

*Report of the Office of the Associate Provost and Associate  
Vice President for Academic Affairs with Responsibility for  
Minority Affairs*

*July 17, 1989*

**Executive Summary for 1988-89  
and  
Blueprint for Action: 1989 and Beyond**

*"...There is a need to implement a structure and mechanism to coordinate and facilitate the accomplishment of the recommendations concerning minority student programs as well as minority faculty..."*

Final Report of the Committee on  
Minority Programs in Support of  
Commitment to Focus  
May, '87

*"...The University of Minnesota has long been committed to the belief that all people have an equal right to educational opportunities, and that all students--regardless of their economic and social backgrounds--have a right to equity and excellence in education...."*

Mission Statement, Office of the  
Associate Provost and Associate Vice  
President for Academic Affairs  
January, '89

*"...We certainly must make vigorous efforts to recruit people of color to the University faculty, but it's at least as important that we expand the numbers of academically successful minority students, for all kinds of socially and morally responsible reasons but also to increase the movement of young men and women of color into the teaching profession. That's the only way we're going to escape our present dilemma and enable colleges generally to expand their minority faculty. So -- I do hope we'll make strong progress on the retention front in the near future. That's a stated goal of Commitment to Focus, and we need to deliver on it...."*

John Howe  
Interim University Librarian  
April, '89

# EXECUTIVE SUMMARY FOR 1988-89

## Introduction

The office was established in August, 1988, following a University of Minnesota Regents resolution supporting the Special Committee on Minority Programs in Support of Commitment to Focus (Taborn Report). One of the recommendations of the committee was the establishment of the Office of the Associate Provost and Associate Vice President for Academic Affairs.

## Review of Mission

The Mission Statement presented here reflects the advice of deans, colleagues in central administration, faculty and students. It will be used to plan and set the tone to communicate and to make changes.

The University of Minnesota has long been committed to the belief that all students, regardless of their economic and social backgrounds, have a right to equity and excellence in education. As an indication of this commitment, the University of Minnesota established the Office of the Associate Provost and Associate Vice President for Academic Affairs with special responsibility for minority affairs.

The Office of the Associate Provost and Associate Vice President for Academic Affairs, in conjunction with the administration and faculty, acts as a catalyst and provides direction and support within the University system and seeks to :

- increase the recruitment and retention of African American, American Indian, Asian American and Chicano/Latino students and faculty,

- increase the participation of African American, American Indian, Asian American and Chicano/Latino students and faculty in the total life of the University and provide solid support for these students and faculty in ways that are culturally sensitive and relevant to their career aspirations,
- foster the development and an acceptance of diversity within the University curriculum,
- provide appropriate incentives, programs and policies to facilitate access to a post-secondary education and to encourage young people to anticipate and plan for college in their future.

## Review of Actions

Since its inception, the Office of the Associate Provost and Associate Vice President of Academic Affairs with special responsibility for minority affairs has been involved in planning, identifying and coordinating a number of efforts to enhance diversity and implement new activities to improve accountability. These efforts have been undertaken with the presumption that to be successful they must reflect leadership from the top; must be integrative; must be inclusive; must be realistic, targeted, i.e., recognize existing resources; must move beyond the mere articulation of the problem; must recognize the values, strengths, resources as well as the structural realities of a land grant institution that is committed to diversity. These activities include:

Initiated an audit to identify and profile University of Minnesota support programs for African American, American Indian, Asian American and Chicano/Latino students.

Completed retention study of the Office of Minority and Special Student Affairs (OMSSA) students and Twin Cities undergraduate students.

Conducted retreats and planning meetings with coordinators of pre-college and other academic and support programs for students of color.

Met with superintendents of St. Paul, Minneapolis and Duluth public school districts on progress of SuperValu pre-college partnership programs.

Expanded OMSSA summer program from 150 to 200 students.

Initiated and implemented the first summer pre-college University of Minnesota Education Fest in Duluth hosted by the American Indian Advisory Board for more than 400 students.

Developed search guidelines for minority faculty hires.

Completed a comprehensive response to all Office of Minority and Special Student Affairs audit findings and recommendations.

Initiated and participated in processing the move of student cultural centers to Coffman Union.

Provided financial aid for minority students participating in the MacArthur Peace and International Studies Program.

Expanded the Minneapolis SuperValu pre-college program to include a Homework Helper Project with the Minneapolis Public Library.

Implemented the third summer Minority Scholars Development Program.

Initiated plans to establish parent committees in the Twin cities area.

Began planning for a directory of support programs for African American, American Indian, Asian American and Chicano/Latino undergraduates.

Developed and submitted proposals for external funding of efforts to improve the retention of African American, American Indian, Asian American and Chicano/Latino students.

Recommended for funding 20 students under Title IX for the Minority Development Scholars Program for academic year funding.

Support programs for students of color in academic and administration units have long been committed to strengthening excellence and diversity. Some other University achievements include:

In the Health Sciences Minority Program, 75 students have completed a summer 8th grade enrichment program since 1986 and all but two of these students are taking a pre-college curriculum in senior high school.

Fifty students participated in the American Indian Leadership Conference.

Twenty Asian/Pacific Islander students received leadership awards.

The number, type and scope of programs conducted by the President's Distinguished Faculty Mentor Program have dramatically increased to include workshop opportunities for students, orientation on University of Minnesota, Duluth campus and a newsletter.

Thirty Chicano/Latino students from the Chicano/Latino Learning Resource Center who completed 12 or more credits obtained a GPA equal to or greater than 3.0 for the Winter Quarter.

University of Minnesota, Morris established the first U of M Morris Minority Alumni Association representing African American, American Indian, Asian American and

Chicano/Latino graduates.

College of Biological Sciences has developed a new summer course in DNA Techniques for faculty from undergraduate institutions with high minority enrollments.

Law School had an entering class for Fall, 1988 which included 40 students of color, 16% of the first year class.

Project Technology Power had 16 students of color graduate during 1989. Susan K. Hobbs, Chemical Engineering, was selected to receive the Pacit Alumni Award, the highest annual award presented to a graduating senior in the Institute of Technology.

The Martin Luther King (MLK) Program reports that admissions are up for Fall, 1989 and that fewer students needed an interview for admissions which suggest that better students of color from the Twin Cities are not necessarily going to other schools. Average GPA for MLK students is 2.5. MLK Program also completed a Freshman Profile and Longitudinal Study.

Black Learning Resource Center has changed its name to African American Learning Resource Center. Seventy seven graduates were recognized at the Annual African American Honors Program, this number is up from 67 graduates in 1988.

The Graduate School awarded 20 Fellowships for Academic Year 1989-90 to African American, American Indians, Asian American and Chicano/Latino students.

Although we've achieved a great deal during our first year, we must not forget that the dimensions of the task before us are formidable. We must recognize that the issues involved are not a fantasy, they are real and they affect the lives of individuals, of families, society and the world at large. The process is difficult, full, ongoing and absolutely essential if we are to raise our standards of excellence.

# BLUEPRINT FOR ACTION: 1989 AND BEYOND

## Background

Of the 2,802 full time regular faculty members who taught at the University of Minnesota in Fall, 1988, 20 (0.7%) were African American, 5 (0.07%) were American Indian, 144 (5.1%) were Asian American and 33 (1.2%) were Hispanic. Of the total student population of 54,517 enrolled in Fall 1988, 956 (1.8%) were African American, 377 (0.7%) were American Indian, 1,803 (3.3%) were Asian American and 534 (1%) were Hispanic.

## University Goals

In his June 9, 1989 report to the Board of Regents, President Nils Hasselmo reaffirmed the University of Minnesota's commitment to strengthen excellence through diversity. The following University of Minnesota goals were presented to the Regents:

1. To improve the retention rates through graduation of African American, American Indian, Asian American and Chicano/Latino students by 50% of the current base by 1994.
2. To double the hiring of African American, American Indian, Asian American and Chicano/Latino faculty by 1994 by applying the Search Guidelines to attract faculty of color to all departmental searches.
3. To increase the enrollment of African American, American Indian, Asian American and Chicano/Latino students to 10% of the total University enrollment by 1994.
4. Improve and strengthen the University's ongoing and new efforts to make diversity integral to Commitment To Focus.

## Action Plans

With this focus in mind, the Office of the Associate Provost and Associate Vice President for Academic Affairs with Responsibility for Minority Affairs has targeted the following actions:

### **1. To Improve Retention Of Students Of Color By 50% By 1994**

Improving by 50% the retention rates of students of color at each of the freshmen-admitting colleges by 1994. This means by 1994, we will have improved the retention through graduation of these students by 50%.

Working closely with the Deans to establish and implement performance objectives for individual colleges. These objectives reflect a review of their Strategy for Focus plans, available enrollment data and the Academic Workforce Analysis for Faculty as well as ongoing discussions with the Deans

Implementing faculty and administrators conferences to improve retention:

A Fall Quarter, 1989 workshop for deans and vice chancellors on what we mean by improving the retention rates through graduation of students of color by 50% of the current base.

A Fall Quarter, 1989 one-day retention conference for all leadership groups on how students learn, support needed for students and on implementing programs to help students learn.

A Winter Quarter, 1989 workshop discussion with Joseph Murphy, Chancellor, The City University of New York, on changing demographics and addressing the issues of excellence and equity in higher education.

A Winter Quarter, 1989 two-day accreditation-style review by Hunter Boyland, Executive Director, Center for Developmental Education and James Wright, Associate Provost, Michigan State University.

A Spring Quarter, 1990 seminar for Support Program Directors, faculty and local school administrators about exemplary pre-college programs.

Assisting academic departments and student affairs in identifying problems associated with the retention of African American, American Indian, Asian American and Chicano/Latino students and faculty and to improve the retention rates of each group.

Restructuring the responsibilities of the Office of Minority and Special Student Affairs (OMSSA) and Learning Resource Centers (LRCs) to focus on retention through graduation of students served by the Centers.

## 2. To Double The Hiring Of Faculty Of Color By 1994 By Applying The Search Guidelines To Attract Faculty Of Color To All Departmental Searches.

Working with EEO to increase the presence of African Americans, American Indians, Asian Americans and Chicano/Latinos in faculty and administrative positions. A new monitoring process will be implemented along with Guidelines for Minority Faculty Hires.

## 3. To Increase The Enrollment Of Students Of Color To 10% Of The Total University Enrollment By 1994.

Working with Student Affairs to improve recruitment and to develop and monitor campus plans to increase the enrollment of African American, American Indian, Asian American and Chicano/Latino students to 10% of total enrollment.

Participating in partnership projects with higher education and community groups in Minnesota.

- Minnesota Minority Education Partnership
- Established Twin Cities parent committees
- Joint project with Minneapolis Public Library, Minneapolis Public Schools--Homework Helper Project

Establishing and implementing SuperValu/University of Minnesota pre-college programs to prepare and encourage African American, American Indian, Asian American and Chicano/Latino students to plan for college in their future.

--St. Paul Public Schools: **Minority Encouragement Program**. The program assists students in making career choices in the coming years and focuses on personal/academic development and cultural enrichment activities.

--Minneapolis Public Schools: **Minorities In New Directions (MIND)**. A program to encourage minority students to graduate from post-secondary institutions by focusing on academic excellence and self-development.

--Fond du Lac Reservation Schools: **Minority Academic Excellence Pathway**. This is the first agreement in the state which provides SuperValu/University of Minnesota pre-college funding to a reservation school district to work in cooperation with the Duluth Public Schools and the University of Minnesota, Duluth Campus (UMD). Under the program, UMD students will be hired as tutors for students in elementary, secondary and post-secondary schools in the



Duluth Public Schools and the Fond du Lac school. The program will help to provide an excellent opportunity for graduation from high school and college.

Devoting staff resources to conceptualize K-12 Early Awareness initiatives appropriate to the University's interest.

#### **4. Improve And Strengthen The University's Ongoing And New Efforts To Make Diversity Integral To Commitment To Focus**

Marketing the University's Blueprint for Action through regular meetings with community advisory groups:

- President's Minority Advisory Committee (quarterly meeting)
- Twin Cities American Indian Advisory Committee (quarterly meeting)
- All University American Indian Advisory Committee (semi-annual meeting)
- Community Advisory Committee to the Office of the Associate Provost and Associate Vice President for Academic Affairs (bi-monthly meetings)
- Student Cultural Centers (quarterly meeting)

Providing staff support to the following committees:

- President's Minority Advisory Committee
- Twin Cities American Indian Advisory Committee
- All University American Indian Advisory Committee
- Community Advisory Committee to the Office of the Associate Provost and Associate Vice President for Academic Affairs
- President's University Task Force

Working with the President's University-wide Task Force composed of faculty, deans, department chairs, administrators and students whose charge is to function as a working group responsible for examining relevant issues related to:

- The improvement of academic and financial resources for undergraduate and graduate students.
- The improvement of opportunities which impact "common point of entry" on the enrollment and success of students of color.
- The coordination and development of programs for students of color on all campuses to assess/utilize similar efforts and avoid duplication.

--The development of incentives for faculty involvement in diversity/excellence initiatives.

--The examination of strategies which will communicate to the various communities that the process reflects good faith.

Provide opportunities for faculty and administrators involved in minority programs to cooperate and collaborate in research efforts.

Foster an All-University network for faculty and administrative coordinators of programs for students of color.

# 1989-1990 Program Budget for the Office of the Associate Provost and Associate Vice President for Academic Affairs with responsibility for minority affairs

The following represents funding for programs at the University of Minnesota in support of efforts to improve the number of African American, American Indian, Asian American and Chicano/Latino faculty and students during the 1989-1990 academic year.

<u>Program Name</u>	<u>Budget</u>
• Minority Faculty Hires Program	\$343,000
• Retention	\$180,000
• Financial Aid	\$ 64,500
• Pre-College	\$ 57,500
• Research	\$ 50,000
• Community Outreach	\$ 15,000
• Coordinate Campus Incentives	<u>\$ 10,500</u>
<b>TOTAL</b>	<b>\$720,500</b>

**NOTE:** Since the June 20, 1989 meeting of the Task Force, administrative expenses have been hard funded.