



Irene Gomez-Bethke Papers.

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HISPANIC ADVISORY COUNCIL CONFERENCE AGENDA

June 5

~~May 29~~, 1981 FRIDAY

REGISTRATION 9:00 - 9:30 a.m.

INTRODUCTION 9:30 - 10:00 a.m.

TOPIC: Hispanic Advisory Council at the University of Minnesota.

PURPOSE: To provide information on the Hispanic Advisory Council at the University of Minnesota.

BREAK 15 Minutes

TOPIC: Directions? 10:15 - 12:00 p.m.

PURPOSE: Function and Responsibility of the Hispanic Advisory Council and the University of Minnesota.

LUNCH 12:00 - 1:00 p.m.

Continuation of the topic: 1:00 - 1:45 p.m.
Directions?

BREAK 15 Minutes

WORKSHOP 2:00 - 4:00 p.m.

TOPIC: Employment Opportunities for Hispanics.

PURPOSE: Hiring of Hispanics at the University of Minnesota: administration, academic and civil service.

June 6

~~May 30~~, 1981 SATURDAY

REGISTRATION - Newcomers 9:30 - 10:00 a.m.

Topic: Educational Opportunities for the Minnesota Chicano: The Time is Running Out!

PURPOSE: Programs to facilitate the Chicanos' access to admissions and successful completion of educational objectives.

WORKSHOP A — Supportive Services
Recruiting (K — 12th grades and Elderhostel)
Financial Aid
Juarez-Humphrey

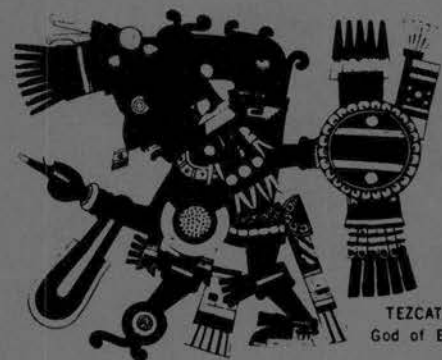
WORKSHOP B — Supportive Services
Housing
Tutoring
Cultural Events

LUNCH 12:00 - 1:30 p.m.

TOPIC: Summation 1:30 - 3:30 p.m.

PURPOSE: The presentation of the objectives concluded from the workshops to the body of the whole.

CONCLUSION.



You may register by completing and returning the Registration Form below, or by calling Jose Cruz, Chairperson, at 222-8423.

The conference will provide information packets and luncheons. Please mail the Registration Form or call if you plan to attend *no later than May 28, Thursday morning.*

REGISTRATION FORM:

Name _____ Agency _____

Address _____

City _____ State _____ Zip _____

Telephone _____

Jose Cruz, Chairperson
Hispanic Advisory Council
Metro Waste Commission
340 Metro Square Building
St. Paul, Minnesota 55101

Postage
Required

YOUR CHILD CAN GO TO COLLEGE

¡ SI SE PUEDE !

FIRST ANNUAL PLANNING CONFERENCE

Friday, May 29 and
Saturday, May 30, 1981



Hispanic Advisory Council
University of Minnesota

Sheraton-Ritz Hotel
315 Nicollet Avenue
Minneapolis, MN 55401
(Downtown)

MEMORANDUM

TO: Hispanic Education Advisory Council (and Alternates)
Advisory Committee to Chicano/Latino Learning and Resources Center
Community at Large (list attached)

FROM: José Cruz, Chairperson *JC*
Chicano/Hispanic Education Advisory Council

DATE: April 1981

SUBJECT: Mission of Hispanic Education Advisory Council and of Advisory
Committee to the Chicano/Latino Learning and Resources Center

It has come to my attention that there is a lot of misinformation and rumor floating around our community regarding the purpose and role of both the "Hispanic Education" Advisory Council to the Regents, and the Advisory Committee to the Chicano-Latino Learning and Resources Center. Perhaps this memo will help clarify the mission of each advisory committee, and possibly help us to avoid trouble if proper and established procedures are not followed.

Chicano/Hispanic Education Advisory Council - Role (See memo from President C. P. Magrath, November 11, 1980, to Council)

1. Advisory to President Magrath on general educational matters for which the University is responsible in regard to Chicanos.
2. Improve communication between community and the Twin Cities campuses.
3. Issues recommended to be studied by President Magrath include:
 - The recruiting of students;
 - Liaison with various parts of the community;
 - How to provide the community with better information and assistance;
 - How to increase student retention;
 - Recommendations to the University to enhance the learning experiences of students at the University.

Membership of the Council

1. Names for Council membership and alternates were submitted to a nominating committee, President Magrath confirmed appointments (memo of November 11, 1980).

2. Council determines guidelines for terms of membership, turnover process, and nominations for future membership. President Magrath confirms appointments based on the Council's recommendations.
3. Members

Member

Irene Gomez Bethke (Fact-finding,
Grievance Committee Chairperson)
Sam Hernandez
Dionisia Coates
Yasmin Overlid
Marcella Trujillo
Jose Cortez
Ricardo Flores
Sam Rivera
JoAnn Cardenas Enos
Felipe Ramirez
Juan Pacheco (Support Services
Committee Chairperson)
Ruben Adan
Milton de Jesus
Alfredo Gonzalez (Academic Affairs
Committee Chairperson)
Paul Carrizales
Jose Cruz (Chairperson)

Alternate

Francisco Gallegos

Chris Jones
Roberto Acosta
Isabelle Torrez
Donn Vargas
Jose Gaitan
Alberto Miera
Eduardo Villalon
Frances Trejo
Rose Herrera
Rafael Esparza

Rogelio Blanco
Manuel Guzman
Juan Felipe (Employment
Committee Chairperson)
Juan Hernandez

The Council has been established as the proper mechanism for discussing issues and concerns regarding Chicano/Hispanic education at the University of Minnesota. Problems will be discussed by the Council first, and then brought to the attention of the President, or University at large.

Advisory Committee to the Chicano/Latino Learning and Resources Center - Role
(See Chicano/Latino Learning and Resources Center BYLAWS)

1. Advisory to the Director of the Center in planning or developing effective retention and recruitment program.
2. Advisory to the Director in establishing goals or objectives and review effectiveness of programs and projects sponsored by the Center.
3. Review and hear concerns and problems regarding the Center, specifically.

Membership of the Committee

1. Membership to represent a cross-section of the Chicano/Latino population.
2. Non-Hispanic members
3. Student members
- " Membership lasts one academic year

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 Vacany 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.

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

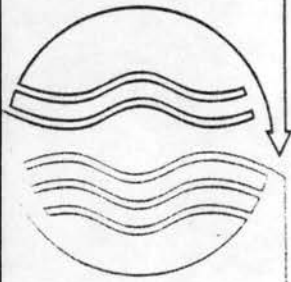
Paul Carrizales entertained the following motion:

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.



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 Regions.

Cordially,

Jose' Cruz
Affirmative Action Officer

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

CHICANO EDUCATIONAL ADVISORY COUNCIL

MARCH 24, 1981

AGENDA

I. Opening Remarks

President C. Peter Magrath

Mr. Jose Cruz

*may program for
Revenues - from Legislature*

II. Recommendations of the Sub. Committee (5)

A. Supportive Services

1-² B. Academics

C. Employment

D. Fast Finding Committee

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. *structure long range planning*

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. *critically*

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. *general budget formula increase*

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.* *long range plan*
- 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

program Liaison

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

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

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

Paul Carrizales

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 towards Chicano-Latino students. The majority of Chicano-Latino students at the University are in General College, yet there is not a single full-time permanent Chicano 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 recommendation was seconded by Marcela Lucero and unanimously accepted .



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.



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1200 West 26th Street
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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 made, other than the "response" given in September 1980?
 - b. The sub-committee questions apparent omissions in the Composition and Input 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 Tech in the Universities Decision Making Procedures as well as
C k u.

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 by 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.

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.

New board is proposed

Continued from page 1

through separate budget requests and other means as appropriate.

In addition, the new board would be required to prepare a plan which would do the following:

—plan for the sharing of the administrative, support staff and faculty in the nine communities where technical institutes and community colleges are present. The plan is to be presented to the governor and legislature by January 1, 1982 and implemented no later than January 1, 1983.

—plan for the sharing of administrative, support staff and faculty on a regional basis for all institutions whose enrollment is below 400. This plan is to be presented to the governor and legislature no later than January 1, 1983 and enacted no later than January 1, 1984.

—identify those institutions which because of their geographic location provide sole access to post-secondary education and propose that they be funded at the minimal core level regardless of enrollment.

The Coordinating Board proposal recommends that legislation creating the new board include area administrative structures. Each area administration would include councils with responsibility to develop area plans, conduct area evaluations, recommend reallocations of program resources, including positions within the area's budget, with approval of the State Board, and conduct administrative duties as delegated by the State Board.

HECB Executive Director Clyde R. Ingle said that fiscal constraints and declining enrollments jeopardize Minnesota's commitment to provide high quality education while maintaining access and choice for students.

To respond to this threat, the state has three possible choices, he said. They are: provide state appropriations sufficient to ensure that small institutions retain a minimal core of services regardless of enrollments, close institutions which are no longer educationally effective because of declining enrollments and resources, or make structural changes in the state's systems of post-secondary education.

"The shift of responsibility for governing sub-baccalaureate education to a single governing board is more likely to insure effective governance of this sector of education than is the present arrangement of separate and competing systems under different governing boards," Ingle said.

Ingle emphasized that the recommendation is not a proposal for a simple

CONDITIONS AND CONCLUSIONS

The Coordinating Board's recommendations are based on several conditions and conclusions outlined in the final reports on the two studies. They are as follows:

(1) The missions of the Community College System and the AVTIs tend to overlap. The Community College System, as part of its mandate, has provided occupational and vocational programs. While the AVTIs have adhered to their vocational mission, they show signs of expanding program offerings which may require increased work in related or general education.

(2) One half of the community colleges are in the same community with an AVTI; almost one third of the technical institutes are located in the same community as a community college.

(3) Enrollments for Minnesota post-secondary education are projected to decline by about 25 percent in the next 15 years and fiscal conditions are expected to be difficult. This may result in program proliferation and wasteful competition in recruiting students.

(4) The educational benefits to students from combining resources of the AVTIs and community colleges have become evident. The pooling of opportunities for students would increase educational opportunities for students without increasing the state outlay for education.

(5) Maintaining the projected number of relatively small institutions under future conditions poses a problem, particularly in those communities that have both a small technical institute and community college. By 1980, five community colleges are projected to enroll fewer than 400 students; nine AVTIs are projected to have enrollments below 400 average daily membership.

(6) Governance structures are divided and insufficient. The present governance of AVTIs is no longer appropriate given the size, mission and public investment in the system. The technical institutes have become a state system in funding, in programs and in mission but not a state system in governance.

merger of community colleges with technical institutes.

"It is a recommendation for a governing board with the specific mandate to create and insure the distinct roles of the various types of institutions based on regional needs, existing institutional networks and projected populations," he said.

The recommendation for area administrations is intended to balance the value of local control and influence and the need for state level funding and accountability and policy consideration, he said.

The Coordinating Board recommended the following regarding the University of Minnesota General College:

—That the Board of Regents continually monitor the role of the General College to insure that its special service to disadvantaged and minority students not be reduced, to prevent further expansion of lower division occupational programs

in the General College except in cooperation with a technical institute and to limit the enrollment of the General College to a maximum of 3,000 students. Further, that the governor and the legislature not request or appropriate funds to the General College for activities which are in conflict with these recommendations.

The Coordinating Board recommended the following concerning the vocational education mission of the State University System:

—That the State University Board not implement new vocational programs of two years duration or less in those communities where AVTIs are located and that the State University Board phase out vocational programs of two years' duration or less in such communities except where such programs are in cooperation with or in coordination with the AVTIs; and that the legislature require this delineation of mission no later than January 1, 1985.

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.

Newsletter Budget

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. ① 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. *Update*

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. ② 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. ③ 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.

HISPANIC EDUCATIONAL ADVISORY COUNCIL
University of Minnesota
St. Paul Radisson Hotel
June 5-6, 1981

AGENDA

Friday, June 5, 1981

9:00 - 9:30 a.m.	Registration	
9:30 - 10:00 a.m.	Overview of Hispanic Educational Advisory Council	<u>Wabasha Five</u>
	- Jose Cruz	
	- Paul Carrizales	
	- Frank Sanchez	

SESSION I

10:00 - 12:00 noon	Develop recommendations for the future of the Advisory Council	
GROUP A	Goals and Objectives of the Advisory Council	<u>Senate Suite</u>
	Facilitator: Sam Hernandez	
GROUP B	Membership, officers, procedures, etc.	
	Facilitator: Irene Bethke	<u>Indian Suite</u>
12:00 - 1 p.m.	LUNCH	
1:00 - 2:00 p.m.	Review group recommendations	<u>Wabasha Five</u>
2:00 - 2:15 p.m.	Break	

SESSION II

2:15 - 4:00 p.m.	Develop recommendations to the University in the areas of employment and academic affairs	
GROUP A	Academic Affairs	<u>Senate Suite</u>
	Facilitator: Paul Carrizales	
GROUP B	Employment	<u>Indian Suite</u>
	Facilitator: Juan Felipe	
4:00 - 4:30 p.m.	Review group recommendations	<u>Wabasha Five</u>
4:30 p.m.	Adjourn for the day	

HISPANIC EDUCATIONAL ADVISORY COUNCIL

June 5 - 6, 1981

AGENDA

Page Two

Saturday, June 6, 1981

9:30 - 10:00 a.m. Registration

10:00 - 10:15 a.m. Review proceedings of the previous Wabasha Five
day for new participants

SESSION III

10:15 - 11:30 a.m. Recruitment of Hispanics to the Wabasha Five
University of Minnesota
Status report: Lupe Charles
Facilitator: John Pacheco

11:30 a.m. - 12:30 p.m. LUNCH

SESSION IV

12:30 - 2:00 p.m. Review and Develop Recommendations for
Supportive Services to Chicano/Latino
students

GROUP A Financial Aid, Chicano-Latino Center Senate Suite
Retention Programs
Facilitator: Sam Hernandez

GROUP B Housing, tutoring, cultural events Indian Suite
Facilitator: Rafael Esperza

2:00 - 2:30 p.m. Review group recommendations Wabasha Five

2:30 - 4:00 p.m. Review, discuss and ratify conference
recommendations

4:00 p.m. Adjournment

REPORT ON THE UNIVERSITY RESPONSE TO
RECOMMENDATIONS FROM THE TASK FORCE ON CHICANO CONCERNS
OF NOVEMBER 28, 1977

A Task Force to study ways in which the University of Minnesota, particularly the Twin Cities Campus, could better serve the needs of the Chicano-Latino community was appointed on October 28, 1976, by President C. Peter Magrath. The Task Force was asked to address the following questions: How many potential Chicano-Latino students might be interested in attending the University of Minnesota? How can we better reach and recruit students? Once the students arrive at the University, how can we better help assure their academic progress and graduation within fiscal reality? How can we better recruit Chicano and Latino faculty and staff?

The Committee, co-chaired by the late Dean Richard P. Bailey of the General College and Maria Baltierra, medical student and Student Representative to the Board of Regents, met over the course of the year and prepared a careful and thorough analysis of the chief concerns and needs of the Chicano-Latino community. The Committee report contained eleven recommendations for action that would guide the University in developing and improving its programs and services on behalf of Chicanos. An assessment of the status of each of these recommendations nearly three years after they were made has just been completed and is presented in this report. More detailed information on a number of activities is available; it is also possible that some programmatic developments have been overlooked.

In brief overview, the Task Force report has made a significant difference in the University's response to Chicano-Latino concerns. There has been considerable progress in carrying out a number of the recommendations, and the Task Force can take pride in knowing that its work has been fruitful. A number of recommendations, however, have not been moved very far, and a considerable amount of work remains

to completely develop the others. This review serves not only to note what has been accomplished, but as a reminder and guide of what needs to be done.

--- Recommendations and Responses ---

1. *Recommendation:* The University of Minnesota should establish an autonomous Chicano supportive services unit in which financial aids, recruitment, admissions and records, and counseling would be centralized. This unit should be expanded to become also a counseling, learning, and resource center responsible for the orientation of all incoming Chicano undergraduate students and for the development of retention programs designed to facilitate their successful completion of degree programs.

Response: In September 1978, the University of Minnesota established the Juarez/Humphrey Chicano Latino Supportive Services Center. The Juarez/Humphrey Chicano Latino Supportive Services Center was intended to provide many of the services recommended above. Currently, the Center operates on a budget of \$70,748, of which \$5,299 is for use by the Chicano-Latino Student Cultural Center. The Center's staff includes Luis Aguilar, Director; Silverio Fuentes, Community Program Assistant; Jesus Santiago, Community Program Assistant; and a full-time secretary (position presently open). In addition, the budget allows for the appointment of two graduate student assistants and up to seven undergraduate work-study assistants.

The Juarez/Humphrey Chicano Latino Supportive Services Center provides the following services either independently or in cooperation with other units of the University of Minnesota. The Juarez/Humphrey Center: i) undertakes recruitment of Chicano-Latino students in cooperation with the Office of Admissions and Records; ii) assists students in filing applications; iii) advises students on the completion of financial aid forms; iv) certifies students for special support; v) offers personal counseling; and vi) provides tutoring in English and math. The Center is responsible for providing an orientation program for incoming Chicano undergraduate students and cooperates with the colleges of the

University in the development of retention programs to facilitate successful completion of degree programs by Chicano students. It should be noted that since admissions decisions at this institution are made by the colleges, the Juarez/Humphrey Center, while it assists students in applying for admission, does not itself admit students to this institution.

The programs and services of the Juarez/Humphrey Chicano Latino Supportive Services Center are designed to tie in with and capitalize on those special support units in colleges and other Student Affairs offices. Staff members in the various offices can work together to provide optimal support. The CLA Martin Luther King (MLK) Office and the General College HELP Center have each had Chicano staff as well as other minority staff members to see that Chicano students are provided college-based supportive services including academic advising and registration assistance, academic help and tutoring, counseling, and career planning. The Health Sciences Advising Office contacts pre-health science students through collegiate units and the Juarez/Humphrey Center. The Reading and Study Skills Center in the Student Counseling Bureau has a Chicano staff member who teaches special sections of the popular "How to Study" course to Chicano and other minority students.

2. Recommendation: The University of Minnesota should increase the number of Chicanos holding Civil Service positions and should provide advancement opportunities for Chicanos currently employed by the University. To carry out the former the University should employ Chicano personnel to identify potential Chicano employees. As part of its efforts the University should provide yearly reports on the employment status of Chicanos at the University.

Response: Affirmative action policies of the University have, for a number of years, led to special efforts to attract and to hire minority applicants for the intent of eliminating discriminatory hiring practices and assuring that the target groups are accorded full opportunity for employment.

The University Personnel Office advertises positions in minority community newspapers and through community organizations, and the State Employment Service is utilized for possible contacts. Although there are Chicano staff members in the Personnel Office, no one is assigned the specific responsibility for recruiting Chicanos. The Director of Personnel indicates that the University does attract minority applicants, including Chicanos, but that hiring of staff occurs at the department level. The Director's Office assists in hiring by helping to attract candidates, but hiring decisions are made by individual supervisors in departments throughout the University. Insofar as the supervisors and their directors and deans make affirmative action decisions, minority employees including Chicanos will increase in numbers. To the extent that progress is not being made, the entire University should be made aware of the importance of greater effort, and strategies to promote hiring of minorities need further attention.

The University does provide opportunity for advancement to current staff members. One opportunity is to participate in the Regents' Scholarship Program. All Civil Service employees have access to scholarships to take University classes either in the evening or, with the permission of their supervisors, during the daytime, with some time off from work permitted. Chicano staff members, like all others, are encouraged to take advantage of this opportunity to advance their education and to improve their skills. There are also training programs offered by the University Personnel Office to provide specific skill training for those interested. An additional opportunity for advancement is provided by giving current employees first notice of job vacancies within the University, which would mean advancement possibilities.

Records are maintained by the University on numbers of employees by ethnic group. In the past, a report on Chicano Concerns revealed the data during 1976, the number of Civil Service employees who are Chicano has

increased somewhat, but the numbers are not large and the proportion of the total Civil Service staff that is Chicano remains similar. In 1976, Hispanics represented 12.46% of the minority Civil Service staff; in 1980, the percentage of minorities who are Hispanics is 12.09%. The figures presented in this report are taken from two specific and comparable points in time; over the course of any given year, the number of employees changes and the percentage of minorities varies.

Since the first report containing ethnic data, in April 1969, the number of minority civil service staff has more than doubled, and minority staff as a percentage of total staff has risen from 4.42% to 6.71% (see table on page six).

3. Recommendation: The University of Minnesota should give a very high priority to the appointment of Chicano faculty and administrators throughout the University.

Response: The recruitment and hiring of faculty and administrators follows a carefully prescribed set of procedures for advertising and interviewing, including advertising designed to inform minority candidates. The University's Director of Equal Opportunity personally reviews all searches to make sure that appropriate affirmative action steps have been followed, and intervenes where she has reason to believe that there has been discrimination. However, the number of Hispanic faculty and administrators at the University has grown very little in the past decade. There are presently no top administrators who are Hispanics, and there are 33 Hispanic faculty members with ranks of Instructor, Assistant Professor, Associate Professor, or Professor. (One of the Professors is currently on leave to work in a high-level government position.) In addition, 8 Hispanics hold academic administration or professional positions. Comparative data for 1976 and 1980 are presented in the table on page seven.

University Civil Service Employees by Job Categories

April 1976

	Hispanics			% Total Hispanics	All Minority			% Total Minority	% Total * Civil Service
	M	F	Tot		M	F	Tot		
Exec/Admin/Mgr	2	0	2	2.56%	9	4	13	2.08%	3.38%
Professional	3	11	14	17.95%	43	72	115	18.37%	23.82%
Sec/Clerical	1	17	18	23.07%	9	120	129	20.61%	32.80%
Tech/Paraprof	2	7	9	11.54%	32	54	86	13.74%	13.59%
Skilled crafts	3	0	3	3.85%	22	0	22	3.51%	6.26%
Service/Maintenance	25	7	32	41.03%	149	112	261	41.69%	20.15%
TOTAL	36	42	78	100.00%	264	362	626	100.00%	100.00%

Note: Civil Service employees total 10,742 including minorities.

April 1980

	Hispanics			% Total Hispanics	All Minority			% Total Minority	% Total * Civil Service
	M	F	Tot		M	F	Tot		
Exec/Admin/Mgr	2	0	2	2.06%	14	12	26	3.24%	4.25%
Professional	7	11	18	18.55%	67	111	178	22.20%	28.07%
Sec/Clerical	0	24	24	24.74%	14	142	156	19.45%	31.55%
Tech/Paraprof	2	5	7	7.22%	32	60	92	11.47%	12.28%
Skilled crafts	6	0	6	6.19%	25	0	25	3.12%	5.92%
Service/Maintenance	31	9	40	41.24%	195	130	325	40.52%	17.93%
	48	49	97	100.00%	347	455	802	100.00%	100.00%

Note: Civil service employees total 11,982 including minorities.

among job categories as defined by law.

University Academic Employees by Rank

April 1976

	Hispanics			Hispanics	All Minority			% Total Minority	% Total Academic *
	M	F	Tot		M	F	Tot		
Administrative	1	0	1	2.38%	6	1	7	2.43%	5.36%
Professor	8	0	8	19.05%	34	2	36	12.50%	20.99%
Associate Professor	2	0	2	4.76%	23	1	24	8.33%	17.57%
Assistant Professor	11	5	16	38.10%	46	16	62	21.53%	23.44%
Instructor	5	4	9	21.43%	32	19	51	17.71%	15.51%
Research Associate	1	0	1	2.38%	12	5	17	5.90%	2.78%
Research Fellow	2	0	2	4.76%	20	6	26	9.03%	3.94%
Professional/Non-fac	2	1	3	7.14%	38	27	65	22.57%	10.41%
TOTAL	32	10	42	100.00%	211	77	288	100.00%	100.00%

Note: Academic employees total 5,150 including minorities.

April 1980

	Hispanics			Hispanics	All Minority			% Total Minority	% Total Academic *
	M	F	Tot		M	F	Tot		
Administrative	2	0	2	4.35%	12	2	14	4.19%	6.30%
Professor	7	0	7	15.22%	51	2	53	15.87%	21.93%
Associate Professor	8	0	8	17.39%	34	2	36	10.78%	17.31%
Assistant Professor	8	4	12	26.09%	61	16	77	23.05%	23.54%
Instructor	3	3	6	13.04%	20	14	34	10.18%	11.75%
Research Associate	0	0	0	0.00%	15	2	17	5.09%	2.57%
Research Fellow	3	0	3	6.52%	11	2	13	3.89%	2.55%
Professional/Non-fac	5	3	8	17.39%	57	33	90	26.95%	14.05%
TOTAL	36	10	46	100.00%	223	79	302	100.00%	100.00%

Note: Academic employees total 5,489 including minorities.

* These are percentages showing the distribution of total academic staff.

4. *Recommendation: The University of Minnesota should give highest priority to increasing the number of Chicano undergraduates in the various colleges of the University. To this end the University should:*

- a. allocate monies to reach and recruit Chicano students;*
- b. extend application and certification deadlines for the Quarter to early September of each academic year;*
- c. seek extension of the HECB application deadline to June;*
- d. fund disadvantaged students at 100% of need;*
- e. set aside housing for Chicano students in order to accommodate late admissions.*

Response: The University of Minnesota has given a very high priority to increasing the number of Chicano undergraduates. The undergraduate Hispanic population has increased from 196 in Fall Quarter 1976 to a record high of 255 in the Fall Quarter 1979. During this time, all undergraduate colleges either increased or held constant their undergraduate Hispanic student populations.

a. Monies have been allocated to reach and recruit Chicano students through the Juarez/Humphrey Chicano Latino Supportive Services Center and the Office of Admissions and Records; and a full-time Chicano recruiter has been hired specifically for this purpose. Monetary allocations between July 1, 1979, and July, 1980, for travel and vehicle rental were over \$2,000. This amount is in addition to the Chicano recruiter's salary.

b. Application and certification deadlines for each academic year have been extended. The following calendar shows the progress made in this regard:

Certification Deadlines
(dates are contingent upon available funds)

<u>Academic Year</u>	<u>Deadline</u>
1977-1978	July 15, 1977
1978-1979	August 15, 1978
1979-1980	December 31, 1979
1980-1981	September 15, 1980

c. Extension of the HECB application deadline to June: 1) according to the State office, the deadline for the Minnesota State Scholarship has always been the middle of July; ii) the Guaranteed Student Loan has no deadline date except that the application for a particular academic year should be filed in time to be processed before the end of the year. The application takes approximately ten weeks to process at the State level.

d. Students should be funded at 100% of their need: The University of Minnesota Office of Student Financial Aid attempts to fund 100% of a student's need if there are available funds and if the expenses are consistent with the guidelines developed by that office. The 1980-81 estimated expenses (developed by the Office of Student Financial Aid) for nine months for students attending the University of Minnesota, Twin Cities, are as follows:

	Single College of Liberal Arts Under- graduate Living with Parents	Single College of Liberal Arts Under- graduate on or off Campus	Married or Two-Person Family College of Liberal Arts Under- graduate	Single Graduate, Law, or Pharmacy Student	Single Medical, Dental, or Vet Med Student
Tuition & Fees	\$1135	\$1135	\$1135	\$1605	\$2575
Books & Supplies	225	225	225	300	815
Room & Board	930	2030	3370	2260	2260
Personal	770	770	1720	865	865
Transportation	<u>300</u>	<u>250</u>	<u>435</u>	<u>250</u>	<u>250</u>
TOTAL	\$3360	\$4410	\$6885	\$5280	\$6765

Note: 1. In the case of students with more than one dependent or students in reciprocity states of Wisconsin, North Dakota, and South Dakota. For non-resident students, expenses will run at least \$1500 to \$2000 higher because of the higher tuition students from out of state must pay.

For freshmen minority students who are certified as eligible for funding through the OMSSA Program, 80% of their financial aid package is funded as gift and 20% as self-help (loan and/or work-study). It should be noted that freshmen students are not required to work; however, upperclassmen are expected to work. For sophomores, juniors, and seniors, the distribution of gift and self-help is 65% and 35% respectively. Non-OMSSA students receive a distribution of 50% grant and 50% self-help.

The special funding packages for OMSSA students (80% gift and 20% self-help) for the academic year 1980-81 are a significant improvement since the Task Force report was submitted. In 1976-77 and 1977-78, the percentage distribution was 65% gift and 35% self-help; in 1978-79 and 1979-80, it was 75% gift and 25% self-help.

e. Housing opportunities for Chicano undergraduate students have increased in the residence halls. Initially three slots were reserved by the Housing Office. These have been increased to seventeen new slots each year. Once in the halls, students have a priority to return. The Office for Minority and Special Student Affairs and the Housing Office are negotiating to extend the payment deadlines for these housing spaces. A staff member in the Off-Campus Housing Office has been designated to help all Chicano students find housing in the community.

5. *Recommendation: The University of Minnesota should give very high priority to increasing the number of Chicanos enrolled in the University's graduate and professional schools. Toward this end the University should:*

- a. develop and fund a University-wide identification and recruitment program;*
- b. employ Chicano personnel to administer that program;*
- c. extend admission application deadlines for Chicano candidates;*
- d. waive application fees for applicants who have financial hardship;*
- e. review existing programs to determine efficacy of efforts; in particular the Minority Health Sciences Post-B.A. Program.*

special nature and focus of many of our programs, there are multiple recruiting efforts aimed at attracting minority students, including Chicanos.

Graduate School

Efforts to increase Chicano enrollment in the Graduate School have been extensive. For three years, the University of Minnesota has been part of the federal Graduate and Professional Opportunities Program (G*POP); in this time, the University has been awarded 25 fellowships -- seven of these have gone to Chicanos, one to another Hispanic. Last year, the University also received four fellowships targeted for minority and disadvantaged students from the Committee for Institutional Cooperation (CIC). Two of these were awarded to Chicanos.

During the last two years, special recruitment and retention efforts included visits by four Chicano graduate students during 1978-79 to colleges in California and Texas, as well as in Chicago. Last year, a Graduate School staff member visited eight California institutions to recruit potential graduate students. In addition, Chicano Medical School and Law School students went to universities in New Mexico and Texas to recruit.

The Psychology Department has made a special effort using G*POP funds to recruit Chicano students. This fall, there will be five Chicanos in the entering class, which totals forty students. Two of these were flown in from California for visits.

Other University efforts to attract minority graduate students have included an inter-institutional name exchange and recruiting visits made by directors of graduate studies and other faculty from a number of departments; the Graduate School has partially subsidized these trips. Special effort has also been made in recent years to provide minority students with graduate assistantships.

Medical School

The University of Minnesota Medical School has been particularly successful in attracting Chicano students, and in increasing numbers. A strong recruitment program coupled with a strong supportive program for those enrolled has led to a continuing increase and successful outcomes. Last year, of the 104 minority students in the Medical School, 54 were Hispanic and 43 of these were Chicano. Only 8 of 126 medical schools in the country have enrolled more, all of them in California, Texas, New Mexico, and Colorado. This fall, there are seven new Chicano entrants and one new Hispanic. (Twice that number were offered admission). 28 Chicanos have been graduated since 1975, 11 of them this past June.

Other Health Sciences

Recruiting in other Health Science areas, including Dentistry, Pharmacy, Occupational Therapy, Physical Therapy, Veterinary Medicine, and Nursing, has been less extensive and less productive, and more needs to be done. There have been about 15 Chicano students enrolled in these programs in the past two years; with new funds available this October from the Health Career Opportunities Program, increased and intensive recruiting will become possible.

Law School

Besides the recruiting trips to New Mexico and Texas, the Law School has been successful in encouraging Chicano and other minority represented groups to apply for admission. University of Minnesota minority students are contacted; also, through a national candidate referral service, the

Law School was able to write to 2000 minority law school applicants and to send application forms or other materials to those who responded. Special mailings are also sent to schools known to have large minority enrollments. This fall there are ten Hispanics, including Chicanos, in the entering class, and four Hispanics graduated in June, 1980.

b. Employ Chicano personnel to administer recruitment programs:

Although all units employ special personnel to assist in recruitment efforts, there are currently no Chicanos administering the programs. Chicanos, however, have been involved in the on-line recruitment efforts.

c. Extend admission application deadlines for Chicano candidates: These deadlines are extended by all graduate and professional programs.

d. Waive application fees for applicants who have financial hardship:

Fees are waived for such applicants. There are special efforts to make sure that such fee waiver is not complicated.

6. *Recommendation:* The University of Minnesota should develop an outreach program to the Chicano community whose goal would be both to establish effective channels of communication with the community, and to provide it educational and informational services. Specifically the University should establish storefront centers in the community to deliver those services and should utilize fully media resources of the University.

In addition current University of Minnesota outreach programs designed to encourage minority high school students to pursue a University program of study (such as the current I.T. program, Project Technology) should stress the greater participation of Chicano students.

Programs: Continuing Education and Extension at the University offers a variety of Chicano academic programs both on campus, off campus, and through the media of television and radio. Some examples from Continuing Education and Extension departments follow.

Extension Classes

In the past five years, Chicano Studies courses have been offered, but in only one year (1975-76) did CEE get enough registrations to hold the course. In Winter Quarter 1976, Chicano Studies 3607 was offered: Chicano Literature and Culture (4 credits, Gonzalez & Gaitan). It drew ten registrants.

Extension Classes has an arrangement with the day school that CEE students can be admitted to day courses in Chicano Studies.

Community Programs

Community Programs provides "for credit" University courses each quarter, taught in the evenings at mostly neighborhood locations, although some joint St. Paul/Minneapolis courses are held on campus. The courses are tuition-free for residents of specifically designated Minneapolis and St. Paul neighborhoods -- the Near Northside in Minneapolis and the Thomas-Dale, Summit-University, and West Seventh areas of St. Paul. Initially the classes were funded by the Center for Urban and Regional Affairs' (CURA) Intercultural Programs, in response to requests from Chicano Studies students and faculty. CURA discontinued the funding in June, 1977. Currently, Chicano Studies classes offered by Neighborhood Programs are funded by Neighborhood Programs' instructional budget.

On a small experimental basis two classes were held in the predominantly Chicano West Side of St. Paul during the summer of 1977. The experiment was discontinued because CURA discontinued the funds, there was a very small enrollment for the two classes offered, and Inver Hills Community College offers a strong college program in this neighborhood.

The large Chicano population located on the Northside of Minneapolis has a high demand for neighborhood programs available to them. While Chicano Studies classes are not offered each quarter, they are available periodically. In addition, the skill development and special interest classes assist all residents of the area

to assess their ability to successfully participate in college classes. The same opportunities exist in the St. Paul neighborhoods serviced by Community Programs.

Courses offered in recent years by Community Programs, with enrollments, are as follows:

<u>Location</u>	<u>Quarter</u>	<u>Course Title</u>	<u>Enrollment</u>
Minneapolis	Spring 1976	Chic 1105 Intro to Chicano Studies: The Beginnings	32
Minneapolis	Fall 1976	Chic 1107 Intro to Chicano Studies: The Chicano in Contemporary Society	32
Minneapolis	Winter 1977	Chic 3112 Bilingual Education: Principles, Practices, and Philosophy	18
Minneapolis	Spring 1977	Chic 3212 La Chicana	14
St. Paul	Summer 1977	Chic 1105 Intro to Chicano Studies: The Beginnings	4
		SW 3870 Directed Study: Comparative Study of Racial and Cultural Diversity	7
St. Paul and Minneapolis	Fall 1977	Chic 3221 Curanderismo, Mexican- American Folk Medicine	44
St. Paul	Fall 1978	Chic 3211 Chicano Philosophy	19
Minneapolis	Spring 1980	Chic 1107 Intro to Chicano Studies: The Chicano in Contemporary Society	15

KUOM Radio

Examples of recent KUOM broadcasting of interest or concern to the Chicano community:

September 15 "The Latinas" Two local women, Maria Calendar and
Heritage Week Special)

- | | |
|---------------------------|---|
| September 16
1:00 p.m. | "Latinos in the Twin Cities" Local Latino leaders speak of the cultural, social, and political contributions of the group soon to be Minnesota's largest minority. (A National Hispanic Heritage Week Special) |
| September 17
1:00 p.m. | "A Chicano Docu-Drama: Mexican-Americans in the Southwest" Explores the Chicano experience during the depression and the development of the Chicano labor movement. (A National Hispanic Heritage Week Special). |
| September 18
1:00 p.m. | "Chicana Feminism" A documentary on Mexican-American women who are finally beginning to emerge as a political force within their communities despite the "macho" concept. (A National Hispanic Heritage Week Special) |
| September 19
1:00 p.m. | "The Nuyoricans" A look at cultural life in the New York City Puerto Rican barrio including music, poetry, literature, theater, and films, as well as interviews with important Puerto Rican actors, publishers, and musicians. (A National Hispanic Heritage Week Special) |

University Media Resources Television

University Media Resources is seeking funds for a television course on Chicano music. The course in Chicano music is being done with Professor Johannes Riedel of the Music Department, and he has a graduate student, Santos Martinez, working with him.

Independent Study

There is an independent study Chicano Literature radio course scheduled for Spring Quarter broadcast. Professor Rolando Hinojosa-Smith, Chicano Studies Department Chairman, is the instructor.

Music television independent study course, but a recent grant proposal to the National Endowment for the Humanities for this was unsuccessful. Another attempt will be made before the January deadline.

A television independent study course project for Latin American History and Culture with Professor Stuart Schwartz is being discussed.

Audio Visual Library Service

This department offers the Chicano community the opportunity to rent 16mm films for use in educational programs. The films deal mainly with the historical background of the Chicano. Some of the most popular titles include:

Minnesotanos-Mexicanos A 61 minute film depicting the history and contributions of Mexican Americans produced by the Spanish Speaking Cultural Club in 1978.

Mexican-Americans: Viva La Raza! A 47 minute film discussing the grievances of the Mexican-American community in Los Angeles. 1972.

Requiem 29 A 36 minute film on Chicanos made by a Chicano telling the story of the August 29, 1970, Chicano Moratorium in Los Angeles. 1971.

Yo Soy Chicano. A 59 minute film portraying the Chicano experience by recreating key events in Mexican history and through interviews. 1972.

Outreach to Chicano High School Students

The most effective and structured outreach program is that functioning within the Institute of Technology, Project Technology Power. Project Technology Power is a program aimed at metro-area minority students beginning in the 8th grade. It follows the participants through their careers in the Institute of Technology, if they choose to come here after high school, and offers tutoring and other support services. There are an estimated six to eight Chicano students in the program. There is a career work program that attempts to match employer needs and student skills. This past summer, fourteen took part in the program and several of them were Chicano.

Other structured efforts designed to encourage Chicanos and other minority students to become acquainted with and to enroll in the University are limited. For the last two years, in 1978 and 1979, special "Discovery Days" have been scheduled on campus for high school minority students; the broad-gauged programs include some group meetings with faculty members, especially representatives from ethnic minorities, and opportunity to make contact with the Juarez/Humphrey Chicano Latino Supportive Services Center or other ethnic centers. Some individual collegiate units have made special effort to contact and encourage minority high school students to enroll, for example the outreach efforts reported by the College of Business Administration and the College of Liberal Arts' advisory committee composed of high school counselors.

7. Recommendation: The University of Minnesota should develop and fund a bilingual/bicultural teacher training program to address Chicano needs which will utilize the collective expertise of the Departments of Chicano Studies, Spanish and Portuguese, and the College of Education.

Response: In 1978-79, the Department of Curriculum and Instruction of the College of Education proposed that a bilingual/bicultural program be established. The College of Education was awarded a faculty position to initiate such a program as part of the University's programmatic review and retrenchment/reallocation process in that year. This position was allocated to the College by the Vice President for Academic Affairs late in that academic year.

Last year, 1979-80, a search committee was appointed by the Dean of the College composed of faculty from Education and Liberal Arts, members of the community, and the State Department of Education to recommend a person to assume leadership of the program. The committee interviewed several persons, and an offer was made to the preferred candidate. Unfortunately for personal reasons that person rejected the offer, one of the other finalists withdrew, and the Dean decided to hold the

search over until the current year. Another search committee to be chaired by Assistant Dean Gene Piche has been appointed, and a selection will be made sometime during this academic year.

Meanwhile, program development moves ahead despite the fact that no one has yet been found to assume the leadership role. Although the State Department of Education has not as yet adopted a program under which teachers may be licensed in this area, the College of Education has begun to develop an undergraduate major in anticipation that the licensing in bilingual education will be approved shortly. During the last academic year, the College of Education began the process of developing a new program and will continue this effort during the current year. Just recently, the College asked the Director of the State Department of Education, Bilingual Education Section, to join the Curriculum and Instruction faculty on a part-time basis to help with the program development.

8. *Recommendation: The University of Minnesota should stress the increased participation of Chicano students in the various internship programs of the University.*

Response: Internship programs provide students with the opportunity to use, in a field experience setting, the academic information they have gained through classroom studies. All of the undergraduate colleges on the Twin Cities Campus offer internships or field experiences in one form or another. In the College of Liberal Arts, the extensive programs are open to all students whether enrolled in the College or not. In some of the St. Paul colleges -- Agriculture, Forestry, and Home Economics -- internships are required of majors in some of the sequences in those colleges, and open only to those majors. Some programs have been designed specifically to encourage minority, including Chicano, student participation.

College of Liberal Arts

The Office for Special Learning Opportunities (OSLO) lists several thousand field learning opportunities and internships. For the past three years, the Office has had a special minority-focused program funded by the Center for Urban and Regional Affairs (CURA) and the Office of Minority and Special Student Affairs (OMSSA). The first year special funding was available, a Hispanic worked in the Office and concentrated on learning experiences for Chicanos, although effort was made then and in subsequent years to assist all minority groups. The purpose of the program has been to address the retention problems of students; the hope has been that individualizing a student's education through these special learning opportunities will encourage students to remain in school. During each of the past three years, special efforts have been made to contact the Learning Resource Centers for each of the ethnic groups, and to present programs at the Centers. A number of field learning opportunities are in Chicano community settings; sometimes the Chicano students are interested in these, but often want opportunities in other areas instead.

The College of Liberal Arts also has a cooperative education program in their Career Development Office. During the last two years, about 15% of the students placed in cooperative education internships were minority students, including Chicanos. There is a minority career counselor in the Office, whose special assignment is to encourage all minority students to use the services of the Career Development Office. The Office does not keep track of students by ethnic background, but estimates are that probably 10%, or 12-15, of the minority students served by the Office are Chicanos.

General College

In 1979, the General College moved to link its cooperative education program closely with the HELP Center to encourage minority participation in cooperative education activities; greater coordination between General College's support units will make it easier for minority students to move into internship programs. A HELP counselor in the Chicano area of the Pilot Education Project (PEP) has been trained as an adviser for cooperative education and has helped to supervise some of the students in internship programs. Last year nine Chicano students participated in the ten-week internship program; these students, who were essentially self-selected, constituted 6% of all the 1979-80 placements.

College of Business Administration

A special program for minority students within the College of Business Administration provides summer internships in which students work in business or industry, and then attend school during the academic year. Financial support during the year is included, and academic and tutorial assistance is offered. There are 15-20 pre-Business or Business students enrolled in this program; three of them -- two women and one man -- are Chicanos. The College is very interested in attracting more minority students, and the full-time minority affairs counselor is working with businesses to develop more internships, and with area junior and senior high schools to encourage students to take the necessary preparatory work for Business courses.

Colleges of Agriculture, Forestry, and Home Economics

These colleges all have required internships as part of career development/preparation programs for their own students. Although all three colleges have had Chicano graduates, only the College of Home Economics reported having Chicano students enrolled this past year.

College of Education

All undergraduate licensing programs in the College have a mandatory internship or field experience as part of the requirements for the degree. Many of the graduate programs also require an internship in the degree requirements. No special provisions are made for minority or Chicano students in particular, since all students enrolled in the programs must participate. However, there is a half-time faculty member in each department as well as a half-time counselor in the Education Career Development Office assigned to work with minority students and concerns they may have.

College of Biological Sciences

Experiential education is strongly encouraged for College of Biological Science students, but is not mandatory. There is no internship program specifically designed for minorities but there is a faculty member who heads up the Minority and Disadvantaged Student Affairs Program. Part of his job is to when needed.

Institute of Technology

An internship program has been in existence in the Institute of Technology for 30 years. The five engineering departments offer a junior-senior year sequence of alternating quarters on campus for coursework and then off campus working for pay and academic credit at different companies. 25% to 40% of the engineering students take part but there is no particular effort to recruit minorities into the program. IT's Project Technology Power for high school minority students incorporates an internship opportunity, also (see a more complete description on page 17).

Even though the University has literally thousands of opportunities for students to participate in internships and other field learning experiences, and although a number of the colleges have expended considerable effort to interest minority students, including Chicanos, in these programs, participation rates remain relatively low. Internships are not for everyone, but there are opportunities for more students to benefit. Although records are very sketchy since they are not generally maintained on the basis of ethnic background, records and estimates that are available suggest that the rate of Chicano student participation in these programs reflects the rates of Chicano student enrollment in the colleges.

9. Recommendation: The University of Minnesota should support the development of a greater Chicano presence on campus by increasing the funding and the space allocated to the Chicano Cultural Center.

Response: The University of Minnesota has supported the development of a greater Chicano presence on campus by establishing, providing funding, and maintaining the Juarez/Humphrey Center for Chicano and Latino Support and Services Center. The Juarez/Humphrey Center, in combination with the Chicano Student Cultural Center, has three times the space and funding as at the time of the Task

Force. At the time of writing the Vice President for Student Affairs in cooperation with OMSSA is attempting to acquire approximately 1100 square feet of more centrally located space so that the Juarez/Humphrey Center can be moved from its present off-campus site to more suitable premises.

10. *Recommendation: The University of Minnesota should guarantee that the Department of Chicano Studies be capacitated to carry out its educational mission by providing adequate funding and space for that academic unit.*

Response: The College of Liberal Arts, by its past commitments and allocations and in its planning proposals for the next several biennia, is fully in accord with the sense of this recommendation from the Task Force report. The following data on budget and faculty demonstrate a pattern of staff and budget growth since the Department's establishment.

Budget and Faculty Full-time Equivalent (FTE) Record

	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>
Printed Budget	\$47,260	\$70,880	\$77,185	\$82,893	\$74,090	\$89,320	\$94,645	\$120,532
Faculty Full-time Equivalent	2.61	3.61	3.61	4.00	4.00	4.00	4.00	4.00
Civil Service	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

The faculty for 1980-81 is one full Professor, two Assistant Professors, and a search will be conducted for a permanent Assistant Professor position which is presently vacant. All faculty are Hispanic with graduate degrees and specific disciplinary interests.

The University has consistently expanded in the time since the Department's

establishment, although numbers of Chicano Studies undergraduate majors have leveled off. This may indicate that Chicano students are broadening their disciplinary interest at the baccalaureate level and at the graduate level.

This is demonstrated in the following table.

Enrollment and Related Data, Chicano Studies Department							
	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>
Total CLA Chicano Students	50	76	71	87	98	112	131
Chicano Studies Under- graduate Majors	--	--	1	2	4	7	6
Chicano Studies Degrees Awarded	--	--	--	1	--	3	n.a.
Chicano Studies Student Credit Hours	1078	1495	1649	2194	1791	1062	921

At the present time, a programmatic review of the Department is underway and a report is due early in the Fall Quarter. This review is keyed to the College's planning process and involves all functions and structure of the Department.

11. *Recommendation: The University of Minnesota should continue the Task Force on Chicano Concerns in an advisory capacity to the President in reviewing proposals and programs advanced by the University to carry out the concerns and*

Response: President Magrath is proposing the constitution of such a body which would be advisory to the President. The Advisory Council would be broadly representative of the Chicano community, and would be chaired by a community member. Members of the President's administrative staff, including a number of University Vice Presidents, would be asked to serve on an ex officio basis. This proposal will be on the agenda at the President's forthcoming meeting with the Chicano community on September 30, 1980.

In addition to this proposed community group, there is also provision for an advisory committee for the Juarez/Humphrey Chicano Latino Supportive Services Center to address matters specifically related to the services of the Center. This committee is appointed by the Director of the Center in consultation with the Director of the Office of Minority and Special Student Affairs.