



Irene Gomez-Bethke Papers.

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M.A. Perp. 1. Carbon to Jose Cruz -
" 2. ask for free parking
1. Financial aid

Dir DenuCenter

INFO. M. Trenchard weero 1970 - Chicano Mobil Institute
1973 - Alf. Gonzales chair of Chicano St.
1973 M.T.L. was brought here by A.G.

M.T. Luc. MA - Turre Tract
Koepfle Henry Koffel. Academic Affairs

Temporary contract (was not legal)

Chair Manuel Guerrero.

Marcela in good faith signed.

C. contract -

Policy: after 6 years they have to give
you tenure.

evaluate you on publication service
teaching etc.

1977 - H. Smith did not ever evaluate M.T.L.

There was never any communication
with or between Dr. H. Smith / M.T.L.

1977 - week of exams M.T.L. took them
and passed 1978 Suggestion from Herman
Vidal to base Ph.D. thesis on ^{1. History of Southwest} ^{2. Colorado Chicano}

Put people on her committee. She had no input
'78 title approved, thesis approved etc.

1979 - was almost fired. Fall quarter off -

Marcela disc. letter from H. Smith. (His advisor said
she had 1 year limit)

1979 Conflict between Deans.

Sent M.T.L. letter threatening to Lukerman vs. Clark
fire her.

Arturo Madrid Arts / Humanities Soc. Sci.

was questioned about Herman Vidal

1980 Jan - going to Cuba - She has last Draft.
MARCH 15 - was asked

Zimmerman: "Grievance Officer". M.T.H. sent letter agreeing to do this. How many poems are you analyzing? Thrus.

Chicano studies review panel.

- 1st. H. Sm. Ch - studies not viable.
- 2nd. A. M. trying to get rid of Ch - st.
- 3rd. Mitchell was chairperson.

M.T.H. Views on Chicano studies were different
Dr. H. Smith - "You are getting emotional."
~~last chapter was finished~~

H. Vidal

Chairperson asked her if What are you going to do if you are not teaching?
You might think you though but you are not?

Heenan Vidal / Women

Women did not get along w - Heenan - was always saying sexist remarks -

Rejender Case met with a committee
was not allowed to debate with her chairperson
letter fr M.T.H. After Marcelle was fired.

Heenan
Rights
M.T.H.

Vidal gave her set of instructions
U of Albuquerque - Pajarito Publications.
Request of this
Committee:

1. Reinstatement of M. T. Lucero.
default tenure w Phd. equivallence

sexual

harassment

2. Establish pattern

2. EEOC.

2. Call D.O.H.

Note at meeting with Dean Luchman, the Dean could not supply the community with a written criteria covering M. Tanjillo's candidacy.

Schedule

Oct. 24, 1980

B

U of M. Advisory Com -

Overview

Structure

Regents

Alfredo Gonzalez

President Peter McGrath

University Relations

Budget: line items

U-M - Academic deadline

Financial

C.L.U. graduate mon

General College -

tests scores - orientation

Recruitment

stiffing

Marcela Trujillo

chicana Latinas be counted as Hispanics.

document - hiring. We need to have a screening committee.

1. publications

2. communications

3. Community service -

Constitution Affirmative Action

Juan Philip

Quarterly Goals / Timetables admin 7 categories

Review

Craft.

Fac. Cleric Sh. Tech

Case of Consent degree -

① incentives for implementation

Rajendar: Sex - was issue of suite. ② tied in with merit raise.

Advisory

Committed

to look into

tool to use

by us for

identifying

1. Unfair

2. bias

3. prejudices

4 pattern of discrimination

All Link: Oct 2 workshop - to inform deans and dept heads - public documents.

Counseling

Paul Carrizalez

Process *

Mission Statement

1.

2.

3.

THE EDUCATIONAL SYSTEMS

INTRODUCTION

During the 1970s, communities throughout the state and nation have experienced the impact of a declining birthrate and other cultural shifts in marriage/divorce/lifestyle patterns which have resulted in smaller households. Minneapolis has not only shared in these impacts but has also experienced the effects of two patterns of migration: outmigration of middle-income families and immigration of young adult singles. Perceptions of the City's educational systems have played a large part in producing both migration patterns.

On the one hand, outmigration from Minneapolis has resulted in an estimated 75,000 person loss in family population, which has drastically affected enrollment in the K-12 public schools. Of every 100 children born to Minneapolis residents since 1965, approximately 60 have been enrolled in the Minneapolis Public Schools (MPS) kindergarten program five years later. By first grade, the number has dropped by another 10 percent. Losses due to outmigration have been compounded by the decline in birth rates and, since 1976, by stabilized enrollment in the private schools, to produce a 20,000 pupil decline in the Minneapolis Public School enrollment from 1970 to 1978.

On the other hand, young single adults have been moving into the City from all over the Upper Midwest while the City has been exporting its pre-schoolers to the suburbs. The young adult population, aged 20-29, has increased by about 17,000 in absolute numbers during the 1970s. These young adults, the product of the post-World War II baby boom which peaked in 1959, have come in large part to share in the post-high educational opportunities available in the area and have stayed to find a career and to share an urban lifestyle with their peers. The "market" areas of many of the post-high educational facilities located here are so extensive that the institutions can be considered as "industries" attuned to multistate, national and even international human development needs, not merely those of this locale.

Positive perceptions of the programs and products of the City's post-high educational system appear to have played a substantial role in attracting young adults to Minneapolis, while negative perceptions of the MPS K-12 educational system appear to have played a significant role in the decisions of families to move out of the City. Certainly a variety of factors produce locational choices: housing opportunities, neighborhood security and stability, spatial needs, job opportunities, and a general perception of "quality of life." Surveys have shown, however, that schools are a very important factor in locational choice.

with pre-schoolers

Commitment
Objective
2

Objective
1 - Policies
ob. 3 - Spec.
Ed prog.

Minneapolis, in this comprehensive Plan for the 1980s, has developed policies geared to an overall goal of population stability. One way of achieving that goal might be to attract more singles, but the pool of young adults from which the City might draw will soon be sharply reduced because of the sharp decline in birth rates since 1961. Another way might be to foster a "back to the City" movement among suburban residents, but analysis of local and national data have not shown any substantial signs of such a movement beginning. The City, therefore, has looked to itself and its present residents and directed its policies for population stability to retaining the people who are here now, and their offspring.

The young adults now living in the City are beginning to form families. They are having children later than did their parents, and they are having fewer children, but nevertheless they will produce what is called the "echo baby boom." The City's goal is to reverse the trend toward outmigration of families and to keep the young adults now forming families, as well as to attract new singles to Minneapolis. Recognizing, on the one hand, the independent governance of the City's educational institutions, but seeing, on the other, the importance of the educational system to its overall goal, the City has developed this policy/plan.

The goal of the plan is:

To make sure that the City's educational systems present a positive and attractive image of stability, vitality, variety and quality to existing and potential Minneapolis residents.

Given the preceding rationale, policies must be directed to supporting the positive image of the post-high educational system and to changing negative perceptions of the K-12 educational system. In addition, however, the City should work with other agencies than the independent educational institutions to provide a positive educational environment for pre-schoolers, and for those who have completed their formal education. The urban environment can support life-long educational opportunities unique in their attractiveness for City residents.

*Biling
Voc. Tech **

Policies dealing with the educational system are found in other parts of the comprehensive plan as well as in this section. The topic of matching education and job training is discussed in the Economic Development chapter. The topic of providing for special needs in order to achieve equality of educational opportunity is addressed in the Social Services section of this Human Development chapter. Education as it is broadly defined to be communication is discussed in every chapter.

BACKGROUND

The complexity of the network of influence which determines the character of the Minneapolis educational system was demonstrated in a 1975 study of Community Participation in the

Education, 3

Minneapolis Schools. (Minneapolis Accountability Project, May 1975.) Federal, state and county funding and regulatory agencies, professional organizations, foundations and businesses which provide educational services or programs, scientific-educational and cultural centers, the media, social service and youth-serving agencies and school advisory groups....over 1500 groups were identified as having an interest in and impact on the educational system. For brevity's sake, this background overview describes only the scope of child-care facilities, K-12 public and private schools, and post-high educational facilities. Neither community education programs nor the education programs offered by the parks and library systems, for example, are included in the overview, although they provide important supplements within the educational system.

Early Childhood Education

The importance of adequate care and early childhood education to learning development has been increasingly emphasized during the past few years. Minneapolis houses an increasing number of single parent families -- 85 percent of those receiving subsidies for child care are single, working parents. At the same time, an increasing number of two-parent families have both parents working, requiring child care during working hours other than from parents.

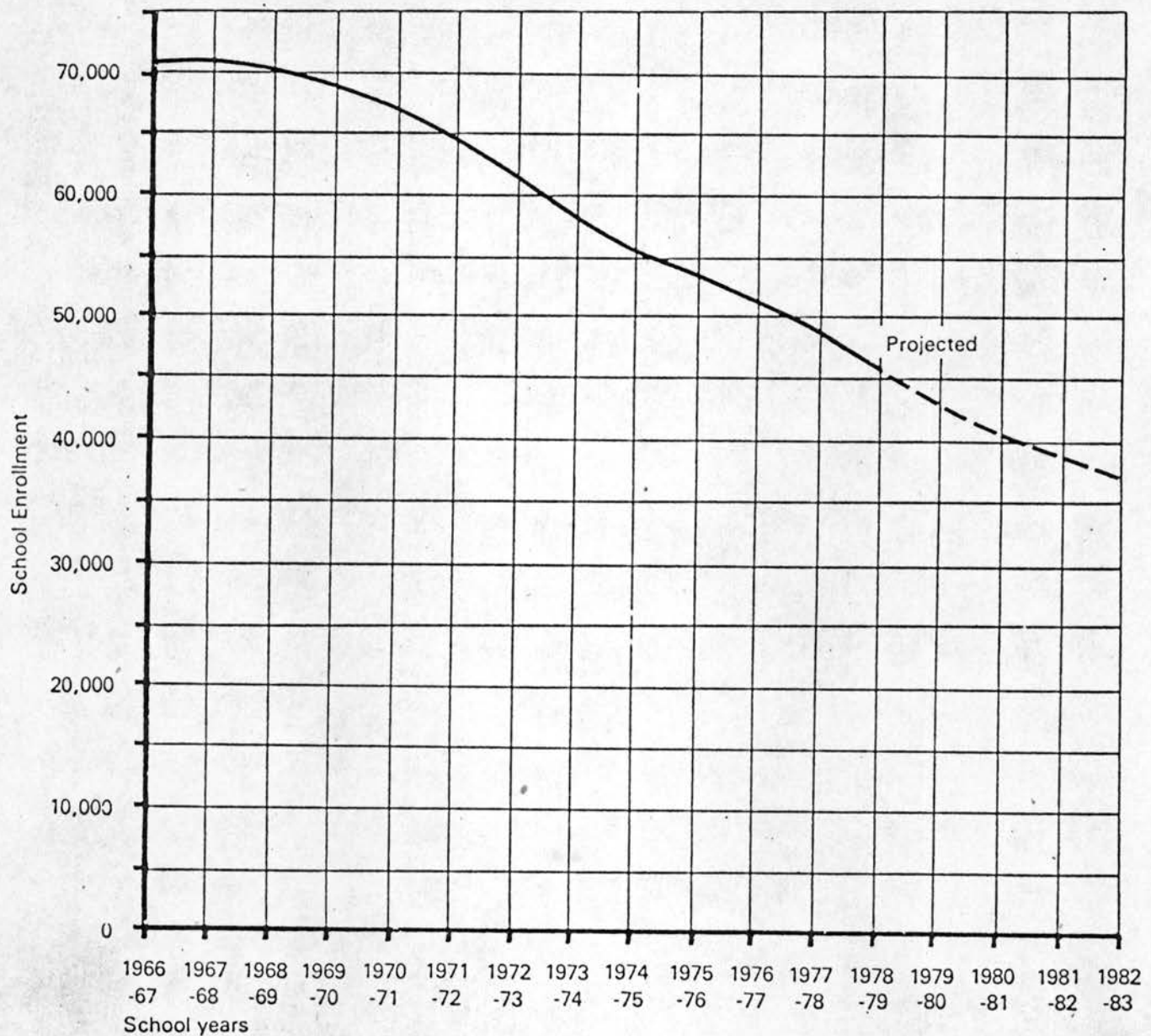
Although the primary financial responsibility for early child care rests with parents, the public sector is involved in providing day care. Funds from the federal government's Title 20 and Community Development Block Grant programs as well as from the state's Child Care Facilities program are funneled to child care providers to subsidize families and areas that are eligible on the basis of income and special need. A total of 76 full-day facilities and 48 half-day programs are available, as shown on the accompanying map. Most serve pre-schoolers from the age of 2 1/2 years to six years. What is not shown on the map are the publicly funded programs for offered, in some cases from birth, for children with some types of handicapping conditions through the Minneapolis Public Schools.

map

K-12 Public Schools

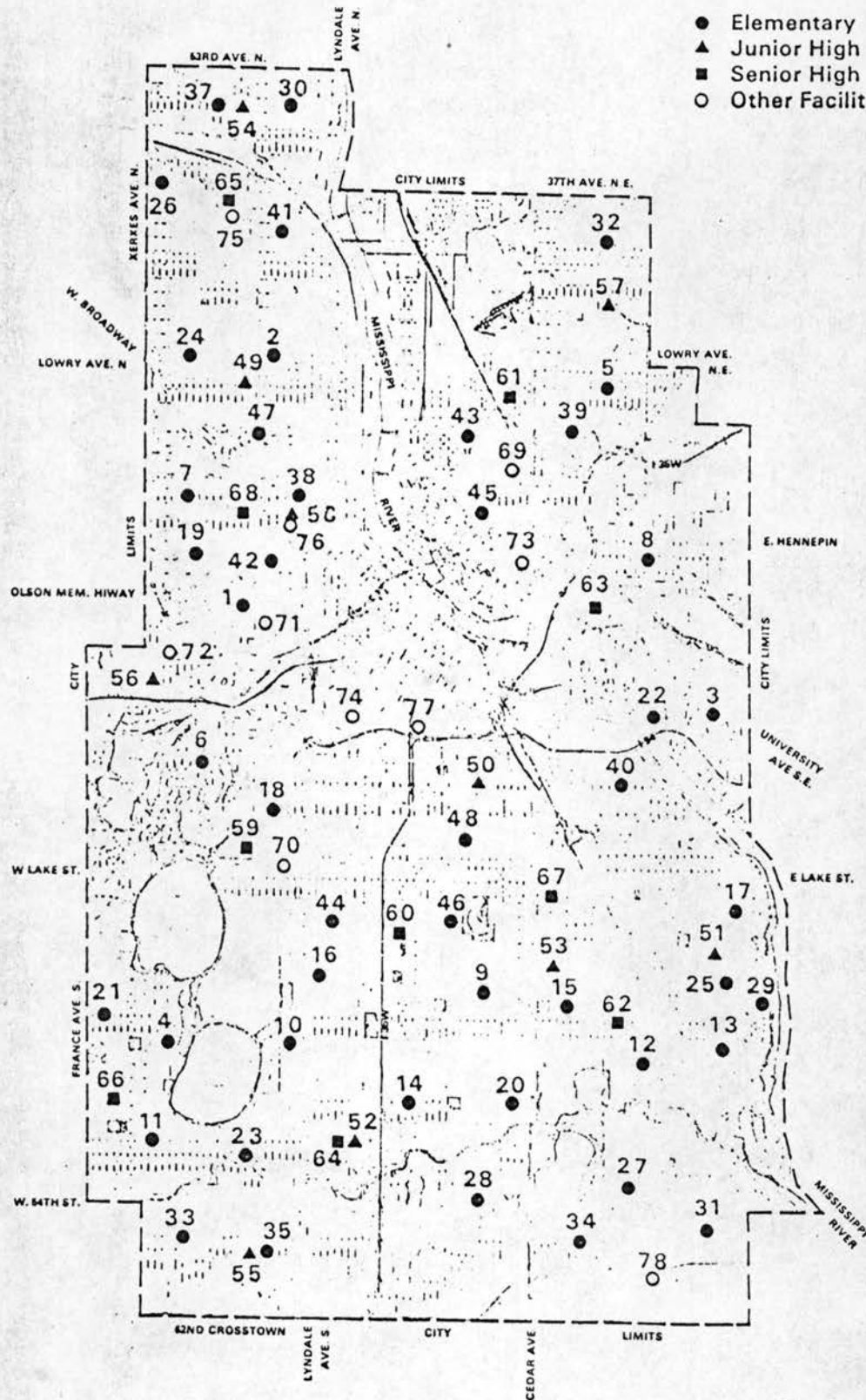
In 1978, 44,986 students were enrolled in the Minneapolis Public Schools, showing a decline in enrollment of four percent from the 46,637 enrolled in 1977 and a total decline of 33 percent from 1970. During the '70s, 31 schools have been closed because of declining enrollment; eight schools have been constructed during the same period, however.

SCHOOL ENROLLMENTS, 1966-1978, AND PROJECTED ENROLLMENTS, 1979-1982



At the beginning of the 1978 school year, the Minneapolis School District contained 48 elementary schools, 1 middle school, 9 junior high schools, 10 high schools, and 10 other facilities including the Area Vocational Technical Institute (MAVTI). These facilities served an estimated student population of 44,986 and also served a sizeable population of adults in after school hours community education activities.

The Minneapolis School District is nearing completion of a comprehensive building program. The program has concentrated on the modernization of existing facilities, construction of new schools, and the elimination of obsolete or underused facilities. Three new elementary schools, North Star, Hans Christian Andersen, and Laura Ingalls Wilder have been



Selected Data For Minneapolis Public Schools and Other Facilities

Elementary Schools	Building Construction Dates	Site (Acres)		Capacity	Current Attendance	Address
		School	Park			
1. Harrison	1884, 97; 1913, 60	9.11	7.11	504	351	1500 4th Av N
2. Bremer	1887, 97, 1910, 16	3.62		616	432	1214 Lowry Av N
3. Pratt	1898, 1906, 26	1.1		386	352	66 Malcolm Av SE
4. Lake Harriet	1906, 08, 11	1.58		330	324	4236 Sheridan Av S
5. Pillsbury	1907, 08	2.63		358	331	2255 Hayes St NE
6. Kenwood	1908, 23, 66	1.78		548	472	2013 Penn Av S
7. Willard	1910, 20	5.8		716	634	1615 Queen Av N
8. Tuttle	1911, 26	2.52		414	279	1042 18th Av SE
9. Bancroft	1912, 20, 66	3.6		792	532	1315 E 38th St
10. Barton	1915, 23, 73	1.95		442	389	4237 Colfax Av S
11. Fulton	1915, 22, 66, 70	3.71		744	419	4912 Vincent Av S
12. Ericsson	1916, 51	4.05		404	313	4315 31st Av S
13. Hiawatha	1916, 23	8.24	4.1	436	391	4201 42d Av S
14. Field	1920, 23, 64	3.72		700	522	4645 4th Av S
15. Standish	1971, 74					
	1920, 23	3.23		570	477	2200 E 40th St
16. Agassiz	1922, 66	2.25		414	316	510 W 38th St
17. Cooper	1923, 58	3.75		358	352	3239 44th Av S
18. Jefferson	1923	3.5		1000	768	1200 W 26th St
19. Lincoln	1923	7.82		896	442	2131 12th Av N
20. Northrop	1923, 50	3.56		352	271	1611 E 46th St
21. Audubon	1924, 55	3.64		302	279	4030 Chowen Av S
22. Free School	1924	2.24		204	164	915 Darmouth Av SE
23. Burroughs	1926, 62	8.26		632	594	1501 W 50th St
24. Cleveland	1927	3.64		302	378	3218 Russell Av N
25. Howe	1927	3.2		436	344	3733 43d Av S
26. Loring	1928	4.58		545	366	2600 44th Av N
27. Keewaydin	1928	8.26	4.13	408	319	5209 30th Av S
28. Hale	1930, 38, 54, 74	3.55		850	805	1220 E 54th St
29. Dowling	1936, 61	20.1		120	39	3900 W River Road
30. Lind	1937, 50, 54	16.6	8.0	520	387	5026 Dupont Av N
31. Morris Park	1939, 53	6.61	3.88	464	352	3810 E 56th St
32. Waite Park	1950	14.5	8.3	548	517	1800 34th Av NE
33. Armatage	1952, 54, 56	22.9	18.6	787	484	2501 W 56th St
34. Wenonah	1952, 58	3.64		386	219	5625 23d Av S
35. Kenny	1954, 57	8.92	4.7	660	360	5720 Emerson Av S
36. Page	1958	3.0		274	254	324 Luverne Av
37. Shingle Creek	1958, 59	4.18	58.9	508	298	5034 Oliver Av N
38. Hall	1960, 63	5.5		444	229	1601 Aldrich Av N
39. Putnam	1966	2.24	24.7	448	290	1616 Buchanan St. NE
40. Seward	1966	4.12	9.8	731	496	2309 28th Av S
41. Hamilton	1967	4.1		302	468	4118 Emerson Av N
42. Bethune	1968	2.7	12.2	616	520	919 Emerson Av N
43. Holland	1968	3.2		492	373	1534 6th St NE
44. Lyndale	1971	3.08		950	662	3333 Grand Av S
45. Webster	1974	11.0	2.8	560	335	425 5th St NE
46. Wilder A	1976	6.5	6.0	606	633	3322 Elliot Av S
B	1976			591	608	3328 Elliot Av S
C	1976			591	528	3320 Elliot Av S

Education, 7

completed within the last three years. In addition, a gymnasium construction program was completed in 1978 and a new Minneapolis Area Vocational-Technical Institute (MAVTI) is scheduled for completion by 1980. The new MAVTI will be located next to Metropolitan Junior College and a co-operative relationship is planned between the two.

Besides the construction of new schools, one of the most noticeable changes in educational physical facilities has been the closing of schools which are underused or obsolete. Over the last five years, the Board of Education has closed on the average about four schools a year due primarily to declining enrollments. During 1978, however, the Board of Education closed nine additional schools (six elementary and three junior high) because of continuing declines in enrollment and in an effort to stay within projected budgets.

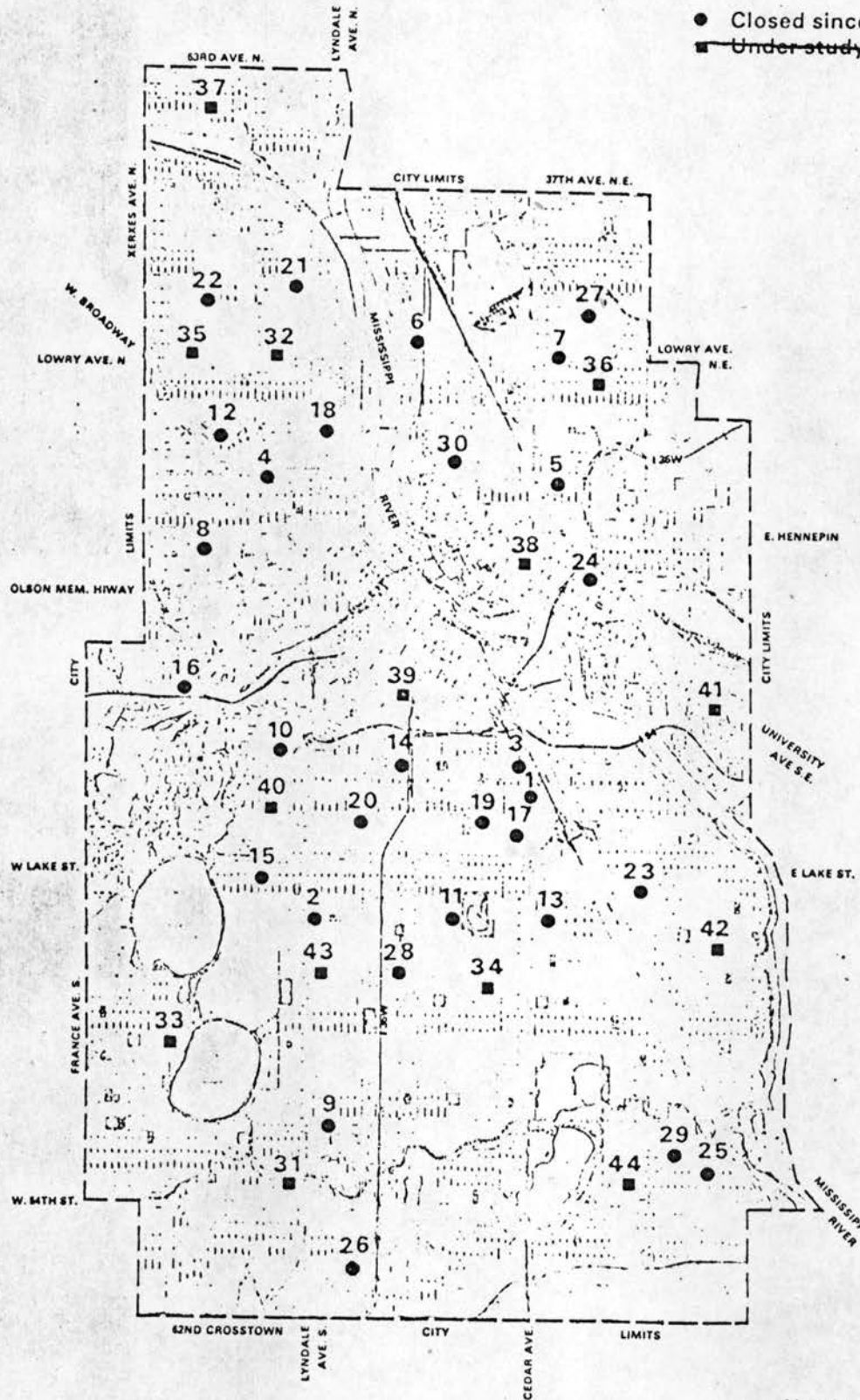
Enrollments in Minneapolis public schools reached a high point in 1933 with 90,073 students. It declined to 66,000 in 1950, but increased to 74,000 in 1957 and remained at that level until 1968. Enrollment levels began to drop in 1969 and continued to decline substantially until the present.

Enrollments are expected to decline until about 1982 when levels will reach about 36,000. After 1982, small declines or possibly a leveling off of enrollment totals may be expected.

Minneapolis, in the past, has emphasized the "neighborhood concept" with regard to the location of schools. That is, the Board of Education has tried to maintain elementary schools in neighborhoods within walking distance of the school age population in the neighborhood. The closing of large numbers of schools has meant that many neighborhoods no longer have a pedestrian/accessible school. Recent policy holds that it is more economical to replace several, old small schools with one new centrally located complex than to replace schools on a one-for-one basis; therefore, it may no longer be possible to maintain the "neighborhood concept" with regard to elementary schools. Consolidation has also been occasioned by implementation of the system's desegregation policies.

The Minneapolis School District actively participates in efforts to comply with desegregation goals set by a U.S. District Court Order. Most of Minneapolis' 26 percent racial and ethnic minority students are concentrated in a few neighborhoods in the City and, consequently, in a few schools. The court order restricts minority enrollment to a maximum of forty-six percent in any one school. Therefore, the School District is attempting to meet this goal through boundary changes, school consolidations, and student transfers. These efforts should be viewed as fulfilling the responsibility to provide quality, integrated education to all school age children in the district.

AND SCHOOLS UNDER STUDY FOR POSSIBLE CLOSING



● Closed since 1970

■ Under study for future closing

Numbers refer to items listed in accompanying table.

PUBLIC SCHOOLS CLOSED SINCE 1970

Public Schools Closed Since 1970 and Schools Under Study for Possible Closing

Public Schools Closed Since 1970

School	Address	Year Closed	Site Disposition
1. South High	2445 18th Av S	1970	Housing — 212 units
2. Lyndale	610 W 34th St	1972	Park and Recreation use
3. Adams	1910 16th Av S	1972	Indian Cultural Center
4. North High	17th & Girard N	1973	Part of N Athletic Field
5. Webster	707 Monroe St NE	1973	Housing — 8 units
6. Schiller	2620 California St NE	1974	Housing — 12 units
7. Prescott	1024 Lowry Av NE	1974	Housing — 12 units
8. Hay	1014 Penn Av N	1974	Part of Lincoln site
9. Fuller	4815 Harriet Av S	1974	Park and Recreation
10. Douglas	1944 Dupont Av S	1974	Housing — 25 townhouses
11. Mann	3345 Chicago Av S	1975	Part of Wilder site
12. Lowell	1900 Willow Av N	1975	Being plotted for hsg HRA
13. Corcoran	3329 19th Av S	1975	Park and Recreation
14. Clinton	2303 Clinton Av S	1975	Part of Honeywell property
15. Calhoun	3016 Girard Av S	1975	"Calhoun Square" Comm devp
16. Bryn Mawr	400 Russell Av S	1975	Housing — 10 units
17. Irving	2736 17th Av S	1976	Housing — 16 units
18. Hawthorne	2414 6th St N	1976	Housing — 6 units
19. Greeley	2602 13th Av S	1976	Open space by Stewart Fld
20. Whittier	2609 Blaisdell Av S	1977	Housing proposed — 44 unit
21. McKinley	3700 Colfax Av N	1977	Platted — 12 lots to sell
22. Penn	3620 Penn Av N	1978	Not Yet Determined
23. Longfellow	3017 E 31st St	1978	Not Yet Determined
24. Marcy	711 11th Av SE	1978	Not Yet Determined
25. Minnehaha	5141 40th Av S	1978	Not Yet Determined
26. Windom	5821 Wentworth Av S	1978	Community Resource Center
27. Lowry	2840 Lincoln St NE	1978	Not Yet Determined
28. Bryant Jr High	3737 3rd Av S	1978	Not Yet Determined
29. Nokomis Jr High	3500 E 51st St	1978	Not Yet Determined
30. Sheridan Jr High	1201 University Av NE	1978	Available for Leasing

Public Schools Under Study for Possible Closing

31. Barton	5232 Colfax Av S	1979-1980	Future School Use — retain
32. Bremer	1214 Lowry Av N	1979-1980	Return to Tax Rolls
33. Lake Harriet	4236 Sheridan Av S	1979-1980	Future School Use — retain
34. Bancroft	1315 E 38th St	1979-1980	Return to Tax Rolls
35. Cleveland	3218 Russell Av N	1980-1981	Return to Tax Rolls
36. Pillsbury	2255 Hayes St NE	1980-1981	Return to Tax Rolls
37. Shingle Creek	5034 Oliver Av N	1980-1981	Future School Use — retain
38. Holmes	300 5th St SE	1981-1982	Future School Use — retain
39. Miller Vocational	1101 3rd Av S	1981-1982	Under Study?
40. Jefferson	1200 W 26th St	1982-1983	Return to Tax Rolls
41. Pratt	66 Malcolm Av SE	1982-1983	Return to Tax Rolls
42. Sanford	3524 42nd Av S	1982-1983	Not Yet Determined
43. Agassiz	510 W 38th St	1983-1984	Return to Tax Rolls
44. Keewaydin	5209 30th Av S	1983-1984	Future School Use — retain

The result of these developments mean that it may no longer be possible to maintain the neighborhood concept concerning schools. In 1970, there were sixty-four neighborhoods in the City and eight were without an elementary school. Between 1970 and 1978 thirty schools were closed and twelve additional neighborhoods were without an elementary school. More school closings are projected between 1978 and 1982; these will result in seven more neighborhoods losing pedestrian-accessible schools.

Neighborhoods without elementary schools in 1970 include; Cleveland, Loring Park, Elliot Park, Central, Bryant, Regina, Diamond Lake, Riverside.

Neighborhoods which lost elementary schools 1970-1978 include; McKinley, Lowell, Hawthorne, West Calhoun, Windom, Fuller, Whittier, Corcoran, Minnehaha, Longfellow, Sheridan, Audubon Park.

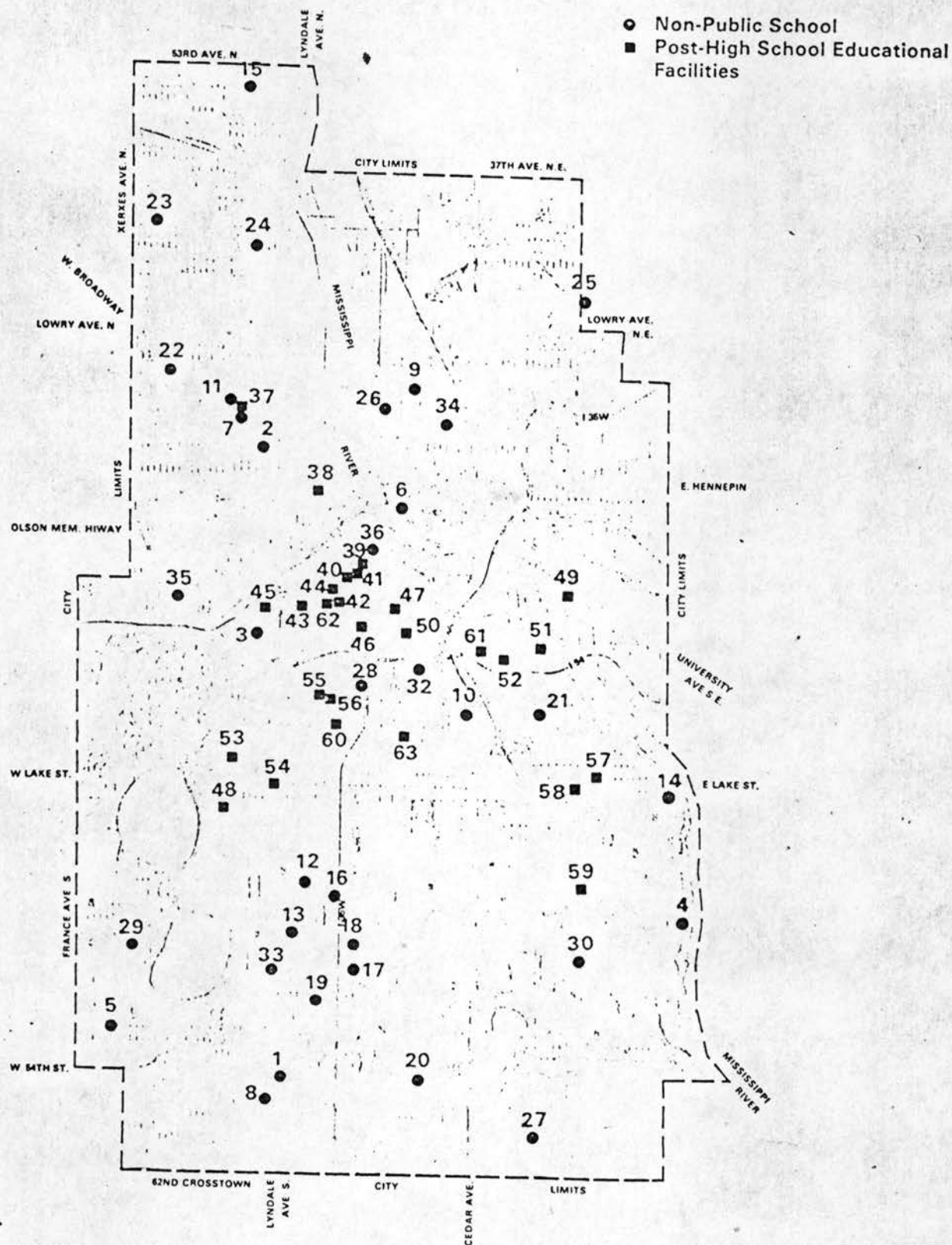
Neighborhoods projected to lose elementary schools 1978-1982 include; Shingle Creek, Hay, East Harriet, King Field, Keewaydin, Bancroft, University.

Non-Public K-12 Schools

There are approximately 10,000 students enrolled in 36 non-public schools in Minneapolis which offer elementary and secondary education. Enrollment declines in non-public schools have been more substantial than declines in public schools until the last two years. Since 1976, enrollment at non-public schools has remained nearly constant.

In the early 1960s enrollments began to decline in both public and non-public schools, but by the late 1960s the annual decline at non-public schools had reached about nine percent while the enrollment at public schools was dropping by about two percent per year. From 1973 to 1975 both public and non-public schools were losing students at the same rate, but since 1975 public school enrollments have been declining at a steady rate while attendance at non-public schools has remained nearly constant and is about twenty percent of public school enrollment. A few non-public schools have closed in recent years but, on the whole, the non-public schools system in Minneapolis appears quite stable.

NON-PUBLIC SCHOOLS (K-12) AND POST-HIGH SCHOOL FACILITIES



Numbers refer to items listed in accompanying table.

Selected Information For Non-Public Schools
And Post High School Educational Facilities

Non-Public Schools 1978

Name	Grade	Address
1. Annunciation	K - 8	525 W 54th
2. Acension	1 - 8	1726 Dupont Av N
3. Blake Schools	9 - 12	511 Kenwood Parkway
4. Breck	K - 12	4200 W River Road
5. Christ the King	K - 12	3210 W 51st
6. De La Salle High School	9 - 12	25 W Island Av
7. Fourth Baptist Christian	K - 12	2105 Fremont Av N
8. Bryant Avenue Christian	K - 12	5601 Bryant Av S
9. Holy Cross Regional	K & 4 - 8	1630 4th St NE
10. Holy Rosary	1 - 8	2448 18th Av S
11. Immanuel Lutheran	K - 8	2201 Girard Av N
12. Incarnation	K - 8	3817 Pleasant Av S
13. Minneapolis Lutheran High School	9 - 12	4242 Wentworth Av S
14. Minnehaha Academy	7 - 12	3107 47th Av S
15. Our Lady of Victory	1 - 8	5140 Fremont Av N
16. Pilgrim Lutheran	K - 8	3901 1st Av S
17. Powderhorn Christian	K - 9	4500 Clinton Av S
18. Regina High School	9 - 12	43d St & 3d Av S
19. Renaissance Open	ungraded (4-14 years)	4816 Nicollet
20. Resurrection	K - 8	5435 11th Av S
21. St Albert the Great	K - 8	2840 33d Av S
22. St Anne	K - 8	2620 Russell Av N
23. St Austin	K - 8	4021 Thomas Av N
24. St Bridget	K - 8	3820 Emerson Av N
25. St Charles Borromeo	K - 8	2727 Stinson Blvd
26. St Cyril	K - 3	1315 2d St NE
27. St Kevin	K - 8	27th Av S & E 58th
28. St Stephen	1 - 8	2123 Clinton Av S
29. St Thomas the Apostle	K - 8	2900 W 44th
30. South Park Consolidated Catholic School-E Bldg	K - 5	3220 E 44th
31. South Park Consolidated Catholic School-W Bldg	6 - 8	1120 E 37th
32. Trinity First Lutheran	1 - 9	1115 E 19th
33. Visitation	K - 8	4530 Lyndale Av S
34. St John's Lutheran	K - 8	610 Broadway NE
35. Lake Country School	ungraded (2-12 yrs)	230 Nicollet Mall
36. Soul's Harbor	daycare & K - 2	1601 Laurel
		230 Nicollet Mall

Post High School Educational Facilities

Name	Address
37. Central Baptist Theological Seminary	2105 Fremont Av N
38. Control Data Institute	1001 Washington Av N
39. Northern Technical School of Business	512 Nicollet Mall
40. Minnesota School of Business	24 S 7th St.
41. Patricia Stevens School	512 Nicollet Mall
42. McConnell School	1030 Nicollet Mall
43. Metropolitan Community College	50 Willow Av
44. Minneapolis Business College	84 S 10th St
45. Dunwoody Institute	818 Wayzata Blvd
46. Minneapolis Area Vocational Technical Institute	1101 3d Av S
47. Metropolitan Medical Center	900 S 8th St
48. Minnesota State College of Law	3255 Hennepin Av
49. University of Minnesota	14th & University
50. North Central Bible College	910 Elliott Av S
51. St Mary's Junior College	2600 S 6th St
52. Augsburg College	731 21 Av S
53. Sawyer School	2801 Hennepin Av
54. Lakeland Medical-Dental Academy	1402 W Lake St
55. Humboldt Institute	2201 Blaisdell
56. Medical Institute of Minnesota	2309 Nicollet Av
57. Northwest Institute of Medical Laboratory Technique, Inc	3408 E Lake St
58. Brown Institute	3131 E Lake St
59. Northwestern Electronics Institute	3800 Minnehaha
60. Minneapolis College of Art and Design	131 E 25th St
61. West Bank School of Music	1813 S 6th St
62. MacPhail Center for the Arts	1128 Lasalle Av
63. Northwestern Hospital	810 E 27th

Post High School Facilities

Minneapolis is the regional center for a large number of post-high school educational facilities. These facilities provide a wide range of different types of educational opportunities ranging from highly technical medical instruction to broad, liberal arts education. Many of these institutions, like the University of Minnesota and the Minneapolis College of Art and Design, attract students from the entire nation. The high concentration of post-high school institutions assures that enterprises throughout the area have access to a large pool of well-trained graduates in a variety of professions. Enrollment in these educational facilities has leveled off in recent years and may be expected to decline in the 1980s based on the declining birth rate which began in the early 1960s.

Post high school facilities tend to cluster in the downtown area. Non-public schools, on the other hand, are evenly distributed throughout the entire area in much the same way as public elementary schools.

Adult education programs for those who have completed formal education are available through the Community Education department of the Minneapolis Public Schools, the University of Minnesota extension division, and a variety of other institutions and organizations.

PLAN

OBJECTIVE 1.

A healthy, secure and stimulating environment for the development of young children in the City of Minneapolis.

Changing family patterns, including an increase in the percent of single-parent families, an increase in the number of teenage mothers keeping their children, and an increase in the percent of families with both parents working, add to the need for public concern and involvement in providing a supportive environment for the development of young children. To keep young families in the City, City systems should focus on supporting their efforts to provide a healthy, secure and stimulating environment for their children.

Policy 1. The City should attempt to eliminate anxiety about the security of young children.

- a. Explore the use of routine patrols in each squad car district on a prototype basis to extend the liaison program operating within the schools to the vicinity of the schools themselves. Evaluate progress in order to consider Citywide application.
- b. Exert City leadership in promoting increased coordination between school, police and court officials and social service agencies to share experiences with regard to problem individuals and families.

Policy 2. Through the Minneapolis Health Department, the City should help to provide a healthful living environment and health care where needed for young children.

- a. The City should support the policies and programs described in the Health and Safety chapter of the comprehensive plan to provide:
 - health education, with emphasis on nutrition education and counseling, to parents of young children
 - an immunization program to prevent communicable disease
 - a comprehensive health program emphasizing preventive care in defined target areas
 - health consultation and in-service training in day care facilities.

Policy 3. The City should encourage the schools to offer parenting courses in the high schools, and should encourage the development of parent support groups in the neighborhoods.

Policy 4. The City should encourage new kinds of creative opportunities for child/parent involvement in educational settings, opportunities that recognize the diverse nature of City households.

- a. Extend the capabilities of the City's research and citizen participation mechanisms and welcome support from social programs in Neighborhood Strategy Areas.
- b. Encourage cooperation of Park Board, Library Board, Board of Education and social service agencies in the creation of innovative settings and programs for the educational development of young children.
- c. Encourage programs which apply the resources of those without children to support of young children, i.e. the Foster Grandparents Program.

Policy 5. The City should lobby for increased subsidies for early child care planning and for care of children for working parents who are income-eligible.

- a. The City should encourage business and labor groups to consider providing part-time and flexi-time job opportunities to working parents.
- b. The City should encourage the development of latchkey programs to assure a secure and stimulating environment for young children between school hours and the time their parents return home from work.

Policy 6. The City should work with all involved agencies to disseminate information about the City's support system for young children and their parents.

Education, 10

OBJECTIVE 2.

Commitment to a five-year plan for the K-12 public schools which will keep elementary schools open in neighborhoods with predominantly family housing.

Until a clear pattern of educational services becomes evident through Board of Education commitment to and communication of a long-range plan, uncertainty will continue to erode the City's programs to revitalize neighborhoods.

The Metropolitan Land Use Planning Act does not mandate the schools, as it does the City, to prepare long-range plans...only a five-year capital improvement program. State law, on the other hand, obliges the school district to assemble and present its plan and program commitments to the State Commissioner of Education and the Region XI Education Planning Task Force. The Minneapolis Board of Education has developed a five-year plan. The City should use its plan review power to encourage accomplishment of the objective, should support the Board of Education's legislative program which would reduce the need to close schools, and should work with the Board to achieve broad parent/resident understanding of the Board's commitments to facilities and programs.

Policy 7. In its annual review of school district plans and programs and in individual project reviews for conformance with the City plan, the City should assure that any proposals for change have been discussed by the broad community and can be shown to promote:

- confidence of parents about where their pre-schoolers will attend school;
- a readily understandable, foreseeable pattern of educational service;
- an appreciable advance in the quality of educational offerings to local residents;
- adequate notice of changes to be made and of how losses will be ameliorated.

Policy 8. The City should support the Board of Education in commitment to a long range plan.

a. The City should extend technical support to provide the district with information about population characteristics, housing and neighborhood characteristics, and the relationship of City plan policies to the school district's plan.

b. The City should cooperate with the Board in identifying and accommodating compatible uses for all or part of school facilities which must be closed.

c. The City should offer liaison service through its community planning process to encourage discussion of the school district's long range plan by the broad community.

Policy 9. The City should extend its official support to those portions of the School Board's legislative program which would reduce the need to close schools.

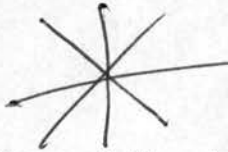
Policy 10. The City should work with the school district to disseminate information about the school's plan to those outside of existing school community, particularly to young families whose children have not yet entered the K-12 system.

Policy 11

The city should encourage Bilingual programs where appropriate K-12
The city should encourage school to affirmative action in employment

13 The city should encourage the school to address the needs of the minority and handicapped population
14. The city should encourage the school to hire more minority (Bilingual) staff

OBJECTIVE 3.



An improved image of the vitality and quality of the City's K-12 educational program.

Because of its size, Minneapolis can offer more educational advantages in comparison with most school districts in the area which are also facing inflation and declining enrollment...

- More in-service and curriculum resource support for teachers;
- More diversity in student and teacher populations;
- More specialized educational programs geared to individual needs; *Bilingual*
- More extra-curricular support for students through a variety of public and private agencies (community education, latchkey programs, youth-serving agencies, counseling opportunities, park programs, library programs, etc.);
- More community involvement in school programs, due to the number and strength of community organizations in Minneapolis.

Policy 11. The City should work with the Minneapolis Public Schools to develop a communications program which will tell about the strengths of the MPS K-12 program, with emphasis on increasing the awareness of young parents whose children are not yet in the public schools.

a. The City should encourage public officials and agencies, realtors and private business and community organizations within the City to distribute information about the strengths of the MPS K-12 program. Briefings for public officials and agency staff having contact with the community should be offered by the schools and sponsored jointly with the City.

b. The City should offer liaison service through its community planning process to disseminate information about the Minneapolis Public School program, and to stimulate new parent involvement in local school program development, monitoring and evaluation. Joint school/City agency forums should be considered as a means to increase the potential for resident knowledge and involvement.

The Minneapolis Public Schools are outstanding in the development of options to allow parents and students to design maximally productive programs geared to individual needs. The Human Development chapter of the City's comprehensive plan emphasizes the importance of expanding choices and thus matches up with the direction of the public schools. The difficulty, however, is that a system which offers a variety of options can be confusing and seen with uncertainty by the City's residents.

The Minneapolis system should be able to function not just or merely as elementary, secondary, etc. programs but as an array of options unmatched in the metropolitan area, from which students and their parents may choose to meet individual needs. But it is essential that the relevance of MPS options to parent wishes for their children's education be clearly communicated. It must be made clear that the availability of options increases rather than decreases basic skill achievement, successful student-teacher relationships and predictable accomplishment of learning objectives.

Policy 12. The City should assist the Minneapolis Public Schools to establish the variety and availability of educational options in Minneapolis as a persuasive factor in encouraging young families to remain in the City.

a. Assure that proposals for closing or disposal of school facilities are part of an effort to broaden educational offerings as a consequence.

b. Encourage the schools to publish clear statements of learning objectives, records of educational achievement including basic skill achievement, and information about successful student-teacher relationships so that educational variety will be viewed as productive of educational excellence.

c. Support legislative programs of the school district to better enable development of programs for those with special needs...from the gifted to the developmentally disabled.

d. Assist the School Board in soliciting the participation of the City's business community and private and public agencies in real life learning laboratory experiences for students, to maximize use of community resources available in a large City.

e. Extend technical support in analysis of the City's data systems to the schools' program development efforts to provide information about population characteristics, attitudes and needs for use in adapting school programs to needs and in publicizing school programs.

Policy 13. The City should work with the non-public schools as well as the public school system to demonstrate to the broad community their strength and viability as educational alternatives for City families.

a. Whatever support is offered to the public school system by the City should be equally available to the non-public schools. The objective is to offer varied options to City residents which appeal to the full range of their concerns and objectives.

OBJECTIVE 4.

Coordination of public programs and facilities with those of the City's post-high educational institutions to increase opportunities for life-long learning and to effect implementation of City goals.

The City's network of post-high educational institutions has attracted not only young adult students but satellite industries and employees from all over the world. Minneapolis quality of life has been outstanding in part because of the breadth and depth of its educational opportunities. The City, itself, has been a leader in putting together the multiple use and joint use agreements among public agencies that allow a broad spectrum of age groups convenient access to attractive lifelong educational experiences. In times of limited resources and rising costs, it will be difficult to maintain the City's private and public variety of educational options unless all educational systems collaborate even more effectively.

Policy 14. Encourage a match between City residents/education and job training in Minneapolis/changing job opportunities in an expanding and diversified economy.

a. Sponsor a regular dialogue with representatives from the City's educational institutions and business to discuss occupational and industrial trends in the City and the metro area as a base for establishing appropriate education and training situations for prospective employees.

b. Note relationship between this policy and those in Economic Development chapter of the comprehensive plan.

Policy 15. Review proposals to modify educational system facilities or programs, not only with respect to land use plan conformance and CIP consistency, but also with attention to the delivery pattern and scope of other social services, and to efficient provision of services.

a. Representatives from the City Council, Planning Commission, Board of Education, Park Board, Library Board, Hennepin County and others should be brought together over emerging issues on an ad hoc basis to address situations such as the use plan for Walker Library-West High-Cal-Isles Community Center area.

b. Maintain an awareness of the characteristics of existing facilities, not only with respect to their age, condition and capacity, but also to the advantages and limitations for housing education and local service programs.

c. Promote efforts to increase the physical attractiveness or amenity of educational facilities as elements compatible with their surroundings.

d. Use the City's community participation process to notify and help brief interested groups of proposed action by the school district or other local educational institutions.

e. Assure that proposals for closing or disposal of school district facilities include not only analyses of present educational plant requirements, but also a demonstration of the feasibility of other service uses to which the land and/or buildings could be put.

f. Collaborate with educational systems in improving the potential for energy efficiencies in efforts toward cost-effectiveness of plant operations, and in modifying school environs (walks, slopes, curbs, etc.) to help accommodate the physically handicapped.

g. Expand and sustain efforts to secure joint, multipurpose use of institutional facilities in general and public facilities in particular.

ACTION PROGRAM

IMPLEMENTATION STRATEGY



UNIVERSITY OF MINNESOTA

Office of the Vice President for Student Affairs
Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

February 4, 1981

TO: Dionisia Coates
Ricardo Flores
Sam Hernandez
Samuel Rivera

Because of your demonstrated interest and expertise in serving on the University of Minnesota Advisory Task Force to C. Peter MaGrath, you have been recommended and appointed to serve on the Fact-Finding Sub-Committee. This sub-committee will be active from January '81 through June '81. We anticipate that meetings will be held once per month.

The purpose of the sub-committee as defined by the chairman Jose Cruz, is to review existing problems and to determine their appropriateness for this committee, to be open and to investigate issues regarding grievances, and to make recommendations to C. Peter MaGrath for needed changes in the structure or procedures at the University of Minnesota.

I will be serving as chairperson of this sub-committee, and I welcome your participation and input. We need to define what this sub-committee will focus on and what objectives we need to meet.

The other area is the structure of this sub-committee. If you would prefer a different chairperson, I would suggest an election at our next meeting. Please feel free to suggest this as I do have a heavy schedule and would not be reluctant to have someone else accept the chairmanship.

The Fact-Finding Sub-Committee is composed of five people, and we need to know what day and what time is most convenient for you to meet. The next meeting will take place on Wednesday, February 11, at 4:00 pm, in Room B-12 (basement) of Morrill Hall. Please contact Mary Ann at 373-7945 if you cannot attend.

Muchas gracias por considerar esta invitacion.

Sinceramente,
Irene Bethke

cc: Jose Cruz



March 24, 1981

C. Peter McGrath
President University of Minnesota
420 Delaware Street S.E.
Minneapolis, MN 55455

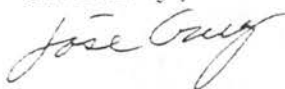
Dear President McGrath:

I am pleased to forward some preliminary recommendations that the Hispanic Advisory Council has developed in it's four sub committees and presented for the approval by the Council as a whole March 20, 1981.

Additional recommendations will be forthcoming within the next month but these initial recommendations will be presented first, given their terms and funding constraints. Much careful review, time and dedication have been spent in the preparation of these recommendations which I believe reflects the commitment of the Council to the realization of a model program for Hispanics. The success of such a program in all its aspects of recruitment and retention of students, staff, and faculty rests with the University sharing of the labor required to realize the dream.

It is the Council's belief that these recommendations will be carefully reviewed by yourself and your senior staff to suggest direct administrative action of forwarding to the Board of Regents.

Cordially,



Jose' Cruz
Affirmative Action Officer

cc: Carol Pazandak
Nils Hasselmo
Al J. Linck
Frank Wilderson



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of Equal Opportunity and Affirmative Action
419 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-7969

March 19, 1981

TO: JoAnn Cardenas de Enos, Women's Advocate
Jose Cortez, Admissions Assistant
Yasmin Overlid, Counselor
Felipe Ramirez, Monitoring Specialist

FROM: Juan Felipe, Equal Opportunity Coordinator *Juan*

RE: Employment Sub-Committee of the Chicano Education Advisory
Council, University of Minnesota

MINUTES

March 11, 1981
3:00 p.m. - 4:30 p.m.
University of Minnesota Civil Service Personnel Office
1919 University Avenue
St. Paul, Minnesota 55104

Members present: Juan Felipe, Jasmin Overlid

The subcommittee met with Mel Dario, head of the Employment Division of the Civil Service Personnel Office, and Mr. Bart Martinez, one of four Personnel Specialists in the division. The function of this division is to manage all employment functions including job posting, certification and referral of job applicants.

Job postings are initiated by a department on the B.A. Form 465, Civil Service Personnel Requisition. The employment division reviews the job posting to see that the duties and qualification requirements are appropriate for the job classifications on file for the class. These job specifications are periodically updated, on need basis, by the compensation division of the Personnel Office.

When we reviewed the job posting for Police Officer and compared it against the job specifications, the qualification requirements did not match; the job specifications indicated a date of November 1, 1972.

The certification of applicants is performed by the four Personnel Specialists. If an individual's application indicates that he/she meets the minimum qualifications as required by the job posting, the applicant is referred to the department for further consideration. It then becomes the responsibility of the certified applicant to contact the department to arrange for an interview.

In certain job classifications, the applications of certified applicants are forwarded to the hiring department who will determine who will be interviewed. These positions are classified as "Collect" applications.

Individuals who do not meet the minimum qualification requirements are informed of this by the Personnel Department. Individuals who are certified and referred to the department are supposed to be informed of the status of their application by the department.

Jasmin indicated that she had been scheduled for an interview by a department one time but was later informed by the department that someone had been selected; she was never interviewed. Mel Dario indicated that this was probably not the norm. However, there appears to be no policy on how many certified applicants are to be interviewed by the hiring department.

A policy on "Collect" applications also appears to be rather sketchy and questionable. An orange handout provided by the Personnel Office, "How to Apply for University Civil Service Job Vacancies," indicates that, "the hiring department will review your application and select some applicants for interviews."

A later review of the Paper Cycle provided by the Personnel Office to University departments indicated some information on how to conduct interviews. The section on legal vs. illegal questions was well developed; however, the guidelines on the selection of applicants for interviews, the number to interview, and the order of interview by the department needs to be developed. At minimum, it warrants some clarification.

Also, it appears to be unrealistic to assume that each and every person conducting interviews and selections for hires is aware of the current guidelines in the Paper Cycle. There is even more reason to believe these guidelines would be referenced by a department each and every time that a position is filled. Perhaps the Personnel Office needs to develop a concise handout of instructions and guidelines for the department to use with each job posting. This would supplement the handouts to prospective applicants.

Currently, only Form 18 positions are reviewed for approval by the Personnel Office and by the Office of Equal Opportunity and Affirmative Action before the offer may be made to any applicant. These are positions which fall into the EEO-6 category 1-Executive, Administrative and Managerial. This form may be extended to monitor other job classifications, on need basis, at the discretion of the University Equal Opportunity Officer.

When asked about the active recruitment of Chicanos and other minorities, Mr. Dario indicated they do not have the staffing for it. However, he did mention that his division is working on a plan whereby the four personnel specialists would operate their function from various community locations for a day at a time. They would process applications and referrals from these "satellite" offices in an effort to bring the Personnel Office into the community. He indicated that this could happen within six months.

We indicated to Mr. Dario that updated goals should be available (to be prepared by the Equal Opportunity Office) and that they would have to assume some of the responsibility for helping the University of fulfill its goals.

With the recent completion of the Civil Service applicant tracking system, we indicated that the committee will want to review quarterly reports on applicants, referrals and hires.

enclosures: How to Apply for University Civil Service Job Vacancies
How to Read a Job Vacancy Posting
Memo #5 (Form 18)

cc: Jose Cruz, Chair, Chicano Educational Advisory Council
Members, Chicano Educational Advisory Council
William C. Thomas, Assistant Vice President for Administration
and Director of Personnel
Lillian H. Williams, Director and University Equal Opportunity
Officer

JF/mk

HOW TO APPLY FOR
UNIVERSITY CIVIL SERVICE
JOB VACANCIES

DECIDE THE
TYPE OF
POSITION

Before completing an application, decide what type of position you want to apply for - secretarial, scientific-technical, administrative, custodial, etc.

READ JOB
VACANCY
POSTINGS

All job vacancies are posted on a bulletin board in the office reception area. Read the vacancy descriptions carefully. The qualifications listed are the minimum you must have to be considered. Be sure to note the number of hours per week, the salary, campus location, and whether the vacancy is "Promotion Priority" or "Collect" (definitions are provided on the bulletin board). The number of vacancies you apply for each day is limited.

If you find a vacancy you wish to apply for, please complete the application forms (see below) and return them to the Reception Desk basket.

If you do not see a vacancy you wish to apply for you may return to check vacancies another day. Because of the large number of applications submitted here we cannot notify you when a vacancy occurs.

FILL OUT
THE
APPLICATION
FORMS

All forms should be typed or printed using BLACK INK. The Receptionist can loan you a black pen if you need one.

A general application form is required for all vacancies. Complete all parts of the form, sign and date it at the bottom.

Supplements are available if there is not enough room to list education and experience on the general form. Ask the Receptionist for one if you need it.

Special supplements are required for all scientific-technical vacancies and for other specific vacancies. The Receptionist can give you these forms.

All information on your application is used to determine whether you meet the minimum qualifications for a job. Be sure to tell us how you meet the qualifications for each position you apply for.

Your application can be used to apply for vacancies for six months. After six months you must complete another application form.

RETURN THE
FORMS TO
THE
RECEPTION
DESK

Place the completed forms in the Applications basket at the Reception Desk. You may take a seat, if you wish. A Receptionist will call your name and review your application with you.

INTERVIEW

Jobs labeled "Collect" will not require a personal interview in our office. Instead, your application will be reviewed by a member of the Employment staff. If you meet the minimum qualifications listed on the job vacancy, the hiring department will review your application and select some applicants for interviews.

INTERVIEWS
(CONTINUED)

Jobs without a label are "applicant scheduling". A screening interview will be held in this office and, if you meet the minimum qualifications, an interview appointment will be scheduled with the hiring department. Screening interviews are conducted on a first-come basis. The wait may be anywhere from 1/2 to 3 1/2 hours, depending on the number of applicants applying.

RESUMES

We cannot accept resumes unless a specific vacancy requires one. If a vacancy requires a resume, the words "resume required" will be stated on the job posting.

HOW TO READ A
JOB VACANCY POSTING

A job vacancy posting gives you the following information:

1) Promotional Priority Thru. . .(date)

Positions which provide promotional opportunities are reserved for present non-academic University employees thru the end of the date specified. No other applications are accepted during this time. If you are interested in a position that is on "Promotion Priority", please check back with us on the day following this date to see if the job is still open.

- 2) TITLE: This is the classification title and number (4 digits). Please use this title and number for all transactions. We can find a vacancy more quickly with this information.
- 3) DEPARTMENT: The name of the department filling a vacancy is specified here.
- 4) CAMPUS: Campus location of the position.
- 5) PAY RANGE: The minimum (and usually starting salary) for a position and the maximum amount you can earn in this classification.
- 6) JOB NUMBER: Each vacancy has a unique number. This number must be used to apply for a particular vacancy.
- 7) HOURS: The number of hours per week of employment.
- 8) PROBATION: The number of months that employees new to a position are on probation.
- 9) QUALIFICATIONS: The stated qualifications are the minimum required to receive consideration for the position. All requested qualifications must be fulfilled.
- 10) DUTIES: A general job description listing major tasks.



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
Minneapolis, Minnesota 55455

December 20, 1974

TO: Provosts, Deans, Directors and Department Heads
FROM: C. Peter Magrath, President
SUBJECT: Equal Employment Opportunity Memo #5

Consistent with Federal and University of Minnesota regulations on equal opportunity and affirmative action, the attached form #18 is hereby implemented to monitor the appointment process for filling Civil Service administrative positions.

We have determined that concentrated affirmative action efforts are especially needed for Civil Service administrative positions, without lessening any of our affirmative action efforts in filling all other categories of Civil Service positions. The new procedure requires approval by your Civil Service Personnel representative to assure that University affirmative action policies have been followed before an offer of employment is made. We believe an efficient and rapid process has been installed that will avoid unnecessary delay in this checking procedure.

The personnel representative for your department will make Form #18 available to units with Civil Service administrative vacancies at the time that a requisition is filled with the Civil Service department.

If you have any questions concerning the use of the form, please contact your Civil Service representative or the Office of Equal Opportunity and Affirmative Action.

I will appreciate your continuing cooperation and support for this vitally important function at the University of Minnesota.

CPM

CPM:djf

Attachment

MONITORING FORM FOR CIVIL SERVICE POSITIONS
DESIGNATED FOR AFFIRMATIVE ACTION

Original	Personnel Department
Duplicate	Department Head
Triplicate	Equal Opportunity Officer
Quadruplicate	Unit Equal Opportunity Officer

This form must be properly completed and the top three copies (original, duplicate, triplicate) forwarded to the Assistant Vice President for Administration and Personnel, 317 Morrill Hall, for approval before a position designated for affirmative action can be filled. In addition, a copy of the job requisition, copies of the applications of all rejected minorities and females, and a copy of the application of the person selected must be attached.

DO NOT OFFER A POSITION UNTIL THE DEPARTMENT'S COPY HAS BEEN APPROVED AND RETURNED.

The Personnel Department is charged with the responsibility of recruiting and screening job applicants for referral to hiring departments. The Personnel Department monitors compliance with the hiring provisions of the University's Affirmative Action Policy. If, in its judgment, a good faith effort to comply with those provisions has not clearly been demonstrated by the hiring department, the Personnel Department will contact the department head and discuss the matter and attempt to resolve any problems. At the conclusion of such discussions, if the compliance problems cannot be fully resolved, the matter will be turned over to the University's Director of Equal Opportunity and Affirmative Action for further action. Such action may include withholding an appointment to the position in question until the problem is resolved by the Director of the Office of Equal Opportunity and Affirmative Action and the appropriate Vice President.

Requisition # _____ Department Name _____
Job Title _____ Class # _____ Posting Date _____

Indicate the number of applicants referred to you in each category below:

WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		UNKNOWN	
M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____

Indicate the number of applicants interviewed by you in each category below:

WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER	
M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____

Name of Applicant You Propose To Hire _____

Proposed Starting Date _____ Sex of Applicant: Male _____ Female _____

Applicant's Ethnic Background: WHITE () BLACK () HISPANIC () AMERICAN INDIAN () ASIAN/PACIFIC ISLANDER ()

Please state explicit reasons for rejecting each of the minority and female candidates referred by the Personnel Department. (Use back of form or separate sheet if necessary.)

What are your departmental affirmative action goals related to this position?

Recommended-Head of Department	Date	Approved-Personnel Department	Date
Recommended-Dean or Admin. Officer	Date	Approved-Office of Equal Opportunity and Affirmative Action	Date

Grievance
STATEMENT OF DEPARTURE

TO: CHICANO EDUCATIONAL ADVISORY COUNCIL

FR: Antonio Perez, HELP Center Counselor

It is with much regret that I inform not only this committee, but the Hispanic Community at large of my departure from my present position as counselor at the HELP Center, a position I have held for the past ten years.

I wish to thank the community for their support and trust in me and in my efforts to make Hispanic education a reality in the state of Minnesota.

In the past ten years I have had many very pleasant experiences, not only with the community and the Public School System versus the Bilingual Education situation, but also with student enrollment and personal student growth.

My statement is not one of resignation from my employment, nor a termination as such, but rather due to a change of circumstances evolving from a re-organization of Support Services by General College.

It has become apparent to me that when you are reduced from a twelve month contract to a nine month contract, meaning loss of salary and benefits which you have enjoyed the last ten years, plus told not to advocate or recruit for students, it is very difficult to remain on staff.

The following HELP Center update will explain what is happening at the Center. SEE ATTACHMENT.

I quote from a memo to Regent David Lebedoff from Carol Pazandak, Administrative Assistant to the President dated 12/18/80 regarding the update of the HELP Center:

"This implementation (reorganization) implies a set of professional requirements for staff, a new selection process, and termination of a number of individuals who currently hold appointments in the HELP Center."

I would like to make a request of this committee. I worked very hard to bring the office from scratch in 1971 to its present Supportive Service status. I would not want the position to be closed or left to a person who may act in a token capacity for the administration of the University.

With this I wish to thank you for the time you have allotted me to make my statement.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Consolidated HELP Center
General College
317 17th Avenue S.E.
Minneapolis, Minnesota 55414
(612) 373-0120

ATTACHMENT

HELP CENTER UPDATE -- March 9, 1981

The HELP Center is currently undergoing two major organizational changes: we are joining with other supportive services units to form a single General College division (as recommended by the GC Reorganization Task Force), and our counselors are being shifted from "E" appointments to the new "Academic Staff Professional and Administrative Personnel Category." Both of these changes raise the possibility that persons presently employed as counselors at the HELP Center may not be eligible for continued employment beyond June 15, 1981.

In the case of our "merger" with other units into a new Supportive Services Division, the Task Force has recommended that "Staff titles, roles, rank, responsibilities, and appointments for permanency and advancement should be clarified and made public." Whether or not this recommendation will adversely affect individuals employed at the HELP Center is unclear; a special committee appointed by the Dean of General College is now meeting to work out the details of the proposed reorganization.

The shift from "E" to "A/P" appointments more directly impacts HELP Center counselors insofar as job security is concerned. According to Dean Lupton, this shift will require a "search" procedure for all counselor positions. In some cases (the exact number has not yet been determined) this "search" may amount to nothing more than a formal request for exemption from search. In other cases (number undetermined) an in-house search may suffice. But at least four of our present counselor positions must undergo at least a University-wide, if not a metropolitan-wide, search procedure. This necessity is apparently based on the fact that these four positions were not opened to a search when, several years ago, the counselors involved were shifted from faculty appointments as "Instructor/Counselor" to the "E" appointments they now hold. Thus, according to Dean Lupton, the full

search requirement for these four positions is still in effect and must be undertaken this spring.

Furthermore, according to Dean Lupton, Central Administration (Office of the Vice President for Academic Affairs, and Office of the Director of Equal Opportunity and Affirmative Action) has expressed concern about the credentials we presently require for employment as a HELP Center counselor. It is apparently felt that these requirements (Baccalaureate degree plus appropriate experience) are too low, and should be raised to a minimum of a Masters degree or demonstrated progress toward a Masters degree.

The combination of full-scale searches for several counselor positions and the higher academic credentials required to compete for these positions raises the distinct possibility that individuals presently employed at the HELP Center will not be qualified to retain their "redefined" positions after June 15.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Chicano Studies
489 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

December 30, 1980.

Ms. Irene Gomez-Bethke
4649 Decatur Ave. N.
New Hope, MN 55428

Dear Irene:

Contained within this envelope are the transcribed minutes of the Chicano Studies Department Faculty Program Planning Committee meetings. This committee was formed by the College of Liberal Arts, by Dean Fred Luckerman, Winter Quarter, 1980. The committee was charged with the task of formulating recommendations on the future of the Chicano Studies Department. The committee's meetings ended June 4, 1980. Presently, the Chairman of this committee, Professor Robert Kennedy (373-2610) has informed our department that copies of the final recommendations presented to the Dean of the College of Liberal Arts will be available to the public the end of January, 1981. We advise you and/or your organization to contact Dean Luckerman at 373-4402, and/or Professor Kennedy, to voice your comments and to obtain copies of the final recommendations.

In closing, the above actions have been solely taken by the University Administration. No other actions have been taken by the Chicano Community regarding the future objectives of the Chicano Studies Department and their fulfillment, beyond attending these meetings.

James Duarte
James Duarte
Research Assistant
12/22/80



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

College of Liberal Arts
215 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455

February 11, 1980

TO: Professor Rene Cisneros (Chicano Studies)
Professor Rolando Hinojosa-Smith (Chicano Studies)
Professor Kathleen Houlihan (Linguistics)
Professor Robert Kennedy (Sociology)
Professor Lawrence Mitchell (English)
Professor John Modell (History)
Professor Hernan Vidal (Spanish and Portuguese)
Professor Gary Wynia (Political Science)

FROM: Professor Fred Lukermann, Dean, CLA

RE: Establishment of a Faculty Program Planning
Committee for the Chicano Studies Department

During the past few weeks Professor Clark has spoken to each of you concerning the formation of an ad hoc committee concerning new directions for the Chicano Studies Department. Each of you is asked to serve on a Faculty Program Planning Committee for that Department. Because of your personal interests in matters central to this academic unit and because your discipline is related to it in important ways, your participation would contribute much to its planning for the coming years. I hope you can accept my request of you.

Professor Kennedy has kindly agreed to serve as Chair of the Committee. He will be calling the Committee together in the near future for its first meeting.

I ask that the Program Planning Committee, during the remainder of Winter Quarter and early Spring Quarter, develop recommendations for me on the following questions:

- (1) Is there sufficient scholarly/instructional/administrative mass in this Department as currently configured to provide a stable, productive environment?
- (2) What combination of disciplines, faculty interests and instructional arrangements might best attend the overall goals of this CLA unit?
- (3) What supports from the College are required for the realization of the Unit's goals?

As your deliberations proceed, additional important issues may emerge which you may choose to address in addition to the above.

Associate Dean John Clark will serve as an ex officio member of the Committee and this will provide your Committee administrative and clerical support, if necessary, during your deliberations. Of course, he and I will be pleased to

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discuss issues with you at any time. It is important that there be ample opportunity for all those in the Department and associated with it to be heard by the Committee at some time during its deliberations. I am particularly desirous of obtaining thorough advice concerning program outreach and I urge you to arrange for the assessment of these needs and how they might best be met. These inputs plus the existence of past program reviews should make the Committee's tasks attainable during the Winter and Spring Quarters.

FL:ss

cc: All Chicano Studies Department Faculty and Staff
John Clark, Associate Dean for the Social Sciences

MINUTES

CHICANO STUDIES DEPARTMENT FACULTY PROGRAM PLANNING COMMITTEE

Wednesday, April 16, 1980, 3:30 P.M.
Room 495 Ford Hall

PRESENT: Professor Robert Kennedy, Dean John Clark, Hernan Vidal,
Gary Wynia

VISITORS: Dean John Clark and Alfredo M. Gonzalez

BRIEF OUTLINE OF MINUTES:

- I. Dean John Clark--assurance of his assistance and service in regard to the formation or pursuit of this committee's charge.
 - A. Informed committee on different things that have been happening in other Ethnic Department Review Committee Meetings.
 1. Dean Madrid gave presentation at meeting for American Indian Studies, which turned out to be quite helpful to committee members of said committee.
 2. It was suggested that Dean Madrid be invited to one of our future meetings--secretary to invite Dean Madrid.
 - B. Dean Clark commented on how he was impressed by different set of preliminary conclusions at each meeting.
- II. Alfredo Gonzalez, Former Acting Chair for Chicano Studies from its implementation through 1974, gave brief history of department and its implementation to present.
- III. The Chicano Studies Department vacancy of Assistant Professor was brought up by Dean Clark and he expressed as desire to present applicant pool to committee for committee's reviewal.
 - A. Professor Kennedy expressed his feeling that he did not see this committee as an administrative adjunct to the Chicano Studies Department and the search should go through Department procedure.
 - B. Discussion on applicants and qualifications, credentials, etc., followed.

MINUTES

CHICANO STUDIES DEPARTMENT FACULTY PROGRAM PLANNING COMMITTEE

Wednesday, April 23, 1980, 3:30 P.M.

PRESENT:

VISITOR: Associate Dean Arturo Madrid, Franklin Sanchez, Student
Newspaper clippings regarding Chicano visibility were passed around for perusal.

Packets containing the following were distributed to each committee member:

- The Report of the University of Minnesota Task Force on Chicano Concerns , December 1, 1977.
- CLA Departmental Data Sheet Notations and Definitions, January 15, 1979.
- Report of the Ad Hoc Committee on the Department of Chicano Studies , May 28, 1974.
- Departmental Data Sheet, Chicano Studies (prepared by CLA Data Service on 10/11/79).
- Minutes for Planning Committee for Chicano Studies , April 7, 1971.

Outline of minutes for April 16 meeting were read by secretary.

Corrections: Change John to Robert Kennedy. It was suggested that Alfredo Gonzalez's brief history of department and its implementation to present be included in minutes.

Dean Madrid have a brief history of the department and his relation to it. He was a member until 1975.

He left to take a position in National Chicanos in Higher Education.

- His interests: concerns on all three levels.
- He felt that it was not an appropriate time of what he thinks should happen.

History as he sees it.

- In 1973, he was appointed to department.
- John Turnbull was then Dean of CLA
- The Chair was Acting Chair (Professor Alfredo Gonzalez).
- Professor Madrid had a joint appointment with Chicano Studies Spanish and Portuguese.

- Money was not spent 50/50.
- His appointment ended in December 1975. He took a leave of absence for one-and-a-half-years.
- He had no intention of entering to University of Minnesota in joint appointment.
- For personal reasons reentered the University of Minnesota.
- Spanish and Portuguese invited him back to become full-time member of unit.
- Spanish and Portuguese made budgetary projection for Dean Madrid to go back.
- Line item not taken with him.
- Not involved with Chicano Studies very much during the subsidizing years except that he served on some committees for replacement for Professor Guerrero and was not on advisory committee after 1976. Subsequently, he has not been intimately familiar with department.

Questions:

- That he had no students and that he was not interested in what he was teaching were some of the reasons that he became disillusioned with department

Other reasons why he decided to leave:

- There were no Chicano Studies graduate programs and he wanted to teach graduate courses because he was tenured.
- He was not consulted on other appointments for department.
- He was very chagrined that there was already a review process going on after he had spent his first year attempting to close down the unit.

Professor Vidal commented that he thought it very unusual that there would be two reports on Department on such a short time:

- The Report of the University of Minnesota Task Force on Chicano Concerns, 1977.
- Report of the Ad hoc Committee on The Department of Chicano Studies, 1974 (reports distributed at meeting).

Dean Madrid said that conditions called for review.

- testing period was three years but he was under the impression that it was every five years.

Professor Modell asked why he thought there were so few students.

Dean Madrid does not know if it has changed. Professor Hinojosa could best answer that question for now but when he taught in Chicano Studies:

- The majority of students were not Chicano

- We don't have very many Chicano Students at the University.
- Students predominantly in General College

Professor Modell asked what could be done to make Mexican/Chicano Literature effective.

Dean Madrid answered that the population in Literature classes not very large.

Professor Kennedy asked if the students were mainly Chicano, Black, etc.

Dean Madrid answered that there was a good mix of students; there was considerable interest.

Professor Kennedy commented that minority population is important. He gave an example that if you were to talk about Mexican Americans in rural areas that people would probably relate to nothing.

Dean Madrid said that sustenance was important:

- Need more students
- Need graduate studies
- Critical mass
- Don't have the kind of intellectual mass

Chicano Studies was created for the needs of minority students.
Focus:

- Constant effort to make contact with community
- was a stage/strategy

New Strategy:

Draw away from the kinds of mission that ES had in the beginning days.

University of Minnesota now has supportive centers that take up what the Chicano Studies was implemented to do.
They are:

- assist students in housing
- recruiting components
- retention
- admissions and records

U. of M. has CUPC (Coffman Union Program Council) and Student Affairs for cultural units.

Dean Madrid commented that the demands of unit in the experience of minority faculty in the University is tremendous.

- There isn't anyone on staff that has been here from the beginning.
- It is a burn-out situation (community demands, students demand)

- Ways should be found to protect faculty

Professor Vidal commented that there have been a number of things that have been discussed:

1. It seems that the profile of this department is not in very good standing. Here you have a program that does more than that.
2. Latins and Hispanic origins should be a lot of attention particularly to that.

Objectives to be looked at:

Two have gone overboard.

1. Nature of providing atmosphere for Chicano Students.
Dean Madrid commented that that was because of complicated reasons.
2. Support Services--MLS and Chicano Latino Supportive Services.

Two missions remain.

- 1.
2. Relations with community
 - from reports looks like that would be passive perspective
 - Literature, language--other part does not seem to have been addressed very clearly as this Department has that Big Ten profile.
 - this is a program that elaborates knowledge.
 - program ought to address itself to community.

If this is the case, our focussing of program should be directed to new knowledge. Tap reservoirs in other departments (sociology, anthropology, etc.).

A program should be established of research towards the community.

As one of the components of the program to bring in students that can go out into community and tap all human information and elaborate on that; emphasis on elaboration of new knowledge.

Mitchell: In a way from what you say:

- transmission of all not discoveries of new
- he would object to that
- Academic Universities employ creative writers
- study on language ability to tell with that kind of situation.
- dileman: people are being brought in, academic demands are being made upon them.
- he feels horror in ignorance of teachers in minority studies

Vidal: From what has been said, we should:

- tend to try to defend what we need
- what is the reason for being of a Chicano Studies Program?
- Whether we like it or not, there is not a large amount of students.
- Should not think in buying retention
- Because language or literature are there, we should do away with that.
- we should conserve in a research program.

Madrid: Ultimately, the community created the program.

- community is vital to the program
- in a very different way than previously-- part of BO process; department is often used as a battle ground for conflicts in the community.
- powerless community fights for title
- fight for what you have
- fighting gets very sharp
- transmission of knowledge has to be central to a continued operation-- back off from that.

1. University is no longer hiring. The principal _____ is through minority studies program--he wants that door open.
 2. The only way that we are going to protect those people is by developing the field, bringing these communities up to the necessary level of excellence.
- supporting operation
 - making possible development of knowledge so that you can transmit the knowledge effectively.

Professor Kennedy state that he has been the director of the department of Sociology Graduate Program and that there are over one hundred students in the PH.D. program. He mentioned that there are many good students that don't develop those types of skills to go into communities. Undersgraduate students cannot be expected to do this. Chicano faculty would have to have joint appointments with other departments. Even at Masters level, do not do very well at research. Is there a structural solution?

Madrid: In a situation like this, the people that are going to survive the kind of pressures are the ones who are that tough with demands.

- Students /communities not in very good standing with academic community; the person with academic research is pressured to address community and student demands.
- demand a cadre of minority professionals.
- the statistics are increasing for tenure. We have to do something about it.

- we have to get some new person for post doctorate.
- own local level.

Student Frank Sanchez informed the committee that there has been one hundred per cent increase in Chicano students since last year.

- if these students were made aware of the existence of a Chicano Studies Department as they were first being oriented and if they were made aware of Minor/Major in said department, Chicano student enrollment would increase.
- there seems to be a wall between GC and College of Liberal Arts. First year GC students are not allowed to take Chicano Studies classes.

Dean Madrid was asked to attend another future meeting.

MINUTES

CHICANO STUDIES DEPARTMENT
FACULTY PROGRAM PLANNING COMMITTEE

Wednesday, April 30, 1980, 3:30 P.M.

PRESENT: Modell, Kennedy, Mitchell, Vidal, Wynia, Cisneros

VISITORS: James Duarte, Alfredo Gonzalez, Lollie Smith, Augustine Gutierrez

Outline of minutes to previous meeting was read and Secretary Juanita Meza was excused from meeting. Meetings from now on will be recorded by cassette recorder.

Modell: This seems to me that we have to hear more from the administration for example, about to what extent they have implemented. Until we have really learned a lot more things that I am working my way into this very slowly just having received these informations last week. Any of those 1977 recommendations or whether they're going to do nothing in response to a committee such as ours except what they want to do in which case I would modify the kind of message I choose to give them. I think we have to try to find out some things about the situation with regard to the Chicano community, with regard to the, I guess, Spanish surnamed population of the University. I think evidently with what's going on in the high schools, too, to judge from that very interesting report and so forth. In other words I think in for us to act responsibly--at least for me, given what my construction of responsibility is--we have to know a couple things from the department of CS which we don't know. I don't even think we even know the basic things of what has been offered what year; they give us numbers; even that thing which talked about what the faculty around last year taught has numbers, not courses. We're supposed to look up what the courses are; how do we know what the curriculum is? How do we know what student's careers who have taken more than one course from this department? And from the members of the department, I think we need to know what the accomplishments are, what the failures are, what they have done, and so forth. Without some sense of those things, I don't see how, at least I can responsibly say that this department is this, that or the other thing.

Kennedy:

What if what you request or feel that we have to have is not able to be accomplished by Spring Quarter?

Modell:

I would myself file a minority report saying that failing to have the kind of information I would need, I would say I just don't think I can judge, but I am more cautious about passing judgement than some other people.

Kennedy:

So that would be to reconvene Fall Quarter?

Modell:

Yes.

Mitchell:

Let's face it, in effect if you have a new committee Fall Quarter you're starting from scratch again, so in effect if that's the case we might as well pack up now and I think almost all committees face this problem. Unless you can get something that can be passed by the assembly in that one year, you go start again. One of the problems there is, how many people you can get on a committee of this sort with sympathy, special interests or whatever, that will still be around.

Modell:

That's true, Larry. For my own objection, I'm perfectly happy to go on talking and at some time when we start writing I will simply have to judge whether I know enough or not. An alternative though, is what Larry is proposing, is that next year or alternatively we ask that we disband and that proper lead time-- I mean we don't have to begin now.

Vidal:

But you know what we maybe need to know yet is not that much. Maybe with three sections, one with the community, faculty we must sit around again and sort out our ideas and then come back to the Deans and ask, now we ask questions, particular points.

Mitchell:

My feeling is that that is. I've looked at some of the numbers and if you come down to black and white terms if you were going to make any, you could never make an argument for the department as a department on the basis of that. Looks of all the students that we got or look at our potential for expansion. I don't think that's really the issue. I think you stated in the first or second meeting what we would lose if we lost a Chicano Studies department and if it's a choice between having one and not having one--is there a compromise position in there? My impression from both what Arturo said and what R. had to say was that there had been some momentum within the college to some kind of compromise. I was particularly struck by what Arturo said last time in terms of the clash between the existence of a department as a department and the professional needs of the members of that number, it seems to be sufficiently grave. There is some real danger that if we wait whether we make a decision as a committee or not, that it won't be a department because who is going to stay?

Kennedy:

The conflict between the professional pressure from faculty to publish, to deal with graduate students, and so forth and then being assigned to an undergraduate department where there are considerable pressures from the community and from undergraduate students, not necessarily in terms of scholarly pursuits but all kinds of other career guidance. All those things; as I understand, what Madrid was pointing out when he used the expression "burn-out". That the faculty in a regular academic department and that was a real dilemma. So his response, as I recall, is to protect the faculty in a minority department from these pressures, to allow them to follow with the normal scholarly pursuits. But his solution to that; structurally, I tried to press him how to set that up. I didn't find an answer, because structurally it would be a research appointment and in the CLA, they don't exist. I think, I thought my impression was, that if you can tie these appointments to some kind of Research Institute, if you get to the point where somebody says, "Well, where are the students?", you can then say these guys aren't titled students. That doesn't mean that they wouldn't be students. Rather, the students would be in some of those other departments. But the bigger problem is: where is the Research Institute? Because monies for research institutes come from Federal funds, research grants that are soft money and that can be a _____ or state legislative special. Or they can come from a college like Agriculture where they have a research component recognized by their legislature and they do have research appointments--there, and extension appointments.

Mitchell:

Well, given that the budget-- if you have got a line item and it's in a research institute, you got to have something like that.

Kennedy:

There is no line item for Federal soft money.

Mitchell:

That's what I'm saying and there is no line item for anything except for what would be in a department.

Wynia:

The implications of what he is saying-- I wasn't here. I'm not sure, if you could not fit them in the college into an institute because of these problems and they would have to put them into a department of some kind and the institute would serve as a residual gathering point?

Kennedy:

We ran out of time. We ended with his (Madrid) having to come back in the future sometime and we'll continue the discussion because I don't know--I mean what are you going to do to attach them to some department like rural sociology and the Insitute of Agriculutre? As research appointments? See, then it's no longer a College of Liberal Arts problem, then we should be talking at the University level, a vice-presidential level, about these arrangements. And in our department, we had joint appointments, research appointments, three tenured faculty that go back over ten years and it was never resolved. There was always a problem in budgets and line items and so forth because these three fellows had research appointments, released time for research, and the Institute of Agriculture was paying for it. And the way it was resolved finally, was that the Insitute of Agriculture got the money from the legislature to do that becasue they performed a sort of extension service for the State which was considered valuable and it's a hard line, part now of the Institute of Agriculture.

Mitchell:

I think then--further, two points the faculty should talk about. One is: those that are here that are potentially loosable if there was an unstable situation. In other words, if you got someone from the Chicano Studies Department, what would happen if we disbanded the Chicano Studies Department? 1) we would reassign the faculty. If we keep a department that has very few students in it in a sort of uncertain state where there is nobody who is ever sure whether what's going to happen to them is down the road next year, then they might leave anyway. Then you have got a department without anyone. 2) The other thing is: what kind of people can you draw in in that unstable situation? So I guess my own feeling is that we need to do some kind of a rescue mission fairly quickly and say, O.K., this is what we recommend, so that we can more stabilize this situation with the faculty who are here and then begin to look at the potentail for getting them in. And I think are the constraints that we are operating within is a CLA structure. That is what we have got. And so if, given the problems you site with rural sociology, then it does not seem viable to talk about bringing somebody like that in. We need to have people and we have got some of those already. Maybe we can get more. Maybe we can attach them to some of these other departments and then create somethinglike we have in Germanic Theology which is a program which offers degrees MA, Ph.D -- no undergraduate. So this could be graduate; maybe a graduate degree in whichever you get so in effect the best possible situation out of what we have got now. That is the faculty want to protect it, the faculty have students; they have got colleagues they can work with, and we can still offer the degree no that pretty much is what I see as a viable option.

Gonzalez:

I think Professor Mitchell's suggestion is excellent. However, I think I already said once previously that when unitl that

professorial staff coming in here, would take on the responsibility of developing , as you put it, a graduate program in this discipline. I also stated previously that the faculty coming into this department have to realize that this department as it stands is an undergraduate department. Granted, that CLA's lifeline is the undergraduate people and the scholarly pursuits are for the graduate school, the bloodline is still the undergrads. And unless the faculty coming in here realize that and accept the responsibility I think that it is your committees responsibility to remind them of that or at least they should seek employment elsewhere, because these are the limitations of this department. And I fully espouse what you said, but you have faculty who fully envision that and who are more willing to sacrifice to develop a graduate program.

Mitchell:

I think you're right, though, that the first step is the undergraduate. You can't really talk about a graduate program first off because most of your products ought to be home grown. .

Gonzalez:

But the faculty coming into that have to realize that and accept that responsibility that their first duty is a teaching one-- in this department. Now if this is really the youngest and the weakest of the CLA departments, whoever comes in here--scholar or bright new graduate, surely has to realize that. I wanted to add something. I fully appreciated what you said and I think as this committee is hearing input from people, you certainly hear from the graduates who graduated from this department. And I am indeed sorry and sad that my colleagues and fellow people who teach here may only give you names and numbers and not know the courses in the department.

Modell:

It was not they. It was CLA. I think it was a communications gap. But I think that it is something that has to be supplied.

Gonzalez:

Anyone in CLA should know what the requirements are for an undergraduate to graduate. I would ask the committee then really to consider hearing input from the graduates this department has produced, few though they are, we are very proud of them and I'm sure they would be very happy to volunteer information for you. Then I would request the committee to hear and have input from the students who are now enrolled in this department and I think the people involved in this department should know the full mission of this department. It was very clear from the inception, what the three goals of this department would be:

1. Fine arts--which include literature

2. Education--particularly bilingual education
3. Social Sciences

And if the incoming faculty don't see that or can't realize it, then I think the responsibility must be placed on whoever is directing it.

Vidal:

I think there is a circularity there in that kind of pattern. Most of the problem is there, just to clarify our minds. Because a department is not only students, it is faculty. And if you can not retain faculty, you have no department as much as you don't have a department if you don't have students. There's something that is not working in a sense that the department has not been able to retain faculty. Because if you say to them, look, you come here and you teach undergraduate, they leave. There is something wrong there. Not necessarily of the faculty but maybe about the function of the department that might have to be defined.

Gonzalez:

I concur with you but this is why I said that the incoming faculty should fully realize first of all that this department is a young department and it is an undergraduate department. Professor Mitchell, in academics, as you well know, we tend to think the established departments are already settled and we are not. This department is not and whoever comes in has to realize that and I think that part of the commitment, Professor Vidal, is not only realizing it, but if you have a young, budding, department and you want graduate students, you have to build it up, if you want more students and studies, you have to build it up. The department has to be built up. And unless the faculty accepts that responsibility it is not the students who can build up the department academically. After all, the students and other people had much input in building this up.

Kennedy:

The problem of recruiting faculty is that it is a very specialized area. In other words, it is a new field but if you look nationally for people who are in Chicano Studies, as a matter of research in their own area, whatever the area, to recruit them to Minnesota away from California or Texas! What can you offer them in terms of attraction. If you offer them undergraduate teaching and no contact with their home department, whatever that is, then it's not an attractive job.

Gonzalez:

It would seem that way, Professor Kennedy. Except that obviously we did entice Professor Madrid and Professor Hinojosa.

Kennedy:

With joint appointments.

Gonzalez:

No. Professor s first came without any joint appointments. It was after the fact that they applied for the joint appointment. I beg to differ with whatever he said, the truth is the truth. Spanish and Portuguese without even knowing. And I don't blame a scholar for wanting to be related to his mother discipline, I fully appreciate that. But I'm saying there is a department of Chicano Studies as such. First of all, I'm a MINNESOTAN and I feel very proud of the fact that we produced a department where-as other areas of the country have programs , graduate and undergraduate programs, I say that says something about Minnesota, you know, it really does. And I think there was a vision, there was an ideal and I think that the ideal can still be realized if one follows certain patterns, as you put it Professor Mitchell, that could be worked--a patterned type of structure that would make this department viable. I concur with you but I also feel Professor Kennedy, that anyone who really is a scholar will continue his scholarly research. It's difficult if you have a full teaching load, I concur.

Kennedy:

That's what Madrid's comments were that it's very difficult to maintain the scholarly role at the same time doing a more than full time job as a faculty member in an undergraduate department. That new appointment that is in the works is a joint appointment as I understand, the one that they're hiring for right now.

Mitchell:

That's the bilingual education one?

Kennedy:

Well, social science.

Gonzalez:

I personally would like to look into, I know that for you, because you're members of CLA, this is a , well, maybe an imposition of your time, but I see as a challenge , all minority departments were a challenge to traditional patterns of education and the very fact that students and faculty and administration and community were involved I think to me , as an educator, is fantastic, a challenge that all of us should wrestle with and I concur with you and I fully appreciate what Professor Madrid may have said in this department. I wish Professor Hinojosa were here, because as Chairman, he has been very productive here, and that he can truly state, and Professor Madrid has been more than productive in Minnesota. Now, if something had to suffer, that's another story,

but the fact is they've both been very productive and they should be very proud of themselves. I am, for one. But I think the department is what is at issue here and I am speaking this way with you as you bear with me in my words, because I happen to know that other bodies like you have set out to make this a reality and I said last time that Professor Burman, Professor Riedel, Professor Hamilton, the record will show who all have sat on committees like this and it took a minimum of two years for this to be instituted.

Mitchell:

There are a number of issues here that I see. One is: the mention of three missions. Was it ever your perception or is it now that there was some problem in the structure of the department that includes, say, social scientists, fine arts people and humanities people together, i.e. that not only are they in a minority in a sense of a small department but they are being pulled by their discipline into another; sociologists might be pulled from sociology or from the literature department as apparently Arturo was in the end. Isn't there in a sense, a department like this going to have a kind of fragmentation built in that they'll all kind of go in different ways as well? Doesn't that make it harder to keep the department together?

Gonzalez:

It might Professor Mitchell except that, as you mentioned, in the mother discipline is dramatic languages, and literature and dramatic philology. You know, I think the analogy might hold true. We have many branches of that mother discipline. I think for me, the chief error on the part of the people who come in is their commitment. I think Professor Madrid would agree that both he and Professor Hinojosa, at least to my satisfaction, came here with a commitment to Chicano Studies. Because otherwise, in their mother discipline, obviously, they could obtain a position anywhere else and as you pointed out, Minnesota does have some distractions, mostly weather, but I chose to believe that both Madrid and Hinojosa must have been committed to this department and to Chicano Studies as such. And of course, I think, to be perfectly honest and truthful, I think they would be the first to admit, they were looking for a job. I speak this way because they are my friends and because I was influential in bringing them here and I've had to face the music on both sides and I think they should be very happy to have been in Minnesota because they've done very well by Minnesota. And so you see that makes it very difficult for me to believe that there are not Chicano body and scholars or scholars elsewhere who are willing to come here. I know of one who is now assistant deputy in the Department of State, Mr. Guzman from Santa Cruz; he is now lecturing at Harvard at the round table and he considered coming here. Phillip Ortego considered coming here. The Dean's office, the presidential office, they did not agree on terms, but that's another story. The fact is there were and have always been viable candidates to come here. Professor Cisneros who is here; he was one of at least three candidates who were coming here, so he was interested in coming here. I'm

not putting him on the hot-seat, but the fact is that you were interested . And I believe that there are still some who would be interested.

Kennedy:

NOW that's the faculty end of it. Now what about the student end of it?

Gonzalez:

O.K. Your committee can investigate. From ground work zero, the department grew the first year and the second year and the third year and I think the record will show that there was growth until very recently. Now I am not going to indict or put blame on anybody, but that is a fact. The student input began falling, but I think -- I'm sorry that it seems to fall on Professor Hinojosa, I wish he were here, but that's, I think, the pattern will show there was a growth process in student numbers from ground zero, until '76 (if I'm in error then I'm in error) and I believe now things have dwindled to a point where one might be in danger. And then, if one is to put the blame on student population, I say we have to investigate the issue on both sides. Why the students aren't coming, I do not know.

Vidal:

A question for our information, too. Do you feel a department like this should be put in a competitive situation?

Gonzalez:

Competitive? In what respect?

Vidal:

In terms of numbers. Because it seems to me there is some function to be addressed. There is a Chicno Community; the Chicano population is poled into the national population and so forth. But it appears to me that many people address the matter only in terms of other departments .

Gonzalez:

Professor Vidal, I don't think we can blind ourselves to this reality. The Ethnic Departments at the University of Minnesota as I saw them being born, were born because CLA allowed few of us or either our grade point was not sufficiently big to be allowed to CLA. I don't know about other departments, because they came into existence before we did. But we went through the whole process and Dean Lukermann was VP at that time, I repeat that, and he told us how to go about it and yes the motivation for the establishment of the department was not just to see Chicano Studies there but to see that some of the students, who evi-

dently did not have access through regular channels would have access.

Vidal:

You mean, Chicano students?

Gonzalez:

Chicano students. And the structure was this. Before Dean Lupton, before hse was an assistnat to Magrath, a student coming into this department could be in General College and take one course in CLA, not necessarily Chicano Studies; it could be Herman. We have a graduate in German who is a professor now in St. Cloud, as a matter of fact. But one course in CLA, even if theywere assigned to General College. And it was in a way, an entry for some people who had not had that option. We offer in offering Chicano culture, history, literature, which Hinojosa writes, which I don't think is offered anywhere else.

Vidal:

Maybe I didn't put the question that clearly. But it would seem to me that if one wants to secure and reinforce the deparment that has samll numbers even when things apparently were going very well, and taking into account the history and inception of the department one would be at a disadvantage playing the numbers game and it should be clearly stated that this is not a competitive department--it should not be--it has a function.

Gonzalez:

That is your suggestion. I would say underline and emphasize it. I can only give you input, but if those are your thoughts, you definitely shoud say that. From my point of view along those lines, Professor Vidal, the first graduate we had from Chicano Studies, I mean I don't care if Sociology had 100, for us, one was quite an achievement. And we have placed the graduates we have and by the way, I do not have to say this, the graduates we have are not all Chicanos--they're Anglo.

Mitchell:

That seems to have been an issue too. We discussed that at one point--where is the potential population for a Chicano Studies major? Who are they now? We know something about that, who might they be? And I think that's a question which can be aside from the status of the department. Should there be a B.A. in Chicano Studies?

Gonzalez:

There is.

Mitchell:

Yes, should there continue to be? I think yes, the answer is yes. I doubt that there is anyone here who would say no. The issue, the pressure that we're getting has come to the competitive issue; it is very real when I think we can say: No the department shouldn't have to compete. Well, the fact is, the pressure is so great now that every department and other ethnic departments are being made to compete. And so, to me, the central issue is before that happens and the whole thing has come down about us, what can we do to change the structure, if that's the best thing to do, which will say what we think we really need. To rescue it, in other words.

Kennedy:

Let me just comment on this numbers game. It's not just minority programs but there are other small departments in Liberal Arts, language departments, Humanities departments, special interests like Criminla Justice who is under the gun. In one section we have 250 students--one section, one quarter. This past year, all of the courses in Chicano Studies had about 250 students. One section we hired an advance graduate student, it cost \$3,000-\$4,000 which gives that 250 students so many credits. The budget for Chicano Department is 84,000 dollars. So in terms of numbers and student credit hours, it is not competitive. There is no way in the world you're going to come up with enough individual students to compete in a time of retrenchments. That's what you're saying, is that we have to face that fact and come up with an alternative way of saving what is valuable in the program.

Gonzalez:

But there were two points. You bring one and Professor Mitchell brought up another one. I think that in response, I would have to say this: Of the graduates this department has produced, addressing the population. For instance, one of our graduates obviously did not pursue further studies in literature or Chicano Studies or education. He is in the preffessional school of law and graduating; I'm very proud of him. This was his springboard to a professional school. He will come and testify as a graduate and former student. He did not follow in the mother discipline, but it was a spingboard. The other question of the finance, Professor Kennedy, I fully appreciate what you're saying. On the other hand, like for instance, I guess here I would be putting a lot of responsibility on Professor Hinojosa because he was brought here, at least by this person, as a pull-in star, that's right, and the first class that he offered, he pulled a lot of people, and I say that to you because I pull students, I do, and the record will show that. I teach and so the students will come. Professor Hinojosa because he was brought here, pulled a lot of students but then obviously with his commitments to creative writing and to other things the University requires of him, his courses have not been offered by him. So I would presume, I'm presuming, I do not know, but if he is a draw-

ing card, he has not been drawing. It's as simple as that. And I mention that, Professor Kennedy, because when your salary reaches at least a third or over.

Kennedy:

Right. But even when he was drawing, was he drawing a thousand students a year in his courses? No, of course not, it's not in the record. The point is that for the first seven years that I taught at this University, I had over a thousand students a year just in my courses and this is what I say is that there's no way in the world CS is going to be competitive on a numbers game.

Mitchell:

This is very different about the problem of a department. That is funded as a department. It's a disadvantage position in a way because when it's funded as a department, they say, well, it's not competitive, we're only going to give them two or three faculty. So you get on like Rolando who goes on--he gets something good, he gets a grant or a Rockefeller or whatever it might be--and as soon as he's away, nobody else can do his courses so they're not offered so the student population begins to evaporate very quickly. What you really need, you've got to have enough faculty and I think that's possibility for the future so that whoever is away you can still cover. You can still have that continuity. I know that in our own department which is a very big one, if you begin to lose a few people in American Literature for a couple of years, boy, that'll go down.

Wynia:

But do you really think that's a possibility? Do we have that option? This gets back to your other question--of increasing the size of the department and faculty to solve that problem.

Mitchell:

Oh no. You see, because you make a compromise in the creation of a department, you say, well, we'll give them a department and we'll make it small and there will be two or three faculty and then, I think there's a built-in failure that's going to be built in simply because there isn't enough for it to be a viable entity.

Wynia:

Well, what can we do about that?

Mitchell:

O.K. You ask yourself what you want to keep in the department.

MINUTES

CHICANO STUDIES DEPARTMENT FACULTY PROGRAM PLANNING COMMITTEE

Monday, May 7, 1980, 3:30 PM
Room 495 Ford Hall

Present:

Presiding: Professor Robert Kennedy

What this committee is charged to do is the following: College routinely reviews departments every seven years. Chicano Studies has not previously been reviewed. Why? 1. Because the department was in its beginnings. 2. Would fall late in the review process. Why now? Because of its 1. Size. 2. Question of its ability to fulfill functions it was created for: So the Dean decided the best way to handle this was to set up a committee and to listen to anyone who has anything to say about the department, to interview faculty, to look at the documents, scholarly concerns, service to the students, service to the community, evaluate all of this and make recommendations to the Dean about what changes that might be warranted or not.

Nick Castillo (Community):

Need for communication between the University and the West Side. No communication in the past.

José Gaitań (Community):

I was late in getting the news of this committee. I understand this committee is considering the termination of Chicano Studies. I have never seen the administration, from the president on down back or support Chicano Studies, no leadership in the Chairmans. I haven't seen anybody go for bat for anybody in that Department, no leadership period, none of the so-called leaders of the University and Chicano Studies being involved in the community, or concerned about Chicano students. No, their only concerned about their own faculty positions. They hob-nob with aristocrats and that's it. That's the way the game has been played. I'm here to tell you we're not to stand for it being played that way. You're not going to terminate Chicano Studies. If we have to get out in the street, we're going to get out in the streets. Why are Chicano students geared away from Chicano Studies when they first come to campus? Why? Why is this done to our Chicano kids? They want to take Chicano Studies courses and are veered away from it. No, you got to take these courses for the first year. It kills the enthusiasm they have. Why not let them into Chicano Studies? What so dam important about everything else,

that you can't take Chicano Studies and learn about themselves. We have capable faculty, but, we haven't had the backing from the people around the University. So once again I state this, people in charge of the Department haven't been for the people, or the community, they hob-nob with the aristocrats and they think that's the end of their work. Thank you.

Committee Member:

We're on your side. The issue is how we can best make Chicano Studies go, and continue to go. There is no question about the fact that in the past there has not been as much support as there might have needed. I want you to understand that we're supporting Chicano Studies. We're not out to get Chicano Studies. There has been community complaints about not being notified of meetings.

Chicano Community Member:

Why don't you personally invite Chicano input?

Committee Member:

I wrote a draft letter last week.

Dear X members of Spring Quarter this year a committee was established by Dean Clark to examine the status and future of Chicano Studies at the University of Minnesota. We're currently discussing ways that Chicano courses and faculty can best be protected given existing and projected fiscal restraints. Naturally, we welcome comments and suggestions from members of the Chicano Community. Should you wish to write a letter, send it to the Chairman of Chicano Studies. If you should wish to meet with the committee please call Juanita Meza.

I get the feeling you think your cut off, right?

Chicano Community Members:

We're angry! We're angry!

Committee member:

Don't feel you have been cut out of the committee because the committee has just began. This letter that has been drafted has just been sent out. We repeat again we're not here to axe Chicano Studies, we're trying to help the Chicano Studies Structure itself in some way, or get the support from the community, or whatever, so they can compete for the limited funds that are available. The Chicano Studies Department is not the only department with a very expensive cost per student credit hour. The College has to look at the more expensive Departments. Is this Department reaching the audience that it should be reaching? I'll give you

one example. I asked if all the Hispanic students if they checked on print out cards if they routinely received or were given information on Chicano Studies course offerings. As far as I could tell this was not being done.

Chicano Community Member:

I think you should ask the Chairman that's not the communities fault.

Committee Member:

Maybe somebody wasn't thought of it, now that we thought of it, why can't it be done?

Rafael Esparza (Community):

I would like to address my statement to professor Kennedy. There is a underlying message that these people are presenting to you. As a professor of Sociology, as a person who studies social movements, you're fully aware that with each social movement, Chicano movement, people are depending on individuals, such as community people that agrees with Chicano Political and Cultural Philosophy. When we appoint or select individuals that are supposed to represent our interests, our culture, our people, we expect to interact with us. What the people are saying is Smith isn't interacting with our community. We have been dependent on the Department to interact with our community.

Where is the rest of the Chicano Faculty on this committee? Where are the Chicano students?

Professor Vidal (Committee):

There aren't any here!

Chicano Community Members:

Laughter, their hiding!

Manuel Rivera (Community)

Why didn't the University appoint someone to replace Smith?

Committee Member:

You can't just pull someone out of the air. There are three other departments without Chairman. Why do you think there has been such a turnover of Chicano Studies Faculty?

Rafael Esparza:

Chicano Studies has constantly been used as a pitstop to improve their own professional careers. The chairman's time and time

again use it as another notch on their resumes. We're tired of it.

Community Member:

Whats your proposal?

Jose Gaitan:

Get somebody from the community.

Rafael Esparza:

Get a responsible selection committee that in fact doesn't represent the community. In the past it has been appointed by the chair, professional associates, or University staff people.

Professor Vidal:

You need to work through the system to get more Chicano Staff.

Ruben Adan (Community):

That consists of having more staff for Chicano Studies, less constraints, encouraging Chicano Studies.

Robert Kennedy:

Let's give everybody a chance to speak in general, everybody here.

Marcela Trujillo (Faculty)

Marcela's paper submitted to committee, she reads from her paper:

Points: Problem with General College

1. Track system
2. Many Chicano students drop out on the first year
3. Doubts about the curriculum, staff, and faculty who taught these freshman in General College
4. Maybe Chicano Studies should be in General College

Yet, I was prohibited from obtaining a job in General College, students have problems with General College instructors, racist statements. Classes in General College being duplicated in General College, Why? Chicanos need role model teachers. Chicanos can motivate chicano students, this is lacking in General College.

Chicano Studies in the last three years has been allowed to deteriorate, no faculty meetings, no effort to attract Chicano Students, little or no cross listing with other departments, decreasing enrollments and retrenchment, yet, your advertising for

a vacancy in Chicano Studies. How can you justify hiring another faculty member?

Robert Kennedy:

The College is not considering terminating Chicano Studies. The issue is in what form the service to the students and faculty ought to be. The search for a new faculty member is for one that will be in Chicano Studies and another department; in order to give some stability to that faculties interests. So that they will have access to graduate student and other things and at the same time being a Chicano Studies helping to build these bridges into other departments.

Marcela Trujillo: (solutions:)

We need administrators who are interested in the retention of Chicano students in Higher Education. Priority on chicanos that have empathy with their own people and interest enough to know their environment. They must leave the ivory tower to participate in the community and know the parents of some students. We need teaching and research. Chicano students should be allowed to evaluate the teachers objectively. Students should have input in screening and advising committees. Chicano students should be treated the way their treated in other Universities. Originally, Chicano Studies was set up to be community and student oriented. It worked for a while.

Professor Vidal:

How big is the problem of publish or perish?

Alfredo Gonzalez:

The Department has been publiching, not just our friend Smith, but, yours truly.

Community Member:

Chicano Studies exists not because of the University, but, because the chicano people created it.

Community Member:

Why did the College let Chicano Studies deteriorate?

Committee Member:

O.K., maybe the University Administration has been remiss in

not providing a good administrative backup. We can admit to that without any problem. Secondly, what is Hinojosa Smith going to teach? He's teaching creative writing. Not letting him be creative, then he has nothing to teach. We must keep our professors creative.

Castillo:

Who is Professor Smith?

Committee Member:

We're speaking of Professor Smith. He is one of the most creative scholars we have in literature on this campus.

Castillo:

Who is he?

Committee Member:

He is on leave as Chairman of Chicano Studies. He creates a problem because he is one of the most productive people on campus in a department of three or four people. He creates a vacuum when on leave. Perhaps we haven't risen to the occasion. But, we can't sacrifice a creative scholar for that.

Adan:

Why are you speaking for Hinojosa Smith?

Kennedy:

I didn't mean to speak for him, but about policy.

Adan:

We want a director. Sure he's a good scholar, but, that isn't helping us out.

Committee Member:

The administration has and is playing games with Chicano Studies. It's phony to say we had our say and then we come back and have the rug pulled from under us. The game is the same. The basic strategy is the same. I'm pissed!

Acosta:

I'm a former Chicano Studies student. I am upset at seeing the department deteriorate. From the beginning the faculty gets smaller and smaller. We need a Chairman here now who will be in control of the situation. The relationship with General College has to be explored. CLA has to increase the number of Chicano

faculty. Otherwise, the faculty can't pursue it's research. If Marcela left, Chicano Studies would suffer. It's one thing to talk about these things, its another for CLA to engage in the effort of increasing the size of Chicano Studies; seek the funds. Just what kind of committment do you have besides saying you are concerned?

Marcela:

Originally, in the Chicano Studies department and througout the University, people who were qualified were allowed to teach. This should still be the policy.

Committee Member:

We want another meeting and will show a large turnout. Send letters of notice to Chicano organizations in Spanish.

Esparza:

We're dependent on our faculty to be involved in community affairs, they sit on commissions, boards representing a professional and sophistication element in our community.

Acosta:

When I was a student the Chairmans were involved in the community. I havn't seen that in the last four or five years now.

MINUTES

CHICANO STUDIES DEPARTMENT
FACULTY PROGRAM PLANNING COMMITTEE

Monday, May 14, 1980, 3:30 PM

Present:

Presiding:

Alfredo Gonzalez:

It seems Chicano Studies can go one of two ways, the way of American Studies, or Black Studies. When they(Black Studies) had the compliment of enough senior faculty to grant tenure and promote their own, and to establish a curriculum other full professors could not question as invalid because of the junior status of the faculty. It strengthened them! I hear they are not being questioned.

Committee Member:

They're big enough to play the numbers game.

Gonzalez:

The numbers game has many implications. I have been at this University long enough to know that English is a required subject. So the students are already engaged as are other subjects. Mass modern languages has come and gone. I remember hearing modern languages people say lets not make it a requirement. Be that as it may. Obviously, ethnic studies have to compete, have to compete. I firmly believe the commodity we have to sell is saleable, is worthy of being sold, is good, and has a future. So I would hope the recommendations would reflect this point. The faculty, if their heart is not in it, then they should exist as pure academics in their chosen and developed fields. And as you have pointed out, I am sure their departments would want a brown face, just to say we met affirmative action.

Committee Member:

Add this to the report:

1. How department is being chaired

- a. faculty meetings
- b. outreach--why isn't this being done?

2. Position of the Coordinator

- a. one-third of time devoted to the community
- b. General College recruiting students

3. Greater effort to integrate

- a. appalled at how isolated the department has become--
should not have happened
- b. the opportunity to move back and forth from General
College and CLA courses must be increased

Committee Member:

My recommendations are about the same, but, my reasons for them are somewhat different. I want to reiterate the commitment the University made to the community and to point out that the commitment entails doing what the University ought to do to make that work. I strongly recommend the department be kept as a department. That these changes be implemented. The University must be attentive to what's going on in the department recognizing that this department has a fundamental commitment to the community.

Gonzalez:

Since you're here as I am here, I would like to compliment you for being here as faculty and tending to our needs. I also have to say despite the commitments of others of my people, and our people, and the community may have, whether it's the Dean, who has chosen an interest in this, Dean Madrid, whether it's full professor, Chairman Hinojosa Smith, or whether it's Professor Cisneros, their absence here saddens me, chagrins me because I think if you found the time to become they should have all been here. If my brothers and sisters disagree they should say so.

Committee Members:

We agree (clapping).

MINUTES

CHICANO STUDIES DEPARTMENT FACULTY PROGRAM PLANNING COMMITTEE

Monday, May 21, 1980, 3:30 PM

Present:

Presiding:

Committee Member:

The committee is trying to find ways of strengthening the Chicano Studies department. The problem is twofold: 1) Critical mass in terms of faculty size 2) Critical mass in terms of student enrollment. Class enrollments are small especially compared to other University departments. Then there is the other service of the department which is to serve the community, serve the Chicano students and the University.

Committee Member:

Critical mass is the minimum amount of faculty to get the job done--professors, assistant professors, associate professors. In CLA, if we have courses that have enrollment under twenty, we consider dropping the course. Enrollment for courses usually runs from thirty to two hundred students. You cannot apply those standards to the C.S. department.

Marcela:

The University is changing distribution requirements, but, is not including Chicano Studies.

Committee Member:

The Chambers Report.

Committee Member:

Regarding the role with General College, in the Fall of 1979, of four hundred and thirty Hispanic American Students, one hundred and thirty one are in CLA, ninety-one in G.C., seventy-four in graduate school, the remainder in medical school.

Marcela:

That's all Spanish surname, not all are Chicano students.

Committee Member:

This is self-identification.

Committee Member:

Should all these problems we've discussed be handled by Chicano Studies or by specific units? Counseling?

Community Member:

Centralization was under Chicano Studies in the past. Presently, Chicano services are de-centralized, or centralized under Black leadership. A lot of students started this quarter without books, lack of housing, the Chicano community had to put up the students.

MINUTES

CHICANO STUDIES DEPARTMENT FACULTY PROGRAM PLANNING COMMITTEE

Monday, May 28, 1980, 3:30 PM

Present:

Presiding:

Committee Member:

I'll make first draft and distribute it to the other members of the Committee. Make your comments on the draft. It will make it easier to revise it. You can add or delete sections. Always an understanding that people can write a minority report on the whole thing or any part of it. Our charge was not to run the department, but to answer three questions. Luckerman's letter to the Committee:

1. Is there sufficient scholarly, structural and administrative mass in this department as currently configured to provide a stable and productive environment?

2. What combination of disciplines, faculty interests and structural arrangements might best defend the overall goals of this CLA unit?

3. What supports from the college are required to realization of these goals ?

In addition, program outreach, community, students faculty comments will also be accepted. H. Smith has every opportunity to contribute his input to this report. If he doesn't, maybe this is a part of the problem. That his job, that's not our job. He should take part in the Committee and have his input. We need a report that will go to the Dean's office with letters from interested people to back up our committee report.

Community Member:

Three documents. Clear cut reason for existence of Chicano Studies department. The University for some reasons. The Chicano community for other reasons. Chicanos are the largest minority in the State of Minnesota and nationally becoming a very large minority. People are being trained in the University to service this community. whether they be Chicanos or non-Chicanos. It is the function of the University to provide knowledge, skills and expertise for these people working within the community. In this sense this is where

the creation of Chicano Studies comes in, the people function of Chicano Studies at the University.

1. first to serve the educational needs of the students at large.
2. meeting the political, social, economic and other needs of the Chocano people.
3. community relations--Chicano Studies, supportive services, General College, inform the Chicano community.
4. advisory committees--problem of foreign students taking the place of Chicano students.

Committee Member:

We tried to get information on Chicano students, the closest we could get is Hispanic.

Community Member:

My point is this is part of the problem. Put Chicano, or Mexican American category on registration forms.

Committee Member:

There has to be some way for the faculty and community to get together. Maintaining faculty, increasing faculty, so that a depth of courses may be developed. There's a lack of coordination. On the question of sufficient mass there would have to be more faculty, four full-time professors, an E-appointment coordinating all the Chicano services at the University. The department would provide the information, undergraduate advisor. Departmental structure should be maintained, major and availability of non-Chicanos to take courses. Improve the department by having Chicano Studies faculty have better access to graduate students and other CLA faculty, joint appointments, first year Chicano students in General College should be given greater access to Chicano Studies courses in CLA. The details of how this should be accomplished should be worked out by the Chicano Studies department, Dean of CLA and General College. There are around one hundred Chicano students in General College at various levels who are not really being serviced by the Chicano Studies department. I am not aware of any desire or move on the part of any Chicano student, faculty for a merging of Chicano Studies with other departments. CLA support is required. You cannot use student credit hour in determining financial support. Just won't work. In 1976-1977, the Chicano Studies had it's highest number of student credit hours--2400--36th rank in CLA out of 37 departments. Justify support of department on other grounds. Other departments have low student

credit hour ratings--East Asian Studies, languages, at least ten to fifteen departments. Administrative support from the college.

1. You cannot expect a department with only four faculty to compete for college resources as some of the big departments with forty to fifty faculty.
2. Chicano Studies has to be given special attention and special administrative support, not financial, to ensure stability. The Dean of CLA will have to take an active role. The Chicano Studies budget is seventy thousand. Is it possible to apply enough pressure on the administration to give Chicano Studies a critical mass of faculty at least a half dozen, plus a lot of instructors, adjunct professors, hiring Chicano professors, PHD's in other departments and in Chicano Studies. I have never seen a Chicano in the Sociology department. It appears in the beginning and throughout its history the seeds for the collapse of Chicano Studies were planted. Chicano Studies is at the mercy of central administration.

Community Member:

Why can't we have the Chicano Studies department and this institute? Otherwise it sounds like the University wants to get rid of the department and create another mechanism that sounds legitimate.

Committee Member:

Your idea is to reinforce what we have.

Community Member:

Get someone that knows how to get money, not just literary awards. We need a dynamic department.

Vidal:

If the department can be viable it is the best structure. Two issues for me are: Is there ever going to be a commitment by the college or University to develop this unit to that size? The Chicanos are the largest minority group in Minnesota. I have always felt that one of the problems in institutions of neglect in particular, is we try to do too many things for too many people. We got Indian Studies, Asian Studies, Afro-American Studies, everybody gets a little bit and that keeps things quiet. Sometimes, there should be a decision made where we're going to close American Indian Studies, Afro-American Studies and we'll put all our money in Minnesota in Chicano Studies because they're going to be the biggest unit. Seems to me that would be a legitimate stance. If that was in the works I could go with the department.

MINUTES

CHICANO STUDIES DEPARTMENT FACULTY PROGRAM PLANNING COMMITTEE

Monday, June 4, 1980, 3:30 PM

Present:

Presiding:

Committee Member:

The next step is to begin drafting our report. I'll take the responsibility to make the first rough draft, which I will circulate to members of the committee and give copies to the department. I would like people to react to the written statement. I'll revise it. If in the second go around there is something that remains that people object to, or was not included, this would form the basis of a minority report.

Gonzalez:

In the meetings so far one thing has come to light and I appreciate and recognize your position which is within the structure of the institution, the University, this is accepted. But I think you, as academic people, have to realize that we're addressing ethnic studies departments, as Chicano Studies is, a new facet of academics has come to your knowledge, if it wasn't already. I know you have to submit your recommendations in regard to the department within the college, and that would be your function indeed. Our function as community people has to be that, and more. I would hope that in making the recommendations that you will make insist not on personalities, but obviously recommend from what you have seen, that indeed any faculty or leadership of a department like this requires a commitment that must be proven by "X". I know as you put it from your vision, perspective, that accountability has to be to the Dean, but that's in the academic institution such as it is. I think these hearings have brought light to the fact that the Chicano faculty in this instance finds this most difficult but necessary challenge and task of meeting the needs not only of the academic community and the needs of the community of whom they are responsible, and who are responsible for bringing them here. I hope your recommendations will reflect this particular facet which is different from the regular academic departments and in the future any faculty that might come must recognize these challenging needs that meet our demands. Minnesota Chicanos worked very hard to create this department. A department is the basic unit of this institution. It is not an accident that it came into being. Other states that claim to be higher than us are behind in this area

because they're still at the programmatic stage. Individuals, with respect to Professor Mitchell, who think they know best how things should work best in the University, are only subjective opinions. Minnesota has to deal with the monster we have or the gift we have. I would hope your recommendations would certainly reiterate the need for any faculty, adjunct or otherwise, to realize the commitment they have to have to the community, to the academic world, and to the development and progress of this department. I agree with some about the need for adjunct faculty. Unfortunately, my memory of such in the case of Professor Madrid, had to choose one department over another. Obviously, we know the institution in this particular department, the mother department, had much more to offer than the development and progress of a smaller department. I know your place is not to bind anyone, but I think it is your place to recommend that this particular fact of commitment must be stressed and anyone coming to this department must realize the task is not just an academic appointment. It's a hell of a task. If they're willing to face the challenge then they should come and we will receive them with open arms. If they cannot, we wish them well and good. This department needs progress, development, and above all, commitment. So I hope your recommendations will do this. You will do what you have to do. I think then the community will do what they have to do, not necessarily with Dean Luackerman, but with the academic Vice-President, and the President. That's how the department was began. Thank you.

Committee Member:

I appreciate your comments because that's exactly the impression I got from these meetings. Each member of this committee will either sign off that they agree with the committee report or file a minority report.

Gonzalez:

When we first began Chicano Studies Freshman and Sophomore students were allowed to take Chicano Studies classes in CLA. We chose to make it a CLA unit because the reality or myth is that CLA is the prestigious college on campus. When movements internally made it so, Dean Lupton, then assistant to McGrath, before becoming Dean of the General College, in order to protect that college's standing, certain internal moves were made and Freshman and Sophomore Chicano students were no longer allowed to take Chicano Studies. Secondly, this might sound like an indictment, if so, so be it, the Chicano Studies curriculum as an offering for an undergraduate major, that certain of our faculty maliciously participated in the development of similar courses or the same courses, in the general college. In my opinion, it was an undermining of the CLA unit. I am just appraising you of such things because I think the liaison person has to be aware of all these things, advise the students and faculty, "Do you know what you're doing?". I as a CLA person formally, and Chicano Studies person felt that was a completely erroneous thing to do. The CLA

exists, the courses exist in CLA and those students should have been given a dispensation or whatever it takes to continue in CLA, rather than duplication the same courses in the General College to fit the needs of another college. I am addressing something that you and I know is an internal mechanism. I only address it because sometimes the faculty and students have to carry the burden for such internal actions.

Committee Member:

I don't see this as an unresolvable problem. Students from G.C. took CLA courses in the past.

Gonzalez:

They did it in the past and for internal convenience it is my understanding that the counselors of G.C. say you cannot take Chicano Studies courses. Is that correct?

Other Community Members:

Correct, you can't take the first quarter at all.

Gonzalez:

That's a ruling that came after the fact. The fact is when we began the rule did not exist.

Community Member:

What about the major?

Committee Member:

I don't see the existence of a major as any problem at all.

Committee Member:

This committee further recommends the supply budget be increased to provide a full listing describing what is available at sufficient length, so that people can read it, give it to CLA and G.C. advisors. Also, a computerized mailing list of courses sent to all Hispanic surnamed students.

Gonzalez:

In the beginning the curriculum structure was this: The Chicano Studies major would constitute three areas--literature, history and culture. A minor was offered and is offered in bilingual, bi-cultural education. Now, because of instructor/personnel being here or there, creates one problem. The other consideration is, and this is why I insist on the commitment aspect, on the part of the leadership is to know the department, project it's

needs, to function managemetn wise, from an MBA position, to function management by objective. I am sorry to say you have to do that so that students enrolled in Chicano Studies will graduate on time, so that they will know what courses to take, Just let me show you for instance, well-meaning as Professor Cisneros is, and I share this with you because you have been around as I have. For you to operate an institute, in August, now you know and I know that in the summer school, unless things have drastically changed, most of the students come in the first term, and your second term is the weakest term. That is the tradition here. But we certainly should be informed by whoever know this. So if you offer a course in the second term it's going to be a weak course. The curriculum exists, if we're going to play a numbers game, the leadership and faculty have to realize there are certain courses that pull students.

Committee Member:

My own recommendation would be that Chicano Studies is for a number of reasons; an appropriate thing to put money into.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Spanish and Portuguese
4 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-7998

June 3, 1980

MEMO TO: Members, Department of Chicano Studies Program and
Planning Committee

FROM: Hernan Vidal

I would like to put in writing some of the ideas about a possible future for the Department of Chicano Studies I have already aired in some of the Committee meetings.

I totally agree with the trend of thought of the Committee as I understand it: that there should be an effort to conserve, stabilize and refocus the work of a unit within the CLA dealing with problems and issues of the Chicano national minority. Hearing the opinion of other committee members it would seem this is going to be the basis for a general recommendation. Hispanics will be the largest national minority in a few years, therefore it seems logical that the affairs of the Chicano component in Minnesota should receive special attention at a state university.

Perhaps the divergence of opinions arises on the matter of the administrative organization for a Chicano Studies unit. I am not convinced that a departmental structure fits the needs and functions of such a unit. A department traditionally responds to what might be called the "internal" dynamics of academia and professional circles. Quite the contrary, the history of the Department of Chicano Studies in this University shows very clearly that the political factor in its inception cannot be removed to the background. The Department was created as an answer to very strong political pressure from the Minnesota Chicano community. It was seen by the community as a support institution in its struggle for social reinvigoration. Due to this expectation strong activity in community outreach should have been contemplated and must be contemplated in the future beyond the traditional roles of teaching and research. Another aspect of the political element in the affairs of the Department of Chicano Studies is the fact that the charge of our committee is only one small dimension of the larger problem minorities face in terms of access to higher education, counseling and financial support in a university environment.

The political implications should not be disregarded. They add to the strength and possibilities of survival of a non-traditional unit like the Department of Chicano Studies in times of fiscal stringencies, when the stage is too conveniently set for those who have deep antipathy for the delivery of justly needed social services. A departmental structure is not conducive to the integration of the political element. It forces the

Chicano Studies Program and Planning Committee
June 3, 1980
Page two

Department of Chicano Studies to compete for numbers of students with other stronger, more stable, traditional departments. The departmental structure also forces the faculty of the Chicano Studies Department to respond solely to academic criteria vis-a-vis promotion and tenure, thus disregarding the needs of the community. Lack of linkage with the Chicano community is one of the problems of the Department of Chicano Studies when the community should be its source of strength.

I am arguing for the creation of an institute of Minnesota Chicano affairs. It seems to me that only an institute organization has the flexibility to centralize in a coherent, cohesive way the various functions the community expected of the Department of Chicano Studies: research, teaching, counseling, community outreach. The members of this institute should be charged with the task of elaborating an organic program of research on the culture, history, politics of the Minnesota Chicano community. Out of this research a teaching program should be developed to expand the perception of the Minnesota Chicano community on a national level. At the same time the need to research the Minnesota community would create the conditions for good connections between faculty and community leaders. Awareness of the issues that concern the community would create good bases to orient counseling and other support services. The main premise of my argument is that a Chicano Studies unit within the CLA should closely tie its functions to the needs of this sector of the rapidly growing Hispanic national minority. Thus this unit would place itself safely out of the shrinking student market within the University, while at the same time carving for itself a well delimited, important area of work.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Chicano Studies
489 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

May 21, 1980

Members of the Faculty Program and Planning Committee
Department of Chicano Studies
University of Minnesota
Minneapolis, Minnesota 55455

"If we do not have equal opportunity for everyone, then we have equal opportunity for no one."

Hubert H. Humphrey

1. With regards to the question "Does the Chicano Studies Department have sufficient mass to provide a stable, productive environment?", the following are my comments:
 - A. The staffing needed to provide a stable and productive environment is directly related to the specific goals and responsibilities of the department.
 - B. The goals and responsibilities of the department should be related to the needs of the communities effected. The following are my comments on needs of the communities effected.
 1. I see a need to provide an effective set of courses on Chicano Studies which would enhance the education of every student in the university.
 2. I see a need to provide a productive environment for making academic contributions of the applied, theoretical, and creative nature. Such contributions invariably cultivate el espíritu de la raza.
 3. I see a need to provide effective supportive services for developing the affective and cognitive potentials of all Chicano students.
 4. I see a need for teams of effective professional Chicanos and Chicanas to provide assistance in meeting the educational, social, economic, and political needs of the Chicano and Mexicano society in the United States. These teams should be part of



UNIVERSITY OF MINNESOTA
TWIN CITIES

Chicano Studies
489 Ford Hall
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Minneapolis, Minnesota 55455

CISNEROS PAGE TWO

a university-wide effort encompassing all the colleges involved.

2. With regards to the question "What combination of arrangements might best help the Unit achieve its goal?", the following are my comments:

A. At the college level, a college-wide interdepartmental effort is needed.

B. At the university level, a university-wide interdepartmental effort is needed.

3. With regards to the question "What College supports are required for the realization of the Unit's goals?", my comments are the following:

A. Staffing support for Chicano staff in all departments.

B. Research allocations for Chicano Studies research.

C. Career development programs to insure success of Chicano staffing.

D. Needs assessment and program planning resources for meeting needs.

The above are the comments on issues which I consider to be important for the Chicano Studies Program Committee.

René Cisneros, Ph.D.
Assistant Professor

The Department of Chicano Studies is an academic unit in the College of Liberal Arts of the University of Minnesota; it is nothing more, it is nothing less. As an academic unit, its members have the same instructional and investigational obligations as their other colleagues in the College. It is not, then, a special case. With this in mind, the Department has the same statewide obligations as the other departments. To allot it one sole constituency, as you know, defeats those accepted objectives of universalism to which institutions of higher learning are expressly charged with maintaining, fostering, and encouraging. One of these objectives includes a high standard of quality, and for this reason the department needs to seek qualified professionals with the earned doctorate degree who meet University standards. In this regard, the department merely follows those standards to which all of us in the academy are committed.

Four full time Ph. D. filled tenure slot positions would probably service this department for the time being, but this support would not guarantee a higher student enrollment, nor, moreover, ^{is} this support qua support what I, as a member of this committee, truly want; I want additional and trained Chicano professionals at this University, and I want them in all of the Collegial units, programs, and departments. One reason for this stance is that I do not want to see this department as an isolated unit which, for some, would be conveniently out of the way, out of sight, for others, and, for still others, out of step with those educational purposes and ends to which every member of this committee was trained years ago.

I am not alone in this view; it is also the considered view of many
of
other Chicanos in higher education and principally those of us who were in
at the beginning of the so-called Movement. This aside, what we need now
is what we've always wanted and needed: high quality, trained professionals
who expect nothing special but fair treatment and reward for their labor
without benefit of nationalistic posturing. (That this University does not
include Chicano Ph. D.s in its ranks in all departments is lamentable;
their eventual inclusion is a goal worth striving for, I should think)

As soon as we, as a committee, are ready to discuss curriculum and
programmatic realities for recommendation to the appropriate deans, please
advise me, and rely on my willingness to contribute my time and talents
in this regard. For now, however, and on a personal note to you,
Chairman Kennedy, I've had my fill of personal and professional vilification.

R.R. Hinojosa Smith
R. R. Hinojosa Smith, Ph. D.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Chicano Studies
489 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455
27 May 1980

Professor Robert Kennedy, Chairman
Program and Planning Committee
Chicano Studies Department
489 Ford Hall
University of Minnesota
Minneapolis, Minnesota 55455

Suggestion to the Committee

Problem: In listening to the various groups attending the meetings of the Program and Planning Committee, it becomes apparent that there is a need to establish a clear-cut "reason for existence" of the Chicano Studies Department, and to present it in writing for documentary purposes:

Chicanos are the largest minority in the state of Minnesota. Furthermore, Chicanos are a rapidly growing minority on a national scale. Their power and influence has been growing in all areas: demographically, politically, economically, culturally, etc. As such, there is an increasing interaction between Chicanos and members of other groups in Minnesota and in the nation at large. Not only are increasing numbers of Chicanos and Chicanas entering universities, but equally increasing numbers of "Anglo-Americans"-- especially those who obtain their professional status in universities-- are entering the Chicano communities statewide and nationally to study them, to document them, to service their extensive needs, and to establish channels of communication between this large minority and the Anglo or white community and governmental apparatus in general. In short, not only are the Chicanos coming to the university to educate and better themselves, but the Chicano community itself is providing positions and jobs for Anglo university-trained professionals who work in that community.

It is the proposed function of the universities to provide the knowledge, expertise, and skills to train its students to function well in their respective areas. The creation of the Chicano Studies Department attests not only to the needs of the Chicano community to be represented and serviced in the university, but also to the need of the student body at large to have access to information and knowledge about the Chicano community which is increasingly effecting them as they go into the field to carry on their work, be it in specific areas such as community health and bilingual education, or in a more general manner.

To sum up, the Chicano Studies Department at the University serves a threefold function:

- To service the educational needs of the student body at large as they encounter a need for more knowledge about a community with which they are becoming more involved.
- To service the growing state and national Chicano community in general by providing professionals (Chicano and otherwise) trained to meet their political, social, economic, medical, and general needs.
- To service the members of the Chicano community who enter the university as students with educational and cultural needs of a particular nature.

Sincerely, *Jaime Calvillo*
Jaime Calvillo, Teaching Associate



UNIVERSITY OF MINNESOTA
TWIN CITIES

Chicano Studies
489 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455
27 May 1980

Professor Robert Kennedy, Chairman
Program and Planning Committee
Chicano Studies Department
489 Ford Hall
University of Minnesota
Minneapolis, Minnesota 55455

Information to the Committee

Problem: There is indication that students retention is a significant problem in the development of Chicano Studies.

Insights: This last summer of 1979, I worked as a Teaching Assistant to Marcela Trujillo. We were hired to teach Chicano students English composition and speaking skills. As it turned out, there were only about two Chicanos and the rest (about 15) were foreign nationals from countries such as México and Guatemala.

I wish to make two points here: 1) That to my understanding, the program, called Summer Institute, was designed to bring in minority American students. The money that had been set aside was, in this particular case, for Chicano students. However, foreign nationals were allowed to take the grants intended for Chicanos. While I am not in any way advocating that foreign nationals should not have access to grants, I am pointing out that the Chicano community cannot increase its level of education and economic position if the money intended for them is going to other groups.

2) It is much more difficult for a foreign national than for a Chicano to successfully pass through the first year of college in the U.S. That student is usually monolingual and monocultural in Spanish and has received a public education in a foreign country. Therefore, the possibility of success for him or her is diminished.

Many of these students have been classified as "hispanic" or as Chicano when they receive their grants. Therefore, their inability to complete the program because of their larger difficulties reflects on the Chicano community since they have been classified as such. An injustice is done to the foreign student because he or she is expected to perform as a Chicano (who usually has some English skills) and to the Chicano community because administrators erroneously think that it is Chicanos who are failing in the programs.

So, while it may be convenient to lump all "latinos" as Chicanos or as hispanics, it does a disservice to both the nationals from other countries and to the Chicano community. In addition, it goes without saying that the programs which recruit foreigners as Chicanos are not doing their jobs, morally or administratively.

Sincerely,

Jaime Calvillo
Jaime Calvillo
Teaching Associate



UNIVERSITY OF MINNESOTA
TWIN CITIES

Chicano Studies
489 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

27 May 1980

Professor Robert Kennedy, Chairman
Program and Planning Committee
Chicano Studies Department
489 Ford Hall
University of Minnesota
Minneapolis, Minnesota 55455

Suggestion to the Committee

Problem: It is becoming increasingly apparent that one of the reasons for the decline of Chicano Studies has been the lack of interaction between Chicano Studies, the students, and the Chicano communities in the Twin Cities.

Proposal: Advisory and Community Outreach Committee, designed to provide a vital interaction among the different groups.

Input: the committee might consist of representatives from the following:

Chicano Studies Department:

the Chairperson, or the administrator if one is to be appointed,
Faculty,
Students majoring in Chicano Studies or involved in the Department.

Supportive Services:

Administrators or counselors in the different centers or even colleges that service the Chicano students and the community (recruitment center, the Juarez-Humphery Chicano-Latino Center, relevant members from General College who deal with Chicano students)
Students involved in these different services.

Community:

Leaders or representatives from the surrounding community knowledgeable of the needs and interests of the community.
Representatives from community organizations and centers who wish to have input or access to the expertise of Chicano Studies.

Structure: The Advisory Committee would meet on a regular basis during the quarter. (the community should note that in order for it to have significant input there must be regular meetings)
A rotating chairperson would be suggested in order to prevent any one group from dominating the committee.

Purpose: Departmental:

To pinpoint the needs, interests and problems and possible solutions in the Chicano Studies Department relevant to fulfilling the offices

of its administrator, chairperson, and faculty.

To keep the Department knowledgeable of the needs and problems that exist in the community.

To help coordinate programs or events between the community and the University.

Supportive Services:

To pinpoint the same relative to supportive services and to colleges or administrative structures which are involved with Chicano students, the Chicano Studies Department, and the community.

To keep the supportive services aware of the needs and problems of the community and the students.

Community:

To keep community leaders abreast of the needs and problems of the Department and of supportive services so that the community can maintain ready access to important information and take proper action before a crisis develops.

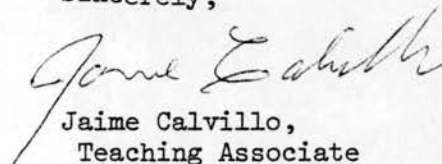
To keep the community leaders knowledgeable of the different university departments, centers, or structures and their different roles in educating Chicano students. This would allow the community to be more effective and accurate in isolating problems and in addressing them to the proper personnel.

To provide the community with expertise or access to expertise in solving community problems and in addressing community needs.

Accountability:

The Advisory Committee would establish and maintain a vital interaction between the various groups involved in the University and in the community at large. In doing so, the Advisory Committee establishes the concept of accountability of Chicano Studies and its supportive services to the community, and not just to University administrators in supervisory positions.

Sincerely,


Jaime Calvillo,
Teaching Associate



MINNEAPOLIS PUBLIC SCHOOLS

AN EQUAL OPPORTUNITY EMPLOYER

DEPARTMENT OF MODERN LANGUAGES
Bilingual/Bicultural Program

SOUTHWEST SECONDARY SCHOOL
3414 West 47th Street
Minneapolis, Minnesota 55410
May 2, 1980

Dr. Robert Kennedy
Dept. of Sociology
Social Studies Bldg.
Chairman, Faculty Program Planning Committee
University of Minnesota
Minneapolis, Minnesota 55455

Re: The Department of Chicano Studies

Dear Sir:

As you and the members of the committee deliberate the future of the Department of Chicano Studies at the University of Minnesota, I urge your most sapient and affirmative consideration for its continuation. A continuation that must have the firmest and strongest of commitments not only from the University but certainly from the faculty that constitute its corpus.

I strongly endorse such action after much deliberation and consultation with community interest groups Chicano and otherwise. The Chicano Organizations including those listed in the Departmental catalogue and the other organizations include: Minnesabe, Minnetesol and MEA, The PuertoRican Culture Association etc.

The importance of the Department in the Midwest can not be minimized and it is to the credit of Minnesota that such an integral unit of the College of Liberal Arts exists in Minnesota. Many candidates for positions with the Department mention their interest in becoming members of the faculty precisely because it is a Department, as their letters of application will attest.

The service the Department renders to a new branching discipline is unquestionable, except by those who do not have a vision, conviction, or commitment to the welfare of the Department. It offers the academic community a new direction and development, along with its sisters departments in the ethnic area. It is a challenge to the educational vision of the academy in that from its inception it has had as one of its tenets to include Administration, Faculty, Students and Community in the making of its policy and mission.

Sentiments have been expressed that the Department of Chicano Studies should be changed to a Program or a Graduate Center for Chicano Studies. The retention and firm development of the Department of Chicano Studies does not exclude the possibility for such development. Indeed if the senior faculty interested in such a development are truly committed to such an endeavor basic plans ought to already be in the making for the implementation of such a graduate research center. The two are not mutually exclusive and there does not seem to be any reason to make a choice between one or the other. We must keep in mind that the undergraduate population is the lifeblood of the college, and that precisely because Chicano Studies until now is and has been primarily an undergraduate program more attention and commitment to its development and progress must be made by its incoming and existing faculty.

As one who has seen the creation of the Department, as well as the interest and value to the Chicano Community in Minnesota, the state and the nation, I reiterate that the academic as well as the social and educational services it has rendered are certainly endorsed by the Communities served, the students served, and the reknown the Department has nationwide because of its existence and the participation of its faculty past and present in national endeavors in various academic pursuits, even with the limitations of its undergraduate status.

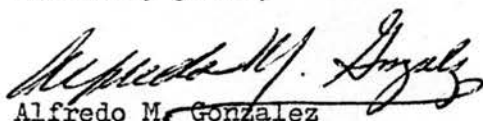
I will gladly offer testimony in the Departments behalf, and testify to the effect that from a start at zero the Department has grown progressively, particularly during its first years.

To reiterate the Department of Chicano Studies must be maintained because it offers:

1. New and invigorating subject matter pertinent to our society today within the newly accepted old reality of pluralism.
2. Has offered Hispanic students a pride and incentive in national pride and accomplishment as a portin of U.S. society.
3. It has given students Anglo and Hispanics new areas of academic 'worth to be utilized in their livelihood endeavors and careers, e.g. BiLingual BiCultural Education, Social Work, etc.
4. It has provided course offerings to the Community at large.
5. It has brought Chicano faculty to the U niversity and aided in the meetingof Affirmative Action Commitments.
6. It has provided a new major and minor to CLA students needing new areas of concentration.
7. It has produced graduates who have gone on to professional schools and others who are gainfully employed in areas addressing needs covered by this discipline.

In closing, I strongly request the committee to hear all testimony from people and constituencies concerned with the destiny and future of the Department, and to understand that the Community is solidly behind the Department's continuation and growth.

Sincerely yours,



Alfredo M. Gonzalez

Coordinator, Title VII Bilingual Education Program

cc: President C. Peter McGrath
CLA Dean Fred Lukerman

cc to Jose Cruz

2-3-'81

Dear Committee Member

Because of your demonstrated interest and expertise in ~~surrounding~~ the ^{U-M} advisory task force to Peter McGrath, you have been recommended and appointed to serve on the ~~stand~~ and fact finding ^{sub} committee. This sub committee will be active from Jan 81 to June 1981. We anticipate that meetings will be held once per month.

The purpose of the sub committee as defined by the ~~Chairman~~ ^{McGrath} is to review existing problems and to determine their appropriateness, and to ~~listen~~ be open and ~~investigate~~ in regard to ~~staff~~ grievances and to make recommendations ^{to Peter} for needed changes in the structure or procedure at the U of M.

I will be serving as Chairperson of this subcommittee and I welcome your participation and input. We need to define what this subcommittee will focus on and what objectives we wish to meet. The other ^{two} ~~concern~~ is the structure of this subcommittee. If you would prefer a different chairperson I would suggest election at our next meeting and please feel free to suggest this, as I do have a heavy schedule and would not be ~~at all~~ reluctant to have someone else accept the chairmanship. The ~~sub committee~~ ^{sub committee} is composed of 5 people and we need to know what day and what time is more convenient for you to meet.

The next meeting will take place on Wednesday February 11, 1981 4:00 PM. at ~~_____~~ If you cannot attend please call

Muchas Gracias por considerarme a la participacion.
Sinceramente

Dean Luckerman

Grievance Committee

Report -

Recommendation

Theme - Madrid -
Gaitan Cortez

Advisory Task Force -

- 1.
- 2.
3. Sonny Rivera
4. Nitcha Coates
- 5.

Jan. 8 - 3:00
U of M. ~~State~~
~~Walter Library~~
Centro

Jahr

Hansen Nugent
Funeral Home -

216 Nev. Ave So.

Council interim 1981
appointment

4-9 - Friday

Arturo y Maria Rivera

4710 - Matilda Ave 1.
Bronx N.Y.

10470

tel. 212-994-5081

Castillo Rayel

Jill

227-
4886 Steve

TABLE 4: COMPARISON OF MINORITY ENROLLMENT, BY MINORITY GROUP AND CAMPUS, FALL QUARTERS, 1976 THROUGH 1980

Minority Group/Campus	1976	1977	1978	1979	1980	Increase in Attendance 1976-1980		Increase in Attendance 1979-1980	
						N	%	N	%
Black Non-Hispanic									
Crookston	3	6	2	9	3	0	0.0	-6	-66.7
Duluth	36	41	36	37	57	21	58.3	20	54.1
Mayo	4	10	8	6	1	-3	-75.0	-5	-83.3
Morris	23	48	49	38	60	37	160.9	22	57.9
Twin Cities	1068	1003	909	904	865	-203	-19.0	-39	-4.3
Waseca	0	0	0	0	0	0	0.0	0	0.0
T o t a l University	1134	1108	1004	994	966	-168	-14.8	-28	-2.8
American Indian or Alaskan									
Crookston	9	8	6	12	7	-2	-22.2	-5	-41.7
Duluth	69	92	72	87	80	11	15.9	-7	-8.0
Mayo	0	0	1	2	0	0	0.0	-2	-100.0
Morris	19	27	23	21	15	-4	-21.1	-6	-28.6
Twin Cities	359	273	232	228	228	-131	-36.5	0	0.0
Waseca	8	2	1	0	0	-8	-100.0	0	0.0
T o t a l University	464	402	335	350	329	-135	-29.1	-21	-6.0
Asian or Pacific Island									
Crookston	0	0	2	3	2	2	--	-1	-33.3
Duluth	102	83	59	30	18	-84	-82.4	-12	-40.0
Mayo	1	4	8	8	15	14	1400.0	7	87.5
Morris	8	9	5	2	3	-5	-62.5	1	50.0
Twin Cities	706	666	716	845	996	290	41.1	151	17.9
Waseca	15	5	1	3	1	-14	-93.3	-2	-66.7
T o t a l University	832	767	791	891	1035	203	24.4	144	16.2
Hispanic American									
Crookston	9	6	8	13	18	9	100.0	5	38.5
Duluth	9	16	13	20	23	14	155.6	3	15.0
Mayo	5	4	7	4	6	1	20.0	2	50.0
Morris	3	3	2	3	4	1	33.3	1	33.3
Twin Cities	292	358	388	430	435	143	49.0	5	1.2
Waseca	0	0	0	0	1	1	--	1	--
T o t a l University	318	387	418	470	487	169	53.1	17	3.6



UNIVERSITY OF MINNESOTA

Office of the Vice President for Student Affairs
Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

January 8, 1981

MEMORANDUM

TO: Samuel Rivera
Nicha Cardenas
Ricardo Flores
Manuel Guzman
Dionisia Coates
Marcella Trujillo

FROM: Irene Bethke, Sub-Committee Chairperson

SUBJECT: Fact-Finding Sub-Committee Meeting for the
Chicano Advisory Council

The Fact-Finding Sub-Committee will meet on Thursday, January 15, at 3:00 pm in Room B-12 of Morrill Hall (basement level).

Please contact Mary Ann at 373-7945 and let her know if you will be attending.

*All notices to have carbon sent to
Jose Cruz -*

cc: mp

Chicano Educational Advisory Council
Minutes
December 3, 1980

Present: C. Peter Magrath, Al Linck, Nils Hasselmo, Don Zander, Luis Aguilar, Jose Cortez, Donn Vargas, Iris Monroe, Paul Carrizales, Jeanne L. Lupton, Fred Lukermann, Cecilia Garcia, Myron Orfield, Michael Van Der Werf, Luis Caire, Jose A. Gaitan, Rosa Herrera, Lupe Charles, Petra Gonzalez, Regino Popocios, Manuel Rivera, John H. Gomez, Ray Leal, Juanita Meza, John Printz, Tony Perez, Peter D. Gomez, Irene Gomez de Bethke, Rojelio Blanco, Juan Felipe, Gloria Gallejos, Carol Pazandak, Jose Cruz, Frank B. Wilderson, Jo Ann Carcelenas, R. Plaus, Samuel Revira, Sam Hernandez, Nicha Cardevas Coates, Raymond Vocelo, Carlos Matties, John Pacheco, Mike O'Reilly, Stan Kegler

Agenda for meeting:

- I. Introductory remarks - President C. Peter Magrath
- II. Legislative Request - Vice President Frank B. Wilderson, Jr.
- III. Student Recruitment - John Printz and Iris Monroe, Admissions and Records
- IV. Student Retention - Vice President Frank B. Wilderson, Jr. and Associate Vice President Don Zander

Jose Cruz - Presiding Chairperson

He introduced President C. Peter Magrath. President Magrath welcomed committee members and stated that with effort and support the council can work together to further educational progress for Chicano students. He then went on to briefly explain the structure and operation of the University administrative system, which he described more as colleagues working cooperatively than top down authority that might be found in industry. Deans and faculty have to accept responsibility for assisting Chicano students even after the University administration asks them to do so. The order of the agenda was changed to accommodate Dean Lukermann's schedule conflict.

Student Retention

CLA Dean Fred Lukermann discussed two support programs available for Chicano students in his college.

- 1) The Martin Luther King Program which advises Chicano students in the normal CLA structure.
- 2) Pilot Programs which are tutoring programs in specific courses such as biology, physical sciences, and psychology, etc.

He went on to explain in detail the success and progress of these programs. He noted that retention rates were going up. He stressed that the crucial period in the retention problem is between the sophomore and junior years, when students have to choose and move into major

programs. This, he stated, is not just limited to minority students, but for students generally.

A question was asked about the lack of minority faculty members.

Dean Lukermann noted that in hiring six minorities, it's likely that as many faculty as are hired will leave -- they tend to move on to other positions because there are many more opportunities available than there are minority faculty. He noted as an example, Professor Madrid who moved from the position of Associate Dean in CLA to be the head of the Fund for the Improvement of Post - Secondary Education (FIPSE).

Ray Leal suggested having interviews with the faculty members on why they leave.

Dean Lukermann said that they do try to find out why they leave and definitely put forth effort to retain them.

A question was raised on what percent of Chicanos actually graduated.

John Printz stated that this information was not available at this time, and that it's difficult to acquire because of the complications in tracking a single student all the way through his or her senior year. We have group data, but that includes a lot of students dropping out and different students coming in.

Another question was raised on the possible problem of advising. Could this be where the problem lies?

Dean Lukermann said that there are many elements involved, such as how many hours a student works, etc., but the question we have to ask is "How much advising are students willing to take?"

Legislative Request - Vice President Frank B. Wilderson

Vice President Wilderson discussed the background of the various specials (CURA, MLK-CLA, and HELP), but indicated that he wanted to discuss specifically the Disadvantaged Student Retention Special. First he defined disadvantaged students as those who must meet two of the following three criteria:

- 1) must be of one of the HEW designated minority groups,
- 2) must show financial need (established through financial aid)
- 3) academic disadvantage -- information leading us to believe that the student has been disadvantaged by his/her previous educational program.

He described how the present funds are used:

The funds are used at the U of M Twin Cities campus, and the three coordinate campuses at Crookston, Duluth, and Morris. A hand-out described the retention activities as: tutors, counselors, advisors, American Indian, Asian, American Black, and Chicano Learning Centers, Student Cultural Centers, OMSSA, and the Special Summer Program. Dr. Wilderson then went on to describe how we received the funds for the Disadvantaged Student Retention Special. The Central Ad-

ministration and the Regents approved a request for one million dollars for two years (1979-80 and 1980-81). Although the Governor first did not support that appropriation, later he did support it. The Senate approved the full request; the House approved only \$400,000. The conference committee agreed on \$700,000 for the two years and we did get \$350,000 each year.

Donn Vargas requested a breakdown of the number of minority students at all campuses within the last 5 years. Vice President Wilderson stated that the information would be sent along with the minutes. (attached)

A question was asked on what effect these funds had. Vice President Wilderson noted that material distributed had shown that retention of similar students had increased from 50% to 71% between the freshmen and sophomore years between 1974 and 1980. In fact, retention of disadvantaged freshmen in OMSSA is similar to students in general.

Donn Vargas questioned the fact that the University of Minnesota at Duluth had more funds than the Crookston or Morris campuses.

Don Zander stated that the enrollment is probably 5 to 6 times larger at UMD, and UMD also has a costly special Medical program for American Indians.

Vargas requested a breakdown of the use of funds allocated to the Crookston, Morris, and Duluth campuses similar to the Twin Cities campus.*

The question was raised of how, specifically, decisions were made within the University to allocate retention funds. A request for a flow chart of the process, including requests for proposals, review, and decision-making was made. What information was used by the review board to make decisions? It was explained that a committee of 4 faculty and 2 students made the recommendations based on requests from the colleges and coordinate campuses. This could be a matter that a sub-committee might appropriately study.

Follows up
In response to a question, Vice President Wilderson said he would try to include a Chicano representative on the 6-member review of proposals committee.

A question was asked why funds are not specifically legislatively allocated to individual minority groups.

Vice President Wilderson explained that in the long run this would work against the students (so much allocated to Chicano students, so much allocated to American Indian students, etc.), and that even though these students need special programs, these programs shouldn't substitute for the total advising process at the University.

One member asked if it was possible to get a list of which ethnic groups are served by which colleges. Vice President Wilderson suggested that this could be a possible item for a sub-committee.

Discussion moved back to the Retention item to allow Dean Jeanne Lupton to review the Pilot Educational Programs (PEP) in General College. Dean Lupton discussed the sheltering programs that are available in General College for minority students. The students start out in these programs initially, but are eventually "mainstreamed" into the total University setting. She stated that the success rate for Chicano students was higher than most students even

*This will be provided when information is received from Coordinate Campuses.

when some with little English started farther behind. One problem is that students want to move on to the total competitive setting, when actually this can be a mistake since student failure is often a result.

Dean Lupton presented an evaluation for tracking students' progress and stated that General College is pledged to continue this program for at least five years. She gave a copy of an extensive PEP report to Jose Cruz and noted the first 11 pages. She noted that the biggest obstacle is dealing with students' desire for immediate achievement, and believes that the emphasis should be placed on gradual career development.

A question was asked about why Chicano students in General College register for some classes in CLA, and how it's determined which students are in General College or the College of Liberal Arts.

Dean Lupton explained that General College is the open college and below a certain level students must go to GC. However, many students choose to go to GC. The college provides services for the underachiever and students with special skills problems. Because of this, many students aren't able to handle CLA classes. It also puts extra requirements on the student.

Recruitment:

Iris Monroe, the supervisor of minority recruiting in Admissions discussed various recruitment programs in the Twin Cities area.

- 1) The Institute of Technology Math Bridge Program is for 8th graders who do well in math. The students come to Saturday sessions on campus, and we encourage them to continue in math in high school, so they are prepared for college math.
- 2) The High School Junior Year Program brings students on campus to participate in career days.
- 3) The Health Sciences Program provides summer employment in various health science areas. Advisors also help students prepare for entry to programs through course advising, tutoring, help with entrance exams like MCAT.

Monroe discussed the formalized program organized by Jose Cortez in carrying out high school recruitment (see recruiting report hand-out).

Jose Cortez further explained his planned recruitment process.

A question was asked on what number of Chicano students are local, and it was noted that out of 250 certified students, about 70 were from out of state. Can more recruiting be done in the local schools? Monroe reported their plans to focus efforts on schools in the area.

It was suggested that a program be implemented to work with Minnesota students at the sixth grade level.

Dr. Wilderson pointed out that there is a math bridge program that works with students at the 9th grade level which has been successful.

Iris Monroe stated that we must build support services at the University to promote student recruitment, as you can't promise students what you can't give. She said her aim is responsible recruitment, so that students who do come understand what the University can and cannot do for them.

Luis Aguilar requested that the Admissions and Records recruiter work closely with the Chicano Support Services Center in building recruitment.

There was a suggestion for the topic of financial aid to be on the next agenda.

Meeting adjourned.

Enclosure: Table: Minority Enrollment by Groups and Campus,
Fall Quarters 1976-1980

Table: Use of Disadvantaged Retention Funds - 1980-81

CHICANO EDUCATIONAL ADVISORY COUNCIL

MARCH 24, 1981

AGENDA

I. Opening Remarks

President C. Peter Magrath

Mr. Jose Cruz

II. Recommendations of the Sub. Committee

A. Supportive Services

B. Academics

C. Employment

HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

SUPPORTIVE SERVICES

I. Recommendation:

The development of a model Hispanic Program as regards recruitment and retention of student, staff and faculty would attain a greater feasibility for realization given a ten year funding and policy commitment by the University of Minnesota to such an objective.

II. Recommendation:

The Council believes that precedents have been set at other campuses including Macallister College, Minnesota. for the establishment of a University Center that would house Hispanic culture events, supportive services and other Hispanic staff space and emergency temporary student housing. The Council recommends timely renewal of the previous conversation regarding one dollar per year rental of University Avenue property, such as Newgate or others as another aspect of the previous recommendation prior to a final decision by the Board of Regents on said properties.

III. Recommendation:

The Council believes that housing is critical to the retention of Hispanic students, therefore, it is recommended that a housing unit or dormitory space be reserved for such a purpose.

IV. Recommendation:

The Council believes that the sound development of effective supportive services and other Hispanic programs can not continue dependent on Special Legislative funding. Therefore, the Council urges policy and alternative planned funding commitment prior to the next legislative funding hearing.

V. Recommendation:

The Council believes that yearly planning sessions in regards of recruiting and retention activities of student and staff would decrease the need and likelihood of "crisis politics".

- A. For this purpose the Council believes that a first annual two day action conference to be held in May, 1981.
- B. Supportive both fiscally and in staff by the Hispanic Council and the University. Further details of the action conference including agenda, participants identifying funding sources for the proposed planned activities be under taken as soon as possible.

HISPANIC ADVISORY COUNCIL

March 24, 1981

ACADEMIC

- 1) Recommendation:
The establishment of a permanent Hispanic Advisory Council to include membership participation by Hispanic community, faculty, department administrators and students.
- 2) Recommendation:
That rather than isolating a single philosophical ideology for accomplishing Hispanic goals in higher education, that multiple and all ideologies form the philosophical framework for this purpose.
- 3) Recommendation:
Given the characteristics of the Hispanic student who would not go and remain in college without some special effort, it is recommended that the academic outreach efforts in both teaching and advising be reviewed of senior and junior Hispanic faculty every three years.
- 4) Recommendation:
As regards to the Department of Chicano Studies:
 - a) That this department maintain its independent structure with the University as a department.
 - b) That it have the primary responsibility for departmental matters such as hiring procedures (consideration of joint appointments and the departments for which these are made) tenure decisions; courses and credit offerings.
 - c) Search and hiring of the following with A/P appointment
Chairperson at the Senior level
Program Coordinator and liaison
Faculty Members

HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

EMPLOYMENT

I. Recommendation:

Development of a mechanism for accountability in regards to the recruitment hiring and retention of Chicano personnel, that University will establish a method to achieve those goals with specific time tables and identify respective department units responsible for this process.

II. Recommendation:

That a Hispanic personnel specialist be hired for the purpose of recruitment primarily Hispanics and to review the job announcements.

III. Recommendation:

Given the low higher entry level Hispanic position numbers, the Council recommends that merit increases and/or wage assessments of the Dean of Colleges or University department units responsible for the hiring the personnel be subject to review and approval by the assigned personnel Hispanic specialist, to insure that the recruitment and employment of Hispanics is fulfilled.

IV. Recommendation:

That the statistics regarding utilization be available to hiring units prior to the hiring of further University personnel to assure recruiting under representative Hispanics.

- Centro Cultural Misionero -

CHICANO EDUCATIONAL ADVISORY COUNCIL

MINUTES

March 19, 1981

Members Present: Jose Cruz, John Pacheco, Paul Carrizles, Juan Felipe,
Jose Cortez, Irene Gomez de Bethke, Marcela Lucero,
Roberto Acosta, Rose Herrera

Guests Present: Jesus A. Santiago, Antonio Perez, Samuel Rivera,
Maria Baltierra, Jose Trejo, Maria Velasco, Luis Aguilar

Agenda for Meeting:

Recommendations for consideration to be presented to President Magrath at the meeting of the Council on March 24, 1981 with the Sub-Committees reporting as follows:

1. Supportive Services
2. Employment
3. Academic Affairs

The agenda order was moved altered as follows: Employment before Supportive Services to permit a special report regarding employment and the Help Center by Antonio Perez.

Special Report -- Antonio Perez

Antonio Perez circulated "Statement of Departure" and an attachment entitled "Help Center Update" and further explained the proposed organizational changes that will be affecting the Help Center and the employment of four present positions. Jose Cruz suggested that a meeting be set up with Dean Jeanne Lupton of General College and the Supportive Services Committee to find out what is going on. This will be reported back to the general Council. During the final course of the discussion, it was suggested that consideration of retention of the counselors' positions be the issue rather than the Help Center Program.

Employment Sub-Committee Report

The minutes for the March 1, 1981 Employment Sub-Committee meeting were distributed by John Felipe to the Council at large reporting the meeting of the Sub-Committee with Mel Dario and Bart Martinez of the Civil Service Personnel Office. Other enclosures that were distributed were the following:

1. How to Apply for University Civil Service Job Vacancies
2. How to Read a Job Vacancy Posting
3. Equal Employment Opportunity Memo #5 from President Magrath
4. President's Form 18

Juan further described the employment process and discussion pursued. The first recommendation that resulted from the discussion of the Council was made by Paul Carrizales as follows:

"Develop a mechanism for accountability for recruiting and hiring Chicanos in the following employment process: the Personnel Department; University units as regards procedure and time tables with definitive plans as to the methods that will be effective."

The motion was seconded by Marcela Lucero and unanimously accepted.

John Pacheco introduced the second motion reading as follows:

"University hire a Hispanic Personnel Specialist in Personnel for the purpose of recruiting Hispanics and review job announcements."

This motion was seconded by Roberto Acosta and accepted unanimously.

There were several other areas referred to the Supportive Services Sub-Committee for recommendations as follows:

- a) A suggestion from the floor that existing Chicano faculty and staff be returned and additional faculty and staff be recruited and hired.
- b) That the question of "T" and "E" appointments as regarding the issue of the Help Center staff be studied and reported back to the Committee.

Supportive Services

After considerable discussion the Council agreed on presenting the following requested items to the University administration:

1. Recommendation:

The development of a model Hispanic Program as regards recruitment and retention of student, staff, and faculty would attain a greater feasibility for realization given a ten-year funding and policy commitment by the University of Minnesota to such an objective.

2. Recommendation:

The Council believes that precedents have been set at other campuses including Macalester College, Minnesota for the establishment of a University Center that would house Hispanic culture events, supportive services and other Hispanic staff, space and emergency temporary student housing. The Council recommends timely renewal of the previous conversation regarding one dollar per year rental of University Avenue property, such as Newgate or others as another aspect of the previous recommendation prior to a final decision by the Board of Regents on said properties.

3. Recommendation:

The Council believes that housing is critical to the retention of Hispanic students, therefore, it is recommended that a housing unit or dormitory space be reserved for such a purpose.

4. Recommendation:

The Council believes that the sound development of effective supportive services and other Hispanic programs can not continue dependent on Special Legislative funding. Therefore, the Council urges policy and alternative planned funding commitment prior to the next legislative funding hearing.

5. Recommendation:

The Council believes that yearly planning sessions in regards of recruiting and retention activities of student and staff would decrease the need and likelihood of "crisis politics."

A. For this purpose the Council believes that a first annual two-day action conference to be held in May, 1981.

B. Supportive both fiscally and in staff by the Hispanic Council and the University. Further details of the action conference including agenda, participants identifying funding sources for the proposed planned activities be undertaken as soon as possible.

Irene Gomez de Bethke motioned that the Sub-Committee be opened up to organized groups, students, community and especially to those interested in working as volunteers. The motion was seconded by Marcela Lucero and accepted by the Council.

Academic Affairs -- Alfredo M. Gonzalez

Alfredo Gonzalez presented the Sub-Committee minutes on Academic Affairs and gave an up-to-date report on their findings. In addition to the minutes the following attachments were included:

1. Memo from Dennis Nodin Valdes of the Chicano Studies Department
2. Memo from Jaime Calvillo of the Chicano Studies Department and a quotation from the Working Draft from College of Liberal Arts which involves Chicano Studies.
3. Two memos from Alfredo Gonzalez announcing the meeting dates for the Sub-Committee.

The recommendations are as follows:

1. Recommendation:

The establishment of a permanent Hispanic Advisory Council to include membership participation by Hispanic community, faculty, department, administrators and students.

March 19, 1981

Minutes

Page Four

2. Recommendation:
That rather than isolating a single philosophical ideology for accomplishing Hispanic goals in higher education, that multiple and all ideologies form the philosophical framework for this purpose.
3. Recommendation:
Given the characteristics of the Hispanic student who would not go and remain in college without some special effort, it is recommended that the academic outreach efforts in both teaching and advising be reviewed of senior and junior Hispanic faculty every three years.
4. Recommendation:
As regards to the Department of Chicano Studies:
 - a) That this department maintain its independent structure with the University as a department.
 - b) That it have the primary responsibility for departmental matters such as hiring procedures (consideration of joint appointments and the departments for which these are made) tenure decisions; courses and credit offerings.
 - c) Search and hiring of the following with A/P appointment
Chairperson at the Senior level
Program Coordinator and liaison
Faculty Members

Paul Carrizales entertained the following motion:

The Academic Sub-Committee is deeply concerned about the lack of Chicano faculty in General College and has serious doubts about General College's commitment toward Chicano-Latino students. The majority of Chicano-Latino students at the University of Minnesota are in General College, yet there is not a single full-time faculty member for them. A few graduate students are employed part-time and are responsible for the coordinating of Chicano-Latino academic/counseling concerns. This situation needs to be rectified immediately. The sole Academic person is a graduate student. However, due to his commitment to his studies and other time constraints, he cannot possibly coordinate all the related demands for the entire General College Chicano-Latino population. The Committee strongly recommends that affirmative actions be implemented in hiring full-time Chicano faculty in General College. The motion was seconded by Marcela Lucero and unanimously accepted.

Special Announcement

Jesus Santiago is bringing a Civil Law suit against Luis Aguilar and certain members of the administration regarding his termination process.

The meeting adjourned approximately at 7:00 p.m.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of Equal Opportunity and Affirmative Action
419 West Park
100 Church Street SE
Minneapolis, Minnesota 55455
(612) 375-7959

March 19, 1981

TO: JoAnn Cardenas de Enos, Women's Advocate
Jose Cortez, Admissions Assistant
Yasmin Overlid, Counselor
Felipe Ramirez, Monitoring Specialist

FROM: Juan Felipe, Equal Opportunity Coordinator

RE: Employment Sub-Committee of the Chicano Education Advisory
Council, University of Minnesota

MINUTES

March 11, 1981
3:00 p.m. - 4:30 p.m.
University of Minnesota Civil Service Personnel Office
1919 University Avenue
St. Paul, Minnesota 55104

Members present: Juan Felipe, Jasmin Overlid

The subcommittee met with Mel Dario, Head of the Employment Division of the Civil Service Personnel Office, and Mr. Bart Martinez, one of four Personnel Specialists in the division. The function of this division is to manage all employment functions including job posting, certification and referral of job applicants.

Job postings are initiated by a department on the B.A. Form 465, Civil Service Personnel Requisition. The employment division reviews the job posting to see that the duties and qualification requirements are appropriate for the job classifications on file for the class. These job specifications are periodically updated, on need basis, by the compensation division of the Personnel Office.

When we reviewed the job posting for Police Officer and compared it against the job specifications, the qualification requirements did not match; the job specifications indicated a date of November 1, 1972.

The certification of applicants is performed by the four Personnel Specialists. If an individual's application indicates that he/she meets the minimum qualifications as required by the job posting, the applicant is referred to the department for further consideration. The certified applicant is then referred to the department to contact the department to arrange for an interview.

TO: Chicano Educational Advisory
Committee to Peter McGrath

DATE: March 19, 1981

FROM: Fact Finding Committee
-Irene Gomez de Bethke, Chairperson
-Dionisia Coates
-Samuel Rivera
-Ricardo Flores

SUBJECT: Recommendations to the
Chicano Educational Advisory
Committee to Peter McGrath

Summary of January 15, 1981 and February 11, 1981 meetings.

The purpose of this subcommittee as defined by the chairperson Jose Cruz of the Chicano Educational Advisory Council, is to review existing problems and to determine their appropriateness for this committee. To be open and to investigate issues regarding grievances. To make recommendations to C. Peter McGrath for needed changes in the structure or procedures at the University of Minnesota.

The subcommittee felt that we need to establish the parameters of the committee. Questions regarding our role and authority were raised and discussed. Each subcommittee should have a chairperson and a recorder; the subcommittee should be open to volunteers; the chairperson to be a member of the Chicano Educational Advisory Council. There is a need for structure and accountability. Subcommittee(s) must be accountable to the larger advisory committee. Recommendations coming from Fact Finding Subcommittee should first have the sanction of the Chicano Educational Advisory Committee to Peter McGrath, before going any further. Reporting, recommending and revising are all important as well as community awareness. We recommend some kind of system to communicate to the community the progress of the committee, as well as a status report of the University's progress in implementing the Advisory's recommendations. Concern was voiced on the November 1977 Task Force recommendations and what has actually been implemented. Subcommittee questioned whether there was a specific commitment from the president and the regents of the University of Minnesota.

Human Relations Policy:

We need to look at the University's human relations policies to review, refine and revise if need be - what are the procedures for implementation? What are Federal level, state level and how do they compare with the University?

Consciousness raising regarding "institutional racism".

What kind of inservice for staff is available?

The State Department of Education requires 60 hours of human relations training for all staff, is the University of Minnesota in compliance?

Affirmative Action

We need to investigate the University's policies and procedures in this regard. The question was raised if this would be a duplication of effort with the employment subcommittee?

Review of Staff Termination

An in-depth review was instigated of Marcela (Trujillo) Lucero's termination contingent on the P.H.D. The subcommittee's review resulted in the following recommendations: The subcommittee recommends reinstatement of Marcela Lucero with tenure. The subcommittee is aware of the many Chicanos who are student and community oriented, being terminated or forced to quit because of their commitment to the student and to the community. The subcommittee wants recognition of this commitment as well as what the University requires for tenure and/or retention to be of equal value in the eyes of the administration. We identify with these people and recommend their retention and/or reinstatement.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Consolidated HELP Center
General College
317 17th Avenue S.E.
Minneapolis, Minnesota 55414
(612) 373-0120

ATTACHMENT

HELP CENTER UPDATE -- March 9, 1981

The HELP Center is currently undergoing two major organizational changes: we are joining with other supportive services units to form a single General College division (as recommended by the GC Reorganization Task Force), and our counselors are being shifted from "E" appointments to the new "Academic Staff Professional and Administrative Personnel Category." Both of these changes raise the possibility that persons presently employed as counselors at the HELP Center may not be eligible for continued employment beyond June 15, 1981.

In the case of our "merger" with other units into a new Supportive Services Division, the Task Force has recommended that "Staff titles, roles, rank, responsibilities, and appointments for permanency and advancement should be clarified and made public." Whether or not this recommendation will adversely affect individuals employed at the HELP Center is unclear; a special committee appointed by the Dean of General College is now meeting to work out the details of the proposed reorganization.

The shift from "E" to "A/P" appointments more directly impacts HELP Center counselors insofar as job security is concerned. According to Dean Lupton, this shift will require a "search" procedure for all counselor positions. In some cases (the exact number has not yet been determined) this "search" may amount to nothing more than a formal request for exemption from search. In other cases (number undetermined) an in-house search may suffice. But at least four of our present counselor positions must undergo at least a University-wide, if not a metropolitan-wide, search procedure. This necessity is apparently based on the fact that these four positions were not opened to a search when, several years ago, the counselors involved were shifted from faculty appointments as "Instructor/Counselor" to the "E" appointments they now hold. Thus, according to Dean Lupton, the full

search requirement for these four positions is still in effect and must be undertaken this spring.

Furthermore, according to Dean Lupton, Central Administration (Office of the Vice President for Academic Affairs, and Office of the Director of Equal Opportunity and Affirmative Action) has expressed concern about the credentials we presently require for employment as a HELP Center counselor. It is apparently felt that these requirements (Baccalaureate degree plus appropriate experience) are too low, and should be raised to a minimum of a Masters degree or demonstrated progress toward a Masters degree.

The combination of full-scale searches for several counselor positions and the higher academic credentials required to compete for these positions raises the distinct possibility that individuals presently employed at the HELP Center will not be qualified to retain their "redefined" positions after June 15.

STATEMENT OF DEPARTURE

TO: CHICANO EDUCATIONAL ADVISORY COUNCIL

FR: Antonio Perez, HELP Center Counselor

It is with much regret that I inform not only this committee, but the Hispanic Community at large of my departure from my present position as counselor at the HELP Center, a position I have held for the past ten years.

I wish to thank the community for their support and trust in me and in my efforts to make Hispanic education a reality in the state of Minnesota.

In the past ten years I have had many very pleasant experiences, not only with the community and the Public School System versus the Bilingual Education situation, but also with student enrollment and personal student growth.

My statement is not one of resignation from my employment, nor a termination as such, but rather due to a change of circumstances evolving from a re-organization of Support Services by General College.

It has become apparent to me that when you are reduced from a twelve month contract to a nine month contract, meaning loss of salary and benefits which you have enjoyed the last ten years, plus told not to advocate or recruit for students, it is very difficult to remain on staff.

The following HELP Center update will explain what is happening at the Center. SEE ATTACHMENT.

I quote from a memo to Regent David Lebedoff from Carol Pazandak, Administrative Assistant to the President dated 12/18/80 regarding the update of the HELP Center:

"This implementation (reorganization) implies a set of professional requirements for staff, a new selection process, and termination of a number of individuals who currently hold appointments in the HELP Center."

I would like to make a request of this committee. I worked very hard to bring the office from scratch in 1971 to its present Supportive Service status. I would not want the position to be closed or left to a person who may act in a token capacity for the administration of the University.

With this I wish to thank you for the time you have allotted me to make my statement.

In certain job classifications, the applications of certified applicants are forwarded to the hiring department who will determine who will be interviewed. These positions are classified as "Collect" applications.

Individuals who do not meet the minimum qualification requirements are informed of this by the Personnel Department. Individuals who are certified and referred to the department are supposed to be informed of the status of their application by the department.

Jasmin indicated that she had been scheduled for an interview by a department one time but was later informed by the department that someone had been selected; she was never interviewed. Mel Dario indicated that this was probably not the norm. However, there appears to be no policy on how many certified applicants are to be interviewed by the hiring department.

A policy on "Collect" applications also appears to be rather sketchy and questionable. An orange handout provided by the Personnel Office, "How to Apply for University Civil Service Job Vacancies," indicates that, "the hiring department will review your application and select some applicants for interviews."

A later review of the Paper Cycle provided by the Personnel Office to University departments indicated some information on how to conduct interviews. The section on legal vs. illegal questions was well developed; however, the guidelines on the selection of applicants for interviews, the number to interview, and the order of interview by the department needs to be developed. At minimum, it warrants some clarification.

Also, it appears to be unrealistic to assume that each and every person conducting interviews and selections for hires is aware of the current guidelines in the Paper Cycle. There is even more reason to believe these guidelines would ^{not} be referenced by a department each and every time that a position is filled. Perhaps the Personnel Office needs to develop a concise handout of instructions and guidelines for the department to use with each job posting. This would supplement the handouts to prospective applicants.

Currently, only Form 18 positions are reviewed for approval by the Personnel Office and by the Office of Equal Opportunity and Affirmative Action before the offer may be made to any applicant. These are positions which fall into the EEO-6 category 1-Executive, Administrative and Managerial. This form may be extended to monitor other job classifications, on need basis, at the discretion of the University Equal Opportunity Officer.

When asked about the active recruitment of Chicanos and other minorities, Mr. Dario indicated they do not have the staffing for it. However, he did mention that his division is working on a plan whereby the four personnel specialists would operate their function from various community locations for a day at a time. They would process applications and referrals from these "satellite" offices in an effort to bring the Personnel Office into the community. He indicated that this could happen within six months.

We indicated to Mr. Dario that updated goals should be available (to be prepared by the Equal Opportunity Office) and that they would have to assume some of the responsibility for helping the University of fulfill its goals.

With the recent completion of the Civil Service applicant tracking system, we indicated that the committee will want to review quarterly reports on applicants, referrals and hires.

enclosures: How to Apply for University Civil Service Job Vacancies
How to Read a Job Vacancy Posting
Memo #5 (Form 18)

cc: Jose Cruz, Chair, Chicano Educational Advisory Council
Members, Chicano Educational Advisory Council
William C. Thomas, Assistant Vice President for Administration
and Director of Personnel
Lillian H. Williams, Director and University Equal Opportunity
Officer

JF/mk

To: President C. Peter Magrath

From :The Academic Advisory Committee

Subject :Subcommittee Report on Academic Affairs and Hispanic Education at the University of Minnesota

The subcommittee held two formal meetings on March 8 and 14, 1981.

Two informal meetings were also held on March 5 and 16, 1981. The formal meetings were held with members of the named subcommittee with due notification to members and alternates from the Vice Presidential office for Student Affairs. The informal meetings were held with (a) Chicano Studies departmental faculty and (b) two subcommittee members.

In this report, "Hispanic" and/or Chicano/Latino refers to U.S. born Hispanics. (See Table 10, HECB Report which lists 37 Hispanic grad and professional students at the University of Minnesota. Question: Are all of these U.S. born?

Report

The Subcommittee has endorsed the Kennedy et al, Chicano Studies Review Committee Report recommendations with some modifications which are herewith offered as further recommendations. If repeated, they are offered in order to coincide with our findings.

This report has been structured in the following manner:

- I. General Recommendations
- II CLA and Chicano Studies faculty and students
- III. G.C. faculty and students
- IV. Community Programs

I. General Recommendations

1. There should be a permanent University Chicano Affairs Committee composed of representatives from Chicano Studies, General College, College of Education, Supportive Services and Chicano Students.
2. There should be a permanent Hispanic Advisory Committee to President Magrath to collaborate with the above committee in the screening, hiring and evaluation of Chicano faculty, especially in G.C. and Chicano Studies.
3. There should be a Chicano alumni organization in recognition of their success at the University of Minnesota, to be implemented through existing structures set up for alumni recruitment.
4. Professorial appointments in G.C. or CLA, tenured or non-tenured, as well as junior professorial appointments, be given a three year term at which time these will be reviewed by the constituted previously named bodies, namely the above two.

These professors should be held accountable for true leadership in the unit and in the community, for programmatic and unit development and growth, as well as giving leadership and guidance to junior faculty and Hispanic students.

5. A Search Committee should be established immediately to ensure the recruitment of a most needed Chairman of Chicano Studies at the senior level (2) Program coordinator and liaison and (3) faculty member(s) for both Chicano Studies and G.C., and (4) any "sequestered" monies so utilized by the CLA college and the University be utilized for this purpose.

II. CLA and Chicano Studies faculty and students

1. Students enrollments should be increased by
 - a. giving priority to offering the largest enrollment courses on a regular, yearly basis.
 - b. advertising larger enrollment courses in the DAILY and distributing posters of course descriptions and circulating syllabi of the higher level courses, and
 - c. Cross listing Chicano Studies courses with appropriate courses in other academic departments
 - d. advertising through the DAILY and CLA counselors to inform students which courses in Chicano Studies will fulfill distribution requirements.
2. An Administrative/professional appointment should be reinstituted with that person responsible for
 - a. community relations and community participation, and research on community.
 - b. advising of Chicano students and potential students interested in Chicano Studies courses,
 - c. publicity of course offerings, and
 - d. collaboration of inter-departmental services/activities of Hispanic university students.
3. The current structure, whereby the Chicano Studies unit is a CLA department should be maintained. If incorporated into the "A" unit, Chicano Studies should have autonomy over departmental matters, including hiring procedures (whether it makes joint appointments and with whom), tenure decisions and curriculum on both the undergraduate level. The current structure should be limited to Chicano/Latino studies, and should not be merged into a larger "Ethnic Studies" department
4. Support is needed to achieve the goals of the Chicano Studies department and this support includes: three Ph.D. or ABD faculty members, one civil service secretary, one A/P appointment, an administrative assistant, plus an adequate budget for supplies and for teaching. The teaching budget should require that those teachers teach only in Chicano Studies, and not Chicano courses in other departments, unless there is reciprocity.
5. In the best interests of academic and democratic freedom, all ideologies should be accepted, and that any particular ideology should not and ought not be regarded as the ideology of all the Hispanics.
6. That a strong chairperson with leadership and managerial abilities be hired, to be evaluated by the Chicano Affairs committee and by the Screening committee of the Hispanic Advisory Committee to President Magrath.

We are fully aware of the university's policies for tenure, i.e. teaching evaluations, university and community service and publications, and know that all are possible within the realm of commitment if said faculty is not also holding a joint appointment. Hence, we discourage joint appointments.

Further, as noted on page 25 of the November 28, 1977 Report on the "University Response to/Recommendations from the Task Force on Chicano Concerns," the decrease in credit from 1977-80 reflects a lack of commitment for Chicano Studies. The blame cannot be placed on the student, but more appropriately to faculty or counseling units who apparently do not promote or encourage undergraduates to enroll in pertinent courses in their plan of studies.

III. General College

The Academic subcommittee is deeply concerned about the lack of Chicano faculty in General College, and the committee has serious doubts about G.C.'s commitment towards Chicano/Latino students. There is not a single FTE faculty in General College, yet the majority of University Chicano students are in G.C. This is a gross disservice to Chicano students.

This is further reinforced by the latest job announcement asking for Ph.Ds to teach language skills. While we realize that General College seeks to upgrade its academic status, it must sacrifice the Chicano/Latino students, since few Chicano Ph.Ds with these qualifications would apply to General College. Further, new Ph.Ds may lack the teaching experience needed to relate to the educationally disadvantaged. General College is not remedial; some courses are as difficult as those in CLA, and while G.C. does have some sensitive instructors, the basic textbooks and methodologies cannot be applied across the board to English deficient students.

We spoke with Chicano Studies

We spoke with Chicano Studies faculty, Chicano counselors, G.C. Anglo faculty, Chicano/Latino students and others, and our findings lead to the following recommendations:

1. That G.C. employ FTE Chicano teachers and counselors and rectify the part-time status of the graduate students serving as the solution for the total Hispanic concerns.
2. That freshmen be permitted and encouraged to take CLA courses in Chicano Studies, and that the courses in G.C. not be duplicated in content.
3. That language skills teachers in G.C. use alternative methodologies appropriate to the needs of the Hispanic students. Hispanic monolingual students should be encouraged to take International ESL, if GC or CLA do not meet their language needs.
Justification:: In the past some of these students were encouraged to take courses in G.C. in order to have the necessary numbers for budget appropriations.

Also, some of these students took the language skills in G.C. where grammatical formulae were taught. Needless to say, they did not have a repertoire of English sentences to choose from, and consequently could not do the exercises. This was very different methodology from the one used in the OMSSA Summer Institute where the students did have success. They entered G.C. with very high motivation, but some had conflicts with a language skills teacher who insulted them.

4. That G.C. be sensitive to the H.E.L.P. Center minority counselors who do not have M.As, but who have had successes with students. We seek not only qualified and professional counselors who can relate to students in both Spanish and English, but counselor-advocates to help the students in any sphere of their university education.

IV. Community Programs

The University Community Programs should continue offering gratis, the more popular courses in the community, with only cost to students to be that of the textbooks and materials. These courses should be offered in the Hispanic community centers of Minneapolis and St. Paul.

Conclusion

The University must be aware that we are tax-paying citizens, committed to the state of Minnesota, as exemplified by the time and energy that went into these meetings in order to formulate recommendations. We are as concerned about Hispanic education as the University of Minnesota is. We are aware of past efforts of previous Chicano Task Forces, and do not wish to contribute

to a generational cycle of Task Forces, making recommendations in futility. Rather, we wish to work with the University to bring about a better retention and success rate for all of the Hispanic students, since the majority of Hispanic students tend to come to this University as noted in the HECB Report of this year, 1981.

To: President C. Peter Magrath

From: The Academic Advisory Committee

Subject: Subcommittee Report on Academic Affairs and Hispanic Education at the University of Minnesota

The

The subcommittee held two formal meetings on March 8 and 14, 1981.

Two informal meetings were also held on March 5 and 16, 1981. The formal meetings were held with members of the named Subcommittee with due notification to members and alternates from the Vice Presidential office for Student Affairs. The informal meetings were held with: (A) Chicano Studies

Departmental faculty and (b) two Subcommittee members, and/or "Chicano/Latino"

In this report, "Hispanic" refers to U.S. born Hispanics. (See Table 10-HECB Report which lists 37 Hispanic grad and professional students at the U. of M. Question: Are all of these U.S. born?

Report

The Subcommittee has endorsed the Kennedy et al, Chicano Studies

Review Committee Report recommendations with some modifications which are

herewith offered as further recommendations. If repeated, they are offered to coincide with our findings.

This report has been structured in the following manner:

I General Recommendations

II CLA and Chicano Studies faculty and students

III G.C. faculty and students

IV Community Programs

~~V General recommendations~~

II CLA and Chicano Studies faculty and students

1. Student enrollments should be increased by
 - a. giving priority to offering the largest enrollment courses on a regular, yearly basis.
 - b. advertising larger enrollment courses in the DAILY and distributing posters of course descriptions and circulating syllabi of the higher level courses, and
 - c. Cross-listing Chicano Studies courses with appropriate courses in other academic departments
 - e. advertising through the DAILY and CLA counselors which courses in Chicano Studies will fulfill distribution requirements.
2. An Administrative ~~and professional~~ appointment should be re-instituted with that person responsible for
 - a. community relations and community participation
 - b. advising of Chicano students and potential students interested in Chicano Studies courses,
 - c. publicity of course offerings, and
 - d. collaboration of inter-departmental services/activities for Chicano/Latino university students.
3. The current structure, whereby the Chicano Studies unit is a CLA department should be maintained. If incorporated into the "A" unit, Chicano Studies should have autonomy over departmental matters, including hiring procedures, (whether it makes joint appointments and with whom), tenure decisions and curriculum on both the undergraduate and graduate level. The current no-discourage-"E"-and-joint-appointments- structure should be limited to Chicano/Latino studies and should not be merged into a larger "Ethnic Studies" department.

* Coordination of Research on the Hispanic Community

Reviewed by
Curry &
Dongulay

Typist, please
follow this outline
I is on page 4
II is on p. 1 & 2
III is on p. 2 & 3
IV is on p. 3

I. General Recommendations

1. There should be a permanent University Chicano Affairs Committee composed of representatives from Chicano Studies, General College, College of Education, Supportive Services and Chicano students.
2. There should be a permanent Hispanic Advisory Committee to President Magrath to collaborate with the above committee in the screening, hiring and evaluation of Chicano faculty, ~~both~~ ^{especially} in G.C. and in Chicano Studies.
3. There should be a Chicano alumni organization in recognition of their success at the University of Minnesota, ~~the same to be integrated and implemented by and through existing structures & channels set up for alumni recruitment.~~
4. Professorial appointments in G.C. or CLA, tenured or non-tenured, as well as junior professorial appointments, be given a three year term at which time they will be reviewed by the constituted previously named bodies, namely the above two. These professors should be held accountable for true leadership in the unit and in the community, in programmatic and unit development and growth, as well as giving leadership and guidance to junior faculty and the Hispanic students.

See below
The subcommittee questions, seeks and requests, clarification and/or explanations for the following pertinent and important questions:

- a. What ^{specific} responses have been made to the recommendations of the Task Force on Chicano Concerns, dated November 28, 1977, other than the one given in September, 1980?
- b. The subcommittee questions apparent omissions in the composition and input of the Chicano Studies Review Committee membership, to be in keeping with the February 27, Report, Section "Background" as requested by Dean Lukermann.
- c. The importance, validity and weight of student representation, Undergraduate, Graduate, CLA, GC, Colleges and Institutes in the University's decision making procedures as well as the Advisory Council's composition.

5. A Search Committee should be established immediately to ensure the recruitment of a most needed: Chairman at the senior level (2) Program coordinator and liaison and (3) faculty member(s) for both Chicano Studies and G.C., and that any "sequestered" monies so utilized by the CLA college and the University be utilized for this purpose.

The University must be aware that we are ~~committed~~ ^{tax-paying} citizens ^{committed} to the state of Minnesota as exemplified by the time and energy that went into these meetings in order to formulate recommendations. We are as concerned about Hispanic education as the University of Minnesota is. We are aware of past efforts of previous Chicano Task Forces, and do not wish to contribute to a generational cycle of Task Forces, making recommendations in futility. Rather, we wish to work with the University to bring about a better retention and success rate for all of the Hispanic students, since the majority of Hispanic students tend to come to this University.

3. Support is needed to achieve the goals of the Chicano Studies department and this support includes: three Ph.D or ABD faculty members, one civil service secretary, one A/P appointment, an administrative assistant, plus an adequate budget for supplies and for teaching. The teaching budget should require that those teachers teach only in Chicano Studies, and not Chicano courses in other departments, *unless there is reciprocity.*
4. In the best interests of academic and democratic freedom, all ideologies be accepted, and that any particular ideology should not and ought not to be regarded as the ideology of the Hispanics.
5. That a strong chairperson with leadership and managerial abilities be hired, to be evaluated by the Chicano Affairs committee and by the Screening committee of the Hispanic Advisory Committee to President Magrath.

Unclear
Justification: It is well noted, particularly by the community, that the Chicano personnel and faculty which is recognized and developed by the community because of its involvement and participation in such, are usually the ones who stay in Minnesota because of their commitment to said community, while faculty recognized by the university in terms of rank or tenure have not been involved in the community, and use their university status to seek better positions elsewhere. Such people should be questioned in terms of commitment, since the students tend to come from the community, and their primary goal is to service the students.

We are fully aware of the university's policies for tenure, i.e. teaching evaluations, university and community service and publications, and know that all are possible within the realm of commitment if said faculty or personnel is not holding a joint-appointment. Hence, our discouragement of joint-appointments.

2 spaces
Further, as noted on page 25 of the November 28, 1977 Report on the "University Response to Recommendations from the Task Force on Chicano Concerns" the decrease in credit hours from 1977-80, reflects a lack of commitment for Chicano Studies. *on the student but more* *appropriately to faculty or counseling units, who apparently do not promote or encourage and help undergraduates to enroll in courses pertinent to their plan of studies.* *placed* *7 separate changes to the*

III. General College

The Academic subcommittee is deeply concerned about the lack of Chicano faculty in General College and has serious doubts about General College's commitment towards Chicano/Latino students. *There is not a single FTE faculty in General* This is further reinforced by the latest College job announcement asking for Ph.Ds to teach language skills. While we realize that General College seeks to upgrade its academic status, it must sacrifice the Chicano/Latino students since few Chicano Ph.Ds with these qualifications would apply to General College. *yet the majority of Univ. Chicano students in G.C. This is a gross disservice to Chicano students* Further, Ph.Ds may lack the teaching experience needed to relate to the educationally disadvantaged. General College is not remedial; some courses are as difficult as those in CLA, and while G.C. does have some "sensitive" instructors, the basic textbooks and methodologies cannot be applied across the board to English deficient students.

We spoke with Chicano Studies faculty, Chicano counselors, G.C. Anglo faculty, Chicano/Latino students and others, and our findings lead to the following recommendations:

1. That General College employ FTE Chicano teachers and counselors and rectify the part-time status of the graduate students serving as the solution for the total Hispanic concerns.
2. That freshmen be permitted and encouraged to take CLA courses in Chicano Studies, and that the courses in G.C. not be duplicated in content.
3. That language skills teachers in G.C. use alternative methodologies appropriate to the needs of the Hispanic students. Hispanic

monolingual students should be encouraged to take International ESL, if G.C. or CIA do not meet their language needs.
Justification: In the past, these students were encouraged to take courses in G.C. in order to have the necessary numbers for budget appropriations.

Also, some of these students took the language skills in G.C. where grammatical formulae were taught. Needless to say, they did not have a repertoire of English sentences to choose from. This was very different methodology from the one used in Summer Institute where the students did have successes. They entered G.C. with very high motivation, but some had conflicts with a language/skills teacher who insulted them.

4. That G.C. be sensitive to the H.E.L.P. Center minority counselors who do not have M.As, but who have had successes with students. We seek not only qualified ^{and professional} counselors who can relate to students in both Spanish and English, but counselor-advocates to help the students in any sphere of their university education.

IV. Community Programs

1. The University Community Programs should continue offering the more popular courses in the community, ^{gratis} ~~gratis~~, with only cost to students to be that of the textbooks and materials. These courses should be offered in the Hispanic community centers of Minneapolis and St. Paul.

TO: Chicano Educational Advisory
Committee to Peter McGrath

DATE: March 19, 1981

FROM: Fact Finding Committee
-Irene Gomez de Bethke, Chairperson
-Dionisia Coates
-Samuel Rivera
-Ricardo Flores

SUBJECT: Recommendations to the
Chicano Educational Advisory
Committee to Peter McGrath

Summary of January 15, 1981 and February 11, 1981 meetings.

The purpose of this subcommittee as defined by the chairperson Jose Cruz of the Chicano Educational Advisory Council, is to review existing problems and to determine their appropriateness for this committee. To be open and to investigate issues regarding grievances. To make recommendations to C. Peter McGrath for needed changes in the structure or procedures at the University of Minnesota.

The subcommittee felt that we need to establish the parameters of the committee. Questions regarding our role and authority were raised and discussed. Each subcommittee should have a chairperson and a recorder; the subcommittee should be open to volunteers; the chairperson to be a member of the Chicano Educational Advisory Council. There is a need for structure and accountability. Subcommittee(s) must be accountable to the larger advisory committee. Recommendations coming from Fact Finding Subcommittee should first have the sanction of the Chicano Educational Advisory Committee to Peter McGrath, before going any further. Reporting, recommending and revising are all important as well as community awareness. We recommend some kind of system to communicate to the community the progress of the committee, as well as a status report of the University's progress in implementing the Advisory's recommendations. Concern was voiced on the November 1977 Task Force recommendations and what has actually been implemented. Subcommittee questioned whether there was a specific commitment from the president and the regents of the University of Minnesota.

Human Relations Policy:

We need to look at the University's human relations policies to review, refine and revise if need be - what are the procedures for implementation? What are Federal level, state level and how do they compare with the University?

Consciousness raising regarding "institutional racism".

What kind of inservice for staff is available?

The State Department of Education requires 60 hours of human relations training for all staff, is the University of Minnesota in compliance?

Affirmative Action

We need to investigate the University's policies and procedures in this regard. The question was raised if this would be a duplication of effort with the employment subcommittee?

Review of Staff Termination

An in-depth review was instigated of Marcela (Trujillo) Lucero's termination contingent on the P.H.D. The subcommittee's review resulted in the following recommendations: The subcommittee recommends reinstatement of Marcela Lucero with tenure. The subcommittee is aware of the many Chicanos who are student and community oriented, being terminated or forced to quit because of their commitment to the student and to the community. The subcommittee wants recognition of this commitment as well as what the University requires for tenure and/or retention to be of equal value in the eyes of the administration. We identify with these people and recommend their retention and/or reinstatement.

CHICANO EDUCATIONAL ADVISORY COUNCIL

MARCH 24, 1981

AGENDA

I. Opening Remarks

President C. Peter Magrath

Mr. Jose Cruz

II. Recommendations of the Sub. Committee

↗ A. Supportive Services

↘ B. Academics

C. Employment

HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

SUPPORTIVE SERVICES

I. Recommendation:

The development of a model Hispanic Program as regards recruitment and retention of student, staff and faculty would attain a greater feasibility for realization given a ten year funding and policy commitment by the University of Minnesota to such an objective.

II. Recommendation:

The Council believes that precedents have been set at other campuses including Macallister College, Minnesota. for the establishment of a University Center that would house Hispanic culture events, supportive services and other Hispanic staff space and emergency temporary student housing. The Council recommends timely renewal of the previous conversation regarding one dollar per year rental of University Avenue property, such as Newgate or others as another aspect of the previous recommendation prior to a final decision by the Board of Regents on said properties.

III. Recommendation:

The Council believes that housing is critical to the retention of Hispanic students, therefore, it is recommended that a housing unit or dormitory space be reserved for such a purpose.

IV. Recommendation:

The Council believes that the sound development of effective supportive services and other Hispanic programs can not continue dependent on Special Legislative funding. Therefore, the Council urges policy and alternative planned funding commitment prior to the next legislative funding hearing.

V. Recommendation:

The Council believes that yearly planning sessions in regards of recruiting and retention activities of student and staff would decrease the need and likelihood of "crisis politics".

- A. For this purpose the Council believes that a first annual two day action conference to be held in May, 1981.
- B. Supportive both fiscally and in staff by the Hispanic Council and the University. Further details of the action conference including agenda, participants identifying funding sources for the proposed planned activities be under taken as soon as possible.

HISPANIC ADVISORY COUNCIL

March 24, 1981

ACADEMIC

- 1) Recommendation:
The establishment of a permanent Hispanic Advisory Council to include membership participation by Hispanic community, faculty, department administrators and students.
- 2) Recommendation:
That rather than isolating a single philosophical ideology for accomplishing Hispanic goals in higher education, that multiple and all ideologies form the philosophical framework for this purpose.
- 3) Recommendation:
Given the characteristics of the Hispanic student who would not go and remain in college without some special effort, it is recommended that the academic outreach efforts in both teaching and advising be reviewed of senior and junior Hispanic faculty every three years.
- 4) Recommendation:
As regards to the Department of Chicano Studies:
 - a) That this department maintain its independent structure with the University as a department.
 - b) That it have the primary responsibility for departmental matters such as hiring procedures (consideration of joint appointments and the departments for which these are made) tenure decisions; courses and credit offerings.
 - c) Search and hiring of the following with A/P appointment
Chairperson at the Senior level
Program Coordinator and liaison
Faculty Members

HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

EMPLOYMENT

I. Recommendation:

Development of a mechanism for accountability in regards to the recruitment hiring and retention of Chicano personnel, that University will establish a method to achieve those goals with specific time tables and identify respective department units responsible for this process.

II. Recommendation:

That a Hispanic personnel specialist be hired for the purpose of recruitment primarily Hispanics and to review the job announcements.

III. Recommendation:

Given the low higher entry level Hispanic position numbers, the Council recommends that merit increases and/or wage assessments of the Dean of Colleges or University department units responsible for the hiring the personnel be subject to review and approval by the assigned personnel Hispanic specialist, to insure that the recruitment and employment of Hispanics is fulfilled.

IV. Recommendation:

That the statistics regarding utilization be available to hiring units prior to the hiring of further University personnel to assure recruiting under representative Hispanics.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Consolidated HELP Center
General College
317 17th Avenue S.E.
Minneapolis, Minnesota 55414
(612) 373-0120

ATTACHMENT

HELP CENTER UPDATE -- March 9, 1981

The HELP Center is currently undergoing two major organizational changes: we are joining with other supportive services units to form a single General College division (as recommended by the GC Reorganization Task Force), and our counselors are being shifted from "E" appointments to the new "Academic Staff Professional and Administrative Personnel Category." Both of these changes raise the possibility that persons presently employed as counselors at the HELP Center may not be eligible for continued employment beyond June 15, 1981.

In the case of our "merger" with other units into a new Supportive Services Division, the Task Force has recommended that "Staff titles, roles, rank, responsibilities, and appointments for permanency and advancement should be clarified and made public." Whether or not this recommendation will adversely affect individuals employed at the HELP Center is unclear; a special committee appointed by the Dean of General College is now meeting to work out the details of the proposed reorganization.

The shift from "E" to "A/P" appointments more directly impacts HELP Center counselors insofar as job security is concerned. According to Dean Lupton, this shift will require a "search" procedure for all counselor positions. In some cases (the exact number has not yet been determined) this "search" may amount to nothing more than a formal request for exemption from search. In other cases (number undetermined) an in-house search may suffice. But at least four of our present counselor positions must undergo at least a University-wide, if not a metropolitan-wide, search procedure. This necessity is apparently based on the fact that these four positions were not opened to a search when, several years ago, the counselors involved were shifted from faculty appointments as "Instructor/Counselor" to the "E" appointments they now hold. Thus, according to Dean Lupton, the full

search requirement for these four positions is still in effect and must be undertaken this spring.

Furthermore, according to Dean Lupton, Central Administration (Office of the Vice President for Academic Affairs, and Office of the Director of Equal Opportunity and Affirmative Action) has expressed concern about the credentials we presently require for employment as a HELP Center counselor. It is apparently felt that these requirements (Baccalaureate degree plus appropriate experience) are too low, and should be raised to a minimum of a Masters degree or demonstrated progress toward a Masters degree.

The combination of full-scale searches for several counselor positions and the higher academic credentials required to compete for these positions raises the distinct possibility that individuals presently employed at the HELP Center will not be qualified to retain their "redefined" positions after June 15.

STATEMENT OF DEPARTURE

TO: CHICANO EDUCATIONAL ADVISORY COUNCIL

FR: Antonio Perez, HELP Center Counselor

It is with much regret that I inform not only this committee, but the Hispanic Community at large of my departure from my present position as counselor at the HELP Center, a position I have held for the past ten years.

I wish to thank the community for their support and trust in me and in my efforts to make Hispanic education a reality in the state of Minnesota.

In the past ten years I have had many very pleasant experiences, not only with the community and the Public School System versus the Bilingual Education situation, but also with student enrollment and personal student growth.

My statement is not one of resignation from my employment, nor a termination as such, but rather due to a change of circumstances evolving from a re-organization of Support Services by General College.

It has become apparent to me that when you are reduced from a twelve month contract to a nine month contract, meaning loss of salary and benefits which you have enjoyed the last ten years, plus told not to advocate or recruit for students, it is very difficult to remain on staff.

The following HELP Center update will explain what is happening at the Center. SEE ATTACHMENT.

I quote from a memo to Regent David Lebedoff from Carol Pazandak, Administrative Assistant to the President dated 12/18/80 regarding the update of the HELP Center:

"This implementation (reorganization) implies a set of professional requirements for staff, a new selection process, and termination of a number of individuals who currently hold appointments in the HELP Center."

I would like to make a request of this committee. I worked very hard to bring the office from scratch in 1971 to its present Supportive Service status. I would not want the position to be closed or left to a person who may act in a token capacity for the administration of the University.

With this I wish to thank you for the time you have allotted me to make my statement.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of Equal Opportunity and Affirmative Action
419 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-7969

March 19, 1981

TO: JoAnn Cardenas de Enos, Women's Advocate
Jose Cortez, Admissions Assistant
Yasmin Overlid, Counselor
Felipe Ramirez, Monitoring Specialist

FROM: Juan Felipe, Equal Opportunity Coordinator *Juan*

RE: Employment Sub-Committee of the Chicano Education Advisory
Council, University of Minnesota

MINUTES

March 11, 1981

3:00 p.m. - 4:30 p.m.

University of Minnesota Civil Service Personnel Office
1919 University Avenue
St. Paul, Minnesota 55104

Members present: Juan Felipe, Jasmin Overlid

The subcommittee met with Mel Dario, head of the Employment Division of the Civil Service Personnel Office, and Mr. Bart Martinez, one of four Personnel Specialists in the division. The function of this division is to manage all employment functions including job posting, certification and referral of job applicants.

Job postings are initiated by a department on the B.A. Form 465, Civil Service Personnel Requisition. The employment division reviews the job posting to see that the duties and qualification requirements are appropriate for the job classifications on file for the class. These job specifications are periodically updated, on need basis, by the compensation division of the Personnel Office.

When we reviewed the job posting for Police Officer and compared it against the job specifications, the qualification requirements did not match; the job specifications indicated a date of November 1, 1972.

The certification of applicants is performed by the four Personnel Specialists. If an individual's application indicates that he/she meets the minimum qualifications as required by the job posting, the applicant is referred to the department for further consideration. It then becomes the responsibility of the certified applicant to contact the department to arrange for an interview.

In certain job classifications, the applications of certified applicants are forwarded to the hiring department who will determine who will be interviewed. These positions are classified as "Collect" applications.

Individuals who do not meet the minimum qualification requirements are informed of this by the Personnel Department. Individuals who are certified and referred to the department are supposed to be informed of the status of their application by the department.

Jasmin indicated that she had been scheduled for an interview by a department one time but was later informed by the department that someone had been selected; she was never interviewed. Mel Dario indicated that this was probably not the norm. However, there appears to be no policy on how many certified applicants are to be interviewed by the hiring department.

A policy on "Collect" applications also appears to be rather sketchy and questionable. An orange handout provided by the Personnel Office, "How to Apply for University Civil Service Job Vacancies," indicates that, "the hiring department will review your application and select some applicants for interviews."

A later review of the Paper Cycle provided by the Personnel Office to University departments indicated some information on how to conduct interviews. The section on legal vs. illegal questions was well developed; however, the guidelines on the selection of applicants for interviews, the number to interview, and the order of interview by the department needs to be developed. At minimum, it warrants some clarification.

Also, it appears to be unrealistic to assume that each and every person conducting interviews and selections for hires is aware of the current guidelines in the Paper Cycle. There is even more reason to believe these guidelines would be referenced by a department each and every time that a position is filled. Perhaps the Personnel Office needs to develop a concise handout of instructions and guidelines for the department to use with each job posting. This would supplement the handouts to prospective applicants.

Currently, only Form 18 positions are reviewed for approval by the Personnel Office and by the Office of Equal Opportunity and Affirmative Action before the offer may be made to any applicant. These are positions which fall into the EEO-6 category 1-Executive, Administrative and Managerial. This form may be extended to monitor other job classifications, on need basis, at the discretion of the University Equal Opportunity Officer.

When asked about the active recruitment of Chicanos and other minorities, Mr. Dario indicated they do not have the staffing for it. However, he did mention that his division is working on a plan whereby the four personnel specialists would operate their function from various community locations for a day at a time. They would process applications and referrals from these "satellite" offices in an effort to bring the Personnel Office into the community. He indicated that this could happen within six months.

We indicated to Mr. Dario that updated goals should be available (to be prepared by the Equal Opportunity Office) and that they would have to assume some of the responsibility for helping the University of fulfill its goals.

With the recent completion of the Civil Service applicant tracking system, we indicated that the committee will want to review quarterly reports on applicants, referrals and hires.

enclosures: How to Apply for University Civil Service Job Vacancies
How to Read a Job Vacancy Posting
Memo #5 (Form 18)

cc: Jose Cruz, Chair, Chicano Educational Advisory Council
Members, Chicano Educational Advisory Council
William C. Thomas, Assistant Vice President for Administration
and Director of Personnel
Lillian H. Williams, Director and University Equal Opportunity
Officer

JF/mk



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
Minneapolis, Minnesota 55455

December 20, 1974

TO: Provosts, Deans, Directors and Department Heads
FROM: C. Peter Magrath, President
SUBJECT: Equal Employment Opportunity Memo #5

Consistent with Federal and University of Minnesota regulations on equal opportunity and affirmative action, the attached form #18 is hereby implemented to monitor the appointment process for filling Civil Service administrative positions.

We have determined that concentrated affirmative action efforts are especially needed for Civil Service administrative positions, without lessening any of our affirmative action efforts in filling all other categories of Civil Service positions. The new procedure requires approval by your Civil Service Personnel representative to assure that University affirmative action policies have been followed before an offer of employment is made. We believe an efficient and rapid process has been installed that will avoid unnecessary delay in this checking procedure.

The personnel representative for your department will make Form #18 available to units with Civil Service administrative vacancies at the time that a requisition is filled with the Civil Service department.

If you have any questions concerning the use of the form, please contact your Civil Service representative or the Office of Equal Opportunity and Affirmative Action.

I will appreciate your continuing cooperation and support for this vitally important function at the University of Minnesota.

CPM

CPM:djf

Attachment

MONITORING FORM FOR CIVIL SERVICE POSITIONS
DESIGNATED FOR AFFIRMATIVE ACTION

Original Personnel Department
Duplicate Department Head
Triplicate Equal Opportunity Officer
Quadruplicate Unit Equal Opportunity Officer

This form must be properly completed and the top three copies (original, duplicate, triplicate) forwarded to the Assistant Vice President for Administration and Personnel, 317 Morrill Hall, for approval before a position designated for affirmative action can be filled. In addition, a copy of the job requisition, copies of the applications of all rejected minorities and females, and a copy of the application of the person selected must be attached.

DO NOT OFFER A POSITION UNTIL THE DEPARTMENT'S COPY HAS BEEN APPROVED AND RETURNED.

The Personnel Department is charged with the responsibility of recruiting and screening job applicants for referral to hiring departments. The Personnel Department monitors compliance with the hiring provisions of the University's Affirmative Action Policy. If, in its judgment, a good faith effort to comply with those provisions has not clearly been demonstrated by the hiring department, the Personnel Department will contact the department head and discuss the matter and attempt to resolve any problems. At the conclusion of such discussions, if the compliance problems cannot be fully resolved, the matter will be turned over to the University's Director of Equal Opportunity and Affirmative Action for further action. Such action may include withholding an appointment to the position in question until the problem is resolved by the Director of the Office of Equal Opportunity and Affirmative Action and the appropriate Vice President.

Requisition # _____ Department Name _____

Job Title _____ Class # _____ Posting Date _____

Indicate the number of applicants referred to you in each category below:

WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		UNKNOWN	
M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____

Indicate the number of applicants interviewed by you in each category below:

WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER	
M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____

Name of Applicant You Propose To Hire _____

Proposed Starting Date _____ Sex of Applicant: Male _____ Female _____

Applicant's Ethnic Background: WHITE () BLACK () HISPANIC () AMERICAN INDIAN () ASIAN/PACIFIC ISLANDER ()

Please state explicit reasons for rejecting each of the minority and female candidates referred by the Personnel Department. (Use back of form or separate sheet if necessary.)

What are your departmental affirmative action goals related to this position?

Recommended-Head of Department	Date	Approved-Personnel Department	Date
Recommended-Dean or Admin. Officer	Date	Approved-Office of Equal Opportunity and Affirmative Action	Date



MINNEAPOLIS

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

PUBLIC SCHOOLS

*Worked
draft
jmg*

JEFFERSON ELEMENTARY SCHOOL
1200 West 26th Street
Minneapolis, Minnesota 55405

OFFICE OF THE PRINCIPAL

March 19, 1981

Memo:

To: Jose Cruz, Chair, Hispanic Advisory Council to the University of Minnesota and President C. Peter McGrath

From: Alfredo M. Gonzalez, Chair, Sub-Committee on Academic Affairs for the Council

Subject: Preliminary Sub-Committee Report on Academic Affairs and Hispanic Education at the University of Minnesota

The Sub-Committee held two formal meetings on March 8, and March 14, 1981. Two informal meetings were also held on March 5, and March 16, 1981. The formal meetings were held with members of the named Sub-Committee, with due notification to members and alternates from the vice presidential office for student affairs.

The informal meetings were held with:

- a. Chicano Studies Departmental faculty
- b. Two SubCommittee members

Report:

1. The Sub-Committee has endorsed the Kennedy et al, Chicano Studies Review Committee Report, recommendations with some minor but important and essential amendments.
2. The Sub-Committee submits some pertinent and important Recommendations, that should insure the success of the academic mission of the unit/units addressed and strongly urges that the same be implemented in order to also ensure the academic success of students and the university mission in this area.
3. THE Sub-Committee Questions, Seeks and Requests, clarification and or explanations for the following pertinent and important questions:
 - a. What advances and fulfillment of recommendations posed by by the Task Force On Chicano Concerns, dated November 28, 1977 have been madd, other than the "response" given in September 1980?
 - b. The sub-committee questions apparent omissions in the Composition and Imput of the Chicano Studies Review Committee Membership, to be in keeping and accordance with the February 27, Report, Section "Background" as allegedly requested by Dean Lukerman.
 - c. The importance, validity and weight of Student Representation, Undergraduate, Graduate, CIA, GC, Colleges and Institutes in the Universities Decision Making Procedures as well as The Advisory Council's Composition

d. Accountability of GC, its Dean and its faculty for Program Development in apparent conflict of interest with an established CLA unit and reasons for such planning or the lack thereof.

e. Clarification in writing as to:

- A. Does GC produce graduates admissible to the Professional Schools such as Law or Medicine?
- B. Is a GC degree mostly or generally a terminal degree?
- C. Does GC have or project having tenured or tenure track Chicano faculty?
- D. Does GC have in mind to develop programmatic offerings in direct conflict with Chicano Studies?

Recommendations:

The following are some of the recommendations that have been submitted by members of the Sub-Committee and others will be forthcoming from the individual members from the floor at the Advisory Council Meeting on the 19th of March, 1981.

That in the very best interests of a progressive and ever improving university, ready to meet the challenge and implement the innovations necessary to and within the society it serves the University accept as an affirmative and valuable, possibly innovative implementation, the establishment of permanent Advisory Council, that the University Units addressing Hispanic Education, also, in accordance with the Plan of Santa Barbara that explicitly and implicitly mandates the most important participation and input from the Hispanic Community. The said input and participation to include:

- A. Community Hispanic Representation
- B. Faculty or Unit Representation
- C. Administration Representation
- D. Student Representation from all levels

and that said representation should be instituted and implemented at all levels and in all units directly or indirectly affecting the educational processes of Hispanic students, faculty, administration, or the Community at large, who as citizens and taxpayers have an interest in the affairs of this constituency in higher education.

Recommendations continued:

Two that in the best interests of academic and democratic freedom, all ideologies be accepted for the successful mission of the Hispanic interest in education. Further that any particular ideology should not and ought not to be regarded as the ideology of the Hispanics in order to insure success or acceptability by senior faculty.

THREE THAT Senior ranking professorial appointments, tenured or not tenured, as well as junior professorial appointments be given a three year term the which to be reviewed by the constituted previously named bodies.

That the same ranking professors be held accountable for true leadership, visible in programmatic development, and unit development and growth, as well as leadership and advising to junior faculty as well as the students.

That a strong and easily assessable and evaluated chairperson be selected and reviewed, whose leadership and managerial abilities will be easily seen and accounted for to all the constituencies consisting of:

1. Junior Faculty
2. Students at all levels
3. Hispanic Community as duly represented
by the Advisory Council and the Constituencies
it represents
4. University Administration

In making these recommendations the Hispanic Advisory Council is fully aware of the University structure re: tenure procedures, sovereignty etc, however we are as the University operating in the best interest of the Hispanic Education and the success of the units in operation.

Four, that a Search Committee be established immediately to insure the successful recruitment of a most needed: Chairman at the Senior Level

Program Coordinator and Liaison

Faculty Member

and that any "sequestered" monies so utilized by the College and the University be utilized for this purpose.

CHICANO EDUCATIONAL ADVISORY COUNCIL

MINUTES

March 19, 1981

Members Present: Jose Cruz, John Pacheco, Paul Carrizles, Juan Felipe,
Jose Cortez, Irene Gomez de Bethke, Marcela Lucero,
Roberto Acosta, Rose Herrera

Guests Present: Jesus A. Santiago, Antonio Perez, Samuel Rivera,
Maria Baltierra, Jose Trejo, Maria Velasco, Luis Aguilar

Agenda for Meeting:

Recommendations for consideration to be presented to President Magrath at the meeting of the Council on March 24, 1981 with the Sub-Committees reporting as follows:

1. Supportive Services
2. Employment
3. Academic Affairs

The agenda order was moved altered as follows: Employment before Supportive Services to permit a special report regarding employment and the Help Center by Antonio Perez.

Special Report -- Antonio Perez

Antonio Perez circulated "Statement of Departure" and an attachment entitled "Help Center Update" and further explained the proposed organizational changes that will be affecting the Help Center and the employment of four present positions. Jose Cruz suggested that a meeting be set up with Dean Jeanne Lupton of General College and the Supportive Services Committee to find out what is going on. This will be reported back to the general Council. During the final course of the discussion, it was suggested that consideration of retention of the counselors' positions be the issue rather than the Help Center Program.

Employment Sub-Committee Report

The minutes for the March 1, 1981 Employment Sub-Committee meeting were distributed by John Felipe to the Council at large reporting the meeting of the Sub-Committee with Mel Dario and Bart Martinez of the Civil Service Personnel Office. Other enclosures that were distributed were the following:

1. How to Apply for University Civil Service Job Vacancies
2. How to Read a Job Vacancy Posting
3. Equal Employment Opportunity Memo #5 from President Magrath
4. President's Form 18

TO: Chicano Educational Advisory
Committee to Peter McGrath

DATE: March 19, 1981

FROM: Fact Finding Committee
-Irene Gomez de Bethke, Chairperson
-Dionisia Coates
-Samuel Rivera
-Ricardo Flores

SUBJECT: Recommendations to the
Chicano Educational Advisory
Committee to Peter McGrath

Summary of January 15, 1981 and February 11, 1981 meetings.

The purpose of this subcommittee as defined by the chairperson Jose Cruz of the Chicano Educational Advisory Council, is to review existing problems and to determine their appropriateness for this committee. To be open and to investigate issues regarding grievances. To make recommendations to C. Peter McGrath for needed changes in the structure or procedures at the University of Minnesota.

The subcommittee felt that we need to establish the parameters of the committee. Questions regarding our role and authority were raised and discussed. Each subcommittee should have a chairperson and a recorder; the subcommittee should be open to volunteers; the chairperson to be a member of the Chicano Educational Advisory Council. There is a need for structure and accountability. Subcommittee(s) must be accountable to the larger advisory committee. Recommendations coming from Fact Finding Subcommittee should first have the sanction of the Chicano Educational Advisory Committee to Peter McGrath, before going any further. Reporting, recommending and revising are all important as well as community awareness. We recommend some kind of system to communicate to the community the progress of the committee, as well as a status report of the University's progress in implementing the Advisory's recommendations. Concern was voiced on the November 1977 Task Force recommendations and what has actually been implemented. Subcommittee questioned whether there was a specific commitment from the president and the regents of the University of Minnesota.

Human Relations Policy:

We need to look at the University's human relations policies to review, refine and revise if need be - what are the procedures for implementation? What are Federal level, state level and how do they compare with the University?

Consciousness raising regarding "institutional racism".

What kind of inservice for staff is available?

The State Department of Education requires 60 hours of human relations training for all staff, is the University of Minnesota in compliance?



March 24, 1981

C. Peter McGrath
President University of Minnesota
420 Delaware Street S.E.
Minneapolis, MN 55455

Dear President McGrath:

I am pleased to forward some preliminary recommendations that the Hispanic Advisory Council has developed in it's four sub committees and presented for the approval by the Council as a whole March 20, 1981.

Additional recommendations will be forthcoming within the next month but these initial recommendations will be presented first, given their terms and funding constraints. Much careful review, time and dedication have been spent in the preparation of these recommendations which I believe reflects the commitment of the Council to the realization of a model program for Hispanics. The success of such a program in all its aspects of recruitment and retention of students, staff, and faculty rests with the University sharing of the labor required to realize the dream.

It is the Council's belief that these recommendations will be carefully reviewed by yourself and your senior staff to suggest direct administrative action of forwarding to the Board of Regents *encls*

Cordially,

Jose' Cruz
Affirmative Action Officer

cc: Carol Pazandak
Nils Hasselmo
Al J. Linck
Frank Wilderson



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of Equal Opportunity and Affirmative Action
419 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-7969

March 19, 1981

TO: JoAnn Cardenas de Enos, Women's Advocate
Jose Cortez, Admissions Assistant
Yasmin Overlid, Counselor
Felipe Ramirez, Monitoring Specialist

FROM: Juan Felipe, Equal Opportunity Coordinator *Juan*

RE: Employment Sub-Committee of the Chicano Education Advisory
Council, University of Minnesota

MINUTES

March 11, 1981

3:00 p.m. - 4:30 p.m.

University of Minnesota Civil Service Personnel Office
1919 University Avenue
St. Paul, Minnesota 55104

Members present: Juan Felipe, Jasmin Overlid

The subcommittee met with Mel Dario, head of the Employment Division of the Civil Service Personnel Office, and Mr. Bart Martinez, one of four Personnel Specialists in the division. The function of this division is to manage all employment functions including job posting, certification and referral of job applicants.

Job postings are initiated by a department on the B.A. Form 465, Civil Service Personnel Requisition. The employment division reviews the job posting to see that the duties and qualification requirements are appropriate for the job classifications on file for the class. These job specifications are periodically updated, on need basis, by the compensation division of the Personnel Office.

When we reviewed the job posting for Police Officer and compared it against the job specifications, the qualification requirements did not match; the job specifications indicated a date of November 1, 1972.

The certification of applicants is performed by the four Personnel Specialists. If an individual's application indicates that he/she meets the minimum qualifications as required by the job posting, the applicant is referred to the department for further consideration. It then becomes the responsibility of the certified applicant to contact the department to arrange for an interview.

In certain job classifications, the applications of certified applicants are forwarded to the hiring department who will determine who will be interviewed. These positions are classified as "Collect" applications.

Individuals who do not meet the minimum qualification requirements are informed of this by the Personnel Department. Individuals who are certified and referred to the department are supposed to be informed of the status of their application by the department.

Jasmin indicated that she had been scheduled for an interview by a department one time but was later informed by the department that someone had been selected; she was never interviewed. Mel Dario indicated that this was probably not the norm. However, there appears to be no policy on how many certified applicants are to be interviewed by the hiring department.

A policy on "Collect" applications also appears to be rather sketchy and questionable. An orange handout provided by the Personnel Office, "How to Apply for University Civil Service Job Vacancies," indicates that, "the hiring department will review your application and select some applicants for interviews."

A later review of the Paper Cycle provided by the Personnel Office to University departments indicated some information on how to conduct interviews. The section on legal vs. illegal questions was well developed; however, the guidelines on the selection of applicants for interviews, the number to interview, and the order of interview by the department needs to be developed. At minimum, it warrants some clarification.

Also, it appears to be unrealistic to assume that each and every person conducting interviews and selections for hires is aware of the current guidelines in the Paper Cycle. There is even more reason to believe these guidelines would ^{not} be referenced by a department each and every time that a position is filled. Perhaps the Personnel Office needs to develop a concise handout of instructions and guidelines for the department to use with each job posting. This would supplement the handouts to prospective applicants.

Currently, only Form 18 positions are reviewed for approval by the Personnel Office and by the Office of Equal Opportunity and Affirmative Action before the offer may be made to any applicant. These are positions which fall into the EEO-6 category 1-Executive, Administrative and Managerial. This form may be extended to monitor other job classifications, on need basis, at the discretion of the University Equal Opportunity Officer.

When asked about the active recruitment of Chicanos and other minorities, Mr. Dario indicated they do not have the staffing for it. However, he did mention that his division is working on a plan whereby the four personnel specialists would operate their function from various community locations for a day at a time. They would process applications and referrals from these "satellite" offices in an effort to bring the Personnel Office into the community. He indicated that this could happen within six months.

We indicated to Mr. Dario that updated goals should be available (to be prepared by the Equal Opportunity Office) and that they would have to assume some of the responsibility for helping the University of fulfill its goals.

With the recent completion of the Civil Service applicant tracking system, we indicated that the committee will want to review quarterly reports on applicants, referrals and hires.

enclosures: How to Apply for University Civil Service Job Vacancies
How to Read a Job Vacancy Posting
Memo #5 (Form 18)

cc: Jose Cruz, Chair, Chicano Educational Advisory Council
Members, Chicano Educational Advisory Council
William C. Thomas, Assistant Vice President for Administration
and Director of Personnel
Lillian H. Williams, Director and University Equal Opportunity
Officer

JF/mk



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
Minneapolis, Minnesota 55455

December 20, 1974

TO: Provosts, Deans, Directors and Department Heads
FROM: C. Peter Magrath, President
SUBJECT: Equal Employment Opportunity Memo #5

Consistent with Federal and University of Minnesota regulations on equal opportunity and affirmative action, the attached form #18 is hereby implemented to monitor the appointment process for filling Civil Service administrative positions.

We have determined that concentrated affirmative action efforts are especially needed for Civil Service administrative positions, without lessening any of our affirmative action efforts in filling all other categories of Civil Service positions. The new procedure requires approval by your Civil Service Personnel representative to assure that University affirmative action policies have been followed before an offer of employment is made. We believe an efficient and rapid process has been installed that will avoid unnecessary delay in this checking procedure.

The personnel representative for your department will make Form #18 available to units with Civil Service administrative vacancies at the time that a requisition is filled with the Civil Service department.

If you have any questions concerning the use of the form, please contact your Civil Service representative or the Office of Equal Opportunity and Affirmative Action.

I will appreciate your continuing cooperation and support for this vitally important function at the University of Minnesota.

CPM

CPM:djf

Attachment

MONITORING FORM FOR CIVIL SERVICE POSITIONS
DESIGNATED FOR AFFIRMATIVE ACTION

Original Personnel Department
Duplicate Department Head
Triplicate Equal Opportunity Officer
Quadruplicate Unit Equal Opportunity Officer

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DO NOT OFFER A POSITION UNTIL THE DEPARTMENT'S COPY HAS BEEN APPROVED AND RETURNED.

The Personnel Department is charged with the responsibility of recruiting and screening job applicants for referral to hiring departments. The Personnel Department monitors compliance with the hiring provisions of the University's Affirmative Action Policy. If, in its judgment, a good faith effort to comply with those provisions has not clearly been demonstrated by the hiring department, the Personnel Department will contact the department head and discuss the matter and attempt to resolve any problems. At the conclusion of such discussions, if the compliance problems cannot be fully resolved, the matter will be turned over to the University's Director of Equal Opportunity and Affirmative Action for further action. Such action may include withholding an appointment to the position in question until the problem is resolved by the Director of the Office of Equal Opportunity and Affirmative Action and the appropriate Vice President.

Requisition # _____ Department Name _____

Job Title _____ Class # _____ Posting Date _____

Indicate the number of applicants referred to you in each category below:

WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		UNKNOWN	
M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____

Indicate the number of applicants interviewed by you in each category below:

WHITE		BLACK		HISPANIC		AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER	
M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____	M _____	F _____

Name of Applicant You Propose To Hire _____

Proposed Starting Date _____ Sex of Applicant: Male _____ Female _____

Applicant's Ethnic Background: WHITE () BLACK () HISPANIC () AMERICAN INDIAN () ASIAN/PACIFIC ISLANDER ()

Please state explicit reasons for rejecting each of the minority and female candidates referred by the Personnel Department. (Use back of form or separate sheet if necessary.)

What are your departmental affirmative action goals related to this position?

Recommended-Head of Department	Date	Approved-Personnel Department	Date
Recommended-Dean or Admin. Officer	Date	Approved-Office of Equal Opportunity and Affirmative Action	Date



UNIVERSITY OF MINNESOTA
TWIN CITIES

Consolidated HELP Center
General College
317 17th Avenue S.E.
Minneapolis, Minnesota 55414
(612) 373-0120

ATTACHMENT

HELP CENTER UPDATE -- March 9, 1981

The HELP Center is currently undergoing two major organizational changes: we are joining with other supportive services units to form a single General College division (as recommended by the GC Reorganization Task Force), and our counselors are being shifted from "E" appointments to the new "Academic Staff Professional and Administrative Personnel Category." Both of these changes raise the possibility that persons presently employed as counselors at the HELP Center may not be eligible for continued employment beyond June 15, 1981.

In the case of our "merger" with other units into a new Supportive Services Division, the Task Force has recommended that "Staff titles, roles, rank, responsibilities, and appointments for permanency and advancement should be clarified and made public." Whether or not this recommendation will adversely affect individuals employed at the HELP Center is unclear; a special committee appointed by the Dean of General College is now meeting to work out the details of the proposed reorganization.

The shift from "E" to "A/P" appointments more directly impacts HELP Center counselors insofar as job security is concerned. According to Dean Lupton, this shift will require a "search" procedure for all counselor positions. In some cases (the exact number has not yet been determined) this "search" may amount to nothing more than a formal request for exemption from search. In other cases (number undetermined) an in-house search may suffice. But at least four of our present counselor positions must undergo at least a University-wide, if not a metropolitan-wide, search procedure. This necessity is apparently based on the fact that these four positions were not opened to a search when, several years ago, the counselors involved were shifted from faculty appointments as "Instructor/Counselor" to the "E" appointments they now hold. Thus, according to Dean Lupton, the full

search requirement for these four positions is still in effect and must be undertaken this spring.

Furthermore, according to Dean Lupton, Central Administration (Office of the Vice President for Academic Affairs, and Office of the Director of Equal Opportunity and Affirmative Action) has expressed concern about the credentials we presently require for employment as a HELP Center counselor. It is apparently felt that these requirements (Baccalaureate degree plus appropriate experience) are too low, and should be raised to a minimum of a Masters degree or demonstrated progress toward a Masters degree.

The combination of full-scale searches for several counselor positions and the higher academic credentials required to compete for these positions raises the distinct possibility that individuals presently employed at the HELP Center will not be qualified to retain their "redefined" positions after June 15.

STATEMENT OF DEPARTURE

TO: CHICANO EDUCATIONAL ADVISORY COUNCIL

FR: Antonio Perez, HELP Center Counselor

It is with much regret that I inform not only this committee, but the Hispanic Community at large of my departure from my present position as counselor at the HELP Center, a position I have held for the past ten years.

I wish to thank the community for their support and trust in me and in my efforts to make Hispanic education a reality in the state of Minnesota.

In the past ten years I have had many very pleasant experiences, not only with the community and the Public School System versus the Bilingual Education situation, but also with student enrollment and personal student growth.

My statement is not one of resignation from my employment, nor a termination as such, but rather due to a change of circumstances evolving from a re-organization of Support Services by General College.

It has become apparent to me that when you are reduced from a twelve month contract to a nine month contract, meaning loss of salary and benefits which you have enjoyed the last ten years, plus told not to advocate or recruit for students, it is very difficult to remain on staff.

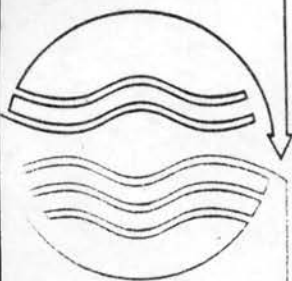
The following HELP Center update will explain what is happening at the Center. SEE ATTACHMENT.

I quote from a memo to Regent David Lebedoff from Carol Pazandak, Administrative Assistant to the President dated 12/18/80 regarding the update of the HELP Center:

"This implementation (reorganization) implies a set of professional requirements for staff, a new selection process, and termination of a number of individuals who currently hold appointments in the HELP Center."

I would like to make a request of this committee. I worked very hard to bring the office from scratch in 1971 to its present Supportive Service status. I would not want the position to be closed or left to a person who may act in a token capacity for the administration of the University.

With this I wish to thank you for the time you have allotted me to make my statement.



March 24, 1981

C. Peter McGrath
President University of Minnesota
420 Delaware Street S.E.
Minneapolis, MN 55455

Dear President McGrath:

I am pleased to forward some preliminary recommendations that the Hispanic Advisory Council has developed in its four sub committees and presented for the approval by the Council as a whole March 20, 1981.

Additional recommendations will be forthcoming within the next month but these initial recommendations will be presented first, given their terms and funding constraints. Much careful review, time and dedication have been spent in the preparation of these recommendations which I believe reflects the commitment of the Council to the realization of a model program for Hispanics. The success of such a program in all its aspects of recruitment and retention of students, staff, and faculty rests with the University sharing of the labor required to realize the dream.

It is the Council's belief that these recommendations will be carefully reviewed by yourself and your senior staff to suggest direct administrative action of forwarding to the Board of Regions.

Cordially,

Jose' Cruz
Affirmative Action Officer

cc: Carol Pazandak
Nils Hasselmo
Al J. Linck
Frank Wilderson

HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

SUPPORTIVE SERVICES

I. Recommendation:

The development of a model Hispanic Program as regards recruitment and retention of student, staff and faculty would attain a greater feasibility for realization given a ten year funding and policy commitment by the University of Minnesota to such an objective.

II. Recommendation:

The Council believes that precedents have been set at other campuses including Macallister College, Minnesota, for the establishment of a University Center that would house Hispanic culture events, supportive services and other Hispanic staff space and emergency temporary student housing. The Council recommends timely renewal of the previous conversation regarding one dollar per year rental of University Avenue property, such as Newgate or others as another aspect of the previous recommendation prior to a final decision by the Board of Regents on said properties.

III. Recommendation:

The Council believes that housing is critical to the retention of Hispanic students, therefore, it is recommended that a housing unit or dormitory space be reserved for such a purpose.

IV. Recommendation:

The Council believes that the sound development of effective supportive services and other Hispanic programs can not continue dependent on Special Legislative funding. Therefore, the Council urges policy and alternative planned funding commitment prior to the next legislative funding hearing.

V. Recommendation:

The Council believes that yearly planning sessions in regards of recruiting and retention activities of student and staff would decrease the need and likelihood of "crisis politics".

- A. For this purpose the Council believes that a first annual two day action conference to be held in May, 1981.
- B. Supportive both fiscally and in staff by the Hispanic Council and the University. Further details of the action conference including agenda, participants identifying funding sources for the proposed planned activities be under taken as soon as possible.

HISPANIC ADVISORY COUNCIL

March 24, 1981

ACADEMIC

- 1) Recommendation:
The establishment of a permanent Hispanic Advisory Council to include membership participation by Hispanic community, faculty, department administrators and students.
- 2) Recommendation:
That rather than isolating a single philosophical ideology for accomplishing Hispanic goals in higher education, that multiple and all ideologies form the philosophical framework for this purpose.
- 3) Recommendation:
Given the characteristics of the Hispanic student who would not go and remain in college without some special effort, it is recommended that the academic outreach efforts in both teaching and advising be reviewed of senior and junior Hispanic faculty every three years.
- 4) Recommendation:
As regards to the Department of Chicano Studies:
 - a) That this department maintain its independent structure with the University as a department.
 - b) That it have the primary responsibility for departmental matters such as hiring procedures (consideration of joint appointments and the departments for which these are made) tenure decisions; courses and credit offerings.
 - c) Search and hiring of the following with A/P appointment
 - Chairperson at the Senior level
 - Program Coordinator and liaison
 - Faculty Members

*Screening
Committee*

HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

EMPLOYMENT

I. Recommendation:

Development of a mechanism for accountability in regards to the recruitment hiring and retention of Chicano personnel, that University will establish a method to achieve those goals with specific time tables and identify respective department units responsible for this process.

II. Recommendation:

That a Hispanic personnel specialist be hired for the purpose of recruitment primarily Hispanics and to review the job announcements.

III. Recommendation:

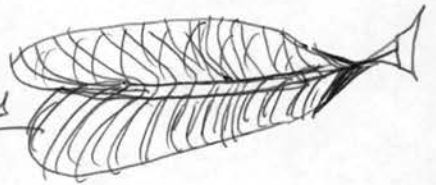
Given the low higher entry level Hispanic position numbers, the Council recommends that merit increases and/or wage assessments of the Dean of Colleges or University department units responsible for the hiring the personnel be subject to review and approval by the assigned personnel Hispanic specialist, to insure that the recruitment and employment of Hispanics is fulfilled.

IV. Recommendation:

That the statistics regarding utilization be available to hiring units prior to the hiring of further University personnel to assure recruiting under representative Hispanics.

to
underrepresented
under represented

await final reports 1-2 weeks



Juan further described the employment process and discussion pursued. The first recommendation that resulted from the discussion of the Council was made by Paul Carrizales as follows:

- "Develop a mechanism for accountability for recruiting and hiring Chicanos in the following employment process: the Personnel Department; University units as regards procedure and time tables with definitive plans as to the methods that will be effective."

The motion was seconded by Marcela Lucero and unanimously accepted.

John Pacheco introduced the second motion reading as follows:

- "University hire a Hispanic Personnel Specialist in Personnel for the purpose of recruiting Hispanics and review job announcements."
- This motion was seconded by Roberto Acosta and accepted unanimously.

There were several other areas referred to the Supportive Services Sub-Committee for recommendations as follows:

- a) A suggestion from the floor that existing Chicano faculty and staff be returned and additional faculty and staff be recruited and hired.
- b) That the question of "T" and "E" appointments as regarding the issue of the Help Center staff be studied and reported back to the Committee.

Supportive Services

After considerable discussion the Council agreed on presenting the following requested items to the University administration:

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B. Supportive both fiscally and in staff by the Hispanic Council and the University. Further details of the action conference including agenda, participants identifying funding sources for the proposed planned activities be undertaken as soon as possible.

Irene Gomez de Bethke motioned that the Sub-Committee be opened up to organized groups, students, community and especially to those interested in working as volunteers. The motion was seconded by Marcela Lucero and accepted by the Council.

Academic Affairs -- Alfredo M. Gonzalez

Alfredo Gonzalez presented the Sub-Committee minutes on Academic Affairs and gave an up-to-date report on their findings. In addition to the minutes the following attachments were included:

1. Memo from Dennis Nodin Valdes of the Chicano Studies Department
2. Memo from Jaime Calvillo of the Chicano Studies Department and a quotation from the Working Draft from College of Liberal Arts which involves Chicano Studies.
3. Two memos from Alfredo Gonzalez announcing the meeting dates for the Sub-Committee.

The recommendations are as follows:

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Program Coordinator and liaison
Faculty Members

Paul Carrizales entertained the following motion:

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Special Announcement

Jesus Santiago is bringing a Civil Law suit against Luis Aguilar and certain members of the administration regarding his termination process.

The meeting adjourned approximately at 7:00 p.m.

CHICANO EDUCATIONAL ADVISORY COUNCIL

MINUTES

March 19, 1981

Members Present: Jose Cruz, John Pacheco, Paul Carrizles, Juan Felipe,
Jose Cortez, Irene Gomez de Bethke, Marcela Lucero,
Roberto Acosta, Rose Herrera

Guests Present: Jesus A. Santiago, Antonio Perez, Samuel Rivera,
Maria Baltierra, Jose Trejo, Maria Velasco, Luis Aguilar

Agenda for Meeting:

Recommendations for consideration to be presented to President Magrath at the meeting of the Council on March 24, 1981 with the Sub-Committees reporting as follows:

1. Supportive Services
2. Employment
3. Academic Affairs

The agenda order was moved altered as follows: Employment before Supportive Services to permit a special report regarding employment and the Help Center by Antonio Perez.

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Antonio Perez circulated "Statement of Departure" and an attachment entitled "Help Center Update" and further explained the proposed organizational changes that will be affecting the Help Center and the employment of four present positions. Jose Cruz suggested that a meeting be set up with Dean Jeanne Lupton of General College and the Supportive Services Committee to find out what is going on. This will be reported back to the general Council. During the final course of the discussion, it was suggested that consideration of retention of the counselors' positions be the issue rather than the Help Center Program.

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The meeting adjourned approximately at 7:00 p.m.

UNIVERSITY OF MINNESOTA EDUCATION ADVISORY COUNCIL

31 APRIL 1981-MEETING

ATTENDANCE: JOSE CRUZ, JOHN PACHECO, JOSE TREJO, RAFAEL ESPARZA, PAUL CARRIZALES
IRENE GOMEZ DE BETHKE, LUIS AQUILAR, ISABELLE TORRES, S.J. HERNADEZ
JOANN CARDENAS ENOS, RICARDO ROMERO, MARIA BALTIERRA

ANNOUNCEMENTS: JOSE TREJO

THE SPANISH SPEAKING BILL PASSED WITH FOUR CHANGES TO IT.

THESE CHANGES ARE:

1. THE SECTION THAT PROVIDES FOR TRANSFER OF STAFF FROM THE OLD SPANISH SPEAKING COUNCIL HAS BEEN DELETED.
2. CHANGE IN TERMINATION DATE
3. CHANGE ALDER STAFF TO UNCLASSIFIED
4. E. PEREZ WILL REMAIN UNCLASSIFIED.

THERE IS ALSO AN ADMINSTRATIVE SECRETARY POSITION AVAILABLE, IF THERE IS ANYONE INTERESTED IN THIS POSITION, THE SHOULD CONTACT J. TREJO FOR THE APPLICATION, OR CONTACT OTHER MEMBERS OF THE ADVISORY COUNCIL. THIS JOB HAS A THREE YEAR COMMITMENT.

THE MEETING WAS OPENED BY JOSE CRUZ.

JOSE CRUZ NOTIFIED THE COUNCIL THAT HE MET WITH VICE PRESIDENT WILDERSON TO GIVE A VERBAL NOTICE THAT HE WILL SUBMIT HIS RESIGNATION AS CHAIRPERSON OF THE COUNCIL. HE WILL STAY ON AS CHAIRPERSON TILL JUNE AND WILL CONTINUE AS AN ALTERNATE.

PAUL CARRIZALES RESPONDED TO JOSE CRUZ'S RESIGNATION, STATING, THAT FREQUENTLY WE ARE QUICK TO CRITICIZE, BUT WE WOULD LIKE TO PUBLICALLY THANK JOSE FOR ALL THE WORK HE HAS DONE FOR THE COUNCIL.

JOHN PACHECO RECOMMENDED TO THE COUNCIL THAT THE POST OF CHAIRPERSON BE RECOMMENDED TO PRESIDENT McGRATH. HE ALSO RECOMMENDED THAT A TWO DAY CONFERENCE IN MAY FOR PLANNING, OUTLINING THE FOLLOWING.

DAY 1: OUTLING THE ISSUES AND RECOMMENDATIONS

LIST THE RECOMMENDATIONS AND BREAK UP INTO GROUPS

FINALIZE RESPONSE

DAY 2: DISCUSS THE FUTURE OF THE ADVISORY

HOW TO DEAL WITH PEOPLE LEAVING

RESPONSIBILITY OF THE ADVISORY

PLAN FOR NEXT YEAR-CHICANO LEARNING CENTER

WHAT CAN THE COMMUNITY DO

WHAT CAN THE JOINT GROUP DO IN FULLFILLING RECUITMENT AND RETENTION.

THEREFORE TO HAVE GUIDELINES INSTEAD OF BEING A CRISIS ORIENTATED GROUP.

PAUL CARRIZALES RECOMMENDED THAT NEXT YEARS PLANS AND AGENDA TO EXTEND TO SUPPORTIVE SERVICES, WITH THE PRIMARY FOCUS BEING (1) WHY IS THERE A LACK OF PRIMARY FACULTY AND STAFF. (2) JOBS AND EMPLOYMENT. (3) FOLLOW THROUGH OF AFFIRMATIVE ACTION.

IRENE GOMEZ DE BETHKE SUGGESTED TO THE COUNCIL THAT THE WORKSHOPS FOR THE CONFERENCE BE MORE EFFECTIVE. WE SHOULD MAKE RESOLUTIONS COME OUT. ALSO DR. BOB BROWN HAS BEEN CONSULTED IN THE PAST TO HELP STRUCTURE MEETINGS. HE COULD BE ASKED TO BE A CONSULTANT FOR THE MEETING.

RAFAEL ESPARZA MOVED FOR SUBCOMMITTEE APPROVAL OF THE AGENDA FOR THE CONFERENCE.

THE MOTION WAS MADE AND SECONDED BY JOSE CRUZ
NO FORMAL VOTE WAS MADE.

JOSE TREJO SUGGESTED TO THE COUNCIL THAT TWO OR THREE PEOPLE BE SELECTED FOR SETTING UP THE AGENDA FOR THE CONFERENCE.

RAFAEL ESPARZA HAD A PERSONEL REQUEST, THAT A PERSONEL LETTER FROM THE PRESIDENT OF THE UNIVERSITY, FOR ACKNOWLEDGEMENT OF THE COMMITTEES WORK.

IRENE GOMEZ DE BETHKE RECOMMENDED TO THE COUNCIL THAT JOHN PACHECO AND LUIS AQUILAR BE APPOINTED BY THE CHAIR TO HELP SET UP THE AGENDA.

PAUL CARRIZALES SUGGESTED THAT PRESIDENT McGRATH SEND OUT FORMAL INVITATIONS ABOUT THE CONFERENCE.
THIS MOTION WAS MADE AND SECONDED.

IT WAS ALSO MENTIONED THAT AN ALTERNATE FACILITY MAY BE NEEDED FOR THE CONFERENCE.

RAFAEL ESPARZA RECOMMENDED THAT THE CONFERENCE BE HELD BEFORE SPRING QUARTER ENDS.

JOHN PACHECO SUGGESTED THAT THE CONFERENCE BE HELD IN THE LAST WEEK IN MAY. BUT WOULD THIS INTERFERE WITH THE LABOR DAY WEEKEND. HE ALSO RECOMMENDED THAT AN ALTERNATE FACILITY BE CHOICEN. HE ALSO WANTED TO KNOW WHO WILL BE INVITED AND HOW OPEN DO WE WANT THE CONFERENCE.

SAM HERNANDEZ RECOMMENDED TO THE COUNCIL THAT AT LEAST ONE MORE PERSON CLOSER TO THE ST. PAUL COMMUNITY BE ADDED TO THE COUNCIL. AND ALSO THAT WE SHOULD MAKE SURE THAT TEMPERS DON'T MARE THE CONFERENCE, IE. OTHER ISSUES OUTSIDE OF THE CONFERENCE. ALSO LEAVE SOME PART OF THE CONFERENCE OPEN SO SOMETHING COULD BE ENTERED.

JOSE CRUZ RAISED THE QUESTION OF HAVING A TEMPORARY CHAIRPERSON TO SET UP STRUCTURE OF THE AGENDA FOR THE SECOND DAY OF THE CONFERENCE AND AT LEAST ONE DAY TO ELABORATE THE STRUCTURE

PAUL CARRIZALES BROUGHT TO THE ATTENTION OF THE COMMITTEE, THAT WE HAVE HAD NINE MONTHS OF DISCUSSION. IF PEOPLE HAD CONCERNS, THEY SHOULD HAVE HAD INTEREST.

JOSE CRUZ RECOMMENDED THAT A SUB-COMMITTEE ELECT A CO-CHAIR ON RECOMMENDATION BY THE COUNCIL.

PAUL CARRIZALES RECOMMENDED THAT ONE CO-CHAIRPERSON BE A WOMAN. PAUL ALSO BROUGHT ATTENTION TO THE MINUTES OF MARCH 19, 1981, PAGE 4. JESUS....ECT. THAT THESE COMMENTS WERE NEVER MADE AND THAT THEY SHOULD BE STRUCT FROM THE MINUTES. THEREFORE THE MINUTES SHOULD BE CORRECTED

THIS MOTION WAS MADE AND SECONDED BY IRENE GOMEZ DEBETHKE.

THE MEETING WAS CLOSED BY JOSE CRUZ.

CHICANO EDUCATIONAL ADVISORY COUNCIL

MARCH 24, 1981

AGENDA

I. Opening Remarks

President C. Peter Magrath

Mr. Jose Cruz

II. Recommendations of the Sub. Committee

A. Supportive Services

B. Academics

C. Employment

HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

SUPPORTIVE SERVICES

I. Recommendation:

The development of a model Hispanic Program as regards recruitment and retention of student, staff and faculty would attain a greater feasibility for realization given a ten year funding and policy commitment by the University of Minnesota to such an objective.

II. Recommendation:

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III. Recommendation:

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V. Recommendation:

The Council believes that yearly planning sessions in regards of recruiting and retention activities of student and staff would decrease the need and likelihood of "crisis politics".

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HISPANIC ADVISORY COUNCIL

March 24, 1981

ACADEMIC

- 1) Recommendation:
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- 2) Recommendation:
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HISPANIC ADVISORY COUNCIL

MARCH 24, 1981

EMPLOYMENT

I. Recommendation:

- Development of a mechanism for accountability in regards to the recruitment hiring and retention of Chicano personnel, that University will establish a method to achieve those goals with specific time tables and identify respective department units responsible for this process.

II. Recommendation:

That a Hispanic personnel specialist be hired for the purpose of recruitment primarily Hispanics and to review the job announcements.

III. Recommendation:

Given the low higher entry level Hispanic position numbers, the Council recommends that merit increases and/or wage assessments of the Dean of Colleges or University department units responsible for the hiring the personnel be subject to review and approval by the assigned personnel Hispanic specialist, to insure that the recruitment and employment of Hispanics is fulfilled.

IV. Recommendation:

That the statistics regarding utilization be available to hiring units prior to the hiring of further University personnel to assure recruiting under representative Hispanics.

CHICANO EDUCATIONAL ADVISORY COUNCIL
MINUTES

March 19, 1981

6 Rafael Espinoza
7 Isabel Torres

Members Present:

1 Jose Cruz, 2 John Pacheco, 3 Paul Carrizles, Juan Felipe,
Jose Cortez, Irene Gomez de Bethke, Marcela Lucero,
Roberto Acosta, Rose Herrera 4

Guests Present:

Jesus A. Santiago, Antonio Perez, Samuel Rivera, 5
Maria Baltierra, Jose Trejo, Maria Velasco, Luis Aguilar

Joan Cardenas de Enos

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1.
2.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of Equal Opportunity, and Affirmative Action
419 Main Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 625-7869

March 19, 1981

TO: JoAnn Cardenas de Enos, Women's Advocate
Jose Cortez, Admissions Assistant
Yasmin Overlid, Counselor
Felipe Ramirez, Monitoring Specialist

FROM: Juan Felipe, Equal Opportunity Coordinator *Juan*

RE: Employment Sub-Committee of the Chicano Education Advisory
Council, University of Minnesota

MINUTES

March 11, 1981

3:00 p.m. - 4:30 p.m.

University of Minnesota Civil Service Personnel Office
1919 University Avenue
St. Paul, Minnesota 55104

Members present: Juan Felipe, Jasmin Overlid

The subcommittee met with Mel Dario, head of the Employment Division of the Civil Service Personnel Office, and Mr. Bart Martinez, one of four Personnel Specialists in the division. The function of this division is to manage all employment functions including job posting, certification and referral of job applicants.

Job postings are initiated by a department on the B.A. Form 465, Civil Service Personnel Requisition. The employment division reviews the job posting to see that the duties and qualification requirements are appropriate for the job classifications on file for the class. These job specifications are periodically updated, on need basis, by the compensation division of the Personnel Office.

When we reviewed the job posting for Police Officer and compared it against the job specifications, the qualification requirements did not match; the job specifications indicated a date of November 1, 1972.

The certification of applicants is performed by the four Personnel Specialists. If an individual's application indicates that he/she meets the minimum qualifications as required by the job posting, the applicant is referred to the department for further consideration. The department is responsible for the certified applicant to contact the department to arrange for an interview.

TO: Chicano Educational Advisory
Committee to Peter McGrath

DATE: March 19, 1981

FROM: Fact Finding Committee
-Irene Gomez de Bethke, Chairperson
-Dionisia Coates
-Samuel Rivera
-Ricardo Flores

SUBJECT: Recommendations to the
Chicano Educational Advisory
Committee to Peter McGrath

Summary of January 15, 1981 and February 11, 1981 meetings.

The purpose of this subcommittee as defined by the chairperson Jose Cruz of the Chicano Educational Advisory Council, is to review existing problems and to determine their appropriateness for this committee. To be open and to investigate issues regarding grievances. To make recommendations to C. Peter McGrath for needed changes in the structure or procedures at the University of Minnesota.

The subcommittee felt that we need to establish the parameters of the committee. Questions regarding our role and authority were raised and discussed. Each subcommittee should have a chairperson and a recorder; the subcommittee should be open to volunteers; the chairperson to be a member of the Chicano Educational Advisory Council. There is a need for structure and accountability. Subcommittee(s) must be accountable to the larger advisory committee. Recommendations coming from Fact Finding Subcommittee should first have the sanction of the Chicano Educational Advisory Committee to Peter McGrath, before going any further. Reporting, recommending and revising are all important as well as community awareness. We recommend some kind of system to communicate to the community the progress of the committee, as well as a status report of the University's progress in implementing the Advisory's recommendations. Concern was voiced on the November 1977 Task Force recommendations and what has actually been implemented. Subcommittee questioned whether there was a specific commitment from the president and the regents of the University of Minnesota.

Human Relations Policy:

We need to look at the University's human relations policies to review, refine and revise if need be - what are the procedures for implementation? What are Federal level, state level and how do they compare with the University?

Consciousness raising regarding "institutional racism".

What kind of inservice for staff is available?

The State Department of Education requires 60 hours of human relations training for all staff, is the University of Minnesota in compliance?

Affirmative Action

We need to investigate the University's policies and procedures in this regard. The question was raised if this would be a duplication of effort with the employment subcommittee?

Review of Staff Termination

An in-depth review was instigated of Marcela (Trujillo) Lucero's termination contingent on the P.H.D. The subcommittee's review resulted in the following recommendations: The subcommittee recommends reinstatement of Marcela Lucero with tenure. The subcommittee is aware of the many Chicanos who are student and community oriented, being terminated or forced to quit because of their commitment to the student and to the community. The subcommittee wants recognition of this commitment as well as what the University requires for tenure and/or retention to be of equal value in the eyes of the administration. We identify with these people and recommend their retention and/or reinstatement.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Consolidated HELP Center
General College
317 17th Avenue S.E.
Minneapolis, Minnesota 55414
(612) 373-0120

ATTACHMENT

HELP CENTER UPDATE -- March 9, 1981

The HELP Center is currently undergoing two major organizational changes: we are joining with other supportive services units to form a single General College division (as recommended by the GC Reorganization Task Force), and our counselors are being shifted from "E" appointments to the new "Academic Staff Professional and Administrative Personnel Category." Both of these changes raise the possibility that persons presently employed as counselors at the HELP Center may not be eligible for continued employment beyond June 15, 1981.

In the case of our "merger" with other units into a new Supportive Services Division, the Task Force has recommended that "Staff titles, roles, rank, responsibilities, and appointments for permanency and advancement should be clarified and made public." Whether or not this recommendation will adversely affect individuals employed at the HELP Center is unclear; a special committee appointed by the Dean of General College is now meeting to work out the details of the proposed reorganization.

The shift from "E" to "A/P" appointments more directly impacts HELP Center counselors insofar as job security is concerned. According to Dean Lupton, this shift will require a "search" procedure for all counselor positions. In some cases (the exact number has not yet been determined) this "search" may amount to nothing more than a formal request for exemption from search. In other cases (number undetermined) an in-house search may suffice. But at least four of our present counselor positions must undergo at least a University-wide, if not a metropolitan-wide, search procedure. This necessity is apparently based on the fact that these four positions were not opened to a search when, several years ago, the counselors involved were shifted from faculty appointments as "Instructor/Counselor" to the "E" appointments they now hold. Thus, according to Dean Lupton, the full

search requirement for these four positions is still in effect and must be undertaken this spring.

Furthermore, according to Dean Lupton, Central Administration (Office of the Vice President for Academic Affairs, and Office of the Director of Equal Opportunity and Affirmative Action) has expressed concern about the credentials we presently require for employment as a HELP Center counselor. It is apparently felt that these requirements (Baccalaureate degree plus appropriate experience) are too low, and should be raised to a minimum of a Masters degree or demonstrated progress toward a Masters degree.

The combination of full-scale searches for several counselor positions and the higher academic credentials required to compete for these positions raises the distinct possibility that individuals presently employed at the HELP Center will not be qualified to retain their "redefined" positions after June 15.

STATEMENT OF DEPARTURE

TO: CHICANO EDUCATIONAL ADVISORY COUNCIL

FR: Antonio Perez, HELP Center Counselor

It is with much regret that I inform not only this committee, but the Hispanic Community at large of my departure from my present position as counselor at the HELP Center, a position I have held for the past ten years.

I wish to thank the community for their support and trust in me and in my efforts to make Hispanic education a reality in the state of Minnesota.

In the past ten years I have had many very pleasant experiences, not only with the community and the Public School System versus the Bilingual Education situation, but also with student enrollment and personal student growth.

My statement is not one of resignation from my employment, nor a termination as such, but rather due to a change of circumstances evolving from a re-organization of Support Services by General College.

It has become apparent to me that when you are reduced from a twelve month contract to a nine month contract, meaning loss of salary and benefits which you have enjoyed the last ten years, plus told not to advocate or recruit for students, it is very difficult to remain on staff.

The following HELP Center update will explain what is happening at the Center. SEE ATTACHMENT.

I quote from a memo to Regent David Lebedoff from Carol Pazandak, Administrative Assistant to the President dated 12/18/80 regarding the update of the HELP Center:

"This implementation (reorganization) implies a set of professional requirements for staff, a new selection process, and termination of a number of individuals who currently hold appointments in the HELP Center."

I would like to make a request of this committee. I worked very hard to bring the office from scratch in 1971 to its present Supportive Service status. I would not want the position to be closed or left to a person who may act in a token capacity for the administration of the University.

With this I wish to thank you for the time you have allotted me to make my statement.

In certain job classifications, the applications of certified applicants are forwarded to the hiring department who will determine who will be interviewed. These positions are classified as "Collect" applications.

Individuals who do not meet the minimum qualification requirements are informed of this by the Personnel Department. Individuals who are certified and referred to the department are supposed to be informed of the status of their application by the department.

Jasmin indicated that she had been scheduled for an interview by a department one time but was later informed by the department that someone had been selected; she was never interviewed. Mel Dario indicated that this was probably not the norm. However, there appears to be no policy on how many certified applicants are to be interviewed by the hiring department.

A policy on "Collect" applications also appears to be rather sketchy and questionable. An orange handout provided by the Personnel Office, "How to Apply for University Civil Service Job Vacancies," indicates that, "the hiring department will review your application and select some applicants for interviews."

A later review of the Paper Cycle provided by the Personnel Office to University departments indicated some information on how to conduct interviews. The section on legal vs. illegal questions was well developed; however, the guidelines on the selection of applicants for interviews, the number to interview, and the order of interview by the department needs to be developed. At minimum, it warrants some clarification.

Also, it appears to be unrealistic to assume that each and every person conducting interviews and selections for hires is aware of the current guidelines in the Paper Cycle. There is even more reason to believe these guidelines would be referenced by a department each and every time that a position is filled. Perhaps the Personnel Office needs to develop a concise handout of instructions and guidelines for the department to use with each job posting. This would supplement the handouts to prospective applicants.

Currently, only Form 18 positions are reviewed for approval by the Personnel Office and by the Office of Equal Opportunity and Affirmative Action before the offer may be made to any applicant. These are positions which fall into the EEO-6 category 1-Executive, Administrative and Managerial. This form may be extended to monitor other job classifications, on need basis, at the discretion of the University Equal Opportunity Officer.

When asked about the active recruitment of Chicanos and other minorities, Mr. Dario indicated they do not have the staffing for it. However, he did mention that his division is working on a plan whereby the four personnel specialists would operate their function from various community locations for a day at a time. They would process applications and referrals from these "satellite" offices in an effort to bring the Personnel Office into the community. He indicated that this could happen within six months.

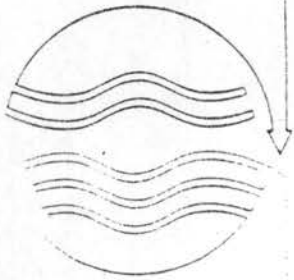
We indicated to Mr. Dario that updated goals should be available (to be prepared by the Equal Opportunity Office) and that they would have to assume some of the responsibility for helping the University of fulfill its goals.

With the recent completion of the Civil Service applicant tracking system, we indicated that the committee will want to review quarterly reports on applicants, referrals and hires.

enclosures: How to Apply for University Civil Service Job Vacancies
How to Read a Job Vacancy Posting
Memo #5 (Form 18)

cc: Jose Cruz, Chair, Chicano Educational Advisory Council
Members, Chicano Educational Advisory Council
William C. Thomas, Assistant Vice President for Administration
and Director of Personnel
Lillian H. Williams, Director and University Equal Opportunity
Officer

JF/mk



March 24, 1981

C. Peter McGrath
President University of Minnesota
420 Delaware Street S.E.
Minneapolis, MN 55455

Dear President McGrath:

I am pleased to forward some preliminary recommendations that the Hispanic Advisory Council has developed in it's four sub committees and presented for the approval by the Council as a whole March 20, 1981.

Additional recommendations will be forthcoming within the next month but these initial recommendations will be presented first, given their terms and funding constraints. Much careful review, time and dedication have been spent in the preparation of these recommendations which I believe reflects the commitment of the Council to the realization of a model program for Hispanics. The success of such a program in all its aspects of recruitment and retention of students, staff, and faculty rests with the University sharing of the labor required to realize the dream.

It is the Council's belief that these recommendations will be carefully reviewed by yourself and your senior staff to suggest direct administrative action of forwarding to the Board of Regents.

Cordially,

Jose' Cruz
Affirmative Action Officer

cc: Carol Pazandak
Nils Hasselmo
Al J. Linck
Frank Wilderson

5. Members

Irene Gomez Bethke, Vice Chairperson
Paul Carrizales, Chairperson
Jose Cruz
Ricardo Flores
Rose Herrera
Francisco Aguilar, member at large
Franklin Sanchez, Secretary
Geraldo Ruelas
Rachel Montez
Margarita Carrera
Jerry Freeman
Andy Nelson
Rogelio Blanco
Cecilia Garica
Luis Aguilar, Director of Center

The Committee has been established as the proper mechanism for discussing specific issues and concerns regarding the Chicano/Latino Learning and Resources Center.