who provides academic and personal counseling services.
- LRC offers career development seminars and post corporate internship and job opportunities.
- Database for tracking student progress and evaluating LRC performance.
- SOURCES OF FUNDS** Funding is from general budget allocations. 1987-88 funding for the Chicano/Latino LRC was \$115,000.
- PERSONNEL** One director, one counselor, and work-study assistants.

REPORTING

No formal requirements.

OUTREACH

Students are notified through Prospective Students, word of mouth, and other colleges and programs.

**SUPPORTING
ACTIVITIES**

Chicano/Latino Student Cultural Center and other minority student programs.

**OFFICE FOR MINORITY AND SPECIAL STUDENT AFFAIRS
SUMMER INSTITUTE**

**floriger
Office of Minority and Special Student Affairs
1901 University Avenue S.E., suite 310
Minneapolis, MN 55414
(612) 625-9556**

OBJECTIVE	<p>To provide OMSSA certified entering (freshman) students with the opportunity for academic enrichment in college level courses, while at the same time orientating them to the complexities of the University system, in a more personal environment.</p> <p>The program should facilitate each student's individual transition from student life on the secondary level to academic and student life at the University of Minnesota.</p>
SERVICES	<p>Eight weeks of concentrated academic experience combined with a variety of co-curricular activities for students planning on attending the University of Minnesota in the ensuing fall quarter.</p> <p>Fundamental courses in English and mathematics.</p> <p>Personal Development Seminar addresses study skill development and deals with the stress and anxiety that occur in the academic setting.</p>
SOURCES OF FUNDS	<p>1987-88 general budget allocation of \$69,000 through OMSSA.</p> <p>The academic salaries of the instructors of the Institute are paid through the Summer Session budget.</p>
PERSONNEL	<p>Program administrator.</p> <p>Various staff, support, and counseling personnel.</p>
REPORTING	<p>None. All reporting is within OMSSA and the Summer Institute.</p>

OUTREACH

Recruiting through the minority communities.

Minority students are notified of the Summer Institute from a computer listing of minority applicants generated by Student Support Services.

Word of mouth and distribution of literature.

SUPPORTING ACTIVITIES

Grants are awarded to Summer Institute students through the Office of Financial Aid (along with other forms of aid.)

Tutorial assistance for Summer Institute classes (graduate/undergraduate tutors.)

Staff of counselors and advisors work with Summer Institute students in academic as well as personal matters.

Various social activities.

COMMENTS

Per flo wiger, the enrollment in Summer Institute for the summer of 1988 was 145 students (160 students offered to be in program.)

Per flo wiger, the Summer Institute is composed of two components: the collegiate component (through academic course offerings), and the Learning Resource Centers component described above.

STUDENT CULTURAL CENTER

American Indian
104 Jones Hall
27 Pleasant St SE
624-0243

Asian/Pacific American
19 Temporary North of Appleby
122 Pleasant St SE
624-3327

Black
5 Temporary North of Appleby
122 Pleasant St SE
625-0045

RAZA (Chicano/Latino)
15 Temporary North of Appleby
122 Pleasant St SE
625-0782

OBJECTIVE

Provide cultural and extracurricular programs for minority students.

SERVICES

Four Student Cultural Centers (one for each ethnic group) provide cultural and educational programs for minority students, including leadership development, workshops, seminars, and social and recreational programs.

SOURCES OF FUNDS

Student Cultural Centers receive funds from their LRCs and from Student Service Fees. 1987-88 Student Service Fee allocations were:

American Indian	\$12,287
Asian/Pacific	\$13,959
Black	\$14,909
Chicano/Latino	\$13,014
Total	<u>\$54,169</u>

PERSONNEL

Each Student Cultural Center has one part-time paid student director and several volunteer student staff.

REPORTING

Student directors report to their LRC director.

OUTREACH

Students are contacted through Prospective Students, LRCs, and other colleges and programs.

**SUPPORTING
ACTIVITIES**

LRCs, Coffman Union Multicultural Programs, and other minority student programs.

COFFMAN UNION MULTICULTURAL PROGRAMS

Juan Moreno, Director
220 Coffman Memorial Union
300 Washington Ave SE
Minneapolis, MN 55455
625-4455

- OBJECTIVE** Provide minority students necessary leadership and resources for cultural expression and to enhance multicultural awareness at the U of M.
- SERVICES** Multicultural Programs consists of 6 programs , of which four are specifically for minority students:
1. American Indian Cultural Affairs
 2. Asian/Pacific American Cultural Affairs
 3. Black Cultural Affairs
 4. Chicano/Latino Cultural Affairs
- All Cultural Affairs programs allow minority students to interact and to sponsor cultural events at the U of M.
- SOURCES OF FUNDS** Funds for Cultural Affairs programs are allocated by Minnesota Union Student Service Fees. Each program receives \$14,372, of which \$2,300 is supplies and expense and the remainder is payroll.
- PERSONNEL** One full-time director. The programs are run by student volunteers.
- REPORTING** Program director reports to the Director of Coffman Memorial Union through regular staff meetings and quarterly and annual reports.
- REPORTING** Student directors of each of the 4 centers report to Juan Marino, and to the director of their respective LRC. Juan Marino reports to the Director of CMU through regular staff meeting and quarterly and annual reports.

OUTREACH

Students are notified of volunteer positions in the programs through CMU volunteer position postings.

**SUPPORTING
ACTIVITIES**

Student Cultural Centers and the two other programs within Multicultural Programs, the International program and the Cultural Activities Grant.

COMMENTS

Cultural Activities Grant is funded by OMSSA. Cultural Activities Grants are given to any registered student organization that is organizing multicultural programming, except the Student Cultural Centers. One-fifth of OMSSA Student Fee allocation, approximately \$13,000, goes to Multicultural Programs for Cultural Activities Grants.

MARTIN LUTHER KING PROGRAM

Michael West
19 Johnston Hall
101 Pleasant St SE
Minneapolis, MN 55455
625-9898

OBJECTIVE

Provide necessary academic and counseling support to ensure academic mastery and graduation of CLA students.

SERVICES

MLK serves minority and majority students enrolled in CLA. Emphasis is on freshmen and sophomores. Approximately 450 CLA students are registered with MLK each year. In addition, MLK services 700 to 750 students from other colleges and advising offices.

MLK functions as an academic development and advising program within CLA and offers academic and support services provided by other colleges, including:

Academic Advising

MLK offers special orientation programs, help in completing financial aid applications, CLA probation review, and has signature authority for course registration.

Freshman Assessment

Incoming freshmen registered with MLK are required to take three skills tests (math, English, general skills) to aid advisers in evaluating student needs.

Academic Sections

MLK sponsors special sections of certain CLA courses that are available only to students served by MLK, including composition, math, biology, and economics. These classes provide a smaller student-to-instructor ratio, specialized tutoring support, and additional recitations.

Supplemental Instruction Sections

These sections are offered with regular CLA courses and are led by the course instructor. They provide students with additional instruction in difficult areas of study.

Computer-Aided Instruction Laboratory

The computer lab provides students with supplemental instruction models that follow the academic topics in introductory CLA courses, including review for mid-terms and final exams.

Tutoring

MLK office has approximately 30 part-time undergraduate and graduate tutors, paid through MLK, for tutoring in a variety of subjects: math, composition, economics, political science, accounting, psychology, and sociology.

Counseling

MLK offers individual and group counseling, and employs 1 full-time senior counselor.

Career Placement

MLK sponsors career development programs with the following colleges:

- School of Journalism
- School of Management
- Health Sciences (including admissions test preparation)
- Department of Psychology
- School of Education

**SOURCES
OF FUNDS**

MLK funds are from the general budget allocation. 1987-88 budget was \$168,000. In addition, other colleges provide limited funding for tutors, including the School of Management (\$6,500) and the College of Education (\$5,000-\$10,000).

PERSONNEL

One director, 1 full-time counselor, 5 part-time counselors, 1 full-time receptionist, 2 part-time receptionists, and 30 part-time tutors.

REPORTING

Quarterly meetings and annual report to Dean of CLA.

OUTREACH

Students are contacted through Prospective Students, word of mouth, and other advising offices.

**SUPPORTING
ACTIVITIES**

Inroads, Career Beginnings, Urban League

COMMENTS

Per Michael West, minority programs must focus on academic excellence, not remedial activities, to properly meet student needs.

GENERAL COLLEGE

Marjorie Cowmeadow, Assistant Dean
106 Nicholson Hall
216 Pillsbury Drive SE
Minneapolis, MN 55455
625-3339

- OBJECTIVE** Offer necessary academic and counseling support to underprepared students to prepare them for successful transfer to four-year degree
- SERVICES** General College admits high school graduates or students with a General Education Diploma whose P.A.R. scores are below the 150 threshold required by other freshmen-admitting colleges. General College is phasing out its Associates in Arts and Bachelors of General Studies degrees by Fall, 1991.
- SERVICES** General College is a separate college with the University, and offers all academic and support services. General College does not award 4-year degrees.
- Special programs within General College for minority students are as follows:
- Personalized Education Program (PEP)
- PEP combines academic instruction (a set curriculum), advising, workshops, and social activities to enable minority students to successfully transfer to colleges with four-year programs. GC operates four PEPs, one for each ethnic group.
- Commanding English
- Commanding English is a three- to five-quarter program of academic instruction for students who are non-native speakers. Reading, writing, and oral communication skills are emphasized.
- Other
- Other services offered through General College, but not specifically for minority students, include:
- Mathematics Learning and Assessment Center--diagnostic testing and individually prescribed programmed instruction including tutoring.
- Microcomputer labs--allow students to develop computer literacy and skills

Reading and Writing Center--tutors help students with reading, writing, and study skills, and offer individual study coursework.

Special Services (TRIO)--offers counseling, tutoring, academic planning, and career planning to students who are economically disadvantaged, educationally disadvantaged, physically handicapped, or have a learning disability.

Student Parent Program--offers academic and personal counseling, tutoring, career and academic planning, and contacts for community services and financial aid. This program administers three child care funds:

- NSP Grant of \$25,000
- Hennepin County grant of \$80-\$125,000
- Non-AFDC legislative item

Recent recruiting ventures include open houses and telemarketing.

FUNDING

PEP and Commanding English are funded by operations and maintenance funds and co-sponsored by OMSSA (\$61,000). TRIO is funded by general funds and the Department of Education. The Student Parent Program is funded by general funds, \$30,000 from central administration, a grant from NSP, and a grant from Hennepin County. Total GC general budget allocation in 1987-88 was \$5,047,000.

PERSONNEL

General College has 50 full-time faculty, 30 full-time academic professional staff, civil service, 60 graduate teaching assistants, and 100 undergraduate teaching assistants.

REPORTING

Quarterly and annual reports to College Dean.
Tracking of student progress.

SUPPORTING ACTIVITIES

Other minority programs.

OUTREACH

Students are notified through General College brochures, Office of Prospective Students, and word of mouth. See also recruiting above.

COMMENTS

Recruiting goal for Fall 1988 is to admit 25% of incoming freshmen (approximately 1000 students) who are students of color.

PEP is currently in transition, and its focus will become collegiate rather than programmatic.

A new base curriculum and a new advising approach is in effect for Fall, 1988.

**INSTITUTE OF TECHNOLOGY
PROJECT TECHNOLOGY POWER**

**Don Birmingham, Director
Karen Shannon, Assistant Director
339 Walter Library
117 Pleasant Street, S.E.
Minneapolis, Minnesota 55455
(612) 626-0219**

OBJECTIVE

To identify and remove barriers which have discouraged American Indians, Blacks and Hispanics from pursuing careers in engineering or science by providing technical academic and support programs at the pre-college and college levels.

To pursue four main goals: early identification, recruitment, retention and graduation of underrepresented minority students from the Institute of Technology.

SERVICES

I. Pre-College Enrichment Programs.

- Junior Engineering Technical Society (JETS) for 8th through 12th grade students. In each JETS chapter, students choose projects and competitions that are directly related to mathematics and science principles. They receive the assistance of a faculty school mentor and advisors from Honeywell in the engineering profession.
- Math Bridge for 8th grade students. Students are given the opportunity to work on innovative projects in mathematics, science and computer graphics.
- Computer Camp for 9th grade students. Classes include programming, the uses of computers in schools and business, and the use of software directed toward educational applications.
- College Preparatory Skills Program for 10th grade students. Intensive review sessions in verbal and mathematics skills, robotics seminar, self-empowerment seminar, and field trips to local companies.

SERVICES
(Continued)

II. College Enrichment Programs.

- Academic and career counseling.
- Tutoring.

SOURCES OF FUNDS

The Project Technology Power has an annual budget of approximately \$250,000. The majority of Project Technology Power's funding comes from corporations and is deposited into the University of Minnesota Foundation. Major contributors include, but are not limited to, the following companies:

- 3M.
- Cray Research.
- Honeywell.
- Northern States Power.

PERSONNEL

Two full time staff.
One work study student (10-15 hours per week).
Approximately 32 part-time consultants and tutors for pre-college and college enrichment programs.

REPORTING

The Director of Project Technology Power reports directly to the Associate Dean of the Institute of Technology, Russell K. Hobbie.

Administrators from the Institute of Technology and corporate funders review Project Technology Power's activities quarterly.

OUTREACH

Radio, University of Minnesota cable television and newspapers.

National outreach and program brochures.

Conferences and presentations to corporate executives and community agencies.

**SUPPORTING
ACTIVITIES**

Merit Scholarships.

Practice interviews and resume writing.

Internships and permanent employment.

COMMENTS

According to the program administrators, the number of minority students in the Institute of Technology has increased by 51% in the past seven years.

HEALTH SCIENCES MINORITY PROGRAM

William Hodapp, Director
W-61 Centennial Hall
614 Delaware St SE
Minneapolis, MN 55455
624-9400

OBJECTIVE Provide necessary academic, financial, and vocational support to minority high school and college students to identify, recruit, enrich, and assist in the retention and graduation of minorities in the health sciences fields.

SERVICES Health Sciences Minority Program offers a variety of academic and social programs for minority high school and college students.

Eighth Grade

Objective: excite students about math, science, and health careers so they will take a precollege curriculum.

Three week summer math and science program.

45 students

3 high school teachers, paid through Health Sciences Minority Program.

Ninth and Tenth Grade

Students may participate in mini-internships in a health science field.

Usually unpaid.

Eleventh and Twelfth Grade

Summer Research Apprentice Positions

Students spend eight weeks researching with volunteer faculty.

Students are paid minimum wage.

23 students

Pre-College Freshmen

Summer Bridge Program

Five-week in-residence program to prepare students for college.

Classroom instruction emphasizes high school science and math, and prepares students for inorganic chemistry and college algebra.

Supplemental instruction sessions reinforce course materials.

Effective and efficient learning and studying techniques are also taught.

Students receive a stipend for participation.

Graduate and undergraduate students teach the courses.

20 students

Post-Freshman

Students review freshman courses and preview junior courses.
Supplemental instruction.
20 students
Daily stipend

Post-Sophomore

Students prepare for the most difficult undergraduate course, physics.
12 students
Daily stipend

Post-Junior

Planned but will not be held due to nonfunding of the federal grant.

Professional Schools Programs

Dentistry, Medicine, Veterinary Medicine
Five-week summer enrichment program prior to beginning of professional school.
7 students
Students receive stipends
Held only when entering students exhibit need.

Other support services offered during the academic year:

Recruiting

Students are contacted through junior and senior high schools and through colleges.

Financial Aid

9 scholarships that offer full support for the professional years in the schools of Dentistry, Medicine, Nursing, Pharmacy, Public Health and Veterinary Medicine, given through individual schools, administered through Office of Student Financial Aid.
Grant monies to students in health sciences, administered through Office of Student Financial Aid.
Scholarships for Stanley Kaplan professional school entrance exam preparation, including the NBME Part I.

Academic Advising

Through MLK and the Health Science Professional Schools.

Academic Support

Tutoring and assignment to special classes (MLK sections) through MLK for undergraduate students.
Supplemental Instruction program for professional school students.
Library of medical texts and quiet study rooms.

Cultural Programs

Built into every academic support program.

Other

- PreHealth Sciences Student Organization.
- Assistance in preparing professional school applications
- Programs for counselors/advisers from other schools with minority students who wish to enter health sciences

Tracking

Data base that includes all students who have been involved in any of the Program's activities.

SOURCES OF FUNDS	\$41,000	From Health Sciences academic units
	\$45,000	From Health Sciences V.P.
	\$15,000	From V.P. Student Development
	\$150,000	From V.P. Student Development, for grant monies, administered through Financial Aid.
	\$6,500	From private donors
	\$126,270	From Health Sciences Dean's office, for scholarships, administered through Financial Aid
	\$136,300	Legislative matching grant, for scholarships, administered through Financial Aid

PERSONNEL 4 full-time personnel, one part-time work-study student.

REPORTING Director reports to Assistant V.P. of Health Sciences.
The program is operated under the guidance of a coordinating board made of representatives from all Health Science units.

OUTREACH Students are contacted through junior and senior high schools and colleges.

SUPPORTING ACTIVITIES MLK and other college programs.

COMMENTS Prior to September 1, 1988, an amount of \$164,000 was available each year from a federal grant. The grant was not refunded.

**CURTIS L. CARLSON SCHOOL OF MANAGEMENT
CARLSON SCHOOL OF MANAGEMENT MINORITY PROGRAM**

**Jerry Rinehart, Director of Undergraduate Studies
Michelle Grosz, Administrator of Undergraduate Studies
Candelario Zuniga, Coordinator of Undergraduate Minority Programs
290 Hubert Humphrey Institute of Public Affairs
Minneapolis, Minnesota 55455
(612) 624-3313**

OBJECTIVE

To assure that the Curtis L. Carlson School of Management's (CSOM) enrollment and graduation populations represent the ethnic diversity of the community and the University as a whole.

SERVICES

Provide academic advising and counseling to CSOM minority and pre-management minority students.

Maintain a mutual relationship with the Inroads Program.

Business Association of Minorities (BAM), a student organization for current and prospective CSOM minority students, which publishes newsletter, holds meetings and sponsors career development related activities.

Contact prospective corporate funders through the Corporate Relations program.

**SOURCES
OF FUNDS**

Receive \$28,500 from CSOM for salary of staff and secretarial support.

Scholarship covers tuition, plus merit award based on a combination of credits and grades. 25-30 scholarships are awarded annually. Total funds available for scholarships are approximately \$50,000 per year. Scholarships are funded by the Discretionary Funds which are raised through the CSOM Associate Gift Program. On the average, each recipient receives approximately \$1,700 per year. These scholarships are available for minority and/or educationally or economically disadvantaged students as certified by OMSSA who are either pre-management or management students.

PERSONNEL

One full time Coordinator.
CSOM provides some administrative and secretarial support.

REPORTING

The Director of the minority program reports to the Associate Dean twice a month and to Dean Preston Townley once a month.

Minority issues are formally discussed at the Annual Faculty Retreat.

OUTREACH

Seek to identify lower division students in CLA-MLK and other Learning Resource Centers who are interested in the business programs.

Participate in University-sponsored recruitment programs (such as Prospective Student Services, Minority Career Fairs, etc.).

Visit CLA's MLK center and GC's Help center on a weekly basis.

Visit Community Colleges in the metropolitan areas.

SUPPORTING ACTIVITIES

Provide \$6,500 for CLA-MLK special sections of economics, accounting and management science, tutorial and preparatory support for lower division math.

Provide \$5,000 for accounting special sections for minority students.

Provide \$2,000 for tutorial services.

COMMENTS

According to the Director and Administrator of undergraduate minority programs, there is an increase in the entrance GPA for new admits, the number of minority applicants and the number of minorities enrolled at CSOM.

**COLLEGE OF BIOLOGICAL SCIENCES
MINORITY AFFAIRS PROGRAM**

**Dr. Alan B. Hooper, Minority Affairs Officer
344 Gortner Laboratory
St. Paul, Minnesota 55108
(612) 624-4930**

OBJECTIVE

To provide minority students with research experiences, science tutors and special "help sessions".

To match minority freshmen with mentors who can assist these students throughout their college careers.

SERVICES

Provide minority students with academic advising, counseling and tutoring.

Work with Martin Luther King (MLK) center in helping minority students with biology, biochemistry, and other science disciplines. (College of Biological Sciences pays for tutors who help biology students).

Participate in the Summer Institute Program.

**SOURCES
OF FUNDS**

Approximately \$20,000 per year to pay for tutors and instructors of help sessions from College of Biological Sciences.

Included in the 1988 annual budget is a \$1,500 donation from American Chemical Company.

PERSONNEL

One graduate student (10-15 hours per week).

REPORTING

Dr. Hooper meets with Pete Magee, Dean of College of Biological Sciences, every quarter and yearend to report the status of the program.

OUTREACH

Post notice on billboard on the availability of science tutors for minority students at the beginning of each quarter.
Announce the availability of tutors in biochemistry classes.

Publish information on minority programs in the quarterly newsletter for minority students.

**SUPPORTING
ACTIVITIES**

None.

COMMENTS

This is a new program that started at the beginning of 1988.

**INSTITUTE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS
MINORITY RECRUITING**

**Dr. Charles Williams
Minnesota Extension Service
247 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108
(612) 625-4703**

OBJECTIVE Develop and execute systems for recruiting, retaining, and graduating minority students.

 Coordinate minority recruiting systems so they are an integral component of all recruiting efforts.

 Create a minority recruiting system model for the colleges of the Institute to implement and modify for their own future use.

SERVICES To recruit minority students to the University of Minnesota (especially black graduate students.)

 To provide/develop support mechanisms for student retention and graduation.

 To develop and implement systems effective in recruiting and retaining minority students.

SOURCES OF FUNDS A portion of Dr. Williams' salary is currently paid by the colleges within the Institute (approx. \$17,500.)

 Annual recruiting budget of \$12,000 for expenses and \$5,000 for secretarial work. These costs are shared among the colleges of Agriculture, Forestry, and Home Economics.

PERSONNEL Director (part-time.)

 Secretarial support (part-time.)

REPORTING Meet on a periodic basis with Deans of the Institute and

the colleges and discuss recruiting efforts.

OUTREACH

Network of established contacts at colleges and universities throughout the southern United States and California.

Contacts within the minority communities and the Minneapolis and St. Paul public school systems.

Referral from prior contacts/students.

SUPPORTING ACTIVITIES

A stipend (\$10,000 or more) is awarded to minority students recruited to the university for living expenses.

These stipends are coordinated by the departments and are funded from their respective budgets to ensure each department stipulates how many minority students they can properly service.

Establishing contacts with corporate officials to develop external sources of funding (i.e. Dow Chemical, Kraft.)

College of Agriculture administers a scholarship for minority students from the Cenex Corp. The scholarship is for \$5,000 and the student receives \$1,000 each year (for undergraduates.)

The College of Agriculture administers a Dow Chemical-Student Enrichment Fund for minority students. This is a demand type fund and it currently has \$35,800 available. This fund is handled through the University of Minnesota Foundation (#101 2511.)

COMMENTS

Recruiting effort only one year old. Last year's efforts by Dr. Williams resulted in seven minority students enrolling in graduate programs at the University of Minnesota.

The College of Agriculture has submitted as part of its 1988 Legislative Request proposals to expand its minority programs to include summer employment for minority students, summer education for junior and senior high school teachers and counselors (to improve outreach), and an advising system.

All of the colleges of the Institute want to be part of a University program to recruit, retain and graduate minority students.

**COLLEGE OF NATURAL RESOURCES
MINORITY PROGRAMS**

**Richard A. Skok, Dean
235 Natural Resources Administration Bldg.
2003 Upper Buford Circle
University of Minnesota
St. Paul, MN 55108
(612) 624-1234**

OBJECTIVE

To increase the number of minority students in the College of Natural Resources by using outreach programs that create interest in minority students about related career opportunities.

To recruit minority undergraduate and graduate students.

SERVICES

American Indian Research Apprenticeship Program

A program to stimulate interest in science related careers among American Indian high school students. The program provides a hands-on eight-week working experience with the tools and processes of forest research and natural resource management (see Agriculture Experiment Station sheet.)

Native American Education Conference

Developed to create awareness of the opportunities in forestry and other disciplines among high school counselors and teachers of American Indian students. They will serve as an outreach and inform American Indian students of the opportunities in the College of Natural Resources.

Minority Recruiter

The College of Natural Resources, along with the colleges of Agriculture and Home Economics, employ Dr. Charles Williams as minority recruiter. Each of the colleges shares a portion of Dr. Williams' salary and expenses. Dr. Williams encourages and recruits minority students to enter these academic areas at the University of Minnesota (especially black students at the graduate level.)

**SOURCES
OF FUNDS**

The apprenticeship program is funded by the USDA.

All other funding is internal and originates from the College of Natural Resources' budget.

PERSONNEL

R. A. Skok, Dean.

Dr. Charles Williams, Minority Recruiter.

Individuals involved in actual program/conference.

REPORTING

Dean Skok meets periodically with Charles Williams to discuss minority recruitment (along with the other Deans.)

Report to Agricultural Experiment Station concerning apprenticeship program.

OUTREACH

The Education Conference is anticipated to become a major outreach tool.

**SUPPORTING
ACTIVITIES**

None.

COMMENTS

Per Dean Skok, minority enrollment in the College of Natural Resources is small (3 students, approx. 1% of student population.) The emphasis for increasing enrollment of minority students is to create positive contacts with them at the high school level.

**AGRICULTURE EXPERIMENT STATION
RESEARCH APPRENTICESHIP PROGRAM**

**Dr. Signe T. Betsinger
Agriculture Experiment Station
220 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108
(612) 625-4211**

- OBJECTIVE** To stimulate interest among minority high school students in science related careers.
- SERVICES** Up to 10 week program in which minority high school students gain "first hand" experience in research and learn of related career opportunities.
- Students in the program work with agriculture, forestry, and home economics.
- Students are paid minimum wage for their work.
- SOURCES OF FUNDS** The United States Department of Agriculture funds approved apprenticeship applications (3 for the current year.) The number of apprenticeships funded varies from year to year.
- On occasion, University funds are used to supplement USDA funding of approved apprenticeships.
- Students are paid minimum wage, with total wages per individual not to exceed \$1,350.
- PERSONNEL** Dr. Signe Betsinger.
- Researchers who apply for program funding.
- REPORTING** Report and work with the United States Department of Agriculture.

OUTREACH

Charles Williams helps identify potential high school students.

Published literature and word of mouth.

**SUPPORTING
ACTIVITIES**

None.

COMMENTS

None.

**COLLEGE OF EDUCATION
EDUCATION STUDENT AFFAIRS MINORITY DEVELOPMENT PROGRAM**

**Dr. Manuel T. Woods, Director
Andrea C. Nelson, Assistant to the Director
1425 University Ave. S.E.
Minneapolis, Minnesota 55414
(612) 625-9039**

OBJECTIVE

To increase minority student enrollment in the College of Education's undegraduate, postbaccalaurate and graduate programs.

To create an effective recruitment and retention plan that identifies, encourages, admits and enrolls minority students in College of Education.

To monitor student progress and evaluate effectiveness of recruitment and retention support programs.

SERVICES

Full range academic advising, counseling and tutoring for minority students.

The Education Student Affairs Office (ESAO) and the Martin Luther King (MLK) program conducted an eight week Academic Achievement Discussion Group for pre-education students. Fourteen minority CLA students participated in Spring , 1988.

A Minority Teacher Development Project was initiated by a task force of University administrators, faculty and students in Summer, 1988.

Peer support network for current students.

**SOURCES
OF FUNDS**

Approximately \$32,000 per year is provided by the University of Minnesota. This amount covers the salary and wages of all program personnel and some miscellaneous expenses.

PERSONNEL

One full-time staff.

One work study student (10-15 hours per week).

Secretarial support is provided by the College of Education.

REPORTING

The Assistant to the Director reports to the Director of the ESAO on a weekly basis.

The Director of the ESAO reports to Dr. William E. Gardner, Dean of the College of Education on a quartely basis.

OUTREACH

Meet with prospective minority students individually.

Attend minority education and career fairs.

Disseminate brochures and materials targeted to interested students.

Act as a liaison with the MLK program, other Learning Resource Centers and other collegiate units.

SUPPORTING ACTIVITIES

The College of Education also administers the Rodney S. Wallace Endowed Scholarship Fund which provides up to two awards of \$2,000 each to undergraduate and advanced degree Native American students in the College of Education.

COMMENTS

According the Assistant to the Director of ESAO, minority programs under development are showing promising results in terms of student feedback.

SCHOOL OF JOURNALISM & MASS COMMUNICATION

Linda Wilson
111 Murphy Hall
206 Church St SE
Minneapolis, MN 55455
625-9824

OBJECTIVE	Provide academic, financial, and career planning support to minority students interested in careers in journalism.
SERVICES	<p>School of Journalism minority student programs consist of two scholarships that offer the following:</p> <p><u>Campbell Mithun</u> \$1,500 annual acholarship for minority students pursuing a degree in journalism.</p> <p><u>WCCO Scholarship Program for Minorities in Broadcasting</u> A scholarship of \$2,500 per year for two years for minority minority students pursuing a B.A. or M.A. in broadcast journalism. A faculty member is the student's academic adviser; the program coordinator administers and arranges the programs and offers other support services. A one-quarter, half-time internship is available at one of the three WCCO stations. Students are also assisted in career placement. Three new scholarships are awarded each academic year.</p>
SOURCES OF FUNDS	Grants from Campbell Mithun and WCCO.
REPORTING	Annual reports to Midwest Communications, Inc. (WCCO).
OUTREACH	Students are contacted by MLK and the School of Journalism and Mass Communication.
SUPPORTING ACTIVITIES	MLK.

**GRADUATE SCHOOL
THE OFFICE OF EQUAL OPPORTUNITY IN GRADUATE STUDY**

**Patricia Jones Whyte, Coordinator
415 Johnston Hall
101 Pleasant Street, S.E.
Minneapolis, Minnesota 55455
(612) 625-6858**

OBJECTIVE

To assist graduate departments and other programs with their recruitment and retention efforts targeted to minority students .

SERVICES

Seek and identify prospective minority students.

Provide advising and counseling services to minority students.

Provide information on prospective minority students to departments.

Ford Foundation Fellowship - stipend of \$11,000 plus tuition and fees is awarded to each recipient. Four fellowships were awarded in 1988. Recipients are chosen by the respective organization. The Office of Equal Opportunity in Graduate Study serves as the administrative unit in the Graduate School which sets up the accounts from which the students/University are paid.

Minority and Disadvantaged Graduate Student Fellowship - stipend of approximately \$9,000 plus tuition (recipient must pay student fees by themselves) is awarded to each recipient. Approximately 10 fellowships are awarded by the Graduate School each year. The Graduate School also has a small fund for recruitment travel expenses. This fellowship is funded by the University with Legislative funds. The size of fellowship and its recipients are determined by the Graduate School.

Patricia Roberts Harris Fellowship (Federal fellowship) - stipend of \$10,000 plus tuition and fees is awarded to each recipient. Three fellowships were awarded in 1988. These fellowships are awarded to the University and recipients are chosen by the academic departments for which funding was received. The Office of Equal Opportunity in Graduate Study coordinates the writing of the proposal submitted for federal funding and sets up the accounts which pay the students and the University.

SERVICES
(Continued)

Committee on Institutional Cooperation (CIC) Fellowship - stipend of approximately \$7,500 plus tuition. This fellowship program is sponsored by a consortium of 11 Midwestern universities, awards approximately 40 fellowships per year to minority graduate students. In 1988, eight to nine minority graduate students at the University of Minnesota received this fellowship. The Office of Equal Opportunity in Graduate Study serves as the administrative unit in the Graduate School which sets up the accounts from which the students/University are paid.

Minority Scholars Development Program - The purpose of this program is to encourage second year undergraduate minority students to develop the knowledge and attitudes necessary for successful graduate study. The program is funded by the Super-Valu Stores, Inc. Fund, the Committee on Institutional Cooperation, The Office of the Provost and Vice President for Academic Affairs, and the Graduate School. During the summer of 1988, 25 students were served at the cost of approximately \$3,120 per student.

The Graduate School also administers a small grant to support minority students who are at the dissertation stage. The maximum award from this Dissertation Fellowship is \$1,000 per recipient.

SOURCES OF FUNDS

According to the 1987-88 University Comprehensive Budget report, the Graduate School received approximately \$114,153 from the University of Minnesota central funds (0100 budget) for the Minority and Disadvantaged Students Fellowship program.

PERSONNEL

One full time coordinator.

One part time secretary.

Two part time graduate students (only during the summer) hired specifically to work with the Minority Scholars Development program.

REPORTING

The Coordinator reports directly to the Dean of Graduate School, Robert T. Holt, on an as needed basis and once a year in June when an annual summary of program activities is submitted.

OUTREACH

Committee on Institutional Cooperation (CIC) Junior Name Exchange Program.

National Junior Name Exchange Program.

Applicants for the CIC Minorities Fellowship Program.

Letter and telephone inquiries from prospective students.

Referrals from colleagues at other institutions.

Personal interviews.

**SUPPORTING
ACTIVITIES**

Coordinate the writing of funding proposals.

Set up and maintain fellowship accounts which pay the students who receive the fellowships and the University.

COMMENTS

None.

MEDICAL SCHOOL

Dr. Albert Sullivan, Assistant Dean
3-100 Owre Hall
421 Delaware St SE
Minneapolis, MN 55455
624-1188

OBJECTIVE	Recruit and retain minority students in medical school.
SERVICES	<p><u>Recruitment</u> One recruiter targets large populations of minority students at colleges throughout the U.S. U of M medical students accompany the recruiter to the colleges.</p> <p><u>Financial Aid</u> Two four-year minority medical student scholarships are available each year.</p> <p><u>Academic Advising</u> Provided by medical school skills center (available to all students).</p> <p><u>Counseling</u> Chief of Staff at Mount Sinai hospital spends 1-2 days at the medical school each week to counsel with minority students.</p> <p><u>Cultural Programs</u> Black and Chicano Student National Medical Education student groups are funded by the Medical School Council.</p>
FUNDING	All funding is through General Budget--Dean's Office.
PERSONNEL	None specific to programs.
REPORTING	No formal requirements.
SUPPORTING PROGRAMS	Health Sciences Minority Programs offers a variety of related services: <ul style="list-style-type: none">-Summer Enrichment Program-Supplementary Instruction-Library of medical textbooks-NBME and MCAT test preparation, and scholarships for Stanley Kaplan

**SCHOOL OF LAW
ACADEMIC AFFAIRS OFFICE**

**Dean Robert Stein, Dean of Law School
Vanne O. Hayes, Assistant Dean of Law School
Betsy Baker, Assistant Dean of Law School
229 19th Ave. S.
Minneapolis, Minnesota 55455
(612) 625-1000**

OBJECTIVE

To recruit more academically excellent minority students.

To promote fullest participation of minority law students in various academic and cultural activities at the School of Law.

To increase the population of successful minority alumni.

SERVICES

No special tutoring programs, as only qualified students are admitted.

Organize "Question & Answer" sessions to provide open communications between faculty and student organizations.

Mentor program to match-up law students with practicing local attorneys.

Career placement works closely with 25 largest law firms.

Law Student Associations exist for each ethnic group. This service is coordinated by the Third World Caucus who sets goals (such as: faculty, specialty areas, recruitment, etc.) for school and works law school administrators to achieve them.

Provide special orientation sessions for minority students.

**SOURCES
OF FUNDS**

No money is received from University central funds (0100 budget) for minority programs.

All scholarships come from private endowment funds. Approximately 50% of all available scholarships go to minority students, although these were not donor-designated as such.

**SOURCES
OF FUNDS**
(continued)

Special scholarships for minority students are as follows:

- 3M provided approximately \$3,000 in 1988. Contribution amounts vary from year to year.
- Private anonymous donors provide approximately \$5,000 per year.

PERSONNEL

None exclusively for minority programs.

REPORTING

The program administrators report to Dean of Law School on a regular basis.

OUTREACH

Word of mouth.

Direct mailing to all entrance examination persons.

Attend National Law School Days.

**SUPPORTING
ACTIVITIES**

Sherman Fairchild Foundation (Connecticut) - \$25,000 grant per year to be used for:

- Three presentations per year targeted to minority students on improving learning skills.
- Summer clerkships for minority students - grant provides match or full funding of salary.

Fellowship Award - private gifts.

- Full-ride scholarship for tuition offered to eligible law students (minorities & non-minorities), based on need.
- Merit scholarships (only 1-2 per year). These scholarships are renewable each year and qualification is based on academic performance.

Mansfield Fellowship - place law students in summer clerkship with public interest. Applicants may apply for a 10-week position at the Legal Service Center in Minneapolis, St. Paul, or Chicago. There are three \$3,800 fellowships available each year.

**SUPPORTING
ACTIVITIES**
(continued)

Council for Legal Education Opportunity (CLEO) - \$1,800 per year to provide regional workshops and a 6-week pre-admission summer session. Minnesota School of Law either funds one of its students, sends a faculty member or gives money to fund one student from another Law School.

McCants Stewart Minority Scholarship - \$15,522 endowment fund. Recipients are restricted to Black students enrolled in the Law School. This fund was established in January 1987 and the first award was available in February 1988.

COMMENTS

None.

**CURTIS L. CARLSON SCHOOL OF MANAGEMENT
MASTER OF BUSINESS ADMINISTRATION (MBA) MINORITY PROGRAM**

**Kathryn J. Carlson, Director of Marketing Services
MBA Programs
271 19th Ave. S.
Minneapolis, Minnesota 55455
(612) 624-0006**

OBJECTIVE

To increase the recruitment efforts targeted to qualified minority students who are interested in MBA programs.

To provide extensive supporting services to MBA minority students enrolled in the MBA programs.

SERVICES

Recruit qualified minority students.

Provide pre-admission, career and placement counseling services.

Offer various non-credit communication skills workshops. Participants are required to pay a course fee.

Offer one credit computer access courses.

Provide tutorial services. Tutors are paid by the department.

Participate in the National Black MBA Association, a non-profit organization of minority MBAs in both private and public sectors.

**SOURCES
OF FUNDS**

MBA Programs do not receive any fundings from the University of Minnesota central funds (0100 budget).

Graduate School Minority/Disadvantaged Fellowships - each recipient receives \$8,000 stipend plus tuition (fees are not included) per year. Fellowships are funded by Graduate School. Applicants are nominated by the graduate program they intend to enter.

Honeywell Minority/Disadvantaged Fellowship - each recipient receives \$4,000 stipend per year. Fellowships are awarded to minority MBA students enrolled full time in the two-year day program. Recipients have an opportunity to be hired by Honeywell as summer interns. Two fellowships are available each year.

**SOURCES
OF FUNDS**
(continued)

Rosenberg Real Estate Equity Funds (RREEF) Minority/
Disadvantaged Fellowship - each recipient receives \$5,000 stipend
for one year.

CSOM awards three fellowships per year to eligible minority MBA
students. The fellowship provides \$15,000 per year to each
recipient. Funding for this fellowship comes from the CSOM
Associate Gift Program.

PERSONNEL

None.

REPORTING

The Director of the programs reports to Dean Preston Townley
annually.

OUTREACH

Contact interested minority students by mail.

Send program description brochures to undergraduate students.

Attend symposiums for Black and Hispanic students.

Attend MBA forums in a number of cities (such as: New York,
California, Atlanta, etc.).

Visit historically Black and Hispanic colleges.

Participate in MBA Program Days.

**SUPPORTING
ACTIVITIES**

Offer teaching assistant positions (approximately 10 to 15
hours per week) to qualified minority and non-minority MBA
students.

Provide second year matching fellowships to recipients of
one-year fellowship programs.

Provide last quarter tuition waiver to eligible MBA students.
Tuition waiver is awarded based on a combination of need and
academic performance.

COMMENTS

According to the Director of Marketing Services, the percentage
of minority enrollment in the CSOM-MBA Programs has
increased from 2% in 1985 to 5% in 1988.

**INDUSTRIAL RELATIONS CENTER
MINORITY RECRUITING**

**Edie French
Industrial Relations Center
537 Management and Economics Building
271 19th Avenue South
Minneapolis, Minnesota 55455
(612) 624-2500**

- OBJECTIVE** To recruit and retain minority students in the Industrial Relations graduate program at the University of Minnesota.
- SERVICES** Recruiting efforts targeted at minority students in the Minnesota, North Dakota, South Dakota, and Wisconsin area (approximately 35 schools.)
- To act as a liason between students enrolled in the program and the graduate school.
- SOURCES OF FUNDS** All funding is from the Department of Industrial Relations funds.
- The 1987 recruiting budget was approximately \$2,000. The current funding amount is approximately the same as 1987.
- PERSONNEL** Edie French, Student Services Support Assistant.
- Secretarial support.
- REPORTING** Every 2 weeks, staff meetings are held with administrators and minority recruiting efforts are discussed.
- Twice a year, statistical reports are prepared for the faculty that are a comprehensive report on all new students entering the school.
- A Marketing Plan is developed around the budget plan for recruiting activities.

OUTREACH

Attendance of minority fairs and career days.

Letters are sent to minority clubs at the University of Minnesota.

Members of the faculty sometimes recruit in their travels for the school.

Planned outreach expansion to southern black schools and Native American schools.

SUPPORTING ACTIVITIES

The Industrial Relations Council on Graduate Opportunities Advanced Level Studies (GOALS) is a nationwide coalition of industrial and labor relations graduate schools and departments which have joined in a comprehensive campaign to bring this field to the attention of minority college students, and to provide financial support to those minority students who choose to pursue their graduate level training at one of the participating schools. Minnesota is a participating school.

GOALS awards scholarships to some minority students. Three were awarded last year.

COMMENTS

Per Edie French, the most difficult part of her recruiting effort is gaining adequate access to minority students. The Industrial Relations Center wants to gain access to a network that would expand their outreach to minority students.

PROSPECTIVE STUDENT SERVICES

Linda Johnston, Student Support Services Officer
230 Williamson Hall
231 Pillsbury Drive SE
Minneapolis, MN 55455
625-0836

OBJECTIVE	Recruit students of color from underrepresented populations to the undergraduate academic programs of the Twin Cities campus.
SERVICES	<p>Recruitment Efforts</p> <ul style="list-style-type: none">-mailings to PSAT exam takers-Wisconsin and Minnesota Minority Education Fairs-High School visits-Special ethnic community events-Minority pre-college programs-Community Agency referrals-other, as outlined in 1988 recruitment plan <p>Recruiting Services</p> <ul style="list-style-type: none">-admissions applications-financial aid applications (including KATZ Scholarship)-campus housing applications-OMSSA certification-Summer Institute recruitment <p>All recruiters spend one day each week at their respective LRC.</p>
SOURCES OF FUNDS	Funding is provided by Prospective Student Services (general budget) and LRC (12-20% of recruiters' salaries).
PERSONNEL	Three full-time recruiters (Black, American Indian, and Hispanic) and one part-time recruiter (Asian).
REPORTING	Linda Johnston reports to John Printz on a regular basis, presents a semi-annual budget, and an annual recruiting plan.
OURTREACH	See recruiting efforts.
SUPPORTING ACTIVITIES	LRCs and other colleges and programs.

**STUDENT SUPPORT SERVICES
ADMISSIONS/PSS MINORITY REPORTS**

**Roberta Armstrong
Student Support Services
260 Williamson Hall
231 Pillsbury Dr. SE
Minneapolis, MN 55455
(612) 625-2344**

OBJECTIVE To provide useful application/admission data on minority students to the appropriate units of the University of Minnesota.

SERVICES: Reports generated:

1.All Minority/OMSSA Applicant/Admit Roster

Purpose: To provide to Prospective Student Services, Learning Resource Centers, and units with affirmative action programs information on all minority or OMSSA-certified applicants.

Description: Contains selected demographic information, application status, ethnic background, and OMSSA certification status for each applicant. Separate rosters for all applicants and for admitted applicants.

Frequency: Approximately monthly.

2.Student Admission Profiles - OMSSA

Purpose: To support the advising of admitted minority and OMSSA-certified students.

Description: Contains selected demographic information, academic background and preparation, admission information, and placement information (when appropriate) for each student. Only produced for Twin Cities students.

Frequency: Twice fall quarter, once winter quarter and spring quarter 3-6 weeks before the start of classes.

3. Ad-Hoc Reports

Purpose: To support the recruitment of minority students.

Description: Can contain demographic information, academic background and preparation, admission information, and placement information. Requests are made to either the Admissions Office or Data and Reporting Services.

Frequency: Reporting database is updated semi-monthly.

**SOURCE
OF FUNDS**

Funding for these reports, with the exception of a few ad-hoc reports, comes from internally budgeted funds.

PERSONNEL

Student Support Services generates these reports--Roberta Armstrong, Information Systems and Services.

REPORTING

Not applicable.

OUTREACH

Not applicable.

**SUPPORTING
ACTIVITIES**

None.

COMMENTS

For the fall quarter of 1988, approximately 1,600 undergraduate minority students applied for admission to the University of Minnesota.

**STUDENT SUPPORT SERVICES
OFFICE OF THE REGISTRAR REPORTS**

**Roberta Armstrong
Student Support Services
260 Williamson Hall
231 Pillsbury Dr. SE
Minneapolis, MN 55455
(612) 625-2008**

OBJECTIVE To provide accurate and timely data on minority students enrolled in the University of Minnesota.

SERVICES Reports generated:

1.Roster of OMSSA/MLK Students Enrolled by Instructional Unit;
by Ethnic Background and Instructional Unit

Purpose: To allow professional staff working with OMSSA students access to academic progress information; colleges a primary audience.

Description: Roster of students with selected demographic information and summary performance data for the last 3 academic terms plus cumulative data. Includes some summary data about groups.

Frequency: Quarterly after late grades from preceding quarter are posted.

2.All Minority/OMSSA Summary Advising Report

Purpose: To provide advising information for OMSSA central office (alpha sort), LRC's (ethnic/tracking flag sort), and colleges (college sort.)

Description: One-page report for each student showing current quarter and one previous quarter information. Includes selected demographic information, current registration, and most recent previous term registration and grades.

Frequency: Quarterly beginning of third week.

3. Ad-Hoc Reports

Purpose: To support advising and research concerning minority students.

Description: Can contain demographic information, academic information and preparation, admission information, placement information, etc.

Frequency: Reporting database is updated twice each quarter.

**SOURCE
OF FUNDS**

Funding for these reports, with the exception of some ad-hoc reports, comes from internally budgeted funds.

PERSONNEL

Student Support Services generates these reports--Roberta Armstrong, Information Systems and Services.

REPORTING

Not applicable.

OUTREACH

Not applicable.

**SUPPORTING
ACTIVITIES**

None.

COMMENTS

Per Roberta Armstrong, a new Retention Reporting System should be operational by the second week of October, 1988. This reporting system will do "cohort" tracking by admission date and will use the official University of Minnesota database.

Roberta Armstrong and Dr. Ron Matross will be meeting with the LRC Directors in early September. They will try to ascertain the current reporting needs of the Learning Resource Centers.

**OFFICE OF THE PROVOST AND
VICE PRESIDENT FOR ACADEMIC AFFAIRS
MINORITY FACULTY RECRUITMENT PLAN**

**Rama Murthy, Vice Provost and Associate Vice President
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 625-3531**

OBJECTIVE	Recruitment of minority faculty through funding salaries until an opening is available within the department.
SERVICES	Faculty Mentoring Program (informal and voluntary)
SOURCES OF FUNDS	<p>\$500,000 for a five year program which is funded from the President's Discretionary Budget.</p> <p>No external funding is available.</p>
PERSONNEL	None.
REPORTING	None.
OUTREACH	<p>None. Recruiting of faculty is up to Deans and Search Committees. No University established criteria relative to minorities, except for Affirmative Action requirements and documentation.</p> <p>Departments identify qualified and capable minority faculty and hire them before there is an opening to ensure availability. This program pays their salary in the interim.</p> <p>Eligibility criteria for assistance in funding faculty salaries, portion of salary eligible for funding and length of funding is not clearly defined.</p>

**SUPPORTING
ACTIVITIES**

None.

COMMENTS

Program has been in existence for 2 1/2 years.

Use of program and results are varied.

PRESIDENT'S DISTINGUISHED FACULTY MENTOR PROGRAM

Robert Jones
115 Johnston Hall
101 Pleasant Street SE
Minneapolis, MN 55455
(612) 625-1267

OBJECTIVE

To provide minority students of high academic ability with a role model for personal and professional growth and the creation of a relationship that will help them to meet the intellectual challenges of an academic career at the University of Minnesota.

The ultimate goal of this program is for the relationship to foster maximum achievement of personal, academic, and professional potential for the scholar (student.)

SERVICES

The participants of the mentorship program consist of entering minority freshmen that are recipients of the Morton S. Katz or the President's Outstanding Minority Scholarships. These students stay in the mentorship program until they graduate from the University of Minnesota.

The various College Deans nominate faculty from within their academic ranks for participation in the mentor program. Mentors are then identified from this group of distinguished faculty.

Students and mentors meet on a regular basis (i.e., weekly or bi-weekly) and students are required to keep a journal of the meetings. Mentors assist the students in establishing personal development goals and engage the student in professional and cultural activities.

SOURCES OF FUNDS

All funds for the mentor program (excluding the Morton S. Katz and the President's Outstanding Minority Scholarships) are general budget allocations. The projected budget for 1988-89 is as follows:

\$55,800	Salaries
\$15,000	Supplies
<u>\$70,800</u>	

PERSONNEL

Director (part-time.)

Administrative Fellow.

Secretary (part-time.)

REPORTING

There are currently no reporting requirements for the program.

In prior years the program had reported on an annual basis to John Wallace, Assistant Vice President of Academic Affairs.

At the programs inception, it was planned that the program would report to an advisory board. This board has not been appointed to date.

OUTREACH

The program's outreach activities are very limited. It primarily relies on Prospective Student Services for recruiting and enrolls in the program those students who have been awarded Katz or President's Outstanding Minority Scholarships.

SUPPORTING ACTIVITIES

The Morton S. Katz and President's Outstanding Minority Scholarships are programs that are closely related to the President's Distinguished Faculty Mentor Program. All recipients of these scholarships are enrolled in the mentor program.

COMMENTS

This is the third year the program has been in existence.

Per Bob Jones, approximately 160 students and 150 faculty are currently participating in the program. Surveys of students' opinions of the program have shown generally positive feelings about the program.

Per Bob Jones, it would be beneficial to have the advisory board for the program selected to participate in planning, executing, and evaluating the program's services.

SUPER VALU/MCKNIGHT GRANT

John Wallace, Director
409 Morrill Hall
100 Church St SE
Minneapolis, MN 55455
625-8802

OBJECTIVE

Provide necessary academic and counseling support to students in grades seven through graduate and professional degrees, to increase the number of minority students participating in postsecondary education.

SERVICES

The grant will fund initiation of several individual programs:

Seventh Grade

500 seventh grade students will be formed into achievement teams to reinforce classroom learning and to develop an environment of achievement for students and parents.

Eighth Grade

Achievement teams will continue; in addition, enrichment projects in mathematics and science will be offered.

Ninth Grade

Achievement teams will continue; in addition, students will be advised to select advanced English, languages, math, science, and social studies high school courses. A summer residential retreat on study skills, work, human sexuality and drugs will be held.

Tenth Grade

Students will be assigned a mentor through Career Beginnings. In addition, 40 at-risk students will participate in a seven week summer program to strengthen math and verbal skills, and to prepare for the PSAT.

Eleventh Grade

Students will continue in Career Beginnings, participate in a retreat similar to that offered to ninth grade students, and be provided with information on post secondary education.

Twelfth Grade

Continue Career Beginnings.

Pre College Freshmen

150 students will participate in an eight week summer program which will provide courses emphasizing writing, math, computer, and study skills.

Sophomore Year

75 at-risk sophomores will participate in achievement teams.

Minority Scholars Development Program

30 students will be assigned a faculty mentor and will co-author a paper with their mentor. In the summer after their sophomore year, students will be exposed to research concepts and techniques in their field; after their junior year, and into their senior year, students will complete their research projects and will be encouraged to apply for graduate school.

Graduate and Professional School Program

Expand the Committee for Institutional Cooperation (the Big Ten and University of Chicago) fellowships.

Research and Evaluation

Evaluate the effectiveness of the programs.

**SOURCES
OF FUNDS**

Both Super Valu and McKnight Foundation donated \$1,000,000 to fund the proposals. Total commitments/expenditures to fund the above described programs are:

- \$500,000--endowment for the Minority Scholars
Development Program
- \$150,000--St. Paul Public Schools
- \$150,000--Minneapolis Public Schools
- \$ 76,000--OMSSA Summer Institute
- \$ 80,000--Minority Scholars Development Program

PERSONNEL

Leadership Council for the grants is made of Superintendents of Minneapolis and St. Paul Public Schools, Academic Vice President of the U of M, and John Seltzer, representing Mike Wright of Super Valu. Personnel for the programs will come from St. Paul and Minneapolis Public Schools, University of Minnesota faculty and students, and Minnesota Minority Education Partnership.

REPORTING

Program administrators must report program effectiveness to the Leadership Council.

**RESEARCH PROJECTS
MINORITY RETENTION STUDY
SUMMER INSTITUTE TRACKING**

**Carol Miller
120 Nicholson Hall
216 Pillsbury Dr. SE
Minneapolis, MN 55455
(612) 625-0112**

OBJECTIVE

Carol Miller has done research in the area of minority student retention.

The objective of her work is to isolate critical factors that determine whether or not a minority student graduates from college.

SERVICES

This is a listing of the research Carol Miller has finished to date:

1. MINORITY RETENTION STUDY

A research document on minority retention. The basis for this report was the growing body of minority retention research information. This report includes recommendations for the University of Minnesota.

2. SUMMER INSTITUTE TRACKING STUDY (partially complete.)

OMSSA wanted a study done on retention of Summer Institute minority students. This report was going to encompass 3 areas of research:

1. Search of national literature on other "summer bridge" programs(completed.)
2. Obtain data on all Summer Institute students performance at the University of Minnesota subsequent to attending the Institute (NOT COMPLETED.)
3. Interview students to determine factors leading to completion/leaving degree programs. (NOT COMPLETED.)

This report was not completed because the data needed for the second and third parts of the study was never received from OMSSA.

**SOURCES
OF FUNDS**

The retention study was funded from a \$3,000 fellowship from the Office of Educational Development and OMSSA.

The Summer Institute study was funded by OMSSA for \$3,000 (only \$1,000 received for portion finished.)

COMMENTS

None.

**RESEARCH PROJECT
DEPARTMENT OF EDUCATIONAL POLICY AND ADMINISTRATION**

**Caroline Turner
275 Peik Hall
159 Pillsbury Drive SE
Minneapolis, MN 55455
624-6390**

- OBJECTIVE** Examine the participation of minority students in Minnesota higher education
- SERVICES** Research efforts will concentrate on interviews with General College faculty and staff and minority students enrolled in GC classes.
The study will identify:
- how minority students and communities perceive 4 secondary educational institutions in the Twin Cities (U of M, Minneapolis Community College, Augsburg, Marquette)
 - why minority students choose a particular college
 - support programs within the colleges
 - barriers within the colleges
 - accessibility of educational institutions
- Completion date is June, 1989
- The study is to be presented to the Center for Urban and Regional Affairs
- FUNDING** Center for Urban and Regional Affairs
- PERSONNEL** One researcher and one assistant

CAREER BEGINNINGS

Dr. Sally McKee
242 Burton Hall
178 Pillsbury Dr.
Minneapolis, MN 55455
(612) 624-2544

OBJECTIVE

A comprehensive program to foster achievement of minority students to increase the likelihood of these youth being able to meaningfully participate in post-secondary educational opportunities.

SERVICES

Serves 12th graders (some 11th graders) and provides:

Career mentoring (one on one) with mentor in chosen career (if applicable.)

Summer jobs.

Workshops in career development, scholarships, and applications in a campus setting.

Visits to corporate setting (3M.)

SOURCES OF FUNDS

Sponsored by Brandeis University, U of M is one of 24 participating institutions. Grant from Brandeis is co-sponsored by Commonwealth Fund, Gannett Foundation and John D. and Catherine T. MacArthur Foundation. Funding sources are as follows:

Year 1 ('87-'88)
- \$50,000 Brandeis
- \$50,000 U of M President's Fund
- \$50,000 Private Grants (Dayton-Hudson, Pillsbury, 3M)
\$150,000

Year 2
-\$25,000 Brandeis
- \$50,000 U of M President's Fund
\$38,000 Academic Affairs-U of M
\$113,000

Year 3
- \$25,000 Brandeis--rest unknown.

PERSONNEL

Director (part-time.)

Ass't. Director (full-time.)

3 graduate students.

Alumni Program Coordinator (part-time.)

Secretary/bookkeeper (full-time.)

REPORTING

Reports are issued to Department heads, Advisory Board, and Brandeis University.

OUTREACH

Through volunteers, recommendations of high school counselors and word of mouth.

**SUPPORTING
ACTIVITIES**

None

COMMENTS

None

**MORTON S. KATZ AND
PRESIDENT'S OUTSTANDING MINORITY SCHOLARSHIPS**

**Barbara Pillinger, Director
308 Walter Library
117 Pleasant St SE
Minneapolis, MN 55455
625-0091**

OBJECTIVE Attract high ability minority students to the U of M.

SERVICES These merit-based scholarships are available to incoming freshmen at any U of M campus. 60 four-year scholarships are awarded each year, ranging from \$1,000 to \$3,000, depending upon financial need. In addition, the scholarship recipients may participate in a Distinguished Faculty Mentor Program and in the University Scholars Program, which provide academic and cultural enrichment activities.

SOURCES OF FUNDS Scholarship funding is through an endowment from Morton S. Katz (5) and the President's discretionary fund (55).

PERSONNEL One director and one assistant. Students voluntarily participate on a governing board for University Scholars.

REPORTING No formal requirements.

OUTREACH Students are notified of the scholarships by high school counselors and Office of Prospective Students.

SUPPORTING ACTIVITIES Distinguished Faculty Mentor Program.

COMMENTS University Scholars have indicated a willingness to help recruit high-ability minority students.

UPWARD BOUND

Bruce and Sharyn Schelske, Co-directors
2722 University Ave SE
Minneapolis, MN 55414
627-4017

- OBJECTIVE** Provide academic, social, and cultural enrichment programs to low-income high school students to enable them to succeed in post-secondary education.
- STUDENTS** Low-income high school students in grades nine through twelve.
- SERVICES** Upward Bound offers academic-year and summer programs:
- Academic Year
70 students
Students meet once a week at local high schools or at Upward Bound for academic advising, tutoring, and personal and career counseling. Students receive a stipend based on their academic progress in coursework, and on their participation in Upward Bound sessions. Additional assistance is given to high school seniors for college selection and admission, entrance examinations, and financial aid application.
- Summer Program
70 students
Students participate in a six-week residential (U of M-Mpls) program which consists of four hours of classroom instruction (math, reading, composition, study skills, and enrichment classes in art, music, career development). Tutors are provided for each class. Students also take part in recreational and cultural activities.
High school seniors take regular college summer sessions classes in CLA or GC.
- FUNDING** Three-year renewable federal grant, through General College, of \$214,000. Grant from Northwestern Bell of \$1,500. General College also pays 10% of co-directors' salaries and fringe benefits.
- PERSONNEL** Two full-time co-directors, 2 full-time assistants, 2-4 part-time

work-study students. Summer program staff includes 6-7 dorm staff, 9 teaching staff, part-time student tutors and college or high-school teaching staff.

REPORTING

Regular meetings with General College Dean, and regular program evaluations for federal grant.

INROADS

Jackie Looney, Director
1821 University Avenue, Suite N-301
St. Paul, MN 55104
644-4406

OBJECTIVE	Develop and place talented minority college students in businesses and industry and prepare them for corporate and community leadership.
SERVICES	<p>Inroads serves American Indian, Black, and Hispanic high school and college students.</p> <p><u>Pre-College</u> 80 high school students Inroads offers academic instruction, tutoring, counseling, career exploration, and exposure to high school students.</p> <p><u>College</u> 75-80 students Inroads identifies local businesses interested in minority college interns and arranges interviews between students and the company. Inroads works with local high schools, all Minnesota post secondary institutions, and a variety of local businesses.</p> <p>In addition, college students receive counseling, advising, tutoring, and training and development workshops.</p>
SOURCES OF FUNDS	Inroads is an independent non-profit organization. Sponsoring corporations pay an annual fee, and pay student interns normal job rates.
PERSONNEL	Six full-time staff, 3-5 part-time tutors, 2 educational consultants, and 3-6 academic instructors.
REPORTING	Three Board of Director meetings (local) each year; annual report to National office.

OUTREACH Local high schools, colleges, and universities in Minnesota.

**SUPPORTING
ACTIVITIES** None

COMMENTS None

INDIAN UPWARD BOUND

Jeb Beaulieu, Director
2722 University Ave SE
Minneapolis, MN 55414
627-4017

- OBJECTIVE** Provide academic, social, and cultural enrichment programs to low-income American Indian junior high school students in grades seven through ten to enable them to succeed in post-secondary education.
- SERVICES** Indian Upward Bound offers academic-year and summer programs
- Academic Year
85 students
Students meet once a week at local high schools or at Upward Bound for academic advising, tutoring, and personal and career counseling. Students receive a stipend based on their academic progress in coursework, and on their participation in Upward Bound sessions.
- Summer Program
85 students
Students participate in a six-week residential (U of M-Mpls) program which consists of four hours of classroom instruction (English, math, Ojibwe language, and leadership development) Tutors are provided for each class. Students also take part in social and recreational activities, and attend lectures by guest speakers and special interest panels.
- FUNDING** Two-year renewable federal grant, through the College of Education of \$270,000. Additional funding comes from the Center for Urban and Regional Affairs.
- PERSONNEL** One full-time director, two full-time assistants, and one 3/4-time assistant. Additional summer program staff includes Minneapolis high school teachers, part-time students tutors, and part-time dorm staff.
- REPORTING** Weekly staff meeting of Indian Upward Bound staff. IUB director meets twice each month with Director of Graduate Studies in the College of Education. Regular program evaluations for federal grant.

MINNESOTA MINORITY EDUCATION PARTNERSHIP

Rin McKinley, Director
731 21st Avenue South
330-1645

- OBJECTIVE** Increase the number of Minnesota minority students who attend and graduate from Minnesota schools, colleges, technical institutes, and universities.
- SERVICES** MMEP is a voluntary partnership of 26 local private and public schools, universities and businesses with the following three tasks:
1. Policies and Programs
MMEP will design and develop programs to serve minority students in relation to the above objective. In addition, MMEP will raise funds to test program models.
 2. Research and Information
MMEP will provide a bibliography of minority student programs available, and will evaluate the success of these programs. MMEP will also develop a counseling resource guide for academic and business mentors, and support other research as necessary.
 3. Financial Support
MMEP will provide a pool of scholarship funds for students in post secondary education to alleviate financial burden of minority students and their families.
- SOURCES FUNDS** Augsburg College has donated space and financial services. Currently, MMEP is funded by McKnight Foundation, local businesses, and member contributions, based on minority student enrollment. Future funding will come from partner contributions and legislative funds from the Office of Education.
- PERSONNEL** One director and one assistant. Guidance and support is provided by a policy board, an executive committee, and working groups.
- REPORTING** No formal requirements. Regular partnership meetings.

OUTREACH

Students are contacted through high schools, community centers, churches, universities, and community colleges.

**SUPPORTING
ACTIVITIES**

Secondary and post secondary minority students programs in Minnesota.

COMMENTS

MMEP was founded in early 1987, and is in its formative stage. Each task will expand in services as needed.

SUMMER PROGRAM IN POLICY SKILLS

John Brandl, Director
136 Hubert H. Humphrey Center
301-19th Avenue South
Minneapolis, MN 55455
(612) 625-7552

OBJECTIVE

To help prepare promising minority undergraduate students for graduate level coursework in public policy.

To try to interest minority undergraduate students in pursuing graduate work in the academic area of public policy.

SERVICES

The program is an intensive eight-week program in public policy skills and techniques.

Students are required to take seven-week classes in economics and statistics, and two classes in either mathematics, computers, or writing.

Extensive case study analysis and presentations are the focus of the last week of the program.

SOURCES OF FUNDS

All funding has been from the Sloan Foundation. This source of funds paid all salaries and supplies expense and paid for students' travel, lodging and personal expenses. The Sloan Foundation provided approximately \$120,000 per year for the program.

The Sloan Foundation will not be funding the program next year.

Funding for the next summer program will be provided by the Ford Foundation. Currently, the amount and nature of the Ford Foundation's funding of the program is not certain.

PERSONNEL

Director.

Associate Director.

Twelve part-time workers.

REPORTING

There were no reporting requirements with the Sloan Foundation.

The future reporting requirements of the program are likely to change with the Ford Foundation providing funds.

OUTREACH

Mailing list of over 3,000 individuals from across the nation. This listing includes many predominately black schools in the southern United States and Minority Studies departments across the country.

Word of mouth from other minority students.

SUPPORTING ACTIVITIES

The Association for Public Policy Analysis and Management is a consortium of colleges and universities that are working together to attract, recruit, retain, and graduate minority students from their public policy graduate programs. Most of these schools have similar summer programs.

Students wanting to participate in the program must apply for admission. Per John Brandl, well qualified individuals apply for admission and only high potential students are admitted into the program.

Students attend the program after completing the junior year of their undergraduate degree program. If they subsequently enroll in a graduate program in public policy, they attend the program again their senior summer.

COMMENTS

Per John Brandl, student satisfaction with the program is very good.

**UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE, CROOKSTON
MINORITY PROGRAMS/SERVICES**

**Mario Prada, Director
University of Minnesota Technical College
Bede Hall
Crookston, MN 56716
(218) 281-6510 ext. 360**

OBJECTIVE

To recruit and provide/coordinate retention support services for minority students at the University of Minnesota Crookston campus.

To serve as a liason between the University of Minnesota and the minority communities being served by the Crookston campus.

To promote increased awareness and sensitivity towards minority students and their respective communities.

SERVICES

Academic advising, counseling and financial aid referral services.

Cultural activites including workshops, cultural education programs and discussion forums.

Recruiting activities in the minority communities.

Personal support and guidance in utilizing available University resources (i.e. tutors, financial aid etc.)

**SOURCES
OF FUNDS**

All funding is internal University funds.

Current year budget for recruiting activities and other costs is \$6,745.

PERSONNEL

Mario Prada, Director.

Secretarial support.

REPORTING

At yearend, submit a written report of all activities to Dr. Nelson, Vice Chancellor of Student Affairs.

Meet on a periodic basis with Dr. Nelson (weekly.)

OUTREACH

Radio--appear on spanish-speaking discussion programs.

Contacts in the minority community (Migrant Council, Project 2000, Social Services personnel, etc.)

Word of mouth from other minority students.

**SUPPORTING
ACTIVITIES**

Migrant Council (\$1000 grants for some Hispanic students.)

Academic Assistance Center-tutorial and remedial instruction/skills development.

COMMENTS

This is Mario Prada's first year as Director.

Per Mr. Prada, plans for the upcoming academic year include forming a new minority/international student club that will be active in discussions, guest speakers, forums, etc.

Mario Prada wants to increase peoples awareness of minority issues through "cultural relativism."

UNIVERSITY OF MINNESOTA, DULUTH
AMERICAN INDIAN LEARNING RESOURCE CENTER
Rick Smith, Director
114 Cina Hall
Duluth, MN 55812
(218) 726-6179

OBJECTIVE	Provide necessary academic and counseling support to recruit and retain American Indian students.
SERVICES	<u>Recruiting</u> Efforts include visits to reservations, local high schools, and Indian communities.
	<u>Financial Aid</u> Help students complete financial aid forms.
	<u>Academic Advising</u> All advising is through American Studies department in CLA.
	<u>Tutoring</u> Between 3 and 10 tutors each quarter, depending on student need. All tutors are students and are paid through the LRC or by work-study.
	<u>Other</u> American Studies library. Three microcomputers for student use.
SOURCES OF FUNDS	Through American Studies department in CLA.
REPORTING	Report to American Studies department on an as-needed basis.

UNIVERSITY OF MINNESOTA, DULUTH
COLLEGE OF SCIENCE AND ENGINEERING
Sabra Anderson, Associate Dean
108 Engineering Building
Duluth, MN 55812
(218) 726-7585

OBJECTIVE

Identify minority high school students interested in science and engineering and offer necessary academic, cultural, financial, and vocational support through college graduation

SERVICES

This program is in its development stage. The first program will be a 5-week summer program for 10 ninth grade high school students to strengthen communication skills

**SOURCES
OF FUNDS**

A grant proposal is being developed to the National Science Foundation.

UNIVERSITY OF MINNESOTA, DULUTH

COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS

**Terrie Shannon, Associate Dean
125 Bohannon Hall
Duluth, MN 55812
(218) 726-7131**

- OBJECTIVE** Increase the number of American Indian teachers in Duluth (ISD #709) public schools.
- SERVICES**
- Financial Aid
6 scholarships for 1988-1989 academic year to pay for tuition, books, fees, and a monthly stipend of up to \$750.
- Academic Advising
Mentorship and academic advising will be provided by UMD faculty and staff.
- FUNDING** Funding for 1988-1989 academic year was provided by Minnesota Department of Education. Total funds are \$71,000.
- PERSONNEL** Various UMD faculty and staff.
In addition, the Duluth Indian Education Advisory Committee and the UMD Indian Advisory Board established the Anishinabe Teacher Training Program Advisory Committee to administer the program.
- REPORTING** Quarterly Progress Reports to the Minnesota State Department of Education, appropriate legislative committees, and both institutions.
- COMMENTS** Seeking funding for an endowed chair in American Indian Education which requires \$250,000 to be matched with \$250,000.

UNIVERSITY OF MINNESOTA, DULUTH
AMERICAN INDIAN PROJECTS
COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS

Joyce Kramer, Director
125 Bohannon Hall
Duluth, MN 55812
(218) 726-8865

OBJECTIVE Act as resource and information center to promote American Indian awareness and to benefit the American Indian community.

SERVICES

Recruiting
Through contacts in the American Indian community.

Academic Advising/Counseling
Provided by American Indian faculty in the college.

Other
-Advise UMD faculty on how to put American Indian content in courses
-Provide guest lecturers in UMD courses
-Act as community liaison, by entering the community and providing community services such as programs on alcoholism, secondary education, and other areas

SOURCES OF FUNDS Through College of Education

PERSONNEL One director, and College of Education faculty and staff.

REPORTING Regular meetings with College Dean.

UNIVERSITY OF MINNESOTA, DULUTH

CENTER OF AMERICAN INDIAN AND MINORITY HEALTH

Joanne Black, Director
Ruth Myers, Assistant Director
108 School of Medicine Building
Duluth, MN 55812
(21) 726-7234

- OBJECTIVE** Identify, recruit, and retain minority students interested in health careers.
- SERVICES** The Center offers various summer and academic-year programs:
- Native Americans Into Medicine
Offer academic and counseling support for 30 students during the academic year and summer.
- Indians Into Research Careers
Provide financial support, biomedical research opportunities, and academic support for two full years.
4 students selected annually from UMD, 1 from U of M.
- American Indians in Marine Sciences
Academic and counseling support for students in their last three years of an undergraduate program in marine sciences.
Annually, 3 students are selected from UMD, 1 from U of M.
- Ni Shou Gabawag
Academic year and summer program that offers laboratory research opportunities to American Indian freshmen and sophomores.
- Recruiting
Through career fairs and community contacts (reservations).
- SOURCES OF FUNDS** All programs are federally funded.
- PERSONNEL** 24 full-time faculty and staff in Health Sciences and Medical School.
- REPORTING** Results of programs must be reported in grant proposals, which are renewed annually or every three years.

UNIVERSITY OF MINNESOTA, DULUTH

AMERICAN INDIAN ADVISORY BOARD

**John Day, Representative
420 Darland Administration Building
Duluth, Minnesota 55812
(218) 726-7103**

- OBJECTIVE** Develop cooperative working relationships between colleges and communities to implement minority programs
- SERVICES** The Board attempts to improve relationships between UMD and local American Indian communities to increase American Indian participation at UMD and to benefit the community.
- Certain projects that the Board has initiated or been involved with include:
- Duluth Indian teacher training program
 -Increased American Indian faculty recruitment
- The Board was established by legislative mandate that requires a Board if 10 or more students petition for one.
- FUNDING** Currently, the Board has no funding, but has requested \$15,000 annually from VP-Academic Affairs.
- PERSONNEL** Board members (all voluntary) include UMD faculty, staff, and students, Bemidji State University representatives, Fond du lac Indian reservation representatives, and tribal representatives.
- REPORTING** Regular reports to Chancellor.

UNIVERSITY OF MINNESOTA, DULUTH

BLACK STUDENT ADVISOR

Henry Banks, Advisor

119 Library

Duluth, MN 55812

(218) 726-6187

OBJECTIVE	Provide necessary academic and counseling support to retain black students.
SERVICES	<u>Financial Aid</u> Help students complete applications. <u>Academic Advising/Counseling</u> Henry acts as advisor/counselor. <u>Cultural Programs</u> Henry acts as faculty advisor for Black Student Association.
SOURCES OF FUNDS	Budget of \$4,250 (includes 2 fall quarter work-study students).
PERSONNEL	One student advisor. No black faculty on campus.
REPORTING	Annual budget.

UNIVERSITY OF MINNESOTA, DULUTH

UPWARD BOUND
Dennis Johnson, Director
210 Darland Administration Building
Duluth, MN 55812
(218) 726-6104

OBJECTIVE Provide necessary academic and counseling support to increase the number of students entering secondary education.

SERVICES Upward Bound offers academic year and summer programs for high school students in grades 9 to 12.

Academic year
55 students
Students meet usually once a week with Upward Bound for academic advising, tutoring, and personal and career counseling. Students receive a stipend based on their academic progress in coursework, and on their participation in Upward Bound sessions. In addition, Upward Bound offers academic and cultural field trips.

Summer Program
55 students
Students in grades 9 to 11 participate in a 6-week in-residence program at UMD. The program consists of four hours of classroom instruction (math, science, career development, and study skills). Tutors are provided for each class. Students also take part in recreational and cultural activities. The last week of the program is spent camping at an Environmental Education Learning Resource.

Students entering college take regular college summer session classes.

SOURCES OF FUNDS Federal grant.

PERSONNEL One full-time director and assistants.

REPORTING Regular program evaluations for federal grant.

**UNIVERSITY OF MINNESOTA, MORRIS
ACADEMIC ASSISTANCE CENTER
MINORITY STUDENT PROGRAM (MSP)**

**Gary L. McGrath, Vice Chancellor for Student Affairs
William B. Stewart, Director of MSP & Project SEE
309 Behmler Hall
Morris, Minnesota 56267
(612) 589-2211**

OBJECTIVE

To provide academic assistance, financial aid, and other supportive services designed to improve opportunities for minority students to participate fully in the liberal arts experience.

SERVICES

Recruit qualified minority students.

Assist interested minorities with the admissions process.

Provide advising, counseling and academic assistance for minority freshmen.

Help eligible students to obtain financial aid and work-study jobs.

Organize the annual World Touch Heritage Week, a minority student cultural emphasis program.

Work with the following major advisory committees:

- The Minority Student Association Advisory Committee - consists of two members of each ethnic racial group. This Committee advises the UMM administration and MSP on education and cultural exchange matters.
- The Minority Experience Committee - consists of four students, four faculty members from each academic division and the vice chancellor of academic affairs. This Committee makes recommendations regarding curriculum, educational programs and other extracurricular activities.
- The Student Personnel Services Committee - consists of the directors of each departmental unit and the vice chancellor of student personnel services. This Committee ensures that the needs of minority students are met by setting goals and objectives for each unit.

**SOURCES
OF FUNDS**

Total annual budget of approximately \$140,000 is received from the University of Minnesota central funds (0100 Budget).

PERSONNEL

Four full-time staff (a director, an executive secretary/ administrative assistant, a counselor and an educational coordinator).

A number of part-time work-study students.

REPORTING

The Director of Minority Student Program reports to the Vice Chancellor for Student Affairs on an "as needed" basis and at yearend.

OUTREACH

Visit high school, college and career fairs in Minnesota, North Dakota, South Dakota, Wisconsin and Illinois to recruit qualified minority students.

Attend minority community events to inform minority students about UMM's minority programs.

Participate in the Minority Talent Search program.

Make personal follow-up calls to prospective and interested minority students.

**SUPPORTING
ACTIVITIES**

Tuition waiver for American Indian students.

Provide emergency financial assistance (\$20-\$50 per student) upon approval.

No scholarship is available at UMM.

COMMENTS

According to the program administrator, UMM currently serves 132 minority students consisting of 21 Asians, 60 Blacks, 27 Hispanics and 24 American Indians out of a total student body of 1,750. UMM has the highest minority student population (on a percentage basis) of any University Campus; including the Twin Cities.

**UNIVERSITY OF MINNESOTA, MORRIS
PROJECT SUMMER EDUCATION EXPERIENCE
PROJECT SUMMER EDUCATION EXPERIENCE (PROJECT SEE)**

**Joseph J. latterell, Co-Director of Project SEE
William B. Stewart, Co-Director of Project SEE
University of Minnesota, Morris (UMM)
Morris, Minnesota 56267
(612) 589-2211, ext. 6095**

OBJECTIVE

To provide underrepresented minority, female and/or economically disadvantaged non-minority students who have some talent and interest in science with special encouragement and stimulation for achievement of their potential.

SERVICES

Offer college level science instruction to pre-college students.

Introduce high school students to the laboratory and allow them to participate in a research project.

Teach pre-college students the ethnics in science and provide them opportunities to explore careers in the sciences.

Provide faculty-student mentorship program.

**SOURCES
OF FUNDS**

\$33,000 grant from the National Science Foundation (NSF).

3,000 Title III grant from the Higher Education Coordinating Board.

1,000 grant from the American Chemical Society.

28,000 matching funds from UMM & Continuing Education.

\$65,000

PERSONNEL

Five faculty members, two consultants and the Director of Minority Student Program.

REPORTING

Faculty members report to the dean of his/her college on an "as needed" basis.

The Director of Minority Student Program reports to the Vice Chancellor for Student Affairs on an "as needed" basis and at yearend.

OUTREACH

Make announcements to students at the beginning of each school year.

List the program in the Minnesota Minority Education Partnership directory.

Announce to minority students who come to the UMM Office Minority Student Program.

SUPPORTING ACTIVITIES

Provide tuition waiver to American Indian students.

Each participant receives a \$750 stipend and free room in the University apartments (they have to pay their own board and transportation).

COMMENTS

According to the program administrators, participants of project SEE responded positively to the program.

Per discussion with the Co-directors of Project SEE, the administrators of the program do not intend to look for the students who have won all the prizes in science, but those with some potential.

**UNIVERSITY OF MINNESOTA, MORRIS
EARLY START PROGRAM**

**William E. Campbell, Director of Early Start Program
Academic Assistance Center
University of Minnesota, Morris (UMM)
Morris, Minnesota 56267
(612) 589-2211, ext. 6178**

OBJECTIVE	To provide freshmen students who have been admitted to the UMM the opportunity to experience college level work and to help them make a smooth transition from high school to college.
SERVICES	<p>Offer mini-courses in English composition, speech communication, math and critical reasoning. Participants earn two UMM credits.</p> <p>Involve participants in co-curricular and extra-curricular activities.</p> <p>Provide extensive support in study skills preparation and tutoring.</p>
SOURCES OF FUNDS	<p>Total annual budget is approximately \$7,000 supported by Title III grant from the Higher Education Coordinating Board, University summer school funds and tuition.</p> <p>Participants are required to pay a fee of \$417 for tuition, room and meals.</p>
PERSONNEL	One faculty member and a number of teaching assistants.
REPORTING	Faculty member reports to the dean of his college on an "as needed" basis.
OUTREACH	<p>Disseminate program brochures to high school seniors and high school graduates who have been accepted to the UMM.</p> <p>List the program in the Minnesota Minority Education Partnership directory.</p>

**SUPPORTING
ACTIVITIES**

Tuition waiver for American Indian students.

Some loan money is available to eligible students.

No scholarships are available.

COMMENTS

According to the program administrator, participants of the Early Start program gain confidence in their abilities and thus tend to be elected or appointed to leadership roles.

The program administrator stated that the program could be expanded if he had some financial assistance from the University central funds (0100 budget).

UNIVERSITY OF MINNESOTA, WASECA

**Thomas Lindahl, Vice Chancellor
Administration Building
Waseca, MN 56093
(507) 835-1000**

COMMENTS

Waseca Technical College has no formal minority student programs.

UNIVERSITY OF MINNESOTA, WASECA

**Thomas Lindahl, Vice Chancellor
Administration Building
Waseca, MN 56093
(507) 835-1000**

COMMENTS

Waseca Technical College has no identifiable minority student programs.

University of Minnesota
Survey of Minority Student Programs, Services and Resources
Listing of Persons Interviewed

Adams, Veryl	Financial Aid
Ahlberg, Dennis	Industrial Relations Center
Anderson, Sabra	Duluth-College of Science and Engineering
Armstrong, Roberta	Student Support Services
Banks, Henry	Duluth-Black Student Advisor
Beaulieu, Jeb	Indian Upward Bound
Bennett, Judith	Graduate School
Betsinger, Dr. Signe	Agriculture Experiment Station
Bilek, Mary	Assistant V.P. Budget and Information Services
Birmingham, Don	Project Technology Power
Black, Joanne	Duluth-Center for American Indian and Minority Health
Buffalohead, Roger	American Indian LRC
Cafarelli, Lesley	Office of Education Development Programs
Campbell, William	Morris-Early Start Program
Carlson, Kathryn	MBA Programs
Christenson, Holger	Men's Athletics
Clark, Shirley	Acting Provost
Confer, Kathy	Special Assistant to Provost
Cowmeadow, Marjorie	General College
Day, John	Duluth-American Indian Advisory Board
Donahue, Elayne	Athletics Academic Advisor
Franz, Bob	Duluth-Vice Chancellor
French, Edie	Industrial Relations Center
Gallagher, Natalie	College of Home Economics
Grosz, Michelle	School of Management
Hancock, Sue	Black LRC
Haynes, Vanne	Law School
Hodapp, William	Health Sciences Minority Program
Hooper, Dr. Alan	College of Biological Sciences
Hudacheck, George	Admissions and Records
Jasperson, Tov	ORTTA
Johnston, Linda	Prospective Students
Kramer, Joyce	Duluth-American Indian Projects
Latterell, Joseph	Morris-Project S.E.E.
Lindhahl, Thomas	Waseca-Vice Chancellor
Lockleer, Von	Duluth-American Indian Projects
Looney, Jackie	Inroads
Lukens, Jeanne	Duluth, Upward Bound
Lupton, Jeanne	Special Assistant to V.P.-Academic Affairs
Martinez, Santos	Chicano/Latino LRC
McGrath, Gary L.	Morris- Vice Chancellor
McKee, Sallye	Career Beginnings
McKinley, Ron	Minnesota Minority Education Partnership
Miller, Carol	Summer Institute Retention Study
Moreno, Juan	Multicultural Programs

Mullen, Pat
Murthy, Rama
Myers, Ruth
Nelson, Andrea
Nelson, Dr.
Odem, Marsha
Olsen, Donna
Peterson, Ann
Pillinger, Barbara
Powless, Bob
Prada, Mario
Printz, John
Rinehart, Jerry
Robinson, Geri
Rossen, Margaret
Schelske, Bruce and Sharon
Shannon, Karen
Shannon, Terrie
Skok, R. A.
Smith, Rick
Stein, Robert
Stewart, William
Sullivan, Dr. Albert
Svedras, Leo
Tsuchida, Nobuya
Turner, Caroline
Wallace, John
Warren, Barbara
West, Michael
Wharton, Dean
Whyte, Patricia Jones
wiger, flo
Wilderson, Dr. Frank
Williams, Chuck
Wilson, Linda
Woods, Dr. Manuel
Zuniga, Candelario

Affirmative Action/EOE
Academic Affairs
Duluth-Center for American Indian and Minority Health
College of Education
Crookston-Student Affairs V. Chan.
Crookston-Academic Assistance Center
Women's Athletics
Super Valu/McKnight Grant
Morton S. Katz and President's Outstanding Minority Scholarships
Duluth-Director, American Indian Studies
Crookston-Minority Director
Prospective Students
School of Management
Student
U of M Foundation
Upward Bound
Project Technology Power
Duluth-College of Education and Human Service Professions
College of Natural Resources
Duluth-American LRC
Law School
Morris-Minority Student Program
Medical School
Student
Asian/Pacific LRC
Research Study-Office of Ed Affairs
Super Valu/McKnight Grant
Institute for Ag/Forestry/Home Ec
Martin Luther King
College of Agriculture
Graduate School
OMSSA Central
V.P Student Affairs
Institute for Ag/Forestry/HomeEc
School of Journalism and Mass Communication
College of Education
School of Management