

Hanson
Collins) *versus* *Senate*

UNIVERSITY OF MINNESOTA Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

December 12, 1985

TO: John M. Taborn, Chair; Associate Professor, Afro-American Studies
John N. Clausen, Director, Lower Division Programs, Institute of
Technology, Associate Professor, Mechanical Engineering
Thomas J. Daniels, College of Liberal Arts Student
Rene V. Dawis, Professor and Director, Department of Psychology
Bruce T. Downing, Associate Professor, Department of Linguistics
Carlos Enriquez, College of Liberal Arts Student
Sandra M. Flake, Associate Professor, General College
Virginia H. Gray, Professor, Department of Political Science
Diane P. Hedin, Assistant Director and Associate Professor,
Center for Youth Development and Research
Robert J. Jones, Associate Professor and Corn Physiologist,
Agronomy and Plant Genetics
Jack C. Merwin, Professor, College of Education
Lilibeth S. Miguel, College of Liberal Arts Student
George Morrison, Law School Student
Pat Mullen, Director, Office of Equal Opportunity and Affirmative
Action
Robert A. Stein, Dean, Law School
William B. Stewart, Director, Student Services, University of
Minnesota at Morris
Gerald Torres, Professor, School of Law, and Co-Director,
Agricultural Law and Policy Institute
Bilin P. Tsai, Associate Dean and Associate Professor, College of
Science and Engineering, University of Minnesota at Duluth
Flo Wiger, Acting Director, Office of Minority and Special Student
Affairs
T. Williams, Senior Fellow, Hubert H. Humphrey Institute of
Public Affairs
V. Rama Murthy, Acting Vice President for Academic Affairs
(ex officio)
Frank B. Wilderson, Jr., Vice President for Student Affairs
(ex officio)

FROM: Kenneth H. Keller, President *Kenneth H. Keller*
Deon Stuthman, Professor, Agronomy and Plant Genetics;
Chair, Senate Consultative Committee *Deon Stuthman*

SUBJECT: Special Committee on Minority Programs in Support of Commitment
to Focus

We are writing to ask you to serve on an ad hoc committee to examine and make recommendations on University programs and practices aimed specifically at minority students and faculty. Your task force is charged with ensuring that "Commitment to Focus" will increase the University's success in attracting, retaining, and graduating minority students. Rather than being neutral with respect to its impact on minority students, we want

to ensure that the changes undertaken by the University as a result of Commitment to Focus improve the likelihood that the University will successfully educate both a greater number and a greater proportion of minority students. As part of our drive to become one of the top five public institutions, we also wish to attract and retain a greater number of high quality, minority faculty.

Specifically, the committee is asked to review, in a formative rather than summative way, our existing programs for minorities. We hope that you will endorse those programs which are effective and provide specific suggestions for new programming which would improve our attractiveness to minority faculty and our effectiveness in working with minority students. We ask that you provide specific suggestions for removing obstacles which stand as an impediment in creating a climate which is supportive of minority faculty, staff, and students. Our overall goal is each year to improve our record with minorities; thus we are asking you to consider developing a set of specific yet realistic measures against which we could judge our programs.

In responding to proposals contained in Commitment to Focus, four other all-University committees are being established and a number of committees within colleges and coordinate campuses have been appointed. When relevant, each of these groups has been asked as part of its charge to address the question of access to the University and the effect that any proposed changes would have on minority students. The appointment of your committee does not remove the responsibility of addressing these questions from these other committees. Instead, your committee is to review changes proposed by these Commitment to Focus committees with a special eye toward ensuring that their implementation is carried out in such a way that we improve our record with minority faculty and students. From the same perspective, your committee should also review and comment on the proposals being developed by two other University committees whose work will have a bearing on minority students. The first is the President's PK-12 Advisory Task Force which has the special responsibility of addressing relationships between elementary-secondary education and the University. The second is a committee charged with addressing the special needs of students who are characterized as "academically fragile," (i.e., students whom we expect, on the basis of test scores, high school rank, or other factors, to have more than average difficulty doing academic work at this university).

We are asking that an interim report be submitted on April 15, 1986, and the final report on June 15, 1986. The purpose of the interim report is to provide an opportunity for the University community to discuss and react to the recommendations the committee is proposing. To assist in the coordination and review of planning reports resulting from Commitment to Focus, we have appointed a Coordinating Committee. Its charge is enclosed. Your reports should be submitted to us and we shall forward them to the Coordinating Committee for review and comment.

John Taborn, Professor of Afro-American Studies, has agreed to chair this committee, and Sallye McKee of Academic Affairs will provide staff support. They will be getting in touch with you to establish your work schedule.

We do hope that you will be able to assist the University in this important aspect of its planning. Unless we hear from you to the contrary, we shall assume you will be able to serve on this committee. If you find that you are unable to be a member of this committee, please call Ms. Marsha Riebe (373-2025), Executive Assistant to President Keller.

KHK:kb

c: University Vice Presidents
University Chancellors
Ms. Barbara J. Muesing, Secretary of the Board of Regents
Dr. Richard B. Heydinger, Senior Assistant to the President
Senate Consultative Committee
Senate Planning Committee
Dr. Sallye McKee, Assistant to the Assistant Vice President for Academic Affairs

Enclosure: Charge Letter to Coordinating Committee on Commitment to Focus

FEB 10 1987



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

February 2, 1987

Dear Colleagues and Friends:

We are pleased to share with you the interim report of the University of Minnesota Special Committee on Minority Programs in Support of Commitment to Focus. The major goals of this report are to make recommendations under Commitment to Focus which will help the University strengthen its ability to successfully recruit, retain, and graduate minority students, and increase the racial diversity of its faculty. The special committee was chaired by John M. Taborn, Associate Professor, Afro-American and African Studies Department.

Given the high interest, both internally and externally, in issues which affect minorities in higher education, we are forwarding copies of this interim report to educators in other systems of higher education, superintendents, secondary school principals, and community organizations.

To facilitate your comprehensive review of this interim report we are sending you a copy of the report, an executive summary, and a form which will allow you to give your reactions to the recommendations. We request that you forward your comments so that they arrive by March 1, 1987.

We hope you will take the time to read this report, discuss it with colleagues, and share your comments about it with us.

Sincerely,

A handwritten signature in cursive script, appearing to read 'J. Taborn'.

John M. Taborn
Chair, Special Committee on
Minority Programs in Support
of Commitment to Focus

A handwritten signature in cursive script, appearing to read 'R. Heydinger'.

Richard B. Heydinger
Chair, Commitment to Focus
Coordinating Committee

tla

cc: The Board of Regents
President Kenneth H. Keller
University Vice Presidents
Chair, Senate Consultative Committee

enclosures

D R A F T
FOR DISCUSSION PURPOSES ONLY

INTERIM REPORT
OF THE
SPECIAL COMMITTEE ON MINORITY PROGRAMS
IN SUPPORT OF
COMMITMENT TO FOCUS

University of Minnesota
January 30, 1987

D R A F T
FOR DISCUSSION PURPOSES ONLY

**MEMBERS OF THE SPECIAL COMMITTEE
ON MINORITY PROGRAMS
IN SUPPORT OF COMMITMENT TO FOCUS**

John M. Taborn (chair), Associate Professor, Afro-American and African Studies
John N. Clausen, Assistant Dean and Associate Professor, Mechanical Engineering,
Institute of Technology
Thomas J. Daniels, College of Liberal Arts Student
Rene V. Dawis, Professor and Director, Department of Psychology
Bruce T. Downing, Associate Professor, Department of Linguistics
Cassius Ellis, Assistant to the Dean and Clinical Professor, School of Medicine
Carlos Enriquez, College of Liberal Arts Student
Sandra M. Flake, Acting Associate Dean and Associate Professor, General College
Diane P. Hedin, Assistant Director and Associate Professor, Center for Youth
Development and Research
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Genetics
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William B. Stewart, Director, Student Services, University of Minnesota, Morris
Gerald Torres, Professor, Law School, and Co-Director, Agricultural Law and Policy
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Bilin P. Tsai, Associate Dean and Associate Professor, College of Science and
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Flo Wiger, Coordinator, Office of Minority and Special Student Affairs
T. Williams, Senior Fellow, Hubert H. Humphrey Institute of Public Affairs

Graduate Student Intern

Cynthia Beard, Hubert H. Humphrey Institute of Public Affairs

Ex-officio

Jeanne Lupton, Interim Associate Vice President, Student Affairs
V. Rama Murthy, Vice Provost and Associate Vice President, Academic Affairs
Sallye McKee, Assistant to the Vice President, Academic Affairs
Ann M. Pflaum, Senior Associate for Planning, Assistant to the Vice President,
Academic Affairs

The Committee is indebted to Terri Anderson for her secretarial and staff support. Other faculty, staff, and students, and interested persons from the Twin Cities campus and the coordinate campuses have provided input into this report. The Committee is grateful for their contributions related to this vital area of academic excellence.

**SPECIAL COMMITTEE
ON MINORITY PROGRAMS IN SUPPORT
OF COMMITMENT TO FOCUS
(Taborn Committee)**

Executive Summary

A commitment to educational excellence is shared by University of Minnesota minority and majority students, faculty, staff, and administrators. Commitment To Focus (CTF) recognizes that in an international research university, a commitment to educational excellence without a concurrent commitment to racial diversity is meaningless. The Taborn committee believes that the changes called for in CTF must be actively and deliberately monitored to ensure that the University's record of success with minority students, faculty, staff, and administrators is improved. Within the context of the CTF changes, the Committee has made recommendations for creating a more supportive environment for the continued development of academic excellence and racial diversity.

Recruiting and Admissions

Without careful attention to the impact on minority students the new preparation standards developed as a result of CTF could have an adverse effect on admission rates of minority undergraduates. The Taborn Committee made several recommendations to improve the recruitment and admission of minority undergraduates. It recommended that the University implement a comprehensive, coordinated recruitment program to identify and recruit minority students. Another recommendation was that annual goals be established for the recruitment and admission of high-potential minority high school seniors. In an effort to increase the pool of college bound minority students, the committee recommended that the University expand, support, and coordinate its early "reach-out" programs in those elementary and secondary schools that serve a significant number of minority students.

The Committee also recommended that the University provide funds to improve the financial aid packages for minority undergraduate students and initiate research on the factors that most influence the recruitment and academic success of minority students. The Committee, moreover, recommended that the University develop indices of academic potential that take into account the educational backgrounds and experiences of nontraditional students from minority populations.

Retention

Recruiting students is one issue. Helping them succeed at the University of Minnesota is another. The Committee recommended that the University promote and reward creative efforts to increase the direct involvement of faculty in addressing the academic needs of minority students. Examples included mentorships, internships, and student-faculty forums. Another recommendation was that the University develop creative financial assistance programs to help upper division minority students persist to graduation. The Committee also recommended that the University develop creative funding strategies to support the continuity and expansion of programs that have demonstrated effectiveness in facilitating the retention and graduation of minority students.

Staff members in minority programs need to model, by example as well as professional service delivery, a climate of academic excellence. The Committee recommends a program of staff development and graduate education for minority program personnel. All academic and student support personnel should be encouraged to enroll in courses and programs that improve their understanding of and communication with minority students.

Graduate Students

Nationally and locally, the enrollment of minority graduate students has shown a significant decline over the five-year period 1980-1985. Necessarily, the goals of CTF will require increased minority graduate student recruitment and graduation. Specifically, the Committee recommended that the University strengthen the Office of Equal Opportunity in Graduate Studies by placing responsibility for the program in the office of an associate dean. Another recommendation was that the University establish annual goals for the recruitment of minority graduate students in all disciplines, especially those where minority students have been historically underrepresented. The Committee recommended that the University provide funds to increase and improve the financial awards for minority graduate students.

Minority Faculty

Nationally, the number of minority faculty and administrators has declined since 1975. At Minnesota the number of minority faculty has declined 33 percent since 1980. Of the 4,187 current faculty members, 152 (3.7%) are Asian, 20 (0.5%) are Black, 3 (0.07%) are American Indian, and 31 (0.7%) are Hispanic. Many academic units have no Blacks, American Indians, or Hispanics in their ranks. The Committee recommended that the University establish a highly visible and aggressive program of minority faculty recruitment and that collegiate units establish short- and long-range goals for the recruitment of tenure-track minority faculty.

The Committee recommended that colleges and departments be rewarded for developing strategies to enhance the careers of minority faculty members. Mentorships were suggested to support probationary minority faculty in their teaching and research. The University should, moreover, recognize the additional service expectations (e.g., committee assignments, mentoring, recruiting, and informal advising of minority students) so often placed upon minority faculty members.

To ensure that the University goals are met with respect to the retention of minority faculty members, the Committee recommended that the University document progress towards hiring goals and, where needed, initiate efforts to retain talented scholars in the face of recruitment efforts by other institutions. Furthermore, the Committee acknowledged the importance of adapting these strategies to allow each of the coordinate campuses to recruit and reward minority faculty.

Administration: Coordination

The Committee recommended that the Office of the Provost and Vice President for Academic Affairs assume principal responsibility for the leadership, coordination, and provision of adequate resources for minority student academic programs and minority faculty recruitment and retention. Specifically, a new position should be established in that office, and a significant part of the responsibility should be to direct and coordinate minority programs.

Finally, the Committee recommended that the Board of Regents require an annual review of the University's progress in implementing the recommendations in the report.

Response to the Interim Report

The University of Minnesota needs your response to this interim report. Please complete and return the blue reaction form (3 pages) that are attached to the end of this report. Thank you for your cooperation.

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I. INTRODUCTION

A. Purpose

The purpose of this report is to provide, within the context of **A Commitment to Focus**, a set of recommendations that will assist the University of Minnesota in its efforts to promote diversity while concurrently enhancing academic excellence. Specifically, two major goals of the report are to: (1) strengthen the University's commitment to recruit, retain, and graduate minority students, and (2) increase and maintain the racial diversity of its faculty in an environment conducive to positive intellectual and professional development.

B. Background

The Special Committee on Minority Programs in Support of **A Commitment to Focus** (hereinafter the Taborn Committee or the Committee) was charged by President Kenneth H. Keller and Professor Deon Stuthman, chair of the Senate Consultative Committee, to examine and make recommendations on University programs and practices aimed specifically at minority students and faculty.

The Committee was charged to ensure ". . . that **Commitment to Focus** will increase the University's success in attracting, retaining, and graduating minority students." Specifically, the Committee was asked to:

1. Review existing programs for minorities and make suggestions for new programming;
2. Provide specific suggestions for removing obstacles that stand as impediments in creating a climate supportive of minority faculty, staff, and students; and
3. Review changes proposed by other "**A Commitment to Focus**" (CTF) committees with a special eye to see that their implementation will improve the University's record with minority students and faculty.

C. Working Assumptions

The Committee operated under the following assumptions:

1. Commitment to educational excellence is shared by both minority and majority students, faculty, and staff. The University's implementation of CTF will ensure that resultant responsibilities, burdens, benefits, and liabilities will be shared proportionally across racial and gender lines;
2. The University will continue to utilize the General College to provide access to students who do not meet the preparation standards for admission into other undergraduate units (i.e., College of Liberal Arts, Institute of Technology, etc.).
3. The University will provide a program of academic assistance to high potential, underprepared minority students.

4. The University will review, monitor and correct those CTF activities that have a potentially negative impact on minority students and faculty.

II. PROCEDURES

A. Committee Organization

The Committee's responsibilities were extensive. Therefore, the Committee was divided into the following three working groups (subcommittees):

1. Subcommittee to review Universitywide programs administered centrally (i.e., centrally-based minority programs);
2. Subcommittee to review programs administered by collegiate units or departments (i.e., unit-based minority programs); and
3. Subcommittee to review issues related to minority faculty.

Along with fulfilling other aspects of its charge, the parent committee reviewed each working group's findings and developed recommendations as a total committee. A list of subcommittee members and a diagram of the Committee's work flow and processes are presented in Appendices A and B, respectively.

B. Procedures for Review of Minority Student Programs and Special Activities

In the review of minority programs, the subcommittees used written questionnaires, interviews, and site visits.

A questionnaire was sent to coordinate campuses and all collegiate offices on the Twin Cities campus (See Appendix C). The questionnaire requested information concerning each unit's efforts to identify, recruit, and retain minority students and faculty. It also requested each unit's plans for future initiatives. Each subcommittee reviewed the information gathered through the questionnaires.

Following the review of information, each subcommittee held a series of scheduled interviews with directors and representatives from the programs and, in some cases, held interviews with the administrators to whom those directors report.

One-day site visits to the Morris and Duluth campuses were made by the three subcommittee chairs and the chair of the parent committee.

C. Procedures for Review of Minority Faculty Issues

The subcommittee on minority faculty concerns reviewed existing University programs designed to attract, recruit, and facilitate the retention and professional development of minority faculty. The subcommittee conducted two open forums with interested minority and majority faculty members from the coordinate and Twin Cities campuses.

D. The Committee's Reactions to Other CTF Reports

The Committee provided input and reviewed the contents of 1) the Report of the Special Committee on Unified and Increased Preparation Requirements, and 2) the Report of the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus. The chairs of these two committees met with the Taborn Committee in one of its regular meetings. Each member of the Taborn Committee was encouraged to respond individually in writing to the two special committees. The chair of the Committee submitted a written response to each special committee. (See Appendices D and E for copies of the Committee's responses to the two special committee reports).

III. GENERAL FINDINGS

A. Regular Activities of Collegiate Units

All units except the Agricultural Experiment Station and University College reported conducting regular activities directed at the identification and recruitment of minority students. The approaches used varied widely. Most of the units reported using informational literature and financial aid incentives. A majority use liaison with other University programs as well as referrals from other institutions. Other activities reported include special mailings to minority students, special consideration on cut-off scores on admissions tests, contact with and involvement of members of minority community groups, receptions for prospective minority students, and, in three units (IT, The Curtis L. Carlson School of Management, and the health sciences), pre-college programs for junior and senior high school students.

Special adaptations and support activities aimed at minority student retention are reported by all units contacted except the Agricultural Experiment Station. All of the others reported the use of at least three of the following approaches: pre-college enrichment, faculty advising, involvement with minority organizations, financial aid, and counseling/mentoring. In summary, it appears that there are relatively minor adaptations from activities available to all students.

Slightly over half of the units contacted reported having plans to add to their efforts to recruit and retain minority students. These included extension of current activities and the implementation of other approaches such as developing ties to minority student organizations (where not now being used), providing special matching funds to departments for recruiting, establishing a computerized student data base, improving contact with junior and senior high schools, and implementing new tutoring opportunities.

B. Special Programs for Minority Students

As the working groups reviewed special programs for minority students, it became apparent that the organizational and structural differences among the programs mitigated against the use of any uniform set of evaluative criteria. Consequently, it was difficult to conduct a consistent comparative analysis of findings across programs.

Given these limitations, the following list of general findings is applicable to Twin Cities campus minority programs:

1. Staff commitment to minority programs appears to be excellent. The representatives who were interviewed were candid about their needs, articulate concerning the strengths of their programs, and committed to maintaining the best programming possible for their students. They shared common concerns about the potential for negative impact of CTF on minority students and support programs. Specifically, most of the program directors expressed concern about access to the University. Several indicated that they were aware of the needs for improvement in delivery of service and program evaluation. All expressed concern about the need to develop and maintain efficient and accurate data on their programs.
2. The program directors discussed the impact of staff turnover on the quality on the effectiveness of their programs. While there are some programs that still have problems, most appear to have achieved a more stable staffing pattern.
3. Some regular and ongoing relationships do exist between academic units and unit-based programs; however, the degree of commitment and involvement of faculty in these programs is not clear.
4. A major concern of the Committee is the absence of centralized coordination of the efforts of various minority student programs. Indeed, the interpretation of mission, goals, and responsibilities varied somewhat even among parallel units.

Although some sharing of resources does occur, (such as shared personnel for admission and financial aid, and joint efforts between IT and SOM), typically, the structural arrangement of each minority program is autonomous with separate administrators, budgets, and reporting procedures. Consequently, there may be some areas that go uncoordinated and some areas of unnecessary duplication of service and effort. Without an overall organizational evaluation, it is difficult to determine precisely where these areas lie.

5. The budgetary planning and articulation of financial need for minority programs is problematic because the lack of formal coordination of all programs results in varied methods of reporting and dealing with issues of accountability. The Committee believes that there is a genuine need for additional resources in minority programs, but the use and placement of such resources to maximize their benefits is difficult, because units often operate, at least partially, independently.
6. Presently, there appears to be no single or final authority for minority programs as they relate both to student affairs and academic affairs. Most centrally-based programs are part of student affairs, and they appear to have no authority to deal with the academic affairs problems that might have an impact on their students.

C. Minority Faculty Issues

Minority faculty (especially American Indian, Black, and Hispanic) expressed lowered morale, and typically described their service workload as extensive due to the demands placed upon them by their colleagues, minority students, deans, and central administration. Minority faculty indicated that these extra contributions received minimal acknowledgment in the merit, tenure, and promotion review procedures.

Minority faculty expressed a sense of isolation and were concerned that their majority colleagues were not committed to increasing racial diversity among the faculty. A concern was expressed regarding the future of ethnic studies units.

D. Coordinate Campuses

The coordinate campuses at Crookston, Duluth, Morris, and Waseca varied in their programs' emphases concerning minority students. There was minimal minority student programming at Waseca. Crookston operates a small program that targets minority and international students. The Duluth and Morris Campuses operate large minority student programs. The Morris Program focuses on the four minority groups under the leadership of a minority program director. The Duluth programs focus mainly on the American Indian student.

All coordinate campuses report difficulty with recruiting and retaining minority faculty. The need to develop special arrangements to attract and recruit minority faculty is most critical on the Duluth and Morris campuses.

A summary of the Committee's findings regarding specific collegiate unit initiatives for minority students and programs, and findings concerning minority faculty, are contained in Appendix F. The findings for each coordinate campus are presented in Appendix G.

E. Definitions Specific to this Report

For purposes of this report, the terms "minority" and "high potential" are defined as follows:

Minority refers to those persons identified as American Indian, Asian/Pacific Islander, Black or Hispanic who are **residents** of the United States. To the extent possible, international students of color who may have designated their racial or ethnic background in one of the four categories have not been included in the statistical information included in this report.

High potential is a term used to describe two groups of minority students. The first group includes those minority students who are readily identifiable as "high ability" students as determined by applying traditional criteria (e.g., high school class rank, PSAT, ACT, SAT scores, etc.). The second group includes those minority students who may **not** be identified as "high ability" utilizing traditional criteria, but who nevertheless possess the skills, ability and motivation to successfully pursue an undergraduate education at the University of Minnesota. Objective criteria for identifying this latter group of "high potential" minority students has not yet been clearly established, but because of its importance, the Committee makes recommendations concerning the need for research in this area.

In the next section of this report, recommendations are made in six areas. These include: undergraduate recruiting, undergraduate retention and graduation, minority graduate student programs, minority student data base, minority faculty, facilities, and administrative coordination. Finally, the last section of this report presents a brief summary of some of the University's current initiatives regarding minority students and faculty.

IV. RECOMMENDATIONS

A. Undergraduate Recruiting and Admissions

Given the University's new preparation and entrance requirements which will be implemented over the next few years, the future admission rates of minority undergraduate students may be decreased disproportionately. The results of one study, utilizing a stratified sample of entering freshmen in 1985, demonstrated that only 5.3 percent of American Indian, 14.4 percent of Asian-Americans, 8.7 percent of Black American, and 11.0 percent of Hispanic freshmen would have met the new requirements.

The General College (GC) has been the traditional access system for those undergraduate students whose academic backgrounds did not qualify them for acceptance into University baccalaureate degree-granting collegiate units. An analysis of undergraduate enrollment data for the 1985-86 academic year revealed that minority students were disproportionately represented in GC enrollment.

In 1985, approximately one-tenth (10.5%) of the University's total undergraduate student population was enrolled in GC. This percentage includes over one-fourth (26.9%) of the minority undergraduate population. More specifically, when the composition of the 1985 undergraduate minority student population was categorized by race, 38.0 percent of American Indians, 19.0 percent of Asian-Americans, 41.0 percent of Black Americans, and 23.0 percent of Hispanics were enrolled in GC.

Recommendation 1: The Committee recommends that the University provide resources to expand its current minority student recruitment efforts and implement a comprehensive, coordinated undergraduate recruitment program to identify and recruit minority students.

The program should identify and recruit minority students from Minnesota and other states including those having tuition reciprocity agreements. A special initiative should be made to recruit high-potential minority students.

The comprehensive minority recruitment program must include mechanisms for establishing positive linkages between the University and identified centers of influence in minority communities (e.g., secondary school counselors, community colleges, appropriate community agencies, and parents of minority students).

Such linkages would facilitate early guidance of minority students in their secondary school careers to insure that they take appropriate coursework in order to meet the University's new preparation standards. In addition, effective linkages should increase the likelihood of successful recruitment of minority students into the University.

Recommendation 2: The Committee recommends that the University establish annual goals for the successful recruitment and admission of high-potential minority high school seniors.

For example, one goal might be the successful recruitment of 50.0 percent of minority students who rank in the upper 25.0 percent of Minnesota high school seniors of their respective racial/ethnic population.

Recommendation 3: The Committee recommends that the University expand, support, and effectively coordinate its early "reach-out" programs in those Minnesota elementary and secondary schools that serve a significant number of minority students.

This coordination should utilize and expand successful models such as those currently implemented by the Institute of Technology (IT) and the health sciences in the development of initiatives to expand their applicability and benefits to other academic units. Equally important is the role that the availability of financial aid plays in the students' decisions regarding which institution they will attend.

Recommendation 4: The Committee recommends that the University provide funds to increase and improve the financial aid package for minority undergraduate students.

The University needs to upgrade its financial aid package to be competitive with comparable institutions.

In order to increase the likelihood that the University identify those students who are most likely to succeed, the Committee recognizes a need for research that will more clearly determine those factors that have the most influence on the recruitment and academic success of minority students.

Recommendation 5: The Committee recommends that the University develop indices of academic potential that take into account the educational backgrounds and experiences of nontraditional students from minority populations. This is necessary in order to establish appropriate admissions criteria for these populations.

Recommendation 16 under Section D asks research support commensurate with the needs in the preceding recommendation.

Based on demographic trends for Minnesota minority populations, a large proportion of minority applicants are likely to be nontraditional. Compared with the recent high school graduate, many future minority applicants are likely to be older with some having completed high school via the high school equivalency certificate. Some may have parental responsibilities incurred during their teenage years. These older students will have a variety of life experiences and employment backgrounds (e.g. veterans, paraprofessional and unskilled laborers, etc.).

B. Undergraduate Retention and Graduation

A pattern of increasing admission, retention, and graduation rates for minority students is a major indicator of the effectiveness of the institution's initiatives and programs for minorities.

The successful retention and graduation of students is influenced by a variety of institutional, personal, and cultural factors (e.g., instruction, advisement, financial aid, housing, institutional climate, availability of support services, etc.). Although the University has conducted studies to identify these factors and analyze student responses to the quality of University life, no special studies exist that provide insight into unique minority student reactions and opinions.

In 1985, minority students constituted 8.0 percent of the total undergraduate student population; however, they represented only 3.3 percent of the baccalaureate degrees awarded. More specifically, when analyzed by racial designation, Asian-Americans represented 4.2 percent of the undergraduate population and 1.8 percent of the baccalaureate degrees. American Indians constituted 0.5 percent of the undergraduate population and 0.3 percent of the baccalaureates; Black Americans were 2.2 percent of the undergraduate population and 0.9 percent of the baccalaureates; and Hispanics were 1.0 percent of the undergraduate population and 0.3 percent of the baccalaureates.

The following recommendations are based upon the review of student programs and Committee discussions.

Recommendation 6: The Committee recommends that the University establish a centralized, coordinating mechanism for minority student programs in order to facilitate development of more uniform reporting methods, accountability, allocation of resources, fiscal planning, and to reduce possible redundancy of effort.

Many of the minority student programs serve the same students at different times. A central coordinating mechanism would facilitate the establishment and maintenance of record of activities for each student so that impact can be assessed and strategies for improvement made.

Recommendation 7: The Committee recommends that the University promote and reward creative efforts that increase the direct involvement of faculty members in addressing the academic needs of minority students.

Programs that relate to this recommendation include (but are not limited to) orientation programs, mentorships, internships, and special student-faculty forums. In addition, processes to facilitate more faculty involvement with minority students in existing special programs should be rewarded.

Recommendation 8: The Committee recommends that the University develop creative funding strategies to support and insure the continuity and expansion of special programs that have demonstrated their effectiveness in facilitating the retention and graduation of minority students.

The Committee was informed that the survival of many of the programs is threatened by loss of funding (e.g., IT's Project Technology Power and that of the College of Biological Sciences (CBS)). Additionally, there are effective components of many programs that could be strengthened (e.g., the Office of Minority and Special Student Affairs Summer Institute for entering minority students).

Recommendation 9: The Committee recommends that the University develop creative financial assistance programs to facilitate the continuous enrollment of upper division minority students.

Financial assistance not only includes the financial aid "packages" administered by the Office of Financial Aid, but also includes assistance that may facilitate improved academic performance (e.g., paid assistantships, internships, etc.).

Recommendation 10: The Committee recommends that the University develop and implement a program of staff development and graduate education for minority program personnel.

The staff of the minority student programs are committed, hard-working, and have performed admirably under less-than-ideal conditions such as budget constraints and inadequate facilities. Success of CTF will necessarily modify the future student-body profile to increase the proportion of high-potential and academically-sophisticated minority students who, along with typical students needs, will be in an environment that accentuates achievement and educational excellence. The staff of minority student programs need to model, by example as well as professional service delivery, this climate of academic excellence.

Such a program should encourage and provide incentives for staff to pursue relevant professional growth opportunities and, where applicable, make progress toward an advanced degree in areas commensurate with their professional responsibilities (e.g., counseling, higher education, management, etc.).

Recommendation 11: The Committee recommends that the University encourage academic and student support personnel, as part of their professional development, to enroll in courses and programs that upgrade their awareness, understanding, and communication skills with minority students.

C. Minority Graduate and Professional Programs

While the total graduate enrollment at the University of Minnesota has been increasing, the enrollment of minority graduate students has shown a significant decline over the five-year period, 1980-1985. While this trend is national in scope, the goals of CTF will require increased minority graduate recruitment and retention and strengthening of the University's graduate programs for minorities. It is through increased, successful minority completion of graduate programs that the problem of decreasing availability of minority faculty can be remedied. It is important that the University reverse its significantly declining minority graduate school enrollment rate.

Recommendation 12: The Committee recommends that the University strengthen the current Office of Equal Opportunity in Graduate Studies by placing responsibility for the program in the office of an associate dean whose

duties will entail primary responsibility for exercising leadership with academic units to develop and implement creative initiatives for recruitment, retention, and graduation of minority graduate students.

Presently, some graduate school minority recruitment initiatives exist and the University has membership in the Committee on Institutional Cooperation (CIC). However, a student's ultimate acceptance into a University graduate program requires a liaison between the Graduate School and the faculties of admitting units.

At this time there is no Graduate School publication that describes and discusses funding and support available for minority applicants. Such a publication would enhance the attractiveness of the University to prospective minority students.

Recommendation 13: The Committee recommends that the University establish annual goals for the successful recruitment of minority graduate students in all disciplines with special focus on those disciplines where minority students have been historically underrepresented.

The development of relevant goals should be based, in part, upon national availability while thoroughly considering the Graduate School relationship with Minnesota public and private four-year institutions that graduate high potential minority students.

Recommendation 14: The Committee recommends that the University provide funds to increase and improve the financial awards for minority graduate and professional students.

D. Minority Student Data Base

The Committee's work was hampered by the lack of consistent and reliable information concerning minority students at the University of Minnesota. Much information exists in diverse forms from various programs, different academic units, and central administration offices. Professional staff acknowledge inconsistent data as a problem.

Recommendation 15: The Committee recommends that the University allocate resources to develop a comprehensive, centralized, computerized data system to facilitate monitoring the progress of minority students from initial contact (e.g. participants in special summer programs and applicants for admission) through graduation and follow-up after graduation.

The inconsistency of data from different sources highlights the need for a coordinated data collection system concerning minority students. This is crucial for future monitoring and evaluation of minority student programs.

Recommendation 16: The Committee recommends that the University develop mechanisms to support research concerning minority students in higher education with a special emphasis on the State of Minnesota.

Such research should focus upon (but not be limited to) the following areas:

- o Identifying more accurate predictors of minority student success at the University of Minnesota.
- o Developing assessment tools that successfully identify high potential minority students who may not be identified by traditional measures.
- o Identifying unique factors in the University environment that facilitate or hinder the successful matriculation, retention, and graduation of minority students.

E. Minority Faculty

Difficulty attracting and retaining minority faculty is a problem that is not unique to the University of Minnesota. Nationally, the number of minority faculty and administrators has declined since 1976. At Minnesota, the number of minority faculty has declined by 33.0 percent since 1980. Of the 4,187 current faculty members, 152 (3.7%) are Asian, 20 (0.5%) are Black, 3 (0.07%) are American Indian, and 31 (0.7%) are Hispanic. Thus collectively, minorities constitute less than 5.0 percent of the current academic personnel, and less than 10.0 percent of those to which offers were extended and subsequently hired during the past five years. Many academic units of the University have no Blacks, American Indians, or Hispanics among their ranks.

Recommendation 17 (Recruitment): The Committee recommends that the University establish a structured, highly visible, and aggressive program for minority faculty recruitment, which is coordinated and monitored centrally.

The following should be included in the program.

- o The program should focus particularly on the hiring of American Indian, Black, and Hispanic tenured track faculty in all disciplines while increasing Asian faculty in underrepresented disciplines.
- o The program should emphasize flexibility in attracting minority candidates and insure that aggressive search techniques are implemented.
- o The University could establish programs to attract minority graduate students, post-doctorates, and visiting scholars. One goal of these programs would be to attract prospective faculty members and increase the racial/ethnic diversity of the University faculty.

Recommendation 18 (Recruitment): The Committee recommends that collegiate units establish short- and long-range goals for the successful recruitment of tenure-track minority faculty. These efforts should be reviewed annually at the highest level of academic administration.

Recommendation 19 (Retention): The Committee recommends that the University encourage academic units to create initiatives that enhance the careers of minority faculty in their progress within their disciplines, relationships with their departmental colleagues, and their productivity in areas

appropriate to their level of career development. Adaptations should be developed to facilitate the efforts of the coordinate campuses in attracting and retaining minority faculty.

The following mechanisms should be utilized.

- o The University should encourage and reward college and departmental initiatives to facilitate the establishment of mentors for minority probationary faculty.
- o The University should insure that salary parity exists and that the contributions of minority faculty in terms of teaching, research, and especially the additional efforts spent providing service (including committee assignments plus the mentoring, recruiting, and the informal advising of minority students) are recognized and valued.
- o The University should conduct regular analyses of situations surrounding the loss of minority faculty with particular attention to the documentation of efforts to retain them.

These programs might include special provisions for coordinate campuses to recruit master's prepared faculty with a predetermined plan for the completion of the doctorate.

F. Facilities

Recommendation 20: The Committee recommends that the University take measures to provide adequate and physically attractive spaces that are commensurate with the programmatic needs of minority student programs.

The need for adequate space and facilities for minority programs was raised by several directors of minority programs. Most specifically, appropriate and adequate physical space for Student Cultural Centers, the Learning Resource Centers should be identified. OMSSA Central and its four Learning Resource centers should be located in close physical proximity to facilitate more effective communication and program coordination.

G. Administration: Coordination

The issue of authority, accountability, and coordination of initiatives for minorities under CTF is problematic. It appears that the administration of these programs is too decentralized to be effective. Similarly, initiatives for minority faculty recruitment and retention are diverse, operating under the purview of numerous individual units.

Although there are advantages and disadvantages to both centralized and decentralized models of authority, the lack of effective coordination, support, and facilitation of minority initiatives at the University of Minnesota is viewed as a critical problem.

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.

Recommendation 21: The Committee recommends that the Office of the Provost and Vice President for Academic Affairs assume principal responsibility for the leadership, coordination, and provision of adequate resources for minority student academic programs and minority faculty recruitment/retention. A new position should be established in that office and a significant part of the responsibility of this position will be to direct and coordinate minority programs.

The purpose of this new position is to establish continuity of the University's efforts to promote diversity while concurrently enhancing academic excellence. The Office of the Provost and the Office of the President should be given to a person carrying faculty rank. Such leadership would be particularly evident in planning efforts, goal development, and personnel assignments. The major role of this position will be to facilitate the integration of minority affairs into the general framework of the University's management. Therefore, this new position should be reviewed after a five-year implementation period.

The recommended new position should have other responsibilities in order to ensure linkages to overall University academic planning and undergraduate education. Such integration would diminish the possibility of institutional isolation of minority programs and facilitate the consideration and integration of special minority needs into the traditional processes of institutional planning.

During the initial five-year implementation period, this new position should be staffed in a creative manner to insure that line and relevant liaison connections are established with the offices of institutional research and planning, the Graduate School, secondary schools and other state institutions of higher education. Institutionalization of relevant processes can occur with such effective line/liaison and staff.

Recommendation 22: The Committee recommends that the Board of Regents require an annual review of the University's progress in implementing the recommendations contained in this report.

V. SUMMARY OF CURRENT INITIATIVES

Some of the positive effects of CTF on the University's current efforts to foster excellence while enhancing racial diversity are evidenced by several initiatives that have evolved since the inception of this Committee. The following list provides the titles and a brief description of three new programs whose goals reflect the spirit and intent of fostering excellence while improving access to the University for traditionally underrepresented minority students.

1. **President's Distinguished Faculty Mentor Program.** The goal of this program is to encourage the academic persistence of high-potential minority freshmen college students by providing each student with a faculty mentor and a merit scholarship for four years.

2. **Minority Faculty Recruitment Program.** The goal of this program is to strengthen the University's commitment to both the spirit and the practice of affirmative action in the hiring and retention of minority faculty.
3. **Commonwealth Mentor Program for High School Students.** The goals of this program are to a) enhance the academic foundation of minority high school juniors and seniors, b) provide information on postsecondary opportunities to the students and their parents, and c) provide an interested adult mentor to help each student develop individual short- and long-term career goals.

Additionally, there are other initiatives such as a statewide minority scholarship program that is being developed in partnership with private and public colleges and universities as well as the K-12 school systems.

Although it is much too early to provide an evaluation of these programs, the Committee recognized that in order to increase the number of minority students and faculty within the context of CTF, it is necessary to continue support for the design and implementation of multifaceted, well coordinated, bold, and innovative programs such as these.

**SPECIAL COMMITTEE ON
MINORITY PROGRAMS IN SUPPORT
OF A COMMITMENT TO FOCUS**

Subcommittee Membership

Subcommittee for Review of Faculty Minority Programs

Robert J. Jones (Chair), Associate Professor and Corn Physiologist, Agronomy and Plant Genetics
Rene V. Dawis, Professor and Director, Department of Psychology
Jeanne Lupton, Interim Associate Vice President, Student Affairs
Pat Mullen, Director, Office of Equal Opportunity and Affirmative Action
V. Rama Murthy, Vice Provost and Associate Vice President, Academic Affairs

Subcommittee for Review of Centrally-Based Minority Programs

Sandra M. Flake (Chair), Acting Associate Dean and Associate Professor, General College
John N. Clausen, Assistant Dean and Associate Professor, Mechanical Engineering, Institute of Technology
Cassius Ellis, Assistant to the Dean and Clinical Professor, School of Medicine
Diane P. Hedin, Assistant Director and Associate Professor, Center for Youth Development and Research
Jeanne Lupton, Interim Associate Vice President, Student Affairs
Robert A. Stein, Dean, Law School
William B. Stewart, Director, Student Services, University of Minnesota, Morris
Gerald Torres, Professor, Law School, and Co-Director, Agricultural Law and Policy Institute

Subcommittee for Review of Unit-Based Minority Programs

Jack C. Merwin (Chair), Professor and Chair, Educational Psychology
Thomas J. Daniels, College of Liberal Arts Student
Bruce T. Downing, Associate Professor, Department of Linguistics
Bilin P. Tsai, Associate Dean and Associate Professor, College of Science and Engineering, University of Minnesota, Duluth
Flo Wiger, Coordinator, Office of Minority and Special Student Affairs
T. Williams, Senior Fellow, Hubert H. Humphrey Institute of Public Affairs

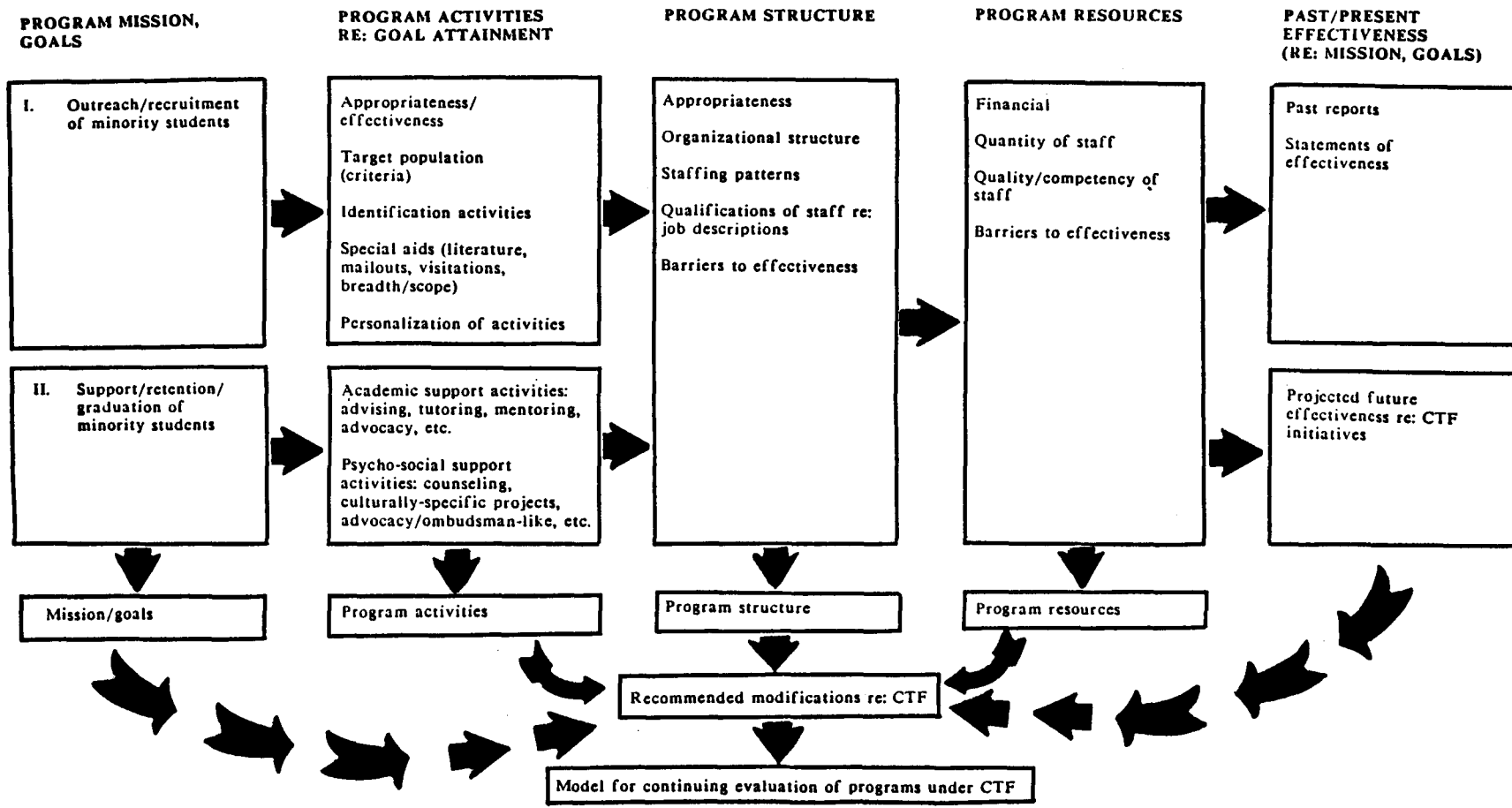
Other Full Committee Members:

Carlos Enriquez, College of Liberal Arts Student
Lilibeth S. Miguel, College of Liberal Arts Student
George Morrison, Law School Student

APPENDIX B

**DIAGRAM OF COMMITTEE WORK,
ORGANIZATION, AND PROCESSES**

MODEL FOR REVIEW OF MINORITY PROGRAMS



APPENDIX C

QUESTIONNAIRE

AND UNITS TO WHICH QUESTIONNAIRE

WAS SENT



UNIVERSITY OF MINNESOTA

Office of the Vice President for Academic Affairs
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2033

April 1, 1986

TO: Chancellors, Deans, and Directors

FROM: John M. Taborn, Chair, Special Committee on Minority Programs In Support of Commitment to Focus

The Special Committee on Minority Programs In Support of Commitment to Focus has been charged to make recommendations concerning the status of University initiatives directed toward minority students. It is important that our committee conduct a general review of all University of Minnesota initiatives regarding minority students and faculty. To accomplish this review, we have divided our special committee into two subcommittees to review special programs and general initiatives for minority students. One subcommittee will review programs administered from central administration (i.e., OMSAA, financial aid, etc.); the other subcommittee will review programs for minorities administered by collegiate units (e.g., colleges, professional schools). In addition another subcommittee is examining and recommending special initiatives throughout the University concerned with the recruitment, retention, and support of minority faculty.

We are requesting your cooperation and assistance to provide us with the initial information requested in the attached questionnaire outline.

Your timely (expeditious) cooperation and assistance in helping us gather relevant, candid, up-to-date information is **critical** if we are to fulfill our charge to making strong, innovative recommendations insuring that implementation of Commitment to Focus will not deleteriously impact the University's minority student population. Indeed, we desire to (hopefully) increase the University's ability to attract, support, and retain high-quality minority students and faculty.

tla

cc: President Kenneth H. Keller
Dr. Richard B. Heydinger
Ms. Patricia Mullen

enclosure

**SPECIAL COMMITTEE ON MINORITY PROGRAMS
IN SUPPORT OF COMMITMENT TO FOCUS**

Information Request

In your unit's operations directed to the general undergraduate and graduate student population (or prospective students), please describe any adaptations designed to facilitate (or take into consideration) the needs of minority students (e.g., special brochure, photographs, mailouts, etc.).

Your comments under the following headings should provide necessary, initial information.

NAME OF UNIT:

I. STUDENT ACTIVITIES

A. Special Adaptations to Student Identification and Recruitment Activities:

1. Methods of Identifying Prospective Minorities:

2. Informational Literature (Brochures, etc.):

3. Use of Advertisements, etc.:

4. Recruiting Activities (Trips, Visits, etc.):

5. Conference/Consortium Activities, etc.:

6. Financial Aid Incentives:

7. Other:

B. Special Adaptations to Student Retention/Support Activities:

1. Pre-college Enrichment:
2. Faculty Advising:
3. Involvement with Minority Student Organizations:
4. Financial Aid Activities:
5. Counseling/Mentoring Activities:
6. Other:

C. Elaborating Comments on Future Initiatives:

II. FACULTY

A. Faculty Identification and Recruitment Activities:

1. Methods of Identifying:
2. Special Literature, Brochures, etc.:
3. Recruitment Activities:

B. Faculty Retention/Support Activities:

1. Mentoring Activities:

2. Research Assistance Activities:

III. SPECIAL MINORITY PROGRAMS/PROJECTS

Please provide information about any "special programs for minorities which are administered by your unit. The subcommittee will (in all likelihood) establish further contact with programs directors, etc., for more data.

FOR EACH SPECIAL PROGRAM PROJECT, PLEASE PROVIDE THE FOLLOWING:

Name of Project Program:

Address:

Project Director or Coordinator:

Telephone:

Please attach any relevant written materials concerning the program/project (i.e., annual reports, organizational charts, budgets, reviews, relevant statistics, brochures, etc.).

PLEASE FORWARD ALL MATERIALS TO:

Dr. Saliye McKee, Assistant to the Assistant Vice President for Academic Affairs (and Staffing Assistant to the Special Committee on Minority Programs in Support of Commitment to Focus), 16 Morrill Hall, 100 Church Street SE, Minneapolis, MN 55455.

ALL MATERIALS SHOULD BE RECEIVED NO LATER THAN APRIL 18, 1986.

UNITS TO WHICH QUESTIONNAIRE WAS SENT

Office of Academic Affairs	College of Liberal Arts*
College of Agriculture	Curtis L. Carlson School of Management*
College of Biological Sciences*	School of Medicine, Twin Cities*
Continuing Education and Extension*	Minnesota Agricultural Experiment Station*
University of Minnesota Technical College, Crookston*	Minnesota Extension Service*
School of Dentistry	University of Minnesota, Morris*
University of Minnesota, Duluth*	School of Nursing*
College of Education*	College of Pharmacy*
Office of Finance and Operations	School of Public Health
College of Forestry*	Office of Student Affairs*
General College*	Institute of Technology*
Graduate School*	University College*
Health Sciences*	University Libraries
College of Home Economics*	College of Veterinary Medicine*
Hubert H. Humphrey Institute of Public Affairs*	University of Minnesota, Technical College, Waseca*
Law School*	

* The asterisk (*) indicates that the unit responded to the questionnaire.

APPENDIX D

COMMITTEE'S RESPONSE TO

THE REPORT OF THE SPECIAL COMMITTEE

ON UNIFIED INCREASED PREPARATION STANDARDS




UNIVERSITY OF MINNESOTA

Office of the Vice President for
Academic Affairs and Provost
213 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 625-0051

June 5, 1986

TO: Members of the Special Committee on Minority Programs In Support of Commitment to Focus

FROM: John M. Taborn, Chair 

RE: May 15, 1986 Text of Report to Regents of the University Regarding the Collins Report

Regents of the University of Minnesota/President Keller:

I wish to express my appreciation for this opportunity to address this particular body. My brief time before you will hopefully allow me to provide the general reactions of the Special Committee on Minority Programs In Support of Commitment to Focus to the content of the Final Report of the Special Committee on Unified and Increased Preparation Requirements (a.k.a., the Collins Report).

The final report of the Special Committee on Unified and Increased Preparation Requirements was forwarded to all members of the Special Committee on Minority Concerns. At a scheduled meeting during the first week of April, the Special Committee discussed this report. My remarks will constitute an attempt to summarize the contents of that discussion. As chair, I must accept all responsibility for any gross misreading or misinterpretations of the initial consensus of the Special Committee.

The initial reception to the intent and spirit of the Collins document was positive. The Special Committee is well aware, however, that the consequences of implementation of the recommendations could have serious potentially serious implications for access to CLA for minority students.

More specifically, the report cites figures that, in 1985, 80 percent of entering "students in general" had taken the required mathematics courses and 72 percent had taken the required science courses. The profile for rural high school figures was quite similar (in mathematics, 81 percent, and higher in science, 85 percent).

For **minorities**, however, the report became less specific--but more negatively ominous--i.e. (and I quote), "For example, **minority students** who entered as freshmen in 1985 typically had taken one fewer course in math and in science than had students in general."

We find this statement possibly raises more questions (given my committee's charge) than it answers--such as:

Special Committee on Minority Programs In Support of CTF

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1. If 83 percent of all students meet math requirements and 72 percent meet science requirements, what percentage of the total sample was minority?

The **worst scenario** would suggest that the 17 percent who **did not** meet projected math requirements were largely minority.

Furthermore, two important questions are:

2. If minorities were represented by a small percentage of the sample (5-10%), what percent of them **met** the projected requirements? and
3. If a complete breakdown were provided by racial group, what number and percent of the sample were Black, Native American, Hispanic, and Asian, and how did they fare?

Of those minorities who meet the projected math/science standards, it is believed that Asians may be overrepresented. If so, it would suggest **an extremely bleak** probability that Blacks, Hispanics, and Native Americans would meet the projected entrance criteria.

The Special Committee on Minority Programs In Support of Commitment to Focus intends to conduct a further analysis of these data--and if it finds the sample size (for minorities) to be too small for analyses, then we will require a replication with a larger minority sample with breakdowns by race and gender.

The Special Committee is aware that possible population issues regarding the projected entrance requirements may vary systematically, i.e.:

Math: Blacks, Native Americans, Hispanics (low)
English: Asians (low)

The Collins Report speaks to a possible "information gap" for minority students who are not exposed to "conventional wisdom" about what courses students should take in preparation for college. It also strongly suggests that this is ". . . one of the major points to which the University must respond in protecting access for minority students."

The Special Committee is vigilant to any possibility that **readers** may have a psychological "mindset" to engage in "victim analysis." Therefore, we wish to **agree** with Professor Collins and to embellish his statements with a concern that University intervention be focused on the **"prime conveyors of such information"** (i.e., those charged with the responsibility to **insure** that students, parents, etc. receive such information in a **timely manner--enough times** to insure **awareness**, and that special guidance processes be promulgated and supported in insure accountability among educators that minority students are **not "tracked"** into high school courses

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which would deter them from access. It is fairly common knowledge that minority students (nationwide) too often are underprepared for further career and educational pursuit.

A paraphrase from the College Board on Equality and Excellence (1985) speaks to this, "Are minority students being denied access to more challenging curricular opportunities early in their school careers for defensible reasons or because of administrative barriers and lack of vigilance?"

Foreign Language Concerns

The Special Committee discussed at considerable length the ramifications of the recommendation for two years of a single second language. For students whose cultural backgrounds include the active engagement of languages other than English as the "lingua franca" of their home and communities.

The Committee expressed concern that appropriate recognition and credit be provided to students from Spanish-speaking, Asian, and selected Native American backgrounds. This issue raises the questions, "What is a foreign language requirement for these students?" and "What language requirements are suggested in order to insure **an international perspective** for these students?"

A second concern is for students of color for whom dialects of standard English are the "lingua franca." Specific concerns were voiced by Black students who may not be encouraged by high school counselors or teachers to persist through two years of a single second language.

A third concern was for older minority students who received two years of language instruction during high school; however, due to lack of exposure and practice these students may not be able to exhibit the acquired level of proficiency.

In closing, I would like to thank the Regents for the opportunity to speak before you. I am available to answer questions that you might have.

tla

APPENDIX E

COMMITTEE'S RESPONSE TO

THE REPORT OF THE SPECIAL COMMITTEE


ON COORDINATING LOWER DIVISION EDUCATION

ON THE TWIN CITIES CAMPUS



April 29, 1986

TO: William Hanson, Chair, Special Committee on Coordinating Lower Division Education on the Twin Cities Campus

FROM: John M. Taborn, Chair, Special Committee on Minority Programs In Support of Commitment to Focus 

RE: Summary of Reactions to Interim Report

In addition to the oral feedback you received at our session on March 12, 1986, this letter seeks to summarize some of the stronger reactions generally expressed by the Special Committee on Minority Programs In Support of Commitment to Focus.

While the committee was concerned with the impact of recommendations on the general student population, it was concerned with how the implementation of the recommendations might possibly impact on minority students and existing minority student support programs.

The committee generally viewed the recommendations for an undergraduate center as broad and general, leaving out details related to overall student support coordination, general structural relations with other student support units, and considering organizational interfacing needs with programs serving minority students. The report lacked specifics regarding how the proposed delivery system would relate (structurally) to existing student programs especially programs designed to serve minority students.

As interpreted by committee members, the proposed center could well lend itself to the ultimate development of another large internal bureaucracy which depersonalized student support services.

The recommendations did not speak to faculty responsibilities. There were strong views, with diverse rationales, that more emphases be placed on increasing faculty involvement with undergraduates. Committee members recognized, however, some departmental units do not overtly encourage strong faculty involvement in student advising (outside of selected, assigned faculty members). In the case of minority students, it was generally agreed that more contact with faculty would be positive and facilitative of an improved climate.

The proposed undergraduate center was perceived to have a function of being an initial focal place where students could bring concerns for direct service and/or subsequent (appropriate) referral. There was some question concerning whether or not the undergraduate student center could be as

effective as existing minority programs in performing that function and/or whether or not it would not lead to a duplication of some specialized efforts.

There was a concern that the recommendations did not speak strongly to strengthening existing programs and seeing to it that every college have in place the mechanisms to effectively meet broader (as well as "special") student support needs so that referrals would be meaningful.

For example, the report was vague on coordination recommendations. While some referral would be needed, there is also a need for effective coordination and information-dissemination about existing, available services. The report did not strongly address this type of consideration.

Finally, the committee expressed concerns that the report did not address the need to review curriculum implications for undergraduate education and the education of students of color.

If you have questions, please contact me.

tla

APPENDIX F
SUBCOMMITTEE FINDINGS,
TWIN CITIES CAMPUS

SUBCOMMITTEE FINDINGS, TWIN CITIES CAMPUS

MINORITY FACULTY ISSUES

Demographic Realities

In the Committee's view, the successful implementation of CTF demands the cultivation of a truly diverse faculty. By producing new knowledge that enhances both traditional and nontraditional curricula and research, a diverse faculty will further the mission of the University to become one of the top five institutions. Such a faculty has the potential to make significant and unique contributions to the educational experiences of majority students as well as serving as valuable role models and mentors for minority students. In view of projected demographic realities regarding the complexion of higher education in America, creating plurality in faculty and academic programs is not only morally right but is requisite to the provision of a well-rounded education. In less than 25 years, one-third of the country's population will be comprised of minority individuals and the ranks of prospective college freshmen will be even more heavily minority. The fewer minority faculty and administrators there are, the fewer role models and recruiters exist to attract the next generation of minority students to the University's campus.

Difficulty attracting and retaining minority faculty is a problem that is not unique to the University of Minnesota. Nationally, the number of minority faculty and administrators has declined since 1976. At Minnesota, the number of minority faculty has declined by 33 percent since 1980. Of the 4,187 current faculty members, 152 (3.6%) are Asian but only 20 (0.4%) are Black, 3 (0.07%) American Indian, and 31 (0.7%) Hispanic. Thus collectively, minorities constitute less than five percent of the current academic personnel, and less than ten percent of those to whom offers were extended and subsequently hired during the past five years. Many academic units of the University have no Blacks, American Indians, or Hispanics among their faculty ranks.

Minority Faculty Perceptions: Impediments to Minority Faculty Recruitment and Retention

Many minority faculty express a sense of being unappreciated and over burdened. They believe their work load often is heavier than their majority counterparts because many have dual appointments and an implicit expectation to serve as role models and mentors for minority students. Most have far more committee responsibility compared to majority faculty because often departmental, college, and Universitywide committees require a minority viewpoint and perspective. Time devoted to nontraditional activities appears to carry little or no weight in tenure and promotion considerations.

Some minority faculty perceive their research, which often addresses minority issues, to be accorded minimal value by their majority peers. This is important when excellence (in terms of teaching, research, and service to the University) is typically defined by majority norms only. Many minority faculty (especially Blacks, American Indians, and Hispanics) carry full or dual appointments in ethnic departments and fear that many ethnic programs are disappearing and thus their future is tenuous.

The greatest obstacle perceived to negatively affect the recruitment and retention of minority faculty is the attitude and perceptions of majority faculty who ultimately determine who is hired and who obtains tenure. Majority faculty often do not acknowledge or support the value or need for diversity and many seem to lack an appreciation for the added responsibilities that minorities must carry. Moreover, most minority faculty believe that there is not sufficiently strong motivation on the part of majority faculty to change the complexion of their academic unit without considerable persuasion, sanctions, and rewards from central administration.

CENTRALLY-BASED PROGRAMS

The Office of Minority and Special Student Services (OMSSA)

OMSSA was established in 1977 with the mission of improving the recruitment, retention, and graduation rates of minority and disadvantaged students at the University of Minnesota, Twin Cities. The program seeks to coordinate minority and disadvantaged student support services, monitor and provide assistance related to recruitment, financial aid, personal counseling, research program development, cultural activities, academic activities (carried out in conjunction with collegiate units), and improving the responsiveness and sensitivity of the institution to the needs of these populations.

OMSSA currently functions under the jurisdiction of the vice president for student affairs. To qualify for OMSSA services, a student must meet two of the following three criteria: 1) member of a racial minority group, 2) academically disadvantaged, or 3) financially disadvantaged.

OMSSA is structured with a central office (OMSSA Central) which is the policy development office at 119 University Avenue, and four learning resource centers (LRC) (American Indian LRC, Asian LRC, Black LRC, and Hispanic LRC). In addition, OMSSA coordinates a summer institute (a pre-collegiate program for incoming freshmen in need of enrichment). OMSSA also works with collegiate units and other units in the office of student affairs to facilitate activities which enhance the retention of OMSSA students.

Currently OMSSA reports delivering services to approximately 1500 students annually in six program areas. A summary of the activities in these six program areas follows.

OMSSA Programs. Summer Institute. The Summer Institute provides a college orientation, enrichment, and academic review for 130 entering minority freshmen.

American Indian Learning Resource Center. The American Indian LRC provides guidance, counseling, and academic support for American Indian students. It is staffed by one director, two counselors, a 0.33 FTE admissions and records assistant (who conducts special American Indian student recruitment in high schools), and a senior secretary.

The program works collaboratively with the Personalized Education Program (PEP) of the General College and with the American Indian in Science and Engineering Society of the Institute of Technology.

The American Indian LRC conducts extensive community service with corporate, public schools, and various Indian reservations.

The American Indian student population appears to have stabilized (with relatively constant numbers over the past 4-5 years). However, many American Indian students are not academically prepared in the mathematics and science areas. In addition, an issue concerning financial aid appears to be forthcoming. A national move toward financial aid based upon academic merit (combined with academic underpreparation) could have serious implications for the recruitment and retention of American Indian students.

Asian/Pacific American Learning Resource Center. The Asian/Pacific American LRC served in excess of 719 students.

This center has created a comprehensive data base on its Asian/Pacific American students and has developed computer software to retrieve both longitudinal and latitudinal retention data. Because of these initiatives, the Asian/Pacific American LRC conducts a probation review each quarter and focuses efforts on students demonstrating unsatisfactory progress.

The Asian/Pacific American LRC is staffed by a director, two counselors, two secretaries, and several part-time student workers. The director has presented educational research papers at various national conferences and has established himself as a proposal leader with the Office of Bilingual Education and Minority Languages Affairs.

The Center is active in Asian and Pacific islands, community affairs, and conducts supplementary fundraising activities. The Asian/Pacific American LRC maintains an extensive program activity data base and is able to retrieve information concerning staff activities as well as student activities.

In 1985-86, the Asian/Pacific American LRC operated on a budget of \$104,294; it served 874 students; the per-student cost is \$119.

Black Learning Resource Center. The Black LRC seeks to provide quality support services to all students who meet the guidelines for admission to its program. Such support includes financial aid assistance, guidance/counseling, and academic support. It also assists Black students in planning, executing, and completing their undergraduate degree program. Other services include personal counseling, career information seminars, job referrals, tutoring, student advising, admissions information, and financial aid counseling. It seeks to serve as a student support vehicle for those collegiate units where support services are not available.

The Black LRC has one director, one assistant to the director, two counselors (employment and academic), one 0.5 FTE admissions and records assistant, and one senior secretary. The Black LRC works with other University units (General College's PEP program), and the Black community.

Chicano/Latino Learning Resource Center. The Chicano/Latino LRC has a mission to administer retention and recruitment activities which impact the Chicano/Latino population. The Center's services, available to any Chicano/Latino student, has a target population of first- and second-year students, first-year transfer students,

students remaining undecided about a major, and upper division students experiencing academic difficulty. Services include individual personal counseling, financial aid counseling, academic advising, tutoring, and recruitment. It also conducts community outreach to agencies serving Hispanics.

The Chicano/Latino LRC is staffed by a director, one recruiter, one personnel worker, one counselor, and one secretary.

Student Cultural Centers. OMSSA is responsible for the activities of four student cultural centers (American Indian, Asian, Black, and Hispanic) which provide cultural events and activities for students.

Other Related Services

Admissions Office: Prospective Student Services (PSS-Minority Relations). PSS-Minority Relations employs four workers (2.69 FTE positions) with other assistance provided by OMSSA. PSS-Minority Relations (240 Williamson Hall) prepares and implements an annual minority recruitment plan.

The office utilizes a variety of methods for identifying potential minority enrollees. These include the purchase of PSAT rosters, ACT and SAT minority tests for Minnesota and Wisconsin. It also purchases the Outstanding Community College Minority list, and participates in special career fairs in Minnesota, St. Louis, Milwaukee, Chicago, and various American Indian reservations. It advertises in ethnic newspapers and is active with the organization of Minority Education Recruiters and Counselors (MERC).

The PSS-Minority Relations undergraduate minority recruitment plan for 1986-87 cites PSAT scores for 1984-85 that indicate 235 of Minnesota's 1248 minority high school PSAT-takers scored in the top 20 percent of their high school class. This number, organized by racial group, indicates that in Minnesota 42 of 382 American Indians, 153 of 431 Asians, 17 of 246 Blacks, and 23 of 189 Hispanics scored in the top 20 percent of their high school class. This finding suggests that additional indices are needed to identify high ability minority students.

Several needs for minority recruiting should be considered in order to improve the University's success.

1. The University needs to assist secondary schools in preparing minority high school students to enroll at the University of Minnesota. Some University units have such programs (e.g., Institute of Technology, Curtis L. Carlson School of Management).
2. Admission decisions need to occur sooner (this is improving).
3. The University needs to increase the "grant" proportion of its financial package to attract the high ability minority student. This, in association with an earlier award notification, would help increase the University's competitive status with other institutions (who are "mining" the same market) who provide award notification at an earlier date.

4. Assurance of housing for minority students would reduce out of town parental anxieties regarding sending their child to the University of Minnesota urban community.

Office of Student Financial Aid. The student financial aid office works closely with OMSSA LRC programs to identify and assign program codes for students certified through OMSSA Central. Information pertaining to services for minority students is contained in the Financial Aid Information and Instruction Guide. Four OMSSA counselors spend one-half day each in the student financial aid office.

The office guidelines allow certain incentives for minority students. These include merit scholarships for high ability minority students. Criteria for aid dissemination allow 50-55 percent of the minority student's need to be met with "gift assistance" (grant and scholarship). In addition, minority students are given priority in terms of the office's utilization of limited financial aid resources.

Thus, while there are no special minority financial aid programs (undergraduate or graduate), the office has set priorities for financial assistance as follows: OMSSA, international students, graduate and professional programs, and high ability students.

UNIT-BASED PROGRAMS

The College of Liberal Arts: Martin Luther King Program

Recognition of the need for special programs for minorities, and for the disadvantaged more generally, evolved from the growing numbers of such students during the period of 1967-68 through 1975-76. The Martin Luther King (MLK) Program housed in CLA and the HELP Center located in GC were initiated in this period.

The MLK Program operates with a fulltime director and a staff that includes one additional professional and a number of parttime graduate and undergraduate students. It has an annual University budget of approximately \$148,000 that is supplemented by funds from outside sources. The director reported that the Program currently serves 450 CLA students, as contrasted with 172 students during its first year. Only CLA students are served by the Program.

The initial activities of the Program centered on advising. At that time only \$2,000 was budgeted for tutoring, which has since become a major element of the Program. Approximately \$20,000-\$30,000 annually now goes into tutoring activities. Other activities include the operation of a computer lab where basic skills and materials for coursework are offered, counseling and advising, and the summer language program. The average amount of time for a student to be involved in the activities of the Program is one and one-half years.

The Program shares service arrangements. It works with the Office of Admissions and Records, OMSSA, and other units to identify and contact potential participants. It is a main pipeline for programs in SOM and the health sciences. It has operated joint activities in such areas as economics, accounting, and decision sciences.

The Program director and the dean of CLA see a number of changes that would make the Program more effective. The director feels that if minority students are to be

admitted to colleges where higher academic levels are to be expected, a greater level of academic support will be necessary. He believes that ideally a program with a comprehensive approach focusing in two areas will be needed: 1) services in support of secondary school programs, utilizing summers as well as weekends during academic school years will be needed, and 2) college-based programs closely coordinated with academic departments with an approach which stresses developmental skills and competencies which relate directly to course materials being taught. The dean believes that if the recommendation made by the Special Committee on Coordinating Lower Division Education on the Twin Cities Campus to transfer OMSSA from student affairs to academic affairs is implemented, the MLK Program will have to be reevaluated to avoid redundancy. He believes that if the two programs were combined, the University could better serve the students.

The General College: HELP Center

As noted above, the HELP Center, located in GC, was started in the late 1960s. The Center tends to be a crisis unit (taking care of short-term problems). Students are seen immediately. Students are referred to the Center through the OMSSA Summer Institute, word-of-mouth, the Personalized Education Program (PEP), and the extension program (for those students with no financial aid). There are many types of support groups offered each quarter to assist students. If there is a long-term problem, a student will be referred to Boynton Health Service.

The Center staff includes a coordinator, ten counselors who work with students from different ethnic areas, three peer advisors, and one math tutor. There are no English or study skills area tutors because needs in these areas are addressed through separate GC programs. One counselor is a welfare advocate who deals with minority students and single parents; another is a public relations person who seeks outside resources for students who come to the Center.

GC, in cooperation with OMSSA, also operates four PEPs, one for each of the four ethnic groups (Black, American Indian, Asian American, Chicano-Latino), which were spun off of the HELP Center operation. These programs are conducted by an advisor and a small core of instructors. Program enrollees are separated the first quarter by cultural identity. The program provides assistance in the development of academic survival skills (how to deal with the University) and a set curriculum of writing, mathematics, and sociology or science.

Students who become involved with HELP Center activities must see an academic advisor for the first five weeks of a quarter to plan a program. If the student is on probation, the student becomes involved with a support group. OMSSA is a critical part of the HELP Center program. There is need for overlap and the former HELP Center coordinator feels that it is critical.

The former coordinator of the Center met with the subcommittee. She had gone through the Center as a student and served six years as an advisor before becoming coordinator. The coordinator subsequently has resigned her position. At present, a graduate student is filling the coordinator position.

The former coordinator reported that the Center has been successful in meeting the needs of students as they arise. She noted that needs of Black students are also being met through the Black-Pan American Forum in the Black Learning Center. She

cites motivation, self-esteem, and self-discipline as common problems of students who come to the Center. She sees education of faculty to work successfully with students such as those who come to the Center as an increasingly important function of the Center.

The Institute of Technology: Project Technology Power*

IT's Project Technology Power is part of a national effort to correct the inequity of minority groups in the engineering profession. The director of the Project described three early identification pre-college programs for the Committee: the Math Bridge Program, the Computer Camp and the College Preparatory Skills Program.

The goal of the Math Bridge Program for eighth-grade students is to motivate students toward technical or management careers. The program takes place on four Saturdays in March and April. Students participate in a variety of activities such as working in a college-level physics lab, a computer graphics competition, and specially designed mathematics projects. During the program the students are encouraged to plan to take college-preparatory courses in high school: mathematics, sciences, English, etc. High school teachers from the Twin Cities area and minority students in IT (role models) staff the program. The program has operated for six years and involved 150 students last spring.

The Computer Camp for ninth graders is a one-week program and has been funded by IBM. It acts as a follow-up program to the Math Bridge Program. Last summer 39 percent of the students in the Computer Camp had been in the Math Bridge Program. Like that program, the Computer Camp involves parents and is staffed by high school teachers who work with an IBM consultant. It has been in operation for three years.

The College Preparatory Skills Program is a follow-up program to the other two and has been in operation for two years. It is a seven-week summer program for tenth-grade students. Intensive preparation sessions in math and verbal skills are aimed at strengthening such skills to assist in preparation to take the Preliminary Scholastic Aptitude Test. The sessions are run by the Stanley H. Kaplan Institute and students do homework under the supervision of University of Minnesota minority students. The program also involves industry visits and seminars on engineering and management followed by hands-on projects directly related to the seminars. In the first year of the Program, 39 of the 40 students receiving minimum wages for participation in the program finished it. Of the 40 participants, 21 had been in the Math Bridge Program as eighth graders and in the Computer Camp as ninth graders.

In addition to its pre-college programs, IT also operates college programs that involve merit scholarships, tutoring and summer internships. Last year over \$100,000 was designated for scholarships.

The director sees the need to 1) solidify the pre-college pipeline, 2) increase financial assistance, and 3) solidify college support services to improve recruitment, retention, and job placement efforts. The associate dean of IT, under whom the

*At the time this report was being prepared, the majority of the funding sources for Project Technology Power had indicated an intent not to continue funding the project.

Project operates, feels that a great deal can be done for minority students if more resources can be made available. He said that the director needs help and there is a particular need in the faculty-student advising area. He believes that there should be programs analogous to the Math Bridge Program in foreign languages and English as a second language (ESL). He would like to see an expanded program aimed at improving the skills of minorities, e.g., improving the English skills of Southeast Asian students. He sees two problem areas: minority students with low motivation who are lacking basic study skills and minority students with good skills and high motivation who cannot speak English properly. The associate dean sees inadequate staffing due to lack of sufficient resources as a main barrier to needed programs for minority students in IT.

The Curtis L. Carlson School of Management

SOM works jointly with IT on the pre-college programs described above. Additional activities of the director of this program for minorities center around recruiting and advising. She reports to the director of advising for the School. These efforts also involve considerable liaison work with other unit programs and the director works with the Business Association of Minorities (BAM).

SOM now enrolls 120 minority students. Since the School enrolls only upper division students, many would have had experience in the MLK Program before enrolling. The director feels that lack of resources, lack of space for study groups, and lack of direct contact with the faculty limit the current impact of the program.

Health Sciences: CORE and GRANT Programs

The health sciences minority program is designed for all units of the health sciences. It is comprised of two parts: the "CORE" program and the "GRANT" program.

The goal of the CORE program is "to identify, recruit and enrich minority students from ethnic groups that are underrepresented in the health professional disciplines." The director describes the program as proactive in nature--guiding the student well before he or she would enroll in a professional program.

The CORE program is designed to operate at four levels: junior high school, senior high school, undergraduate and professional. It is viewed as an overall coordinated plan with the plans for each level developed to lead into the next level. All but the undergraduate level portion of the program have been completed and it is to be completed this fall. The program works with approximately 250 students per year at the first two levels and 100 plus or minus 10-15 at the third level. There are approximately 165 minority students in the health professional schools.

The GRANT minority program is designed "to enrich, retain and assist in the graduation of minority students in each health professional discipline so as to correct their level of inadequate representation in these disciplines." Components of this program include the Summer Enrichment Programs, the Academic Support Programs and the Test Preparation Programs.

The director operates the programs with the guidance of a coordinating board comprised of representation from all units within the health sciences. He reports to an assistant vice president. The programs are viewed by both the director and the

assistant vice president as only in their infancy and a 15-year development of the programs is envisioned.

The College of Biological Sciences (CBS)

The program in CBS appears to be in a state of transition. The subcommittee met with the director only shortly before that position was to be terminated. The program had been started by a committed faculty member who was asked to take over minority affairs in 1978. Upon the retirement of that faculty member an associate dean took over the assignment. With administrative changes, the director was assigned the responsibility on a 20-percent time basis.

The CBS program has been basically one of piggybacking on the efforts of others. Though program funds are no longer available, students who were in tutoring had to be OMSSA-certified and taking a CBS course. Only 3-4 students were referred for tutoring last year and all received tutoring. The director also worked with the director of the Health Sciences program last year conducting recruitment in the junior and senior high schools. CBS is also involved with the health sciences and the Graduate School in a parallel grant from NIH. The CBS grant funded three students.

Approximately 20 out of the 350 students in CBS are minorities. Being an upper-division college, many students get help elsewhere before they come to CBS. The director feels that the limited number (5-6) that she advised last year is partially due to lack of visibility for the office.

The Graduate School

The minority office in the Graduate School has existed since 1975 and has had four coordinators. The current coordinator has been in the position since 1982. Since 1977, the office has been administering funds targeted for minority and disadvantaged students. During the 1977-78 academic year, a legislative request was approved for providing fellowships to minority graduate students. From 1978 to 1980, funds were available from the legislature and the Bush Foundation. The combination of those funds allowed the Graduate School to offer opportunity fellowships to minority students. Since 1981 when the Bush Foundation grant expired, the program's fellowships have been supported by legislative funds. The program began with \$50,000 and now has approximately \$110,000 available for fellowships annually. The funds are targeted for U.S. minority and disadvantaged students. This program is unique among minority programs at the University in not serving Asian-American students.

The Graduate School uses several approaches to provide money to graduate students in order to: 1) recruit and enroll exceptionally talented graduate students, 2) retain the graduate students already enrolled, and 3) involve departments in retaining graduate students already enrolled. The approaches used are: 1) to offer a one-year fellowship with tuition to a limited number of students, and 2) to offer a matching funds program. Since 1984 full one-year fellowships have been offered because of the availability of legislative funds. The second and subsequent years are funded through the departments. The coordinator remarked that the University has been retaining more minority students in the last three years than in 1981-82 or 1982-83. It seems that the fellowship commitment has helped because there is a mutual commitment between the student and the University.

The dean of the Graduate School expressed several reservations regarding the continuance of the program as it now exists. One is possible negative aspects of fellowships for minorities. It first has the potential to isolate the student from other students. It may well hinder social integration since fellowship students may not be given assistantships. Then there is the matter of what happens when the fellowship ends and the student is thrust back into the mainstream. Another problem pertinent to this integration is the need for financial aid during the second and third year of the masters program. The coordinator and the dean said that one goal is the eventual phasing out of the coordinator's office. It is hoped that the persons reviewing applications would feel comfortable in nominating minority students for general Graduate School funds.

The Law School

The dean for student affairs devotes a substantial amount of her time to all aspects of the Law School Minority Program, with assistance from the dean for admissions, the director of admissions, faculty and students.

Recruitment. Since 1971, the Law School affirmative action admissions policy has reflected the faculty's desire to have a racially diverse student body, and provides that race is one diversity factor to consider in evaluating applicants. In recent years, minority students have comprised 8-10 percent of each entering class of 250 students.

Prospective minority law students receive special mailings from the admissions office and the minority law student organization, Third World Caucus. The Law School participates in a variety of local, regional and national recruiting forums and, with the Third World Caucus, sponsors an annual program for admitted minority students. The Law School also participates in the Council on Legal Education Opportunity (CLEO) program, a pre-law school summer program for minority students.

Financial Aid and Scholarships. Minority law students receive 50 percent of all Law School scholarship funds awarded. Scholarship funds are provided entirely by private support of the Law School's annual giving program and the School's scholarship endowment. Presently, the Law School receives no financial support for the minority scholarship program from the University or from federal or state government.

Retention and Placement. Admissions standards are designed to admit only those students, minority and majority, whose predictors indicate the capacity to successfully earn a law degree. Minority students participate in a minority orientation program before the first week of school. A fall workshop, taught by a minority law professor, "Study Methods Which Produce Excellence," introduces participants to study and writing skills required for success in law school. Tutoring is available throughout a student's law school career. These programs have resulted in a graduation rate of over 70 percent of minority law students in the last fifteen years.

Minority students, faculty, staff and alumni, as well as minority members of the local bar, are very active in providing support for minority students through receptions, career counseling, and mentor programs. The Law School participated in the Minnesota State Bar Association task force on Minority Hiring, to help produce guidelines for Minnesota legal employers to improve their minority hiring records.

SUBCOMMITTEE FINDINGS, COORDINATE CAMPUSES

UNIVERSITY OF MINNESOTA TECHNICAL COLLEGE, CROOKSTON (UMC)

UMC responded to the questionnaire and a representative from the UMC campus met with the subcommittee to discuss activities related to minorities.

In June 1985, UMC enrolled 1,137 students of which 38 (3.3%) were minority. Minority enrollees included 8 (0.7%) American Indians, 1 (.09%) Asian, 5 (0.5%) Blacks, and 23 (2.0%) Hispanics.

This coordinate campus has maintained a relatively consistent minority student enrollment over the past five years.

Currently UMC's special programs for minority students are housed in the Office of International and Minority Programs. The office consists of one director, a shared secretary (from a secretarial pool), and two part-time student workers. The office provides two principal functions: counseling and tutoring.

The office has been successful in retaining students and including them into regular student government activities.

UMC indicated the following needs:

1. More staff support to improve recruitment and retention of American Indian students;
2. Special considerations for financial grants for migrant workers; and
3. English as a Second Language (ESL) to be taught on the UMC campus to assist Hispanic students.

The largest minority population in the area is Hispanic (600 in Polk County, 56,000 in the State of Minnesota). Moreover, 10,000-15,000 seasonal workers come to the Red River Valley each year.

Additionally, cultural support structures for Asians or Blacks are severely limited in the area.

UNIVERSITY OF MINNESOTA, DULUTH (UMD)

Background

On November 4, 1986, four members of the Committee (three subcommittee chairs and the assistant to the vice president for academic affairs) visited UMD. The following is a summary of findings based upon an analysis of UMD's response to the questionnaire and information gained during the one-day visit.

In 1985, UMD enrolled 7,511 students. Of that number, 115 (1.5%) were American Indian, 40 (0.5%) were Asians, 32 (0.4%) were Black, and 17 (0.2%) were Hispanic.

Minority Input to Administration

The University utilizes an advisory board to provide input and advice concerning its activities regarding American Indian students. The UMD American Indian Advisory Board (AIAB), was established in 1977 to facilitate the American Indians' lines of communication with the UMD administration. Over the years, the AIAB has provided advice concerning financial aid, counseling, advising, the American Indian Studies Program, travel, funding, seminars, retreats, and honors and recognition banquets. They state that the regents have decreed that an American Indian advisory board should be established on each University of Minnesota campus.

Minority Students

A continuing problem exists with the successful recruitment and retention of both minority students and faculty. Special efforts for recruiting minority students appear to be minimal. Brochures are available which describe American Indian programs. The Black student advisor attends one minority recruiting fair per year.

Currently UMD's initiatives for and focus upon special minority students includes academic-related programs and some culturally-specific student support activities. The majority of the minority student programs are developed for American Indians. Two minority student organizations exist on campus: The Anishinabe Club and the Black Students in Progress.

Special minority student counseling is provided by a 1.0 FTE American Indian advisor and a 0.5 FTE Black American advisor. The Black American advisor indicated that she had submitted her resignation effective end of fall quarter, 1986.

Special Minority Student Programs. UMD sponsors six special minority student (American Indian) programs. These programs are housed in the Center of American Indian and Minority Health in the School of Medicine.

1. American Indians in Marine Science (AIMS): the AIMS program, funded through the Sea Grant-National Oceanic and Atmospheric Administration (NOAA) and established in 1980, is a 2-3 year program designed to encourage five American Indian students per year to consider careers in the aquatic sciences. It provides comprehensive financial support for up to three years of undergraduate course work in any of the sciences plus providing students the opportunity to participate in ongoing research in the aquatic sciences. Successful students should be prepared to continue in graduate school.

This program, housed in the School of Medicine at UMD, has served 14 students of which five have graduated.

2. Native Americans into Medicine (NAM): NAM, funded by a Health Careers Opportunities grant, is a 5-8 week summer enrichment program with a goal of increasing the number of American Indians in the field of medicine. This program operates at UMD as well as Bemidji State University. The program serves up to 15 students per academic year at each of the two institutions.

The program has served 344 students since 1973 and has 31 NAM graduates now in health-related careers.

3. Indians into Research Careers (IRC): IRC, funded by the National Institute of General Medical Sciences (NIGMS), is a two-year (24-month) undergraduate program designed to encourage American Indian college sophomores (entering their junior year) to consider careers in medical research under the direction of faculty who are involved in ongoing medical research. All educational costs plus a monthly stipend are available to all students accepted into the program. The programs serves six students with four at UMD, one at the Twin Cities campus, and one at the College of St. Scholastica, Duluth.

4. Howard-Rockefeller Program: The program, funded through Howard University and the Rockefeller Foundation, is a six-week summer program for 8-10 American Indian high school students who are in the upper 50 percent of their class. The program is designed to provide exposure to medical research, a medical school laboratory, and university life with the goal of influencing them to select a life science career. The program has served 70 students and its alumni include graduates in health professions and premedical programs.

5. The Ni-Shou-Gababwag Program: This is an educational service provided by the Fond du Lac Reservation in cooperation with UMD. Its purpose is to expose promising American Indian undergraduate students (freshmen and sophomores) to settings where biomedical research is occurring. Ten participants per year are selected from reservations and urban areas in northeastern Minnesota. These students work 40 hours per week in a research laboratory under the supervision of a laboratory assistant and a principal research scientist. In addition, the students receive registration assistance, financial aid, tutoring, academic guidance, and training with computers. This program is housed in UMD's School of Medicine.

6. The American Indian Learning and Resource Center (AILRC): This Center began its operation in 1983. The Center utilizes a "whole student" concept to ". . . enhance and enrich the cultural, academic, supportive communication and social environment of UMD to increase the retention of American Indian students at UMD." Staffed by one director and one counselor, AILRC provides academic and personal counseling, financial advice, career planning, and student recruitment to American Indian students. It also provides student book loans, student emergency loans, tutoring (especially science, mathematics, and study and writing skills).

Black Students. The Black student advisor cites that the Black enrollment has decreased by approximately 50 percent (40 to 20) in the past year. One off-campus Black student recruitment activity occurs annually with a focus on students primarily enrolled at Duluth Central High School. The majority of Black American students at UMD come from either Duluth or the Twin Cities.

No special academic programs exist at UMD for the Black student population. A proposal for establishing a Black learning resource center was submitted but it was refused. The need for recruitment program for Black students, staff, faculty, and administrators was cited, given the current situation.

Academic Offerings.

1. American Indian Studies: This program, now offering 18 courses, was established in 1972 to promote Indian awareness through examination of the ways in

which traditional tribal culture has been maintained, altered and expressed in present-day Indian life and affairs. The programs serves Indian and non-Indian students by broadening their knowledge of tradition and modern Indian history and culture in order to promote identity and pride in ancestry.

It was generally agreed that the daily presence and involvement on campus of American Indian faculty and staff has helped develop increased trust between the community and UMD as well as contributing to Minnesota's recognition at a national level.

2. The American Indian Mental Health Training Program: This program was originally established as an alcohol and drug abuse counselor training project. The original effort by UMD and the Minnesota Chippewa Tribe offered an associate of arts degree in paraprofessional counseling. Today, the program offers a bachelors of applied science (BAS) degree with a major in psychology. The program averages 30 participants per year (over 100 apply for admission) with the annual \$100,000 budget used for student stipends, program salaries, overhead, and instructor costs.

UMD has been sole support of the program for two years but cannot continue. Consequently, this program is now being phased out because the American Indian Tribal Council can no longer secure funds for its operation.

Summary of Findings for Student Programs. Most special student programs are funded on "soft" monies and some have experienced cutbacks. As a result, the lack of financial resources for most programs was cited as a strong factor mitigating against maintaining their continuing effectiveness. Such funds would assist with the American Indian studies program and the reestablishment of the NAM program at the Morris Campus. Additionally, the programs need better facilities commensurate with general program needs.

Minority Faculty

In 1985, UMD had approximately 500 faculty members which included 5 (1.0%) American Indians, 8 (1.6%) Asians, no (0.0%) Blacks, and 1 (0.2%) Hispanic. No special minority faculty recruitment initiatives exist at this time although funds have been requested from the Bush Foundation to focus on the recruitment of minority faculty. Minority faculty retention is a problem. UMD lost its one Black faculty member and has lost three American Indian faculty in the past year.

Most minority (and some majority) faculty and staff were critical of, and apprehensive toward, CTF initiatives. Several felt CTF would have a negative impact upon their present and future minority student enrollment. Many felt that in order to help minorities under CTF, a complete restructuring of the K-12 school system would need to occur. With the exception of the College of Education and Human Services Professions, faculty were concerned with the lack of minority faculty (and students) in other disciplines. Minority faculty (especially American Indian) keenly sense a lack of cultural support and sensitivity on the part of many nonminority faculty and staff.

Current Initiatives

A special group has been organized to review the needs of special populations at UMD. This group is to make recommendations concerning structure and coordination needs for UMD initiatives concerning special populations.

UMD, UMD's American Indian programs, and the Fond du Lac Reservations are working to seek continued funding for the troubled American Indian Mental Health Training Program.

UMD's College of Education and Human Service Professions in cooperation with American Indian Students, and the AILRC, and in working agreement with the Fond du Lac Reservation are applying for an Objibway Bilingual Education Program under 84.003R of the Educational Personnel Training Act, Title VII, U.S. Department of Education. The proposal will request three years initial funding to develop and integrate the program as a regular major with the College of Education and Human Service Professions.

UMD is involved in an effort to raise funds (\$500,000) for an endowed chair in Indian education.

UNIVERSITY OF MINNESOTA, MORRIS (UMM)

Background

On November 13, 1986, five members of the Committee (Committee chair, three subcommittee chairs, and the assistant to the vice president to academic affairs) visited UMM.

The following is a summary of findings based upon an analysis of UMM's response to the questionnaire and information gained during the Committee's one-day visit.

In 1985, UMM enrolled 1,682 undergraduate students of which 130 (7.7%) were minority. Specifically, UMM enrolled 10 (1.2%) American Indians, 12 (.07%) Asians, 75 (4.5%) Blacks, and 23 (1.4%) Hispanics.

The Minority Student Program (MSP)

This program was initiated in 1971 as a special service program 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. Another program, the Native Americans into Medicine (NAM) program associated with the University of Minnesota, Duluth, School of Medicine was initiated in 1973 at the Morris campus. It was in operation for a period of four years as a 5-8 week summer enrichment program with a specific goal of increasing the number of American Indians in the field of medicine. Under the auspices of the academic dean (vice chancellor of academic affairs) and the UMM Science Department, NAM was housed the last two years of its existence in the MSP office until it was terminated (in 1976) and its functions returned to the Duluth campus.

MSP operates with a full-time staff that includes a full-time director, executive secretary (administrative assistant), two additional professionals (counselor and educational coordinator), and a number of part-time college work-study students. It

has an annual University budget of approximately \$103,774 that is supplemented by \$10,500 in student activity funds to administer the Annual Cultural Heritage Week co-curricular activities. The program currently serves 132 minority students consisting of 21 Asians, 60 Blacks, 27 Hispanics, and 24 American Indians out of a total student body of 1750. It should be noted that 70 percent of UMM minority students are from out of state with a large percentage of this number from the urban metropolitan areas of Chicago, Milwaukee, and other parts of the country.

MSP is a departmental unit of the vice chancellor of student affairs and works in cooperation with the other UMM student personnel service units and academic offices to provide personalized, individual responses to the special needs of minority students. This includes an active effort to acquaint minority students with the nature of the campus and the educational opportunities available. Services include recruitment and assistance in the admissions process; partial administration, counseling, and provision of sufficient financial assistance (based upon need) to remove economic barriers; and the provision of advising, counseling, and academic assistance necessary to maximize the students' potential for academic success in order to adjust to the college without losing their identity.

Structurally, utilizing a set of goals and objectives, MSP works with three major advisory committees as follows.

1. The Minority Experience Committee (MEC)(a campus Assembly Committee): This committee consists of four students, four faculty members from each academic division, and the vice chancellor of academic affairs and considers making recommendations regarding curriculum, educational programs, faculty affirmative action in hiring, and extracurricular activities where these touch upon the interests of racial or ethnic minorities.
2. The Student Personnel Services Committee (SPSC): SPSC consists of the directors of each departmental unit and the vice chancellor of student personnel services. It sets goals and objectives in each unit to best accommodate the needs of the minority students.
3. The Minority Student Association Advisory Committee (MSAAC): MSAAC consists of two members of each ethnic racial group to advise the UMM administration and MSP on matters concerning education and cultural exchange.

MSP has three major components consisting of academic assistance, counseling, and the cultural enrichment programs which utilize the previously mentioned advisory committees.

1. The Academic Assistance Program: This program is coordinated by the MSP educational coordinator who assists minority students through counseling and provides them with additional knowledge and skills necessary for college level functioning by developing and coordinating.
 - a) The pre-college orientation program utilizing diagnostic testing to advise all minority freshmen;
 - b) The referral services of advance standing minority students to faculty advisors in their major fields with MSP staff as co-advisors as needed;

- c) The tutorial assistance and three-week summer orientation (Early START) programs with the UMM Academic Assistance Program (Title III Grant);
 - d) The monitoring of the progress of minority students (with the assistance of faculty and the UMM Academic Assistance Center);
 - e) The career development job and internship placement program (e.g., the graduate school placement of minority seniors--25-50 percent yearly attend graduate school);
 - g) The creation of the 15-1200 (institutional racism in America) course into the curriculum as an independent study; and
 - h) The Title III Grant (Phase II portion) concerning the establishment of visiting professorships and endowed chairs as a means of creating a climate and encouraging minority faculty (emphasis on Blacks and American Indians) to come to UMM.
2. The Counseling Program: This program coordinated by MPS's American Indian counselor (advised by each director of SPSC) assists minority students by providing individual and group counseling to stimulate personal, social/emotive development in the following areas:
- a) Vocational counseling utilizing of the Strong-Campbell Vocational Interest Inventory;
 - b) Academic counseling to consider problems which may interfere with academic achievement and/or retention;
 - c) Resource utilization for wellness, nutrition, and stress management;
 - d) Education (in conjunction with a UMM campus committee) for awareness of alcohol/drug abuse;
 - e) Recruitment of American Indian students;
 - f) Inter-and intra-group relations between white and minority students and between each ethnic racial group;
 - g) Referral for difficult personal and social problems to other UMM or outside agency counselors; and
 - h) Financial counseling and assistance in solving financial management problems or applying for financial assistance. This service is provided in conjunction with MSP's executive secretary and the director (who has primary responsibility for administering MSP financial aid).
3. The Cultural Heritage Week Program: This program is under the direction of the MSP director and advised by MSAAC. This annual cultural awareness program is designed to bring the UMM faculty, staff, nonminority students, minority students, and the Morris community together to break down stereotypes,

prejudices, fears, and dehumanizing attitudes. This annual program is now in its fourteenth year and has become an integral part of the student activity calendar. College credit for participation is available by arrangement with faculty.

The strengths of the MSP program are:

1. The development of long- and short-range goals and objectives (management by objectives was established in 1975) consistent with the UMM mission statement that continually reflect the student needs with a timetable that the students can progress at their own pace which does not mean changing UMM academic standards;
2. The establishment of a structure which provides continuity and UMM institutional commitment;
3. The utilization of an internal evaluative process of the goals and objectives for past/present effectiveness and future initiatives;
4. Cooperation of the institution, students, faculty, and staff for intergroup relationships and common knowledge; and
5. Continuous, strong leadership provided by the program director.

The program director foresees a number of changes that would make the program even more effective given the remote rural campus location.

1. Improved financial aid package available to first- and second-year minority students should be extended to the remaining years. This will reduce the \$12,000-\$15,000 debt now incurred by (particularly) out-of-state minority students and strengthen financial incentives for other minorities to come to UMM.
2. The programs' supplies, equipment, and expense budget should be increased to reduce the burden on the chancellor's reserve funds.
3. Establish endowed chairs, visiting professorships, exchange programs, etc. as a means of creating a climate which will encourage minority faculty.
4. Intensive recruitment efforts for minority faculty is critical so that positive role models are established for minority students. Short- and long-range goals are critical to promote aggressive and highly visible recruitment.

UNIVERSITY OF MINNESOTA TECHNOLOGY COLLEGE, WASECA (UMW)

In Fall 1985, UMW enrolled 1,114 students which included 7 (0.6%) minorities. There were 0 (0.0%) American Indian, 1 (0.1%) Asian, 5 (0.4%) Black; and 1 (0.1%) Hispanic. (It should be noted that 7 (0.6%) other students did not choose to identify their racial background.)

UMW does not report sponsoring any special support activities (beyond those available to any student) to facilitate the identification, recruitment or retention of minority students. The institution does, however, advertise faculty positions in minority-oriented periodicals.

UMW has been considering the possibility of developing a recruiting system in the Twin Cities metropolitan region which would attract more minorities. If this were to occur, a second step would be to develop more culturally-focused student support services. The surrounding community would probably require some assistance to increase its readiness to accommodate a significant influx of minority students.

**REACTIONS TO (DRAFT) INTERIM REPORT
OF THE SPECIAL COMMITTEE ON MINORITY PROGRAMS
IN SUPPORT OF COMMITMENT TO FOCUS**

Please rate your reactions to the following recommendations: In addition, please complete the information requested on page three.

Recommendation	Strongly Support	Support	Oppose	Strongly Oppose
Undergraduate Recruiting and Admissions: The Committee Recommends				
1. The University provide resources to expand its current minority student recruitment efforts and implement a comprehensive, coordinated undergraduate recruitment program which will identify and recruit minority students.				
2. The University establish annual goals for the successful recruitment and admission of high-potential minority high school seniors.				
3. The University expand, support, and effectively coordinate its early "reach-out" programs in those State elementary and secondary schools which serve a significant number of minority students.				
4. The University provide funds to increase and improve the financial aid package for minority undergraduate students.				
5. The University develop indices of academic potential that take into account the educational backgrounds and experiences of minority nontraditional students. This is necessary in order to establish appropriate admissions criteria for these populations.				

Of the recommendations listed above, please indicate the number of the one recommendation you believe to be the MOST IMPORTANT.

Undergraduate Retention and Graduation: The Committee Recommends

6. The University establish a centralized, coordinating mechanism for minority student programs in order to facilitate development of more uniform reporting methods, accountability, allocation of resources, fiscal planning, and to reduce possible redundancy of effort.
7. The University promote and reward creative efforts which increase the direct involvement of faculty members in addressing the academic needs of minority students.
8. The University develop creative funding strategies to support and ensure the continuity and expansion of special programs which have demonstrated their effectiveness in facilitating the retention and graduation of minority students.
9. The University develop creative financial assistance programs to facilitate the continuous enrollment of upper division minority students.
10. The University develop and implement a program of staff development and graduate education for minority program personnel.
11. The University encourage academic and student support personnel, as part of their professional development, to enroll in courses and programs which upgrade their awareness, understanding, and communication skills with minority students.

Of the recommendations listed above, please indicate the number of the one recommendation you believe to be the MOST IMPORTANT.

Recommendation	Strongly Support	Support	Oppose	Strongly Oppose
Minority Graduate and Professional Programs: The Committee Recommends				
12. The University strengthen the current Office of Equal Opportunity in Graduate Studies by placing responsibility for the program in the office of an associate dean whose duties will entail primary responsibility for exercising leadership with academic units to develop and implement creative initiatives for recruitment, retention, and graduation of minority graduate students.				
13. The University establish annual goals for the successful recruitment of minority graduate students in all disciplines with special focus on those disciplines where minority students have been historically underrepresented.				
14. The University provide funds to increase and improve the financial awards for minority graduate and professional students.				

Of the recommendations listed above, please indicate the number of the one recommendation you believe to be the MOST IMPORTANT.

Minority Student Data Base: The Committee Recommends

- 15. The University allocate resources to develop a comprehensive, centralized, computerized data system which will facilitate monitoring the progress of minority students from initial contact (e.g. participants in special summer programs and applicants for admission) through graduation and follow-up after graduation.
- 16. The University develop mechanisms to support research concerning minority students in higher education with a special emphasis on the State of Minnesota.

Minority Faculty: The Committee Recommends

- 17. (Recruitment): The University establish a structured, highly visible, and aggressive program for minority faculty recruitment which is coordinated and monitored centrally.
- 18. (Recruitment): The Committee recommends that collegiate units establish short- and long-range goals for the successful recruitment of tenure-track minority faculty. These goals should be reviewed annually at the highest level of academic administration.
- 19. (Retention): The University encourage academic units to create initiatives which enhance the careers of minority faculty in their progress within their disciplines, relationships with their departmental colleagues, and their productivity in areas appropriate to their level of career development. Adaptations should be developed to facilitate the efforts of the coordinate campuses in attracting and retaining minority faculty.

Of Recommendations 17-19 listed above, please indicate the number of the one recommendation you believe to be the MOST IMPORTANT.

Facilities: The Committee Recommends

- 20. The University take measures to provide adequate and physically attractive spaces which are commensurate with the programmatic needs of minority student programs.

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Recommendation	Strongly Support	Support	Oppose	Strongly Oppose
Administration: Coordination: The Committee Recommends				
21. The Office of the Provost and Vice President for Academic Affairs assume principal responsibility for the leadership, coordination, and provision of adequate resources for minority student academic programs and minority faculty recruitment/retention. A new position should be established in that office and a significant part of the responsibility of this position will be to direct and coordinate minority programs.				
22. The Board of Regents require an annual report of the University's progress in implementing the recommendations contained in this report.				

Which of the 22 recommendations do you consider to be the MOST CRITICAL for "promoting racial diversity while enhancing academic excellence?" (Write recommendation number in box at right.)

23. Comments (please identify recommendation number): _____

Please circle the most appropriate statement that applies to you.

24. How involved have you been with minority group issues over the past five years?

- a. Not at all involved
- b. Slightly involved
- c. Somewhat involved
- d. Very involved

25. Which of the following apply to you? (Circle all that apply.)

- a. Educator (PK-12 grade)
- b. Representative of business community
- c. Representative of minority organization
- d. U. of M. central administration
- e. U. of M. college office or unit administrator
- f. U. of M. faculty (non-administrator)
- g. U. of M. professional administrative staff member
- h. U. of M. undergraduate student
- i. U. of M. graduate student
- j. Member of U. of M. governance body
- l. Other, please describe: _____

26. Which University of Minnesota campus do you know best?

- a. Crookston
- b. Duluth
- c. Minneapolis/St. Paul
- d. Morris
- e. Waseca
- f. All campuses equally well

27. Are you a University of Minnesota graduate?

- a. Yes
- b. No

28. Racial/ethnic background:

- a. American Indian
- b. Asian American
- c. Black American
- d. Hispanic American
- e. White
- f. Non-U.S. resident

Country (optional): _____

RETURN COMPLETED QUESTIONNAIRE (3 PAGES) BY FEBRUARY 25, 1987 TO:

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