



Irene Gomez-Bethke Papers.

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Chicano-Latino Programs on the Twin Cities Campus

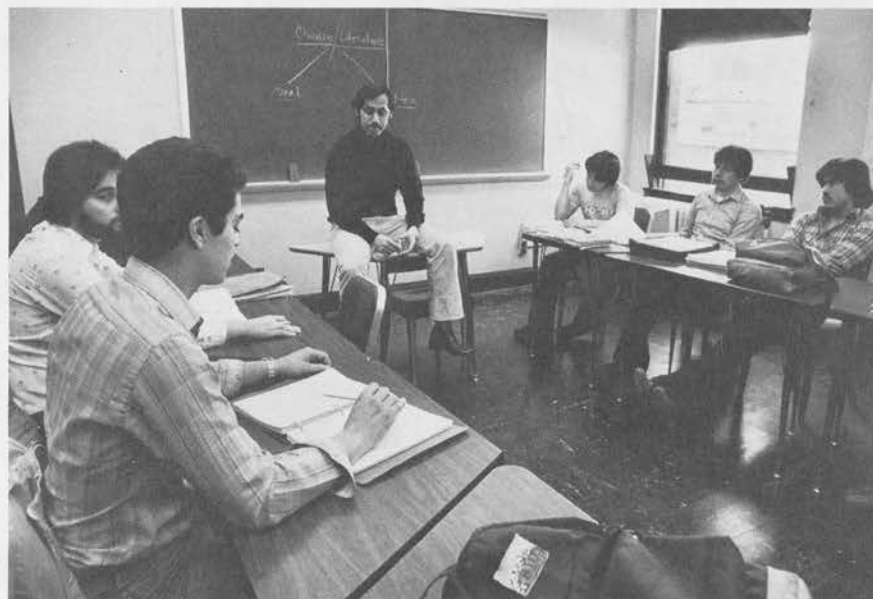


University of Minnesota
Chicano-Latino Learning Resource Center

Why Should I Attend College?

In recent years, Minnesota's Chicano-Latino population has shown a steady increase. However, there is a tremendous need for additional Chicano-Latino professionals. We need Chicano-Latino engineers, teachers, dentists, business-people, lawyers, architects, doctors, and other professionals. Our faces have not been seen in these professions and our voices have not been heard. We must respond to our communities' needs and fill the void in private industry, government, and public institutions.

Because our talents and skills have not been tested in many professions, the time is now, RAZA! We need you. Consider pursuing further educational training at the University of Minnesota. You are tomorrow's leaders.



¿Porque es importante la educación?

La comunidad Chicana-Latina tiene una gran necesidad de ser representada en los niveles profesionales. Aunque nuestra comunidad ha crecido en población, necesitamos más ingenieros, maestros, abogados, arquitectos, doctores, etc.

Varios programas han sido establecidos en la Universidad en Minnesota que son dirigidos a los estudiantes Chicano-Latinos. Los programas proveen asistencia académica, económica, además orientación vocacional. Nuestro personal bilingüe esta deseoso en proporcionar la ayuda y orientación necesaria a cada estudiante.

Reconociendo que la educación es básica para el progreso de nuestro pueblo esperamos que la comunidad estudiantil Chicana-Latina aproveche de los servicios que se ofrecen en la Universidad de Minnesota.

Photos by Tom Foley, University Relations

Pilot Educational Project (PEP) General College (612) 373-4104

The Chicano PEP program has been designed to provide academic support for incoming Chicano-Latino students. During the first year, students are enrolled in specialized sections of Chicano history and literature, writing skills laboratories, and oral communications. By the end of their freshman year students are equipped to enroll in general courses related to their majors. Incoming students who enter General College and demonstrate a need for specialized academic support are encouraged to enroll in the PEP program.

Why Should I Attend the University of Minnesota?

Too often, Chicano-Latinos rule out the possibility of pursuing their education at the University of Minnesota. In some cases, potential students are discouraged by the size of the University. Some might think that they have been out of school too long or that they didn't do well enough in high school to handle University level courses. Others may be discouraged because of lack of money.

The reality about the University of Minnesota is that:

- the University does have a very high student enrollment,
- the University is demanding academically, and
- the University expects students to cover the cost of tuition, books, and other expenses.

But, don't count yourself out!

- Chicano-Latino students who enroll at the University will not need to feel alone on campus. Chicano-Latino counselors and advisers are located in various offices on campus to provide assistance. Also, Chicano-Latino student organizations exist to organize and plan events and activities for Chicano-Latino students.
- Chicano-Latino students who need assistance in the form of tutoring, advising, or career planning can receive special instruction or guidance from other students or professional staff.
- Chicano-Latino students who demonstrate financial need can receive financial assistance in the form of grants, loans, work study, or scholarships.

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Photos by Tom Foley, University Relations

Chicano-Latino Learning Resource Center 332 Walter Library (612) 376-8020

The Chicano-Latino Learning Resource Center is designed to provide guidance, counseling, and academic support for undergraduate Chicano-Latino students. As a unit of the Office of Minority and Special Student Affairs (OMSSA), its major responsibility is to assist students in progressing toward and ultimately completing their undergraduate degrees. The center is staffed by experienced, bilingual Chicano-Latino professionals who counsel students on an appointment or drop-in basis. The center's services include:

- Academic and personal counseling
- Career information seminars
- Job referrals
- Tutoring
- Student advising
- Admissions information
- Financial aid counseling
- OMSSA certification

Chicano-Latino Student Cultural Center 15 North of Appleby (612) 376-1233

The Student Cultural Center is responsible for planning cultural, social, and educational events for Chicano-Latino students. Activities are designed to increase communication between the various Latino groups that are represented on campus. Receptions, banquets, dances, and Chicano Week activities highlight the efforts of this center, which is staffed and operated by students.



Chicano Studies Department 489 Ford Hall (612) 373-9707

The Chicano Studies Department offers courses that acquaint students with the historical and contemporary experiences of Chicanos in Minnesota, in the Midwest, and throughout the United States. Course offerings are designed to provide a clearer understanding and awareness of Chicano culture and heritage.

Because many students are not aware of the significant contributions made by Chicanos in this nation, course work brings about a greater appreciation and understanding of the Chicano experience. Students acquire the skills and motivation to return to their communities and further develop the strengths and resources of the Chicano people.

In the undergraduate degree programs, students can choose either a major or a minor in Chicano Studies. Students who choose to major in Chicano Studies are granted a bachelor of arts degree through the College of Liberal Arts.

Other Support Offices

Additional support is available to Chicano-Latino students through the various academic and student services units on campus. These units work closely with the Chicano-Latino Learning Resource Center in providing tutoring, counseling, advising, and other services.

Office of Admissions
240 Williamson Hall
231 Pillsbury Drive S.E.
Minneapolis, MN 55455
(612) 373-2144

College of Liberal Arts
Martin Luther King Program
19 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, MN 55455
(612) 373-9739

Health Sciences
Student Personnel Office
W-61 Centennial Hall
614 Delaware Street S.E.
Minneapolis, MN 55455
(612) 376-7564

Minnesota Migrant Council
1595 Selby Avenue
St. Paul, MN 55104
(612) 644-9185

Office of Student Financial Aid
Special Programs
210 Fraser Hall
106 Pleasant Street S.E.
Minneapolis, MN 55455
(612) 373-3927

General College
Consolidated H.E.L.P. Center
317-17th Avenue S.E.
Minneapolis, MN 55455
(612) 373-0120

La Raza Medical Association
(LaRAMA)
W-61 Centennial Hall
614 Delaware Street S.E.
Minneapolis, MN 55455
(612) 376-7564

INROADS
Griggs Midway Building
1821 University Ave., Room 296
St. Paul, MN 55104
(612) 644-4406

(1) Lantry Marilyn
23 J. 296-8017
Capitol 735-0139

(67) Graduate

(2) Linda Burglein (59)
296-4261

(3) Humphrey

(4) Charles Davis
296-2302 Graduate
Graduate

K. Blatz

Chicano-Latino
Learning Resource Center
332 Walter Library
117 Pleasant Street S.E.
University of Minnesota
Minneapolis, MN 55455



The University of Minnesota
is committed to the policy
that all persons shall have
equal access to its
programs, facilities, and
employment without regard
to race, creed, color, sex,
national origin, or handicap.

Chicano-Latino Supportive Services Center

Advisory Board Meeting

January 15, 1981

4:00 pm

- I. Structure for Advisory Board
- II. Election of Officers
- III. Mission and Goals of Center
- IV. Director's Progress Report
- V. Other Business
- VI. Adjournment

Advisory Board Meeting

December 10, 1980

Members Present: Ricardo Flores, Jose Cruz, Paul Carrizales, Rosa Herrera, Franklin Sanchez, Francisco Aguilar, Gerardo Ruelas, Rojelio Blanco.
Members Absent: Irene Bethke, Cecilia Garcia.
Staff Present: Luis Aguilar, Elvira Suarez, Silverio Fuentes, Jesus A. Santiago.

Introductions and Introduction:

Luis Aguilar welcomed members and expressed that the knowledge, information, and expertise of the members would be a great assest to the Board and the Chicano-Latino Center.

I. Organization of Board:

1. A proposed structure for the Advisory Board was presented which would help clarify the membership, meeting times, purpose, etc. of this Advisory Board.
2. The present membership consist of five student representatives who have been recommended by the Student Cultural Center Advisory Board and five non-student representatives who has been selected based on their interest and expertise in the area of educational issues.
3. The previous board had been dissolved and it is the Director's responsiblity to form a new board.
4. The attention of the Board members was directed to a letter dated September 29, 1980, written by the interim Advisory Committee of the Juarez/Humphrey Chicano-Latino Supportive Services Center to Dr. Baldzve Singh.

Paul Carrizales explained that the temporary advisory committee recommened that the temporary advisory committee recommened that a future board have an ethnic mix and total mix. Other Learning and Resources Centers have a mixed membership which provides for legitimacy within the University and additional resources.

Their was a general consensus that it would benefit the board to name (as members) high-powered non Chicano people.

Questions were raised concerning the student members. Luis Aguilar explained that the students holding positions on the Student Cultural Center Advisory Board were elected by students. Students at the present meeting were temporary members appointed by the elected Board. Permanent members would be appointed after students elections were held.

Clarification was requested on the role of the Advisory Board. The statement in the prosposed role implies that the Board would have decision or policy making authority.

Luis Aguilar restated that the Board's function was advisory only and the the Board would have no authority to make policy or overturn decisions made by the Director.

Members requested until the next meeting to make final recommendations for the organization of the Advisory Board.

II. Goals and Mission of Center:

Luis Aguilar requested ideas and input as to what the goals of the Chicano-Latino Center should be. Members requested specific objectives which were in operation which could be used to get a general account of the activities currently in operation. The Center's goals and objectives will be presented at the next meeting for revision by the

Advisory Board Meeting

December 10, 1980

Page 2

the Board Membership.

III. Directors Presentation:

Retention:

1. Peer Counseling Project will begin Winter Quarter. The program is geared toward 1st. and 2nd. students.
2. Workshops for pre-health sciences students will be conducted in cooperation with medical students and Candelario Zuniga from the University's Health Sciences Project.
3. Housing - Working on getting authorization for a Chicano-Latino Floor in the dorms. This would help new students who need housing as well as begin a community for students who chose to live in the dorm.
 - University lottery system controls University owned houses. Will attempt to get a Chicano House started by a house assigned to Chicano students.
4. Report on Reporting System - Silverio Fuentes:

The recording system for student contacts was explained. Student files are kept on all certified Chicano-Latino students. Each time a student comes in for assistance the contact is recorded in the students file.

Recruitment:

1. Summer Institute
 - 40 positions allotted for Chicano-Latino students. Center staff will work to fill all positions.
2. Recruiter
 - Position is partially paid out of Center's budget and is jointly supervised by the Chicano-Latino Center and Admissions and Records. Satisfactory relationships has not been established. Although assignments have been made and explained, no reports have been presented. It is not known how many contacts or what high school visits have been made.
 - Members suggested that Jose Cortez be present at the next Board Meeting to explain recruitment activities.
3. Follow-up contacts
 - Plan to contact students who are interested in attending the University of Minnesota & provide assistance in completing all necessary forms especially Financial Aid applications for which the priority deadline is March 1, 1981.
4. Media Project
 - Have been in contact with University Community Video. They can provide 30 second Public Service Announcements which can be aired on television for a minimal fee.

IV. Other Business

Next meeting will be held Thursday January 8, 1981 at 328 Walter Library 4:00pm.

V. Meeting adjourned at 5:50 pm.

Retention Summary - A Comparison of Freshmen Disadvantaged
Students with a Sample of Other Fresh-
men Students

Attendance

MLK vs. Non-MLK - Fall 1973 - Fall 1974

OMSSA vs. Non-OMSSA - Fall 1979 - Fall 1980

	1973-74				1979-80			
	MLK		Non-MLK		OMSSA		Non-OMSSA	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Fall	175	100	175	100	181	100	181	100
Winter	148	85	164	94	163	90	162	90
Spring	125	71	151	86	155	86	147	81
Fall	88	50	134	77	128	71	130	72

Conclusions:

1. Retention rates for OMSSA-certified students have improved significantly since the 1973 entering group.
2. The magnitude of the increase is from 50% to 71% as of the beginning of the student's second year.
3. The improvement in retention may not be attributed to the changing ethnic composition of the OMSSA population.
4. There is very little difference in the average credits attempted ^a average credits completed ^b and grade point averages ^c of the OMSSA and Non-OMSSA group

	OMSSA	Non-OMSSA	
a.	40.4	36.8	Average credits attempted
b.	26.6	29.1	Average credits completed
c.	2.6	2.6	Grade Point Average (Freshman Year)

5. The specific portions of the OMSSA program responsible for the improved retention cannot be identified at this time.

Data from study by Roberta A. Armstrong and Judith Howe, Admissions and Records Student Data Retrieval Center,
November 14, 1980.

11/17/80

Use of Disadvantaged Retention Funds - 1980-81

<u>Campus</u>	<u>Amount</u>	<u>Use</u>
Crookston	\$ 6,000	Recruiting, tutoring, advising primarily for American Indians
Duluth	36,500 *	Science prep course, tutors, American Indian Counselor, and most needed services
Morris	8,000	Tutoring and Advising primarily for Indian students
Twin Cities	311,048	
Am. Ind. LRC	\$36,805	Advising and tutoring
Asian AM. LRC	43,887	Advising and tutoring
Black LRC	21,282	Advising and tutoring
Chicano LSSC	37,261	Advising and tutoring
Bio. Sciences	5,000	Course supplemental help
General College	52,000	Teaching special courses and tutoring
Liberal Arts	14,000	Advising and tutoring in specific courses
Mathematics	14,500	Teaching mathematic courses
OMSSA Central	18,470	Advising
Student Cultural Ctrs.	13,036	Programs of social and cultural nature
Summer Institute	49,807	Courses and tutoring
Technology	5,000	Tutoring

TOTAL \$361,548

* Additional \$15,629 remained from 1979-80

/djs



UNIVERSITY OF MINNESOTA
TWIN CITIES

Juarez/Humphrey Chicano Latino
Supportive Services Center
~~310 Dome City~~ Rm. 332 Walter Library
~~1507 University Avenue S.E.~~ 117 Pleasant Street, S.E.
Minneapolis, Minnesota 55414
(612) 376-8020 LA 80-81:17

December 3, 1980

To: Irene Gomez Bethke

From: Luis Aguilar
Chicano-Latino Center

Re: Confirm acceptance on Advisory Board

This is to confirm our recent conversation regarding your acceptance of a position on the Advisory Committee of the Juarez/Humphrey Chicano-Latino Supportive Services Center.

The first meeting will be held on December 10, 1980 at 4:00 pm at 330 Walter Library.

This meeting will be primarily organizational. We will discuss the following items:

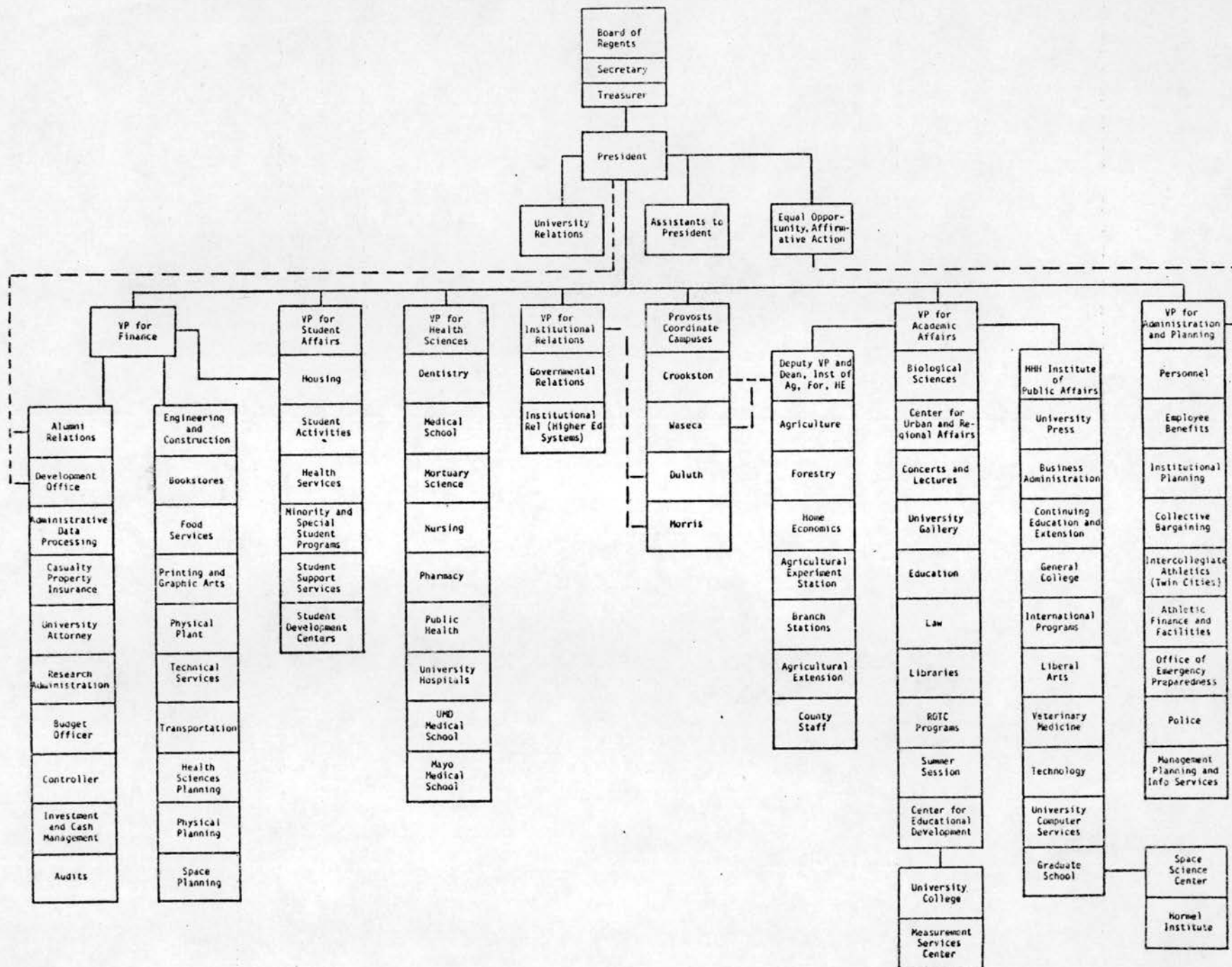
1. Role of Committee
2. Membership
3. Goals and Mission of Center
4. Prioritization of Activities

I look forward to working jointly with you in developing effective and meaningful programs for Chicano-Latino students.

Sinceramente,

LA/es

ADMINISTRATIVE ORGANIZATION OF THE UNIVERSITY OF MINNESOTA





saint PAUL PUBLIC SCHOOLS
WASHINGTON HIGH SCHOOL

1041 MARION STREET SAINT PAUL, MINNESOTA 55117 TELEPHONE (612) 488-5525

November 5, 1980

Mr. Jose' Cortez
Admissions Office
Minneapolis Campus
Minneapolis, Minnesota

Dear Jose':

I am writing you in reference to our upcoming visit to the University by our 7th, 8th, and 9th grade students later this month. Approximately 30 Spanish speaking or Chicano students will make the trip.

Our former students who are at Como Senior High School now still talk favorably about the trip we made last year.

Unfortunately, some of our students have lived in this area all of their lives and have not yet visited the university. I am pleased that the university has made an effort to reach out to the students at the junior high level. One of the purposes of such a trip is to get the student to consider the possibility of a college degree. Our hope and desire is to plant that idea in our student's minds.

I highly recommend that these visits continue. I feel they are productive, useful, informative and enjoyed by all of our students.

If I can be of any help in providing you with additional information or support in your efforts, please call or write me at your convenience.

Respectfully yours,
Carlos L. Balderrama
Carlos L. Balderrama

P.S. See you at the Dome, 10:00 A.M. on the 18th of November

ADMISSIONS AND RECORDS

PROSPECTIVE STUDENT SERVICES

UNIVERSITY OF MINNESOTA CHICANO STUDENT VISIT

November 18, 1980

BY

JOSE CORTEZ

- I. 10:00-10:30 Jose Cortez - Admissions and Records
Jose will speak on the importance of Math,
Science, English, etc.

Prospective University of Minnesota Chicano
Student slide presentation.
- II. 10:30-10:45 Barb Edgar - I.T. Project Tech Power
Structure of outreach program beginning in the
8th grade -- aimed to recruit minority students
into I.T. Don Birmingham.
- III. 10:45-11:00 C. Zuniga - Health Sciences
Topics of discussion will be Dentistry,
Pharmacy, Nursing, etc.
- IV. 11:15-11:45 Antonio Perez - General College Instructor
Students will visit a class, "NEW STUDENT SURVIVAL".
- V. 12:00-1:00 Luis Aguilar - Juarez/Humphrey Center
Student Lunch.

Meet with staff members.
- VI. 1:15-1:45 CHICANO STUDIES /
Dr. Cisnero will speak to the students.

Students visit Chicano Music Class - Dr. Riedell
and Santos Martinez.

Prospective Chicano Student
Visit University of Minnesota
November 18, 1980
Page Two

VII. 1:45-2:15 Regino Palacio - Student Cultural Center
Students will visit Student Cultural Center.

I would like to Thank the following people who helped
make this day possible:

Admissions and Records - Prospective Student Services
Orientation Office - Steve Frias
Barb Edgar - I.T.
C. Zuniga - Health Sciences
Antonio Perez - General College - HELP
Luis Aguilar - Juarez/Humphrey Center
Jesus Santiago - Juarez/Humphrey Center
Regino Palacio - Chicano Student Cultural Center
Rojelio Blanco - Student
Peter Gomez - Student
Lou Branca - Admissions & Records

I would like to extend special thanks to Carlos Balderrama
from Washington High School.

Jose Cortez 
Admission & Records Asst.

November 14, 1980

To Iris Monroe

11/20/80

From Josie Cortez

Past meetings

H. S. Visits

Counselor's

10/6/80 Como PARK H.S.

Minority 10/7/80

A.M. Humboldt H.S.

Visit.

Counselor's 10/8/80

Roosevelt H.S.

Visit

Counselor's
Visit

10/7/80

Johnson H.S.

Counselor's
Visit

10/13/80

BRADY H.S.

P.S. Visit 10/22/80

BRADY H.S.

MATERIAL - 10/28/80

Humboldt H.S.

UPDATED

MATERIAL - 11/7/80

Roosevelt H.S.

UPDATED

P.S. Visit - 11/17/80

Roosevelt H.S.

P.S. Visit - 11/19/80

Como H.S.

I plan to make a minority
High School Visit to
each of the schools

Above. I have been planning
the visits with Counselor's

11/20/80

VISIT PLAN

I. PROS. STUDENTS High School
VISIT

12/11/80 - HARDING H.S.

12/12/80 - HARDING H.S.

Dec. 18 - Town - Ch. Students for full quarter

2/3/81 - CAREER NIGHT

I am working on confirmation
for winter & spring High
School VISITS with H.S.
COUNSELORS.

The you
Jr.

H

JUAREZ/HUMPHREY CHICANO/LATINO SUPPORTIVE OF SERVICES

RECRUITING REPORT

BY

JOSE CORTEZ

NOVEMBER 1980

I. JUAREZ HUMPHREY CHICANO/LATINO SUPPORTIVE OF SERVICES RECRUITING
1978-1980 High School Visits

Humboldt High School	Fall
Humboldt High School	Winter
Humboldt High School	Spring
Washington High School	Winter
Washington High School	Spring
Brady High School	Winter
Brady High School	Spring
South High School	Winter
South High School	Spring
North High School	Winter
North High School	Spring
Central High School	Winter
Johnson High School	Winter
Marshall U	Winter
Marshall U	Spring
S. St. Paul	Fall

II. 1979-1980 VISITS BY CHICANO STUDENTS TO U OF M RECRUITMENT
EFFORTS PROGRAM ARRANGED BY JUAREZ/HUMPHREY CHICANO/LATINO
CENTER AND WORKING CLOSE WITH ADMISSIONS AND RECORDS --
LOU BRANCA. .

WASHINGTON HIGH SCHOOL -- U OF M -- FALL QUARTER

Visit by Chicano Junior and Senior Students.

HUMBOLDT HIGH SCHOOL -- U OF M -- FALL QUARTER

-- WINTER QUARTER

-- SPRING QUARTER

Visits by Chicano High School Students

III. 1979-1980 COMMUNITY VISITS AND EVENTS RECRUITMENT EFFORTS

A. Guadalupe Church Mini Fair

- 1) Winter - Bienvenidos Aunatardiada
- 2) Spring - Mini Fair

B. At least five to six visits to St. Paul Community for Chicano events including visits with parents at Chicano centers for Financial Aid.

C. Canto Al Pueblo --- 1978-1979

D. Stillwater Prison --1978-1979

IV. MIGRANT CAMP RECRUITING VISITS

Summer 1978 - Summer 1979

Crookston	2 Visits
Moorhead	Mrs. Quie
Hector Area	2 Visits
Renville	2 Visits
Owatonna	3 Visits
Blooming Prairie	3 Visits
Albert Lea	1 Visit
Austin, MN	1 Visit
Hollandale, MN	1 Visit
Ellandale, MN	1 Visit
Geneva, MN	1 Visit
Clara City, MN	1 Visit

Most of the report covers visits until May 15, 1980 --
Follow up for our Chicano students is done mostly in
March, April, May, June and July.

V. JUAREZ/HUMPHREY CHICANO/LATINO CENTER - 1979-80

- Special Recruiting Events That Juarez/Humphrey Center Participated In.

Minority Senior Day

Discovery Day

Chicano Week

- 1979-1980 Community Media

Radio Program for Chicano Recruiting

-six months paid by community & Jose Cortez

- Special Chicano/Latino Recruiting Material

1976-77 Brochure "El Poder De La Educacion" 4 2 1

1979-80 Chicano Slide Show Presentation

1978-79 Brochure "Educacion - Que Si Se Puede" 4 2 1

ACTIVITY: Disadvantaged Student Retention
 Program: Special Appropriations
 Agency: University of Minnesota

1981-83 Biennial Budget

ACTIVITY DESCRIPTION:

The Office for Minority and Special Student Affairs (OMSSA) develops innovative programs and strengthens existing activities which have proven effective in the retention of minority and other educationally disadvantaged students. Emphasis is placed on special academic assistance to those who, because of historical, social, economic, and personal problems, need individualized tutorials, study and learning skills development, summer school and orientation programs, and academic advising and counseling. The centrally located OMSSA office coordinates activities in four ethnic learning and resource centers as well as the experimental retention programs on the Twin Cities and coordinate campuses.

ACTIVITY OBJECTIVES:

1. To increase by 20% the enrollment and retention rates of American Indian, Chicano/Latino, Black, and Asian American students at the University of Minnesota during the 1981-83 biennium.
2. To enhance the academic/learning climate at the University of Minnesota for minority and disadvantaged students.
3. To improve the motivational level among minority students by providing role models and internship experiences.

ACCOMPLISHMENTS AND PERFORMANCE INDICATORS:

For the past ten years, special efforts to improve educational opportunities for minority students at the University of Minnesota have concentrated primarily on recruitment. Enrollment has increased by 30% since 1973.

University of Minnesota Minority Enrollment Profile
 Fall Quarter 1973-79

	1973	1974	1975	1976	1977	1978	1979
American Indian	304	475	519	464	402	335	350
Asian American	707	864	883	832	767	791	891
Black	840	1,026	1,076	1,134	1,108	1,004	994
Chicano/Latino	226	241	305	318	387	418	470
	2,077	2,606	2,783	2,748	2,664	2,548	2,705

For disadvantaged and minority students, research has shown that the graduation rate from the University of Minnesota is approximately one-fourth the rate of other students. Consequently an increased emphasis on retention of students is indicated and the success of this proposal should be reflected in future graduation rates.

EXPLANATION OF BUDGET REQUEST:

The requested budget represents a continuation of the 1979-81 request. A biennial request of \$1,035,000 was made then to begin the necessary programs to bring disadvantaged student retention to a level closer to that of other students. The Legislature funded the request at \$700,000. Four ethnic (Black, Chicano/Latino, American Indian,

ACTIVITY GENERATES NON-DEDICATED REVENUE	ACTUAL F.Y. 1979	ACTUAL F.Y. 1980	ESTIMATE F.Y. 1981	ESTIMATE F.Y. 1982	ESTIMATE F.Y. 1983
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	-0-	-0-	-0-	-0-	-0-

and Asian American) learning and resource centers were established with those funds. In addition, about \$320,000 of those funds were used for experimental retention programs on the coordinate campuses and in the various Twin Cities colleges. These funds were used for special introductory courses, peer advisers, tutors, special laboratory sections, and two Pilot Educational Packages. Preliminary evidence on F.Y. 1980 indicates rather good success of our retention efforts. Additional modification of the most effective programs will be continued during F.Y. 1981 by:

- Increasing tutorial services in association with core courses where students experience difficulty.
- Providing special recitation sections in technical courses which are problematical e.g., Mathematics, Physics, Chemistry, Biology and Statistics.
- Providing bi-culturally oriented instruction in English for non-standard English speakers.
- Providing bi-culturally oriented English instruction for non-native English speakers.
- Increasing the size and scope of a special Summer Instructional Program for incoming freshmen.
- Increasing the size and scope of student support services in anticipation of higher minority and disadvantaged student enrollments.

Budget Base	Requested Increase	
	F.Y. 1982	F.Y. 1983
\$ 361,500	\$ 230,900(14.0)	\$ 230,900(14.0)
Academic	48,300	48,300
Fringe Benefits		
Supplies, Expense	70,800	70,800
& Equipment	\$ 350,000	\$ 350,000

A

NUMBER OF MINNESOTA HIGH SCHOOL GRADUATES/YEAR
1972-73 THROUGH 1979-80¹
BY ETHNIC STATUS¹

	<u>72-73</u>	<u>73-74</u>	<u>74-75</u>	<u>75-76</u>	<u>76-77</u>	<u>77-78</u>	<u>78-79</u>	<u>(79-80)</u> ²
BLACK	491	573	559	522	599	646	637	(693)
AMERICAN INDIAN	340	492	464	394	521	494	509	(672)
HISPANIC	261	254	272	302	305	323	391	(380)
ASIAN	122	134	125	227	260	281	307	(403)
SUBTOTAL (MINORITY)	1,214	1,453	1,420	1,445	1,685	1,744	1,844	(2,148)
TOTAL (ALL GRADUATES)	62,958	63,370	66,156	66,525	68,390	68,107	66,719	(69,614)
% MINORITY GRADS. (OF TOTAL)	1.93	2.29	2.15	2.17	2.46	2.56	2.76	(3.09)

¹ Source: Department of Education, Fall Output Report, 1972-1978.

² Source: 1979-80 Fall Report, System Output Reports, Pupil Ethnic Breakdown, Minnesota Department of Education.
(NOTE: Data used to represent 79-80 graduates was the 12th grade enrollment in 1979-80.)

B

MINNESOTA PUBLIC SCHOOL ENROLLMENT BY ETHNIC
BREAKDOWN, 1979-80¹

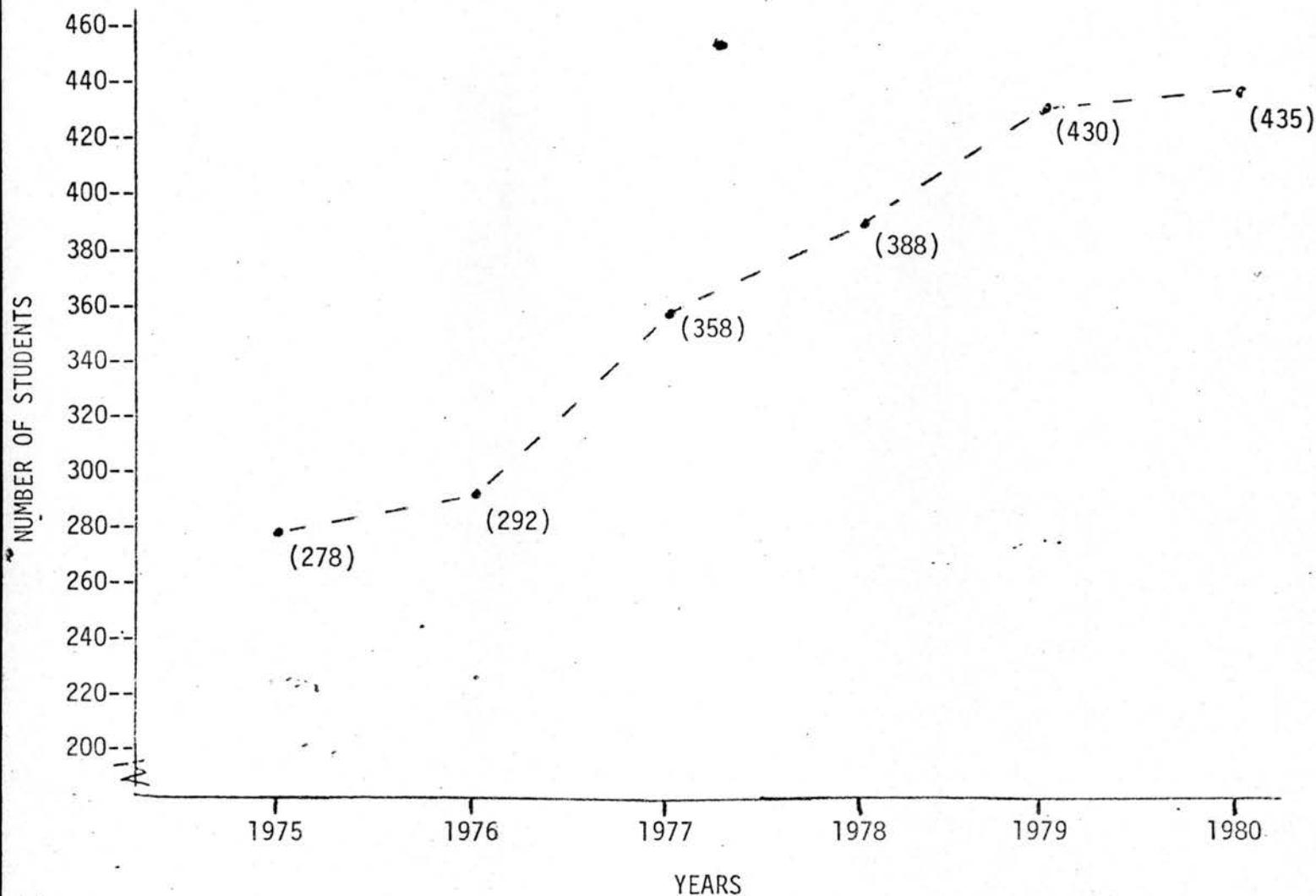
<u>GRADE</u>	<u>American Indian</u>	<u>Black</u>	<u>Asian</u>	<u>Spanish Surnamed</u>	<u>Other</u>	<u>Total</u>
K-6	5,557	6,519	4,653	2,942	344,742	364,413
7th	936	1,005	381	369	54,599	57,290
8th	891	891	417	321	56,362	58,882
9th	973	1,013	365	362	62,456	65,169
10th	933	872	417	387	66,690	69,299
11th	819	824	330	305	68,019	70,297
12th	714	693	403	380	67,424	69,614
Ungraded	701	1,960	190	146	5,276	8,273
Handicapped	257	744	93	220	11,442	12,756
GRAND TOTALS	11,781	14,521	7,249	5,432	737,010	775,993

¹Source: 1979-80 Fall Report, System Output Reports, Pupil Ethnic Breakdown, Minnesota Department of Education.

METROPOLITAN AREA HIGH SCHOOLS TO BE COVERED
BY MINORITY RELATIONS STAFF OF
PROSPECTIVE STUDENT SERVICES
1980 - 1981

1. Henry High School - Minneapolis
2. South High School - Minneapolis
3. Southwest High School - Minneapolis
4. Forest Lake Sr. High School - Forest Lake
5. Edison High School - Minneapolis
6. Coon Rapids Sr. High School - Coon Rapids
7. Blaine Sr. High School - Blaine
8. North High School - Minneapolis
9. Highland Senior High - St. Paul
10. Marshall - University High School - Minneapolis
11. Central High School - St. Paul
12. Central High School - Minneapolis
13. Washburn Senior High - Minneapolis
14. West High School - Minneapolis
15. Johnson High School - St. Paul
16. Como Park Sr. High - St. Paul
17. Harding Sr. High - St. Paul
18. Humboldt Sr. High - St. Paul
19. Roosevelt High School - Minneapolis
20. Brady High School - St. Paul
21. Park Senior High - St. Paul Park

HISPANIC ENROLLMENT, UNIVERSITY OF MINNESOTA, TWIN CITIES
FALL 1975 THROUGH 1980*



NOTES:

- From Fall 1975 to Fall 1980, there was an overall increase of 157 Chicano/Latino students (56.5%).
 --The undergraduate enrollment increased by 105 (58.3%).
 --The graduate and professional school enrollment increased by 52 (53.1%).
- The smallest increase in enrollment was between 1979 and 1980; this correlates with the controversy surrounding the Juarez/Humphrey Chicano/Latino Supportive Services Center.

*Minority Enrollment Report, Fall 1976 - Fall 1980, University of Minnesota Office of Admissions & Records, Andrew Huang.

HISPANIC ENROLLMENT, UNIVERSITY OF MINNESOTA,
TWIN CITIES; BY ACADEMIC UNIT,
FALL 1975 - FALL 1980

	1975	1976	1977	1978	1979	1980
AGRICULTURE	6	5	5	6	3	2
BIOLOGICAL SCIENCES	0	0	4	2	2	3
BUSINESS ADMINISTRATION	4	7	5	4	4	8
EDUCATION	9	11	17	15	17	19
FORESTRY	2	1	4	3	4	3
GENERAL COLLEGE	63	75	76	80	91	87
GRADUATE SCHOOL	49	47	67	75	74	76
HEALTH SCIENCES						
DENTAL HYGIENE	1	1	0	0	0	0
DENTISTRY	6	6	6	5	3	3
MEDICINE	26	30	36	45	54	49
MEDICAL TECHNOLOGY	1	0	0	0	0	0
MORTUARY SCIENCES	2	0	1	1	0	0
NURSING	1	1	4	4	3	4
OCCUPATIONAL THERAPY	0	0	0	0	0	0
PHARMACY	2	1	0	0	1	0
PHYSICAL THERAPY	0	0	0	0	0	0
PUBLIC HEALTH	4	0	3	0	3	1
SUBTOTAL HEALTH SCIENCES	<u>43</u>	<u>39</u>	<u>50</u>	<u>55</u>	<u>64</u>	<u>57</u>
HOME ECONOMICS	3	1	2	1	3	3
LAW SCHOOL	12	7	9	13	15	20
LIBERAL ARTS	71	87	98	112	131	129
TECHNOLOGY	13	12	20	21	22	27
UNIVERSITY COLLEGE	2	0	0	1	0	0
VETERINARY MEDICINE	1	0	1	0	0	1
TOTAL TWIN CITIES	278	292	358	388	430	435
PERCENTAGE OF HISPANIC ENROLLMENT IN CLA & GC	48.2	55.5	48.6	49.5	51.6	49.7
PERCENTAGE OF NON-MINORITY ENROLLMENT IN CLA & GC	44.1	43.4	42.8	43.0	43.2	43.5

SOURCE: Minority Enrollment Reports, University of Minnesota, Office of Admissions & Records, Reporting & Research Division, Fall 1976, 1977, 1978, 1979, and 1980.

COMPARISON OF OMSSA/MLK APPLICATIONS, BY ETHNIC
STATUS, 1976 THROUGH 1980

	ASIAN	AMERICAN INDIAN	BLACK	HISPANIC	WHITE OR OTHER	INT'L.	TOTAL
1976	(1976 applications not recorded as PR-CR or New)						
NEW							
PR-CR							
TOTAL	<u>147</u>	<u>22</u>	<u>476</u>	<u>118</u>	<u>64</u>	<u>40</u>	<u>867</u>
1977							
NEW	103	30	211	74	27	2	447
PR-CR	64	5	100	12	19	2	202
TOTAL	<u>167</u>	<u>35</u>	<u>311</u>	<u>86</u>	<u>46</u>	<u>4</u>	<u>649</u>
1978							
NEW	77	12	182	67	29	4	371
PR-CR	37	2	82	13	12	3	149
TOTAL	<u>114</u>	<u>14</u>	<u>264</u>	<u>80</u>	<u>41</u>	<u>7</u>	<u>520</u>
1979							
NEW	142	71	215	117	23	15	583
PR-CR	57	47	126	23	20	1	274
TOTAL	<u>199</u>	<u>118</u>	<u>341</u>	<u>140</u>	<u>43</u>	<u>16</u>	<u>857</u>
1980							
NEW	222	80	227	86	28	2	645
PR-CR	40	51	106	15	29	2	243
TOTAL	<u>262</u>	<u>131</u>	<u>333</u>	<u>101</u>	<u>57</u>	<u>4</u>	<u>888</u>

- NOTES: 1) 1976 was previously the record year for OMSSA/MLK applications but 1980 has now surpassed it by 21 applications.
- 2) Each year includes application totals for all quarters. (e.g. 1976 includes Winter, 1976; Spring, 1976; Summer, 1976; and Fall, 1976).

UNIVERSITY OF MINNESOTA, TWIN CITIES
OMSSA/MLK ENROLLMENT BY ETHNIC STATUS,
FALL 1977 THROUGH FALL 1980*

	1977	1978	1979	1980
AMERICAN INDIAN	50	26	61	73
ASIAN	165	179	250	292
BLACK	446	348	354	321
HISPANIC	108	108	113	111
TOTAL MINORITY	769	661	778	797
WHITE	116	98	101	104
NO ETHNIC INFO.	4	111	40	110
TOTAL OMSSA/MLK	889	870	919	1011

*End of second week of each Fall quarter.

SOURCE: OMSSA-MLK Program Quarterly Report, University of Minnesota, Office of Admissions & Records, Fall 1977, 1978, 1979, and 1980.

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

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



university of minnesota

parents association

October, 1980

Dear Parents:

The University campus and The Parents Association are beginning to buzz with the hustle and bustle of a new school year. It has been a pleasure to meet so many new parents and to become reacquainted with returning parents. I hope this continues throughout the year.

As most of you probably realize, The Parents Association is your official contact with the University. We are here to answer your questions and listen to your suggestions. Hopefully, we can all work together to make the university years special for both parents and students.

Along with the usual services included with membership to The Parents Association, this year members will be receiving additional University publications, including the CLA Newsletter and the University Update. These periodic publications provide current information on University issues and events. If you have already joined the Association, you will be receiving this publications. However, if you have not joined, but would like to, it is not too late. You can still join and your name will be added to the necessary mailing lists. Also, you will receive notices of the monthly meetings starting with the October 23rd meeting on study skills.

How do I join? Simply fill out the form below and send it in with your \$5.00 dues. The dues cover one or two parents for the 1980-81 school year. By joining the Association you will receive the University publications, notices of monthly functions and a variety of other services like the enclosed information directory. Remember, The Parents Association is your official contact with the University of Minnesota.

If you have any questions about the Association or the University, feel free to contact Dr. Ludwig Spolyar or Julie White at 373-4474.

Hope you can join us!

Sincerely,

Stan Nelson
President

To join THE PARENTS ASSOCIATION, please fill out this form, enclose \$5.00 and send to: Parents Association, 209 Eddy Hall, U of M, Minneapolis, MN, 55455.

NAME (full names please) _____

ADDRESS _____

TELEPHONE _____

NEW MEMBERSHIP _____

STUDENTS NAME & COLLEGE _____

RENEWAL _____

UofM - Rough agenda.

② Meeting of Nov. 20
Pres of Faculty 21

questions for Admin.

Recruitment

IT - Utilize UAM. resources

① Dr. Clair Woodard

3:30 - 17th

Sub. Com -

MR.

W



UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455
November 11, 1980

To: Members of the Chicano Educational Advisory Council

Ruben Adan, Undergraduate Student
Irene Gomez Bethke, Spanish Speaking Affairs Council
Paul Carrizales, Graduate Student
Dionisia Coates, Spanish Speaking Cultural Club
Jose Cortez, University of Minnesota
Jose Cruz, Chair, Chicano Educational Advisory Council
JoAnn Cardenas Enos, Alaiamo Por Accion Politica
Ricardo Flores, Hispanos en Minnesota
Alfredo Gonzalez, Minneapolis Public Schools
Nils Hasselmo, Administration and Planning (ex officio)
Sam Hernandez, St. Paul Public Schools
Ken Keller, Academic Affairs (ex officio)
Mike O'Riley, Legal Aid Society
Yasmin Overlid, St. Paul Public Schools
John Pacheco, At Large
Felipe Ramirez, State of Minnesota
Samuel Rivera, At Large
Marcela Trujillo, Centro Cultural Chicano
Frank B. Wilderson, Jr., Student Affairs (ex officio)

Dear Friends:

I am writing to ask you to serve on the newly formed Chicano Educational Advisory Council for the 1980-81 academic year. This Council will be advisory to me with a primary function of offering advice and counsel on educational matters for which the University is responsible in regard to Chicanos. The purpose of the Council is to improve communication between the Chicano community and our campus in the Twin Cities. I am pleased that we have moved so rapidly to establish this Council and anticipate its value in bringing to my attention concerns affecting Chicano students and recommendations for improvement. I expect that the Council will meet on a regular and ongoing basis with the members of my senior administrative staff who are serving as ex officio members, and I have asked Vice President Frank B. Wilderson, Jr., to serve as my primary liaison with you. I will meet with the Council at least annually for a formal report and recommendations.

The formation of this Council was discussed and decided upon at an open meeting between members of the Chicano community and of the University administration at the end of September. Recommendations for formal membership on this Council were subsequently developed by an ad hoc committee of volunteers under the chairmanship of Jose Cruz in keeping with my request that we constitute a formal group of about fifteen members.

The charge to the nominating committee was to recommend a broadly representative body that would be tied to various Chicano community organizations in some structured fashion. The objective is to assure that the interests and concerns of the organizations could be brought to the attention of the University, and to make it possible for discussions and developments within the University to be carried back to the organizations. I suggested that private organizations as well as federal, municipal, or State councils and agencies might have representation. Thus, most of the Council members are linked to various community groups.

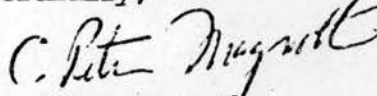
For the immediate future, Mr. Jose Cruz, who served as cochair of the recent community-University meetings, will continue to serve as the Chair of the Council, particularly during this period of definition and development. I will ask him to get in touch with Vice President Wilderson and arrange to convene the Council. You may, of course, develop your own agenda items, but I would like to suggest two or three significant issues to which you might profitably turn your attention during this first year. One is the matter of the recruiting of students and our programming for making contact with the community and with area high schools. How can we establish better liaison with various parts of the Chicano community so that prospective students and their families know more about the University and its resources, and at the same time so that the University can provide better information and assistance to students as they prepare for the transition to college and career? Another, and very important, issue is the matter of student retention, the academic, personal, and environmental factors that lead students to drop out or fail to achieve their preferred educational objectives. How can the community and the University work more closely to increase student retention and success? From a community perspective, what recommendations can be made to the University to enhance the learning experiences of Chicano students here and to make the University more supportive? Third, the relationship of the University to the broader Chicano community is of considerable interest to me, and I would welcome your insights into helping to think through ways in which the University's outreach efforts to the community can be developed to serve better the educational and service needs of the total Chicano community.

The list of eleven recommendations made by the original Task Force on Chicano Concerns in November, 1977, serves as a guide and background that will be helpful to you in delineating your plans for this coming year, and as a target in your advisory function. The report of the Task Force was well done, and the recommendations are, I believe, still important and cogent. I am enclosing for your information a copy of the Task Force Report and the three-year follow-up on the Report that was prepared for discussion at the September meeting.

As one of your early assignments, you will need to draw up your own guidelines for operation and establish terms of membership and process of turnover, including methods of determining the groups to be represented and of eliciting their participation in making nominations to this Advisory Council. You should also determine the method of selecting your Chair, who ought to be one of the appointed voting members of the Council. I will confirm appointment of members of the Council annually, on the basis of the Council's recommendations.

I look forward to future meetings with you and hope and believe that this step in constituting an ongoing body of broad community membership to work closely with me and senior members of my administrative staff will help to make the University of Minnesota more receptive and supportive of Chicanos.

Cordially,


C. Peter Magrath
President

CPM:mtw

cc: Alternates Designated by Represented Organizations

Enclosures: 1977 Report of the Task Force on Chicano Concerns
1980 University Response to Task Force Recommendations



UNIVERSITY OF MINNESOTA
TWIN CITIES

Juarez/Humphrey Chicano Latino
Supportive Services Center
~~310 Dome City~~ 332 Walter Library
~~1507 University Avenue S.E.~~
Minneapolis, Minnesota 55414
(612) 376-8020

LA 80-81:3

October 1980

Dear Friends of the Chicano-Latino Center,

I would like to take this opportunity to introduce myself as Director of the Juarez/Humphrey Chicano-Latino Supportive Center.

During the short time that I have been at the University I have found that there is much work to be done. Your assistance and input will be welcomed and appreciated on an on-going basis, but especially during the coming months as our Center's mission becomes more clear. I look forward to meeting and working in unison with community members and leaders to address the educational needs of the Chicano-Latino population.

I would also like to invite you an Open House that we will be having at our new location - 332 Walter Library. Please make an effort to join us on Thursday October 21, 1980 between the hours of 3:00 p.m. - 7:00 p.m. . This will be a good opportunity for you to meet our staff, see our new facilities, and meet old and new friends.

I look forward to meeting you soon.

Sinceramente,

Luis Aguilar, Director
Chicano-Latino Center

LA/es



STATE OF MINNESOTA
SPANISH SPEAKING AFFAIRS COUNCIL

504 Rice Street
ST. PAUL, MN 55103

296-9587

October 14, 1980

Mr. C. Peter Magrath, President
Office of the President
202 Morrill Hall
University of Minnesota
100 Church Street Southeast
Minneapolis, MN 55455

Dear President Magrath,

A six-member committee composed of Francisco Gallegos, Sam Hernandez, Gloria Gallegos, Willie Dominguez, José H. Trejo and myself, have nominated the following thirty individuals as Hispanic Education Advisory Council members and alternates:

<u>Members</u>	<u>Alternate</u>	<u>Agency</u>
Irene Gomez Bethke	Francisco Gallegos	Spanish Speaking Affairs Council
Sam Hernandez	Chris Jones	St. Paul Public Schools
Yasmin Overlid	Isabelle Torrez	St. Paul Public Schools
Dionisia Coates	Roberto Acosta	Spanish Speaking Cultural Club
Marcela Trujillo	Donn Vargas	Centro Cultural Chicano
José Cortez	José Gaitan	University of Minnesota
Ricardo Flores	Alberto Miera	Hispanos en Minnesota
Samuel Rivera	Eduardo Villalon	Community-at Large
JoAnn Cardenas Enos	Frances M. Trejo	Alaiama Por Acción Política
Felipe Ramirez	Rose Herrera	State of Minnesota
John Pacheco	Rafael Esparza	Community-at-Large



STATE OF MINNESOTA
SPANISH SPEAKING AFFAIRS COUNCIL

504 Rice Street
ST. PAUL, MN 55103

296-9587

October 17, 1980

Irene Gomez Bethke
4649 Decatur Avenue North
New Hope, Minnesota 55428

Dear Irene;

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 University President C. Peter Magrath. This task force prepared a series of recommendations and presented these recommendations to the University.

Representatives of the Hispanic community have expressed their concerns regarding the lack of follow-up in implementing the Task Force recommendations. Two meetings have been held, one on August 7th and another on September 30th. As a result of these meetings and other actions, it was agreed to form a Hispanic Educational Advisory Council to the University.

Such a Council will bring to the attention of the President and the University concerns affecting Hispanic students with regard to educational programs of the University. This Council will make recommendations for improvement.

A five-member nominating committee has nominated fifteen individuals to serve on this Council. The Council will elect its own Chairperson and draw up guidelines for its operation. The Council will also establish terms for membership.

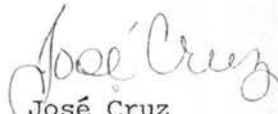
Because of your interest in the area of Education, you have been nominated to serve on this Educational Advisory Council. Also Frank Gallegos has been named as your alternate. Please contact Frank Gallegos, at 291-6555 or 645-8884 to discuss your meeting participation and when you will need to have an alternate.

We ask that you and your alternate be in regular contact with each other so that the Council's program will not be hampered.

An orientation and training session will be held on Friday, October 24th at 500 Rice Street, starting at 4:00 p.m.. A copy of the agenda is enclosed.

Please join us.

Cordialmente,

A handwritten signature in cursive script, appearing to read "José Cruz".

José Cruz
Acting Chairperson
Hispanic Educational Advisory Committee
University of Minnesota

scc

Enclosure

<u>Member</u>	<u>Alternate</u>	<u>Agency</u>
Ruben Adan	Rogelio Blanco	University of Minnesota Undergraduate students
Milton de Jesus	Manuel Guzman	Legal Services
Alfredo Gonzalez	Juan Felipe	Minneapolis Public Schools
Paul Carrizales	Juan Hernandez	University of Minnesota Graduate students

(Please note: Agency representation is for regular member only. Alternates were selected at-large.)

The nominating committee members selected these individuals on the basis of:

- Demonstrated interest and concern regarding the University.
- Expertise in the area of Education.
- Involvement in the issues and concerns affecting the Hispanic community.
- Wide cross-sectional representation.
- Differing viewpoints regarding the issues to be resolved.

We realize that not everyone who expressed interest in this Council has been selected and that some individuals may express concerns regarding our selection; however, we believe that the process used was in the best interest of the overall Hispanic-Heritage community.

We request that you contact these people regarding their selection. We have contacted all of them and they have indicated an interest to serve on this Council.

Sinceramente,

José Cruz

José Cruz
Acting Chairperson
University of Minnesota
Hispanic Education Advisory Committee

SCC

UNIVERSITY OF MINNESOTA

HISPANIC EDUCATIONAL ADVISORY COUNCIL

MEETING

Friday, October 24, 1980
500 Rice Street, Saint Paul
4:00 p.m.

AGENDA

Introduction

Role and Purpose of Council

Jose Cruz

Presentations

University of Minnesota/General Structure

Alfredo Gonzalez

Affirmative Action/EEO Status

Juan Felipe

Counseling and its Impact on Students

Paul Carrizalez

Faculty and Its Structure

Marcela Trujillo

Committees

1. Mission and Purpose

1. ~~Marcela Trujillo~~
2. Leo Montoya

3. Alfredo Gonzalez
4. ~~1. Irene Becker~~

> 3

2. Bylaws + Rule / Regs Criteria

1. Al Martinez

3. Paul Gonzalez

2. ~~Arturo Perez~~

- Arturo Perez

> 3

3. Priorities

long range / short range Goals

1. Arturo Perez

3. L. Becker

2. Carlos Rubiano

4. Fermina Hernandez

> 4

4. Program of Work / Methodology / Needs

1. Fermina Hernandez

3. Daniel Ajida

2. Alfredo Gonzalez

> 3

5. Political

1. Leo Montoya

3. Jose Gaitan

2. Felino de La Peña

4. Paul Gonzalez

5. Marcela

6. Raphael Espinoza

> 6

6. Communication

1. Marcela Trujillo

3. L. Becker

2. Al Martinez

4. Daniel Ajida

5. Communication

> 4

March 19, 1980

TO: The various Chicano/Latino Board Representatives,
Agency Directors and Staff personel

FROM: El Komite Para Asegurar Responsabilidad Profesional

RE: Provision of Newspaper articles concerning the alleged
fraud perpetrated on University of Minnesota students
funded by the Minnesota Migrant Council.

The attached articles and position paper of "El Komite" are being sent to you for informational purposes only. These articles are not being sent to persuade you one way or another. Should you wish to take a position or have already done so, it should certainly be made on as much information as possible. In either case you will take a position regarding this matter given your leadership recognition and since your silence or lack of inquiry will most naturally be assumed to mean assent to whatever disposition is eventually made. Therefore, to assure your right to make the most informed and responsible judgment in this matter we have provided you with all the articles, both pro and con, printed to date. The articles are numbered in sequence for your convenience.

In reading them you will find, both a clear statement of the allegations, the political context in which they arose and the most current University of Minnesota Administrative position on whether or not an audit would take place. The articles also contain strong contrasting facts, opinions

and mud slinging.

Some articles are based on complete investigations short of a necessary audit, while others argue conclusions through headlines alone. Those articles headlining conclusions if read closely will display contradictions in the subsequent content of the article.

Once again, you have been sent these articles because this has been a continuing controversy, unfortunately as of yet unresolved. You have the right to know what the problem is all about if you are to respond in the most professional way. Even the weakest ink is greater than the spoken word.

El Comite Para Asegurar Responsabilidad Profesional



UNIVERSITY OF MINNESOTA

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

September 19, 1980

TO: Participants in the August 7, 1980, Meeting, and Other Members of the Chicano Community

FROM: President C. Peter Magrath

SUBJECT: Meeting Scheduled for September 30, 1980

At the meeting we held on August 7, it was agreed that a follow-up meeting would be held in September to address issues raised at the August meeting. The follow-up meeting has now been scheduled for Tuesday, September 30, 1980, from 2:00 to 4:00 p.m. in the Regents' Room (238) Morrill Hall. I and a number of my senior associates will be present, and I am writing to invite your attendance. We would also appreciate your inviting others interested in Chicano education.

Mr. Jose Cruz, a community member from St. Paul, was elected co-chair for the August 7 meeting which was chaired by Associate Vice President Al Linck of Academic Affairs. I am asking Mr. Cruz to serve as chair of the meeting on September 30, with Mr. Linck as co-chair.

The agenda for the meeting, developed out of commitments made at our previous meeting and in consultation with Mr. Cruz, is scheduled to include:

1. Review and discussion of the University response to recommendations of the Task Force on Chicano Concerns (copy enclosed). ✓
2. Housing for Chicanos ✓
3. Set-aside program for minority business doing business with the University.
4. Formation of a Chicano Educational Advisory Council (proposal enclosed). *proportion of students faculty / community*

I look forward to seeing you at this meeting.

CPM
CPM

CPM:HW

Enclosures: University Response to Recommendations of the Task Force on Chicano Concerns
Proposal for a Chicano Educational Advisory Council



UNIVERSITY OF MINNESOTA

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

September 19, 1980

TO: Members of the Chicano Community

FROM: President C. Peter Magrath

SUBJECT: Proposal for a Chicano Educational Advisory Council

I know that there is interest in the Chicano community in the Twin Cities and on our campus for a better mechanism through which we can communicate with each other on matters of improving education for Chicano students.

One suggestion has been for the formation of a Chicano Educational Advisory Council. On a regular and ongoing basis, such a Council could bring to my attention concerns affecting Chicano students with regard to educational programs of the University, particularly on the Twin Cities Campus. The Council could also make recommendations to me for improvement.

I am very supportive of this proposal and would like to outline the steps for the formation of such an Advisory Council at this time. Although we expect the meetings of this group to be open to the public and thus to ensure a broad range of input from the Chicano community, my recommendation is that a smaller group of about 15 individuals serve with formal membership. I propose that we identify organizations in the Twin Cities area which are involved in a variety of ways with Chicano affairs. These would be private organizations as well as committees or councils of municipal, state, or federal agencies. Each of these groups would be requested to nominate a representative to me whom I would appoint to this Advisory Council.

This Council will be asked to offer advice and counsel on educational matters for which the University is responsible in regard to Chicanos. The Council will be advisory to me. Three of my senior associates will serve in an ex officio capacity on this Council -- the Vice President for Academic Affairs, the Vice President for Student Affairs, and the Vice President for Administration and Planning -- and will meet regularly with the Council. I will plan to meet with the Council for a formal report and for further consultation at least once a year. I would designate the Vice President for Student Affairs as the primary contact with the Chairperson of the Council in arranging meetings and for staff support to the Council. I propose that the Chairperson of the Council be one of the appointed, voting members of the Council and that this position be filled by Council election.

It would be appropriate and useful for the Council to draw up guidelines for operation and to establish terms of membership and the process for turnover in this membership. I would plan to appoint or reappoint members to the Council annually.

Members of the Chicano Community
September 19, 1980
Page Two

I am proposing the formation of this Council for the consideration of anyone in the Chicano community who is interested in improving the education and the educational programs for Chicanos through the University of Minnesota. If we have your further support and encouragement for this significant step, my intent is to present my proposal to the Board of Regents for their review and action.

I look forward to your comments and suggestions when we meet on September 30.


CPM

CPM:nw

September 1980

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? HIRE recruiters 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? Provide Housing/FUNDS Tutoring/Retention Service How can we better recruit Chicano and Latino faculty and staff? Provide Climate for retention

ongoing
problem

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 quality and the scope of supportive services. 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 ^{Learning} 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 supportive services and grants under the Office for Minority and Special Student Affairs; 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

Looks Good on paper Now we need practical implementation
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. *Why cant it help?*

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 Civil Service positions. These affirmative action policies are designed with the intent of eliminating discriminatory hiring practices and assuring that the target groups are accorded full opportunity for employment.

*advantages
for affirmative
action
training
dept. heads*

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.

Not enough to be made aware of where is the truth?

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 identity. In the period since the Task Force on Chicano Concerns reviewed the data during 1976, the number of Civil Service employees who are Chicano has

*Thy
Perry*

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.

What
is being
done for
retention
of faculty
Marcela
Trujillo
for instance

Why

Numbers are doubtful

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.

* These are percentages showing how the total civil service staff is distributed among job categories as defined by HEW.

University Academic Employees by Rank

April 1976

90 Calculated

	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	10.73%	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%	261	73	334	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; 1i) 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
Transpor- tation	<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 colleges with higher tuition, financial need is adjusted accordingly.
2. These expense estimates apply to residents of Minnesota and the "tuition 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.*

Response: Due to the complexity of the University of Minnesota and the 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. *What efforts on the local population?*

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 conducted an extensive mail campaign to encourage Chicano and other under-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.

Response: Continuing Education and Extension at the University offers a variety of Chicano educational 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 the total Northside 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 1:30 p.m.	"The Latina" Two local women, Maria Calendar and Marcella Trujillo, discuss the woman's role in the local Chicano community. (A National Hispanic Heritage Week Special)
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- | | |
|---------------------------|---|
| 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.

The Independent Study Department has been attempting to do a Chicano 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 who have taken advantage of some aspect of the program. There is a summer 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 in the program. This committee recommended three names, and an offer was made to the preferred candidate. Primarily 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 ensure that students are aware of services and to provide assistance or referral 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 allocating space for the Juarez/Humphrey Chicano Latino Supportive 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.

Total Chicano student enrollment in the College of Liberal Arts and 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 recommendations expressed in this document.*

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.

Questions

p. 1 - hire recruits?

provision of housing funds? time line?

Climate for Retention?

p. 3. Looks good on paper? Practical application and implementation.

Why can't the Mary Humphrey center help?

1st step should be to help student aid resources

Professor Aguilar - M.A. Chic/Latino Resource Center

Budget - 16 million cuts

Protected,

OMMSA,

OSSA

Financial aid

Minority - student

tech assistance - for housing proposals -
recs

* Work study

My Jesus
Santiago
Misc. budget

full time to end of month.
Random retention.

Frank
Gallagher

1. Center Retention / Supportive services. (Models -
alternatives - U of Cal. U of Calif. develop

2. General personnel - administration staff &
students.

3. Utilization of U of M - major resource -

200
/ 50
1980

Back it up with money. (4) years to

1. Lock housing - all campus housing -
Constock hall

1. Housing
2. Financial aid
3. Mechanism developed.

Spec. People.
Certified people

Dec. 3, 1980

Mr. McGraw: Minnesota Board of Regents.
Hispanic Regents: elected to
6 yr terms Congressional District
Budget increase 3% for Chicano Studies
3 permanent faculty in Ch. Studies
1 more slot.
Recruitment main goal.

2. Disadvantaged Student Retention
Special appropriations U-M

NO graduates.

3. In spite of best efforts, but would ~~like~~ look at
alternate plan for helping students graduate.

4. carwash! some funds to correct history.

Student Retention: General College

Shelter prog: pilot - classroom activity
skills: writing, communication math etc.
Cultural background - U of M -
A Goals.

1. Emotional Support

advising counseling - to be mainstreamed
Funds - GC received \$700,000.

\$197,000.00 - 3 cultures Chicano \$42, M

a. tutorial

b. Classroom Inst / situations

c. No funds for Admin.

Central rec. \$33,000.00

Spec. Gen. College of Learning Resource
center - career 1/2 way houses -
approx: of 30, 18 returned

2 groups 1-10 all ten returned of 28 - 2 did
not.

writing labs - oral communications
3d. graduate they could mainstream.

Problems of Student attributed to dropout -
late was mainly financial.
Control class seemed to be successful.
basic science

30% walk in for skills development -

local recruitment.

Friday 4:00 PM

L.A.C.

Financial Aid deadline

Student Aid through the state. ^{Post} July 15

Tran

Program designed to have students
social adjustment program -
trips to University and major institutes
initiate programs to develop
early identification program -

Chicano Educational Advisory Council
Minutes
November 17, 1980

Present: Jose Cruz, Alfredo M. Gonzales, Yasmin Overlid, Don J. Vargas, Ricardo Flores, Frances Trejo, Marcella Trujillo, Juan Hernandez, Jose Trejo, Juan Pacheco, Luis Aguilar, Luis Caire, Peter Gomez, Mary Lou Gomez, Jesus A. Santiago, Clare Woodward, Marcos Masias, Elvira Suarez

Agenda for meeting:

- I. Elections
- II. Presentation by Dr. Clare Woodward
- III. Agenda for next meeting with the University of Minnesota

Jose Cruz - Presiding Chairperson

1. Reported that as a consequence of a meeting with Vice President for Student Affairs Frank Wilderson from the University of Minnesota the following concessions were gained for council meetings:
 - A. Secretarial service and an allocation for the same would be provided.
 - B. Parking space will be provided for the membership if necessary.
2. Jose Cruz gave structure of the Council Officers as follows:
 - A. One ~~presiding~~ Chairperson
 - should be someone who can run meetings from a professional level.
 - B. Two vice-chairs
 - reasoning for two vice-chairs is for adequate coverage of meetings and greater flow on direction in committees.
 - two vice-chairs would report directly to chairperson for better administration and direction of council activities.
 - C. One secretary-liaison person
3. Standing Committees were suggested:
 - subcommittees may further be implemented to serve the following sub-sections.
 - A. Support Services
 1. Recruitment
 2. Retention
 3. Counseling
 4. Financial Aids
 5. Housing
 6. Tutorial Services
 7. Juarez-Humphrey Center
 - B. Academic Affairs
 1. Undergraduate
 2. Graduate
 3. Chicano Studies Department
 - C. Employment
 1. Professional and Credentialed
 2. Civil Service
 3. Special Contracts

4. Jose Cruz questioned the present council members on election of officers.
 - A. Marcella Trujillo moved that the election of officers be postponed to a later time during the meeting to first allow time for Dr. C. Woodward.
 - B. Motion was carried unanimously.

Dr. Clare Woodward - Presentation

- Professor of Biochemistry has served on numerous committees for the University of Minnesota
- 1. Structure of University
 - A. Usually impossible not to get lost in red tape.
- 2. Formal structure of Administration
 - A. Policy comes from the President of the University
 - B. President of University has final choice on who will serve on advisory boards etc.
 - C. President has final choice on rejection or acceptance of proposals.
- 3. When policy is unknown it should be acquired from President in writing.
- 4. Main function of Affirmative Action is to insure that University is not sued.
- 5. Key administrator personnel accountable through the President for areas of:
 - A. Support Services - V.P. Frank Wilderson
 - B. Academic Affairs - Asso. V.P. Al Linck
 - C. Asst. V.P. Bill Thompson

Discussion by University Students

- A. Luis Caire as spokesman for a group of University students addressed Jose Trejo to question and challenge appointment of Advisory Council Membership.
- B. Secondly challenged alleged dismissal of Jesus A. Santiago from the Juarez/Humphrey Chicano-Latino Supportive Services Center
- C. Peter Gomez, a student, petitioned Advisory Council to hold a "Hearing" for students to voice and make known their sentiments in regards to:
 1. The direction of the Juarez/Humphrey Chicano-Latino Supportive Services Center in regards to students.
 2. The student's role in guiding their own destiny as it regards supportive services.

Elections

- A. The call for election of Council Officers was made by Jose Cruz.
- B. A roll call for eligible and present members was requested by Alfredo Gonzalez.
- C. Marcella Trujillo proposed that all appointed council members including alternates be given the privilege of voting.
- D. Both Alfredo Gonzalez and Marcella Trujillo's request were passed affirmatively.
- E. Present for voting were as follows:
 - Yasmin Overlid
 - Juan Pacheco
 - Don J. Vargas
 - Juan Hernandez
 - Ricardo Flores
 - Frances Trejo
 - Jose Cruz
 - Alfredo Gonzalez

F. The results of the voting were as follows:

1. Jose Cruz - President
2. Juan Pacheco and Alfredo Gonzalez - V.P. Officers
3. Juan Hernandez - secretary liaison

Announcements

- A. Jose Cruz announced that the next meeting with President Magrath was scheduled for Wednesday, December 3, 1980 at 2:30 p.m.

Tentative Agenda

- A. President P. Magrath
- 15 minute Introduction and Address
- B. Planning and Development
- V.P. Stan Kegler, accountability
- C. Recruitment and Retention
- V.P. Frank Wilderson assisted by: Dean Lukerman, Dean Lupton

Meeting adjourned

Minutes respectfully submitted by Ms. E. Suarez and Mr. Alfredo M. Gonzalez

Mission Statement

It is the mission of the Chicano-Latino Learning Resource Center to administer and promote retention and recruitment activities aimed at the Chicano-Latino population.

In assuring that the enrollment of Chicano-Latino students at the University of Minnesota continue to increase, the Chicano-Latino Learning Resource Center will provide information to the Chicano-Latino population in the State of Minnesota (especially in the Twin Cities and other areas where a significant number of Chicano-Latinos reside) regarding course offerings, and educational programs available at the University of Minnesota. The Center will make a comprehensive effort to inform, recruit, and make follow-up contact with prospective undergraduate and graduate Chicano-Latino students and/or their parents.

Supportive services designed to increase student retention will consist of guidance and instruction for students on an individual and group basis which will assist them in formulating and implementing educational goals. Center staff will identify and utilize resources on and off campus for the purpose of making information and services available to students which would assist them in successfully attaining their educational goals.

The services of the Chicano-Latino Center will be available to any Chicano-Latino student however, upper division students will be encouraged to seek the assistance of their respective departments for specific course information, graduation requirements, etc. The primary target population for the Center's services will be high risk undergraduate students i.e. first and second year students, transfer students, students who remain undecided about a major, students who are experiencing academic difficulty in their course of study, etc.

I. Internal Organization of Center

GOAL: To bring about necessary program changes which would clarify: the role of the Center, each staff person's job responsibilities, the specific activities of the Center, and the effect that the services provided by the Center is having on student retention and recruitment efforts.

Objectives:

1. Review job descriptions and job assignments on an individual basis with each staff person.
2. Review each staff person's performance on a quarterly basis.
3. Implement a record keeping system which will record student contacts and give an accurate account of the types of services provided by the Center.
4. Provide quarterly written summaries of the total student contacts made by the Center.
5. Study the effect that the Center's services is having on student retention.
6. Define program objectives.

II. Recruitment

GOAL: To conduct a thorough information campaign throughout the Chicano-Latino communities in the State of Minnesota such that prospective students or interested individuals will have access to information regarding the colleges, departments, or programs within the University of Minnesota.

While it is unrealistic to expect all Chicano-Latino high school graduates to choose to attend the University of Minnesota, it is believed that many students do not choose not to attend the University of Minnesota. Rather, because complete information is not available and Chicano-Latino programs are under publicized or have been poorly publicized, students have not chosen to attend the University of Minnesota. A reversal of this trend is needed.

Objectives:

1. Assign specific duties to the recruiter in Admissions and Records who

is responsible for the recruitment of Chicano-Latino students.

2. Maintain on-going contact with the recruiter and keep an accurate accurate account of recruitment activities.
3. Utilize the Summer Institute as a recruitment tool for admitting and assisting under prepared students.
4. Produce Television and Radio Public Services Announcements which would be aired extensively prior to the admissions deadlines of the University.
5. Promote visits to the campus by groups of junior high and high school students.
6. Conduct evening presentations at various sites in the community to students and/or parents groups.

III. Retention

GOAL: To administer comprehensive supportive services for graduate and undergraduate students.

A comprehensive approach to providing services would consist of operating a centralized "one-stop" Center which would be staffed by personnel who could provide official academic advising, personal counseling, tutorial assistance, etc.. A centralized system would eliminate having to refer students to many different locations on campus. Eventually, services would expand to include:

- CLA advising
- GC advising
- Tutorial program
- Peer counseling program
- Career education seminars
- Job development and job placement services
- Computerized data retrieval system

Objectives:

1. Implement a Peer Counseling program designed to provide on-going contact with students.
2. Provide tutorial assistance to students on a drop in or appointment basis.
3. Develop a test file and library for use by students.
4. Provide follow-up contact on a regular basis to all OMSSA certified Chicano-Latino students.

5. Submit a proposal to Housing outlining the need for a pilot housing project in the dorm for incoming and returning students.
6. Participate in the development and monitoring of the Chicano-Latino PEP Package.

IV. Communication

GOAL: To develop and maintain communication with student groups, campus departments, and community agencies, or other interested individuals for the purpose of keeping all parties informed as to the activities and direction of the Chicano-Latino Center.

Objectives:

1. Publish and circulate a quarterly newsletter.
2. Conduct quarterly meetings to secure student feedback as to quality of services provided by the Center.
3. Conduct Quarterly meetings with the Center Advisory Board.
4. Meet regularly with the Chicano Advisory Council and maintain regular communication with council members.
5. Meet regularly with Student Cultural Center Director and staff.

5 11
Lesson / Res -
Chicano-Latino Supportive Services Center
Advisory Board Meeting
January 15, 1981
4:00 pm

I. Structure for Advisory Board

II. Election of Officers

III. Mission and Goals of Center

IV. Director's Progress Report

V. Other Business

VI. Adjournment

Added
3rd - 30 min
Professional Ethnic mit
Juan
30
Over
Public affairs - 18-15 fellows
Masters - public
graduate studies
Work study - Peer Counseling students
positions 3 are filled
video tape public service announcements - *min. 5 years lived in 12 mos*
3 dif. channels - ** Change of policy requirements*
Student retreat *Camp Livingdigo Bulup Road*
30 second spots - Bilingual
W.C.C.O. T.V.

Hispanic Advisory Committee
to the U of M and
Pres. C. Peter McGraw

A. Support Services

-Chair: Alfredo Gonzalez

-Roberto Acosta
-Michael O'Reilly
-Frank Sanchez
-Donn Vargas

B. Academic Affairs

-Chair: John Pacheco

-Paul Carrisoles
-Frank Gallegos
-Juan Hernandez
-Marcela Trujillo

C. Employment

-Chair: Juan Felipe

-Jo Anne Cardenas de Enos
-Jose Cortez
-Yasmin Overlid
-Felipe Ramirez

D. Fact-finding (Grievance)

-Chair: Irene Gomez de Bethke

-Nicha Coates
-Ricardo Flores
-Manuel Guzman
-Sam Rivera



UNIVERSITY OF MINNESOTA

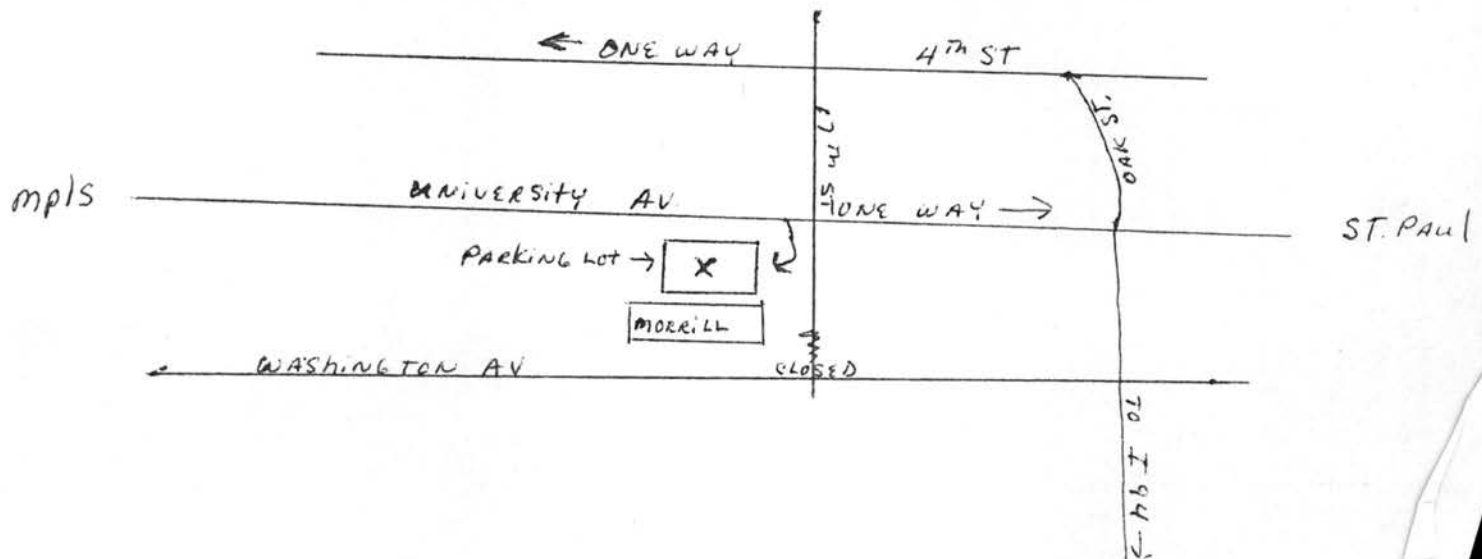
Office of the Vice President for Student Affairs
Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

November 26, 1980

MEMORANDUM

TO: Chicano Educational Advisory Council
FROM: Frank B. Wilderson, Jr.
Vice President for Student Affairs
SUBJECT: Parking

I have arranged for parking for the Advisory Council for the December 3rd meeting in the lot just North of Morrill Hall. See map below.



You will receive a ticket as you enter the lot. When you leave, give the ticket to the attendant and tell him to charge it to me as previously arranged.

/djs

cc: Alternates

Jan. 15, 1981

James Humphrey Institute

Budget / Membership on Bd.
elected chair vice chair supt/alg-
executive com - To deal w - emergency
matters.

16 member board -
elect -

any member - shall be eligible
term is one academic ~~year~~ term -

1 reg meeting held quarterly

date 3d Thursday of the ^{year} month

regular mtg. " " of the quarter.

emergency - called by the ex Com.

forum -



UNIVERSITY OF MINNESOTA
TWIN CITIES

Chicano/Latino Student Culture Center
Room 231, Corcoran City Temporary North of Appleby #15
1507 University Avenue S.E. 122 Pleasant Street S.E.
Minneapolis, Minnesota 55414
(612) 376-1233

November 17, 1981

Dean Lukermann
College of Liberal Arts
215 Johnson

Dear Dean Lukerman:

We the Board of Directors of the Chicano/Latino Student Cultural Center, as representatives of the Chicano/Latino student body, are forwarding this communication to you in response to the possible dismantling of the Chicano Studies Department and proposed cutbacks of Chicano/Latino Supportive services at the University of Minnesota.

We are greatly concerned since these predictions are not consistent with prior commitments the University has made to the Chicano Studies Department, Chicano/Latino students and, most importantly, the community.

In November, 1977 the Task Force on Chicano Concerns, now the Hispanic Advisory Council to President C. Peter Magrath, made a number of recommendations concerning Chicano/Latino affairs at the University of Minnesota. President Magrath responded positively to these "cogent" recommendations in his letter of November, 1980 to the Advisory Council.

Among these recommendations was that the Chicano/Latino Supportive Services continue and expand programs for recruitment and retention of students. Hispanic enrollment is and has been on the increase and the loss or reduction of such invaluable services would undo the progress made in recent years. We are asking, then, from CLA and the University, for continued funding, clear restatement of CLA commitment to these programs.

Another recommendation made by the Task Force was to give priority to hiring Chicano faculty and staff in full time long term positions, not restricted to the Chicano Studies Department, but integrated throughout the university. Yet in the 1981-82 scholastic year there are only three Chicano faculty in the entire university.

Another recommendation made by the task Force was a "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." In response, President Magrath assured the Task Force that "The College of Liberal Arts, by its past commitments and allocations and in its planning proposed for the next several biennea, is fully in accord with the sense of this recommendation" and even specifically promised a search for an addi-

tional permanent faculty position to bring the total Chicano Studies faculty to four permanent positions.

Contrary to this stated commitment, CLA is presently committing itself to only two tenure-track positions and is not concerning itself with looking for a Chair for the Chicano Studies Department.

More recently, recommendations were submitted in the Kennedy Report of February 27, 1981, after a very critical evaluation of the Chicano Studies Department. The Majority Report recommended that Chicano Studies continue to be a department. Recommendations for staffing were four full-time permanent positions, one secretary, one E appointment and one teaching assistant as minimum support for the existing department. In contradiction, the administration has chosen to disregard this report and to downgrade the Chicano Studies Department to a mere service program at the University and that it draw its faculty from other departments of the University. (This, despite the obvious fact that there is no Chicano Studies expertise anywhere except in the Chicano Studies Department.)

The Chicano/Latino students at the University of Minnesota oppose these outrageous attacks on our programs. We challenge the CLA administration's commissioning a respectable group of its faculty to conduct an evaluation, only to disregard its recommendations in favor of an illogical, but administratively convenient plan of action. We also question the fairness of CLA's apparent plans to dismantle or reduce the Department when there is already a severe lack of Chicanos on the staff and faculty at the University.

In closing, we as concerned Chicanos/Latinos in higher education, would like to reaffirm our position. These academic departments and support services benefitting our people are not a gift of the university to us. Our people's labor has helped to build the wealth of the state of Minnesota and the nation. We have paid taxes and worked hard and long for very small returns on our efforts. Nevertheless, it was not until the Chicano/Latino community insisted upon our rightful place in this university that these programs came into existence. We are a growing population in the state, the nation, and the university itself. For this reason, we believe it is reasonable to expect growth and expansion of our programs, not reductions and dismantling. We have struggled toward these goals and will continue in that struggle.

Sincerely,

Board of Directors
Chicano/Latino Student Center

cc: President C. Peter D. Magrath
Vice President, Kenneth H. Keller, Academic Affairs
Luis Aguilar, Director, Chicano/Latino Resource Center
Dr. Bruce Downing, Acting Administrator, Chicano Studies
Dr. Dennis Valdez, Chicano Studies
Dr. Tomas Vallejos, Chicano Studies
Dr. Rene Cisneros, Chicano Studies
Jose Cruz, Chair, Hispanic Advisory Council to President Magrath
Governor Al Quie
Centro Cultural Chicano, Willie Dominguez, Editor
Letters, Minneapolis Star and Tribune

university
of
minnesota
memo

date _____ 19 _____

to _____

from _____

Enclosed you will find minutes of the Hispanic Educational Board Meeting. Please note that the next meeting is scheduled for Nov. 19, 1981 at 3:30 p.m. in the Conference Room at 500 Rice St. Please make every effort to attend.

Hispanic Educational Board
University of Minnesota

MINUTES
November 5, 1981

Persons Present: Luis Aguilar, Tomas Vallejos, Dennis Valdes, Paul Carrizales
Alfredo Gonzalez, Jose Cruz, Rose Herrera, Diana Rodriguez

Meeting was called to order by Jose Cruz, Chairperson

- I. Review and Approval of Recommendations to President Magrath. Members are encouraged to submit additions and/or corrections to Luis Aguilar within the next week. Paul Carrizales also noted a correction and Alfredo Gonzalez presented and submitted additional comments for inclusion of the report.

Motion: That necessary corrections be made and recommendations submitted to President Magrath and the University administration.
Motion passed unanimously.

- II. Status of Chicano-Latino Programs

- B. Chicano Studies (Reported by Professor Dennis Valdes)

Prof. Bruce Downing is currently acting as administrative liaison on behalf of Chicano Studies to the CLA dean's office. Currently, three faculty members hold appointments in the department.

Enrollment: Despite a downward trend in enrollment during the past four years, this fall's enrollment has grown markedly and is expected to increase during the coming quarters.

Financial: Budget cuts have been implemented. Secretary position was reduced to 50% and the search for a department head was shelved, temporarily. Search for senior faculty member with administrative experience may be renewed next year.

Status of Dept.: Dean Lucherman has suggested a change for the department which would reduce it to program status. A similar change has already taken place with the department of American Indian Studies.

It was recommended that a letter campaign on behalf of the Chicano Studies Dept. be implemented utilizing former students, current students and legislators.

- B. Chicano-Latino Learning Resource Center (Reported by Luis Aguilar)

Budget cutbacks were discussed in a meeting between Don Zander, Carol Pazandak, Jose Cruz, and Luis Aguilar. Don Zander indicated that he was confident that upcoming cuts would not affect the C/L LRC. All cuts affecting OMSSA would be absorbed by the OMSSA Central Office.

It appears that the financial aid office will be receiving less funds in the coming year. This could have a devastating effect on Chicano-Latino Students especially if tuition increases 25% - 40% as expected.

Because a majority of the Chicano-Latino students depend on receiving financial aid, reductions will force many students to drop out of the University.

It is necessary to mobilize community and government resources in support of programs affecting Chicano-Latino students.

Jose Cruz suggested that changes needed to occur in the financial aid award process. Students who receive outside aid (scholarships, grants, etc.) are not allowed to receive funds above the funding level of the financial aid office. This minimizes the incentive for securing outside funds from foundations or the private sector.

Motion: That Rose Herrera and Luis Aguilar draft and submit a letter to President Magrath requesting a review and/or change of the financial aid policy affecting outside financial aid. The letter should include a deadline for a University response and a request for a plan of action. Motion passed unanimously.

III. Formation of Hispanic Educational Board

Motion: To establish committee which would outline alternatives and procedures for the election of board members.
Motion passed unanimously.

Committee members include: Paul Carrizales, Dennis Valdes, Alfredo Gonzalez, Luis Aguilar, Rose Herrera.

Alternatives will be presented by committee at next meeting.

The next meeting of the Hispanic Educational Board will be held on Thursday, November 19, 1981 at 3:30 p.m. at 500 Rice Street, Conference Room.

IV. Meeting adjourned at 5:05 p.m.

THE CHASM OF CONFLICTING CONCERNS

AN ADDRESS PRESENTED TO
THE TEXAS UNITED COMMUNITIES SERVICES

ANNUAL CONFERENCE
AUSTIN, TEXAS
NOVEMBER 17, 1970

BY

DR. JOSE A. CARDENAS
SUPERINTENDENT

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
5358 WEST COMMERCE STREET
SAN ANTONIO, TEXAS

THE CHASM OF CONFLICTING CONCERNS

Introduction

For the last twenty years I have been involved in the education of Mexican American children. Much of my energy in that time has been devoted to a reconciliation of what I considered to be erroneous strategy: that of attempting to adapt the child to the curriculum. I think the failure of that strategy is amply substantiated by an eighty to ninety per cent school drop-out rate among Mexican Americans. Still the strategy survives, and the failure continues. I have been thoroughly convinced for several years now that educational problems of Mexican-Americans will not diminish until all educators drop the concept of "adapting the child to the curriculum" and substitute this with a program of adapting the curriculum, and the school, to the child. I call your attention to this because I think a parallel exists in the response of most social institutions to the Mexican American. Almost daily we still hear of "the Mexican American problem", in health, in community services, in economics, and in politics; and in my opinion social agencies are no closer to solving social problems of Mexican Americans than I am to solving their educational problems; at least not until we think in terms of adapting social institutions to the Mexican American rather than attempting to adapt the Mexican American to the institution.

My commitment to education has caused me to continuously criticize its inefficiencies and promote its most promising innovations. I have been an advocate of bilingual education, of early childhood education, of multicultural education, of individually prescribed instruction, and of community involvement. The merits of these educational strategies as necessary to equality of educational opportunity, I still support.

In the last few years however, I have begun to crystalize the conviction that we can expect little beyond minimal success in the education of the

Mexican American so long as the reality of his environment provides full justification for the negative self-concept which he begins to nurture at his first encounter with the dominant culture, and extends toward his tenure at school. Although I have no substantive research supporting my prognosis (theoretical bases may be found in the writings of Fromme, Alport, Rogers, et. al.) I feel sufficiently justified in my opinion to join the ranks of those who expound the urgency of an accelerated resolution to the inequalities in health, housing, and economics which are to a great extent responsible for the present plight of the Mexican American, before great strides can be made in solving the problem of educational inequalities in the school. It is to this cry, this quest for equality which many Mexican Americans choose to call "La Causa" that I would like to address myself today.

Clarification of the Response

The Mexican American movement is as complex as ~~in~~ the field within which it operates. Symbolically, it is young Mexican American leaders attempting to change a local, state, and national government's response to a problem which these governments fail to recognize -- and it is much more. Its complexity and the complexity of the field within which it operates necessitate clarification.

This is a movement encompassing a broad spectrum of individuals, strategies, motivations, and concerns. It includes the rhetoric of revolution and of reaction. Although its language has been a part of the Southwest for centuries, that language suddenly seems very loud, very foreign, and very threatening to people who never bothered to hear it before. It is a fire fed by the young at a time when the traditional gap between the young and the not-so-young seems to have reached unprecedented proportions. It is strategies which might have been better implemented ten years ago, and it is a call for morality which was clearly heard almost two thousand years ago.

The problem as it affects the Mexican American is enormous. In the schools, drop-out rates are reduced at such a slow pace as to negate the efficiency of the schools as instruments of upward mobility.

Retention rates and underachievement aggravate the problem. In the area of civil rights, equal employment opportunity, justice, health, and welfare the problem is at least of equal magnitude.

The last few years have brought an increased awareness, if not understanding, of the Mexican American, and his perception of and attempts to resolve the bleakness of his existence. The Valley Farmworkers March and subsequent confrontation with a Governor of the State of Texas, and Civil Rights Commission Hearings, various walkouts in area schools, the Del Rio March, and the Crystal City situation, even when adversely reported, have at least provided testament to the growing willingness of Mexican Americans, especially the young, to attack their problems collectively as well as individually. The violence erupting in association with Mexican American civil rights activities in recent weeks has been covered extensively by the news media and certainly added a new dimension to the meaning of commitment for Mexican Americans.

The emerging purposeful collectivity among Mexican Americans has been recognized by individuals in politics. It was perhaps during the John F. Kennedy campaign that the political potential of Mexican Americans as a group became apparent both nationally and locally. Since then a Mexican American strategy has been a major feature of most political campaigns in the Southwest. The advent of La Raza Unida Party in South Texas will undoubtedly increase the awareness of ethnicity in the quest for political support.

Several factors have contributed to the emerging political importance of Mexican Americans. The elimination of the poll tax, massive voter registration drives and sporadic attempts at voter education have done much to curtail the previous disenfranchisement of the minorities. Equally relevant to the

political importance of emerging minorities like the Mexican American, however, is the increasing divisiveness in the country.

There is the possibility that this increased awareness of problems of Mexican Americans may have an adverse effect, in terms of short-range goals, on the Mexican American's quest for equal opportunity. The problem is turbulent and it is constrained by the tolerance for turbulence phenomenon. Just as the wrongness of an eighty per cent drop-out rate among Mexican Americans is a reality, so the existence of other, perhaps more threatening, national and international concerns is a reality. Americans live under the threat of Red China and the Communist world. Conservationists (and our children) tell us that our most serious problem is ecology. The threat of a nuclear holocaust is brought home to us by at least one novel and several movies per year. Student unrest and the drug problem widen the gap between the generations, and we are all, of course, worrying about our shrinking American dollar. On the national scene, the Mexican American competes for priority with these and other concerns. On the local scene, the competition for priority among concerns is almost as keen.

There is also the possibility that the injection of the problems of the Mexican American may well push many apprehensive middle class Americans beyond their thresholds of tolerance.

In addition to the tolerance for turbulence phenomenon, the Mexican American movement must exist within the framework of Newton's law. For every action of the Mexican American, there is a reaction of the dominant ethnic group. Opposition to change usually is manifested in a reactionary response which in most cases causes a comparable response from the proponents of change. Because mechanisms are set up both at the psychological and physical level. We hear accusations of ingratitude on the part of this ethnic group for what has been done for them. The "some of my best friends are Mexicans" approach is still very much in practice, amazingly so in view of all the bad jokes about this. Other

defenses are obvious perhaps only to the Mexican American. Almost always these are most costly to the persons employing them. The use of "Inhouse Mexicans" in negotiations with activist groups is perhaps the most symptomatic of the lack of understanding. To expect to appear sincere to activist Mexican Americans by having as your spokesmen Mexican Americans who are perceived as sell-outs by those activists is strategically questionable if not foolhardy.

Status of the Problem

The reality of the historical presence of Mexicans and Mexican Americans in the Southwest is evidenced by their influence on present Southwestern culture if not by the history books.

The Conquistadores often portrayed as nothing more than fortune-seeking pursuers of Indian myths were followed by Spanish settlers, the descendents of whom are still living in Texas, having been Mexicans only for that short period between Mexican Independence from Spain and Texas' secession from Mexico. With Anglo settlement of the Southwest came the loss of the lands and other wealth, leaving deep fissures in the relations between the Anglo and Spanish speaking population. .

Although the Treaty of Guadalupe-Hidalgo guaranteed the Spanish speaking population its language, religion, and culture and the United States theoretically recognized the claim of inhabitants to all the land rights proved by Spanish grant, few of these rights were recognized and respected. The non-compliance of the United States government with the terms of the treaty poses an interesting if strictly academic legal question since it was under this treaty that Mexico ceded the states of California, Arizona, and New Mexico to this country.

Many factors have contributed to the lack of cultural assimilation on the part of Mexican Americans. The geographic proximity of the mother country and the fact that geographically the Southwest is part of Mexico has helped to maintain cultural integrity as has reinforcement of that culture through

immigration. Physiological differences were another barrier to cultural assimilation. Discriminatory practices on the part of institutions which were the avenues to cultural assimilation were probably the greatest barriers.

Inequality of opportunity has pervaded life for Mexican Americans in the Southwest and persists in education, in housing, in employment, in the administration of justice, and in business.

In education, Mexican American progress is hampered by a system that has not accepted the responsibility for implementing an instructional program which is compatible with his cultural and learning characteristics. The most blatant disregard for the cultural and learning characteristics of Mexican American children is evidenced by the practice of prohibiting the children's use of their home language. Not only has the child's primary language been ignored as a vehicle for instruction, a questionable pedagogical practice; the move, in many areas, has been to eliminate the Spanish altogether. The impact in terms of loss to human dignity of this practice alone will probably be felt for over the next fifty years. Similarly, the complete disregard for the culture of the Mexican American has done much to alienate these people. The educational problems related to the disregard for culture can be summarized in three statements: 1. Few teachers are aware that Mexican Americans have a culture, 2. The teachers who are aware of a Mexican American culture rarely do anything about it in terms of curricular content and 3. The one-in-a-thousand teacher who attempts to do something about it invariably does the wrong thing. Educational literature commonly describes the Mexican Americans as "culturally deprived children", when with only a close look it is readily evident that they are not. As Dr. John Aragon of the University of New Mexico once stated, "These are not culturally deprived children, they are culturally atypical children, being taught by a culturally deprived teacher."

Illogical testing practices further hamper educational progress for

Mexican Americans. In California Mexican Americans account for more than 40 per cent of the so-called "mentally handicapped". Even when escape from the special education classes is possible for Mexican American children, unfair testing undermines their success in school by contributing to the low level of expectation evident in many teachers, both Anglo and Mexican American. In the study researched by Jacobson and Rosenthal and reported in Pygmalion in the Classroom, teachers of Mexican American children, influenced by the non-school culture have traditionally expected Mexican American children to achieve less. The prophecy becomes self-fulfilling.

In Housing, Mexican Americans have been hampered by a traditional unwillingness on the part of lending institutions to make monies available for construction and repair of homes in the barrio. The resultant decay of the barrios added to the stereotyped image of Mexican Americans who are uncaring about their surroundings. One alternative to this lack of capital has been the use of mechanics or builder's liens in upgrading homes in the barrio. These liens constitute a menace to many Mexican Americans in that they provide for the construction or repair of a home with the lien-holding company maintaining the power to take possession of the home should a specified number of monthly payments not be forthcoming. Ignorance of homestead and other protective laws as well as insecurities about jobs keep many Mexican Americans from risking the loss of a home, however humble.

Discriminatory practices on the part of the Federal Housing Administration which tended to benefit the middle and upper-middle class have also succeeded in keeping the Mexican American from availing himself of the services of that institution. The FHA services which have finally reached the Mexican American have to a great extent been detrimental to the cause of an integrated society. FHA practices of the last twenty years have tended to ghettoize the cities with the primary consideration for site selection for public housing being the racial

or ethnic concentration of the neighborhoods.

The Report of the National Advisory Committee on Civil Disorders, also known as the U. S. Riot Commission Report, took note of this practice in recommending:

"To date, housing programs serving low-income groups have been concentrated in the ghettos. Non-ghetto areas, particularly suburbs, for the most part have steadfastly opposed low-income, rent supplement, or below-market interest rate housing, and have successfully restricted use of these programs outside the ghetto. We believe that federally aided low and moderate income housing programs must be re-orientated so that the major thrust is in non-ghetto areas. Public housing programs should emphasize scattered site construction, rent supplements should, wherever possible, be used in non-ghetto areas, and an intensive effort should be made to recruit below-market interest rate sponsors willing to build outside the ghettos."

In spite of the Riot Commission's report and after almost a whole year of strong citizen objection to this further ghettoizing, and in spite of Secretary George Romney's recent admission to the Senate Select Committee on Equal Education Opportunity of past FHA and HUD contributions to racial and ethnic social problems, there is still lacking, in most cities, a comprehensive plan for housing which will eliminate the further polarization of our society and the continued destruction of human lives.

Perhaps the greatest alienation between Mexican Americans and Southwestern institutions exists in the area of the administration of justice. The Texas Advisory to the U.S. Civil Rights Commission stated in a February, 1970, report:

"Definite evidence exists that black and Mexican American citizens of Texas suffer discrimination in the administration of the law.

This is particularly so in rural areas of the State. Even clearer, and perhaps even more important in its possible consequences, is the evidence that minority citizens tend to regard those who administer the law -- including police officers, the courts, and correctional officials -- as agents of discrimination and oppression."

The use of Texas Rangers and Department of Public Safety personnel in areas experiencing civil rights or labor activities promises to do little to curtail the attitude identified by the Civil Right Advisory. In Starr County, in Mathis, and in Uvalde, Mexican Americans perceive law enforcement personnel as opponents of the struggles for equality which they have chosen to take up. The damage may well be irreparable.

Their value before the law is questioned by Mexican Americans for less obvious reasons. The national paradox which showed a relatively low level of concern for problems of drug abuse, other than mandatory and more severe prison sentences, until it became a middle class, white, Anglo Saxon protestant problem is very obviously apparent to Mexican Americans in the barrio. The practice of excluding Mexican Americans from juries in many South Texas towns still exists although most have shifted to the practice of including a token Mexican in juries so long as he is the "right kind" of Mexican. The far reaching effects of this practice are perhaps more apparent when you consider a civil case wherein an all Anglo jury, with its opinion of the value of a Mexican American's day's work, is called upon to determine compensation for a Mexican American disabled through personal injury.

While a small percentage of Mexican Americans have enjoyed social and economic mobility, most Mexican Americans suffer the lack of socio-economic mobility. This fact is pointed up, almost indisputably, by the high drop-out rate among Mexican Americans, the high incidence of health problems, and the high unemployment and underemployment prevalent in the barrio.

Lack of socio-economic mobility is perhaps the most crippling condition of Mexican American life. A tradition of discriminatory practices and the ever-widening present day gap between the lower and middle class standards of living presents a rather hopeless picture to the Mexican American. Sociologists and anthropologists have stated often that the Mexican American is held back by a low level of aspiration. I submit that what exists is a low level of expectation, reinforced by successive failures in the school, negatively stereotyped images in the media, and what often become self-fulfilling prophecies about Mexican Americans' ambition and capabilities.

Because institutions seem not to serve them, Mexican Americans see themselves as an exploited people.

This exploitation manifests itself through low wages, unfair labor practices, lack of equal employment opportunity, and discrimination in upward job mobility. Nowhere is the economic exploitation of the Mexican American more apparent than in the plight of the agricultural migrants. Employers with vested interests, and frequently with the assistance of government officials, have successfully impeded most legislation aimed at improving the lot of the migrant. These efforts deny the migrant coverage under minimum wage laws, coverage under the National Labor Relations Act, and in the State of Texas, adequate housing, rest stops, transportation safety, and the unfair competition of foreign green card holders. Texas Ranger efforts to maintain law and order in the Rio Grande Valley, very conveniently for the growers, also all but ended unionizing activities.

A second form of exploitation served by Mexican Americans is cultural exploitation. Mexican Americans shopping in downtown San Antonio see the great amount of money being expended here by Mexican citizens who can feel quite at home in San Antonio because there they find Spanish-speaking personnel eager to wait on them. On the other hand, U. S. tourists are attracted to San Antonio by the quaint Mexican atmosphere complete with strolling mariachi bands. It is

not surprising then that a stroll down the San Antonio riverwalk is a bitter experience for a Mexican American who can see that for the most part other Mexican Americans are able to enjoy the beautiful surroundings, expensive shops and the fiesta atmosphere only in their capacity as waiters, busboys, and bartenders.

So entrenched is the feeling of exploitation among Mexican Americans, especially those in the urban barrio who experience on a daily basis the ploys of money leaders, salesmen with gimmicks, and bill collectors, that efforts to provide self-help opportunities are often viewed with real skepticism. Recently a federally funded program offering benefits totaling thousands of dollars to participants was implemented in west San Antonio. After the Project Director had explained all of the program to the participants, a stillness pervaded the room which seemed to indicate that there remained some questions. Finally one program participant broke the silence. "All right," he said, "Now tell us the catch!" And, unfortunately, many programs do carry their own "Catch 22".

A third form of exploitation is political exploitation. The history of political exploitation of Mexican Americans is reaching its climax today when young Mexican Americans are seeking to establish a third party in the hope of enjoying increased responsiveness. The failure of either major party to institute a program of voter education among Mexican Americans is perhaps indicative of what has tended to be their philosophy towards this group. Most politicians continue to believe that with enough rallies of free beer and tamales they can secure the support of the Mexican American community and Mexican Americans resent this. The lack of concern for the integrity of the Mexican American voter may well be the clue to the lack of concern for his needs. It is not difficult to understand why young Mexican Americans would choose to work for the unseating of a Texas State Senator, who, with a 65% Mexican American constituency, attempted to filibuster the minimum wage law introduced

in the legislature last year.

In recent years Mexican Americans have begun to recognize or perceive a fourth type of exploitation. The pride felt by most Mexican Americans after the exemplary record of Mexican Americans in World War II and Korea is fast converting into bitter cynicism as a disproportionate percentage of Viet Nam war casualties are Mexican American. Even more bitter is the recognition that in many instances those same heroes have been unable to enjoy the fruits of life in this country.

All of the conditions which I have described, combine to create the atmosphere for protest. The reporters of these conditions are frequently those individuals who, having reached their own tolerance for turbulence threshold, react in a manner which causes the protestors to be viewed as troublemakers, outside agitators, egotistical juveniles, effete snobs, criminals, and communists by those who desire that the condition not be reported.

One over-riding motivation pervades the Mexican American protest. It is an unwillingness to perpetuate second class citizenship. Mexican Americans are demanding equality before the institutions which have either ignored their needs or misread their needs in the past; they are demanding upward mobility and that means the opening of doors to those institutions which have heretofore been closed to Mexican American entry.

Mexican Americans are demanding freedom. In politics it means an end to delivery of the Mexican American vote by boss politicians, whether they be brown, black, or white; it means alternatives to leadership so that they are not saddled with only a few leaders who might reach their own tolerance for temptation and begin to ignore the needs of the Mexican Americans; it means political education so that the people can choose their candidate because he is responsive and not because he has the most advertising or endorsement by all the right Mexican Americans. Most of all, the Mexican American demand for

freedom means the demand for the right to alternatives; alternatives in life styles, alternatives in aspirations, and alternatives in values.

The complexity of Mexican American needs, values, and aspirations is multiplied by the complexity of the needs, values, and aspirations of the dominant middle class society. There is no absence of concern for the future course of society; the gap which does exist is between the focal points of those concerns, many of which are in conflict. The question I bring before you today is, "What is the nature of this Chasm of Conflicting Concerns and how can this chasm be bridged?"

The Chasm of Conflicting Concerns

The chasm is many-faceted. It includes nationalism vs. cultural pluralism, participation in institutions vs. the preservation of institutions, civil rights vs. property rights, and shared political power vs. maintenance of the status quo.

The conflict between the growing nationalism among middle Americans and the surging culturalism among the Mexican American is exemplary of the chasm of conflicting concerns. Recently Mexican American youth in San Antonio celebrated La Semana de la Raza, a week-long observance culminating on September 16th which is Mexico's Day of Independence. This observance, as well as the Mexican insistence on retaining his language is viewed as un-American by many, especially those individuals caught up in the wave toward renewed patriotism. What is lacking is the realization that Mexican American activities of this type are celebrations of the Mexican American's own culturalism rather than of a return-to-Mexico type nationalism. The conflict is reinforced by the fact that each group has an equal need for its own mechanism. The Mexican American too-long aware of a slipping away of his values and identity asserts himself in a celebration of his culture especially in its exclusion of the dominant culture, and the middle American also feels the need to assert a nationalism especially

in the exclusion of anything foreign and threatening.

Conflicting concerns are manifested in terms of the Mexican American's urgent push for participation in the institutions which have been closed to him thus far, while middle America is pushing to preserve these institutions as they presently exist.

Mexican American techniques to open the doors of those institutions must often be perceived as battering rams threatening to break down the walls upon which middle America is attempting to build improvements.

Illustrative of this phenomenon are current Mexican American efforts to participate in the decision making processes of the schools. In the extreme we are faced with the reality that while universal matriculation is taken for granted in this county, studies have shown that twenty per cent of migrant children in Texas never enroll in schools. In institutions of higher learning too, Mexican Americans are attempting to gain entry -- a move seen by many as an attempt to weaken the institutions through a lowering of standards.

In the area of health too, we see a chasm between a medical profession that daily moves towards increased specialization and a need for improved health delivery services. The irony of the situation becomes evident when one considers that in a time when organ transplants have become a reality and aerospace medicine is a maturing specialization there are still Americans who do not have access to the very basic medical and dental services.

In the area of the administration of justice we are faced with another chasm; A middle America concerned about the protection of public property and Mexican Americans and minority groups in general perceiving the tools of justice as something to which they must gain access in order to protect their civil rights.

Mexican American clashes with the instruments of the administration of justice have put the problem into a new perspective. Violent outbreaks in

association with civil rights activities usually reflect on the groups initiating those activities, regardless of the findings of commissions and other investigatory bodies. To this, many young Mexican Americans are responding that violence is perpetrated against the Mexican American every day of his life in the form of systems which sentence him to a life lacking in the joy of taking all that this country has to offer. The consensus seems to be that sentencing a child to a life without an education cripples him as surely as if a gun had been aimed at his limbs and represents an act of equal violence.

Middle America's political aspirations are also in direct conflict with the political aspirations of Mexican Americans. In this field we see the maintenance of the status quo as the primary objective of the dominant group while logically, the Mexican American attempts entry into the political arena, a move seen as threatening to the status quo by the dominant group.

The political conflict goes beyond the obvious electoral processes for Mexican Americans. More and more Mexican American resentment of patronage is evident. The Mexican American wants to be a full member of the political process with self-determination as a goal. Participation which is short of self-determination is seen as little more than tokenism and is clearly the object of contempt.

Some Solutions

If in fact there is no absence of concern for the future course of our society and the world, it becomes obvious that those concerns which are today in such great conflict must be harnessed into a force which will bring about the realization of the American Dream for all concerned. If we are to survive and accomplish our goals as a nation we must begin by implementing several strategies.

FIRST: It might not be totally irrelevant to look to the advice of a great American who became Mexico's first Indian President. Benito Juarez

advised his countrymen that ("El respeto al derecho ajeno es la paz.") "Respect for the rights of others is peace."

SECOND: We are going to have to do more than pay lip service to the concept of better communications. It may serve us well to remember that communication need not always be verbal and in fact physical exposure to the realities of the differing life styles in our society may be the only effective avenue to real communication.

THIRD: We are going to have to be aware of over-reaction and of blind reaction. I can think of no greater deterrent to a solution to the problems of our society than those individuals who resort to fear-and hate-mongering as a response to protest.

FOURTH: We are going to have to implement the concept of change in relationship to all of our institutions. We are going to have to put into practice our conviction that institutions were established to serve individuals and that when these fail to serve the needs of individuals or groups of individuals they must be changed, expanded, or replaced with those that will not suffer under the scrutiny of accountability.

FIFTH: We are going to have to learn to appreciate and exploit our cultural pluralism. The melting pot myth must be recognized for what it is and we must begin to accomodate peoples who are ethnically, racially, and culturally different and who have much to offer this country and indeed the world.

Today I have attempted to accomplish three things. First, to familiarize you (perhaps needlessly or repetitiously) with the problems of the Mexican American as an ethnic group in our society.

Second, I have attempted to explain the rapid polarization occurring in our society in terms of conflicting concerns.

And finally I have attempted to seek a way out of the precarious dilemma

gripping our entire country.

I can only hope that members of all ethnic and racial groups gathered here today can develop the necessary insights for the diminution and eventual solution of the problem lest we all fall into the ever-widening chasm.

April 1, 1981

Dear Council Member,

In recent months appropriate and inappropriate statements have been issued by a number of people over concerns which involve the functions and responsibilities of the Chicano-Latino Learning and Resource Center and its director, Mr. Luis Aguilar. In some cases direct communication with the director was conducted prior to the release of public statements/documents. In other instances, no attempts were made to directly communicate with Mr. Aguilar any concerns about the Chicano-Latino Learning and Resource Center's operation. Instead, irresponsible and anonymous so-called "press releases" were disseminated without regard to their impact on hundreds of innocent students.

Please be advised that there exists an Advisory Board to the Chicano-Latino Learning and Resource Center. Any concern about the operations of the Chicano-Latino Learning and Resource Center should be first addressed to the Advisory Board, for communication and resolution of concerns, before taking these concerns elsewhere. For your convenience, a list of Advisory Board membership is enclosed. The Advisory Board has, as part of its charge, the examination of any concerns regarding the functions and operations of the Chicano-Latino Learning and Resource Center. If we follow the established vehicles for addressing our concerns and needs in good faith, then our entire Chicano-Latino community benefits. For further information, feel free to contact me at 373-4193 or 376-8020, or at Room 332 Walter Library 117 Pleasant Street SE Minneapolis, Minnesota 55455.

Gracias,

Paul Carrizales

Paul Carrizales, Chairperson

PC/es

List of Advisory Board Members

1. Irene Gomez Bethke
4649 Decatur Avenue North
New Hope, MN 55428
Phone# 296-9587
374-2996
348-2100
 2. Paul Carrizales
Student Counseling Bureau
104 Eddy Hall
University of MN 55455
Phone# 737-4193
 3. Jose Cruz
Affirmative Action Officer
Metro Waste Commission
350 Metro Square Building
St. Paul, MN 55101
Work - 222-8423
Home -
 4. Ricardo Florez
Hispanos En Minnesota
551 State Street
St. Paul, MN 55107
Work - 291-7403
 5. Rose Herrera
550 Cedar Street
Suite 400
St. Paul, MN 55101
Work - 296-7963
Home -
 6. Francisco Aguilar - Student
2932 40th. Avenue South
Mpls., MN 55406
Work - 376-1233
Home -
 7. Franklin Sanchez - Student
314 Concord #110
St. Paul, MN 55107
Work - 376-1233
 8. Gerardo Ruelas - Student
1412 Portland Avenue South 2
Mpls., MN 55406
Work - 376-1233
Home -
 9. Rachel Montez - Student
518 Dayton Avenue
St. Paul. MN 55102
Home -
 10. Margarita Carrera - Student
638 Oakdale
St. Paul, MN
Work - 376-8020
Home -
 11. Jerry Freeman
Director HELP Center
317 17th Southeast
Mpls., MN 55414
Work - 373-0102
 12. Andy Nelson
Director Upward Bound Project
106 Nicholson Hall
Mpls., MN 55414
Work - 373-4107
 13. Rojelio Blanco - Student
214 E 19th Street #304
Mpls., MN 55414
Work - 376-1233
Home -
 14. Cecelia Garica
1352 Hague
St. Paul, MN 55104
Work - 376-1233
- Executive Board Members
- Paul Carrizales - Chairperson
- Irene Gomez Bethke - Vice Chairperson
- Franklin Sanchez - Secretary
- Francisco Aguilar - Member-at-large
- Luis Aguilar - Director Chicano-Latino
LRC

April 1, 1981

Dear Advisory Board Member,

The first meeting of Spring Quarter will be on Thursday, April 14, 1981, as called for by our by-laws. It will convene at 4:30 pm at Walter Library Room 328 Chicano-Latino Learning and Resource Center. Prompt attendance is not only a courtesy due to other members out of respect, but also allows us all to finish the agenda items and still get home in time for a warm supper!

The agenda is enclosed for your convenience and advanced preparation. Your attention is invited to the minutes of the last meeting, wherein members present expressed frustration and concern over the lack of Board participation by several members. Inactive members are asked to re-assess their commitment to the Advisory Board, and to determine the continuation of their membership. Only a few months remain of the academic year, and much remains to be done, not only for Spring Quarter, but plans for next year as well. Five new members will be introduced at the next meeting, and hopefully the full Board will be there to welcome them.

Gracias,

Paul Carrizales
Paul Carrizales
Chairperson
Chicano-Latino Center

PC/es

Chicano-Latino Learning Resource Center

Advisory Board Meeting

April 16, 1981

AGENDA

- I. Approval of Minutes
- II. Staff Report
- III. Old Business
 - Goals and Mission of Center
- IV. New Business
 - President's Advisory Council
- V. Announcements
- VI. Adjournment

Chicano-Latino Learning Resource Center
Advisory Board Minutes
February 19, 1981

Members Present: Frank Sanchez, Francisco Aguilar, Gerardo Ruelas, Rose Herrera, Irene Gomez Bethke, and Paul Carrizales

Members Absent: Ricardo Flores, Cecilia Garcia, Jose Cruz, and Rojelio Blanco

Staff Present: Luis Aguilar, Lupe Charles

Members indicated frustration over the lack of participation by several members of the Advisory Board. It was suggested that inactive members be asked to reassess their commitment to this board and determine whether they wish to continue their membership. It is critical that members be able to devote ample time to their duties as members.

I. Press Release - February 12, 1981

The inappropriateness of the Press Release, which was presented to members of the Board of Regents, was discussed. It was noted that such negative action serves only to splinter the community. It was moved and seconded that the following actions be taken:

1. That the Center submit articles on a regular basis to Community newsletters to inform the Community of its activities.
2. That Dr. Wilderson be contacted to inform him that the University should follow the proper channels in addressing issues that affect Chicano-Latino students.
3. That local Spanish language radio programs be utilized to advertise University events.

Motion passed unanimously.

II. Staff Report

Luis Aguilar reported that the following special activities in addition to re-activities are underway:

1. The peer counseling program is functioning well in an effort to provide continued contact with first-year students.
2. A health sciences workshop is scheduled for February 28, 1981. The workshop is targeted for health sciences majors and students who have not declared a major.
3. Financial Aid workshops are scheduled at the Centro Cultural Chicano and the Neighborhood House on February 24-26, 1981.
4. The Public Service Announcement is scheduled to be completed and distributed in the near future.

III. Approval of By-Laws

It was moved and seconded that the By-Laws be accepted as presented. Motion passed unanimously.

Chicano-Latino Learning Resource Center
Advisory Board Minutes
February 19, 1981
Page II

IV. Elections of Officers

The individuals listed below were recommended for membership to the Advisory Board.

Margarita Carrera

Rachel Montez

Jerry Freeman

Andy Nelson

It was moved and seconded that the identified candidates be accepted.
Motion passed unanimously.

VI. Legislative Request

It was announced that a legislative hearing regarding the future funding of OMSSA programs would be held on February 25, 1981.

Due to the late hour, discussion of the Goals and Mission of the Center will be held at the next meeting.

Meeting adjourned at 6:35 pm.

university
of
minnesota
memo

date Feb. 26 1981

to Irene Bethke
from Luis Aguilar

Attached are two letters from the
"West Side St. Paul Community." Also, a
response from Dr. Wilderson which
~~speaks~~ speaks to some of the allegations

February 12, 1981

From : Chicano Citizens of the West Side St. Paul Community

To: Board of Regents, University of Minnesota and the Media

Re: Office of Student Affairs (OSA) Report on the Minority Resource Centers and the Legislative Request: in particular, the Chicano Resource Center.

a) Glossing over in this report of the critical drop in freshman Chicano enrollment for 1980-81 by 90% from last year.

b) Possible corrective measures by the Board of Regents prompted by this press release information that would prevent the loss of approximately 70 potential Chicano freshmen for fall '81 by the March 1 financial aid application deadline and follow-through failure by the Chicano-Latino Resource Center.

Objectives of the Press Release:

- Provide the Regents with accurate information regarding the actual status of Chicano-Latino enrollment and retention as opposed to the OSA report that "all is well".
- Possibly prompt urgently needed mandate by the Regents and President to OSA to hold its units responsible and accountable in preventing the loss of about 70 potential Chicano freshmen for fall '81. This action might possibly include a follow-up report by OSA of effective measures taken in next month's meeting of the Regents.
- Acquaint the Regents with the extent of concern in the Chicano community regarding this issue.

Narrative:

- Chicano representation at the University had taken a considerable stride forward with the peak Chicano freshmen enrollment of fall, '79 with approximately (200 certified), i.e. "college ready" with the registration and financial aid application processes completed.
- This effort which swelled total Chicano enrollment at the University to over 500 was credited to both the establishment of an identifiable Chicano Resource Center and the recruiting efforts of its director, a West side native.
- Scarcely 1 year later, in the fall '80, only (6 new) Chicano students were certified, representing an incredible drop of 90% (from about 200 to 6).
- Overall Chicano enrollment has also decreased. In both of these areas, there are concerns regarding the extent of impact and the roles of the financial aids office, housing, and the change to a new director from out of state, more than is applicable to changing economic times or new administrations.
- This fall, outreach to high school's represents the possibility of a "come-back" representation of Chicano freshmen as evidenced by the attached list of over 70 potential students. These potential students have been ready for the next step in University readiness, the certification process that follows the recruiting phase and which is completed by a different OSA unit, namely the Chicano Resource Center.
- This certification process effected by the previously named Resource Center has not occurred, with the potential loss of these students of grave concern to the Chicano community, given an absolute deadline for obtaining financial aid for next year of March 1, 1981, about three weeks in the future. Setting of deadlines for the completion of this task and accountability reviews to become effective next month if the Board deems necessary might restore the commitment of the University to the under-represented but many Minnesota generations old community, i.e. the Chicano community.
- The drop-out rate of presently enrolled Chicanos and the gradual dismissal of long present and respected Chicano personnel is also of concern. Thus, the report of OSA is not inclusive and in fact, all is NOT O.K. as far as Chicano present and future enrollment and retention is concerned. The Chicano community looks to the Board of Regents and the President for accountability and rectification of this remediable dilemma, that will be carefully observed by the Chicano community during this month.

Education, Wash. D.C.

CONTACT PEOPLE REGARDING THIS ISSUE

SAM VERDEJA - 291-8627
WEST ST PAUL COMMUNITY HOUSE

⊕ JOSÉ CRUZ - 222-8423
CHAIRPERSON - PRESIDENT'S ADVISORY COUNCIL - HISPANIC AFFAIRS

⊕ ANTONIO PEREZ - 373-0128
COUNSELOR - 10 YRS AT UNO - FOR CHICANO STUDENTS

JESUS SANTIAGO - 647-9231
RECENT UNDERGRADUATE B.A. RECIPIENT
FORMERLY AT UNO

⊕ LUIS TREJO - 222-9117
WEST ST PAUL CHICANO BUSINESSMAN, COMMUNITY MEMBER

→ RAFAEL ESPARZA - 296-8932

NPLS. CHICANO COMMUNITY MEMBER
NPLS. COMMISSIONER - CIVIL RIGHTS -
JOAN CONTRERAS HINOS - 227-1985
Cortinas
ADVISORY COUNCIL MEMBER

February 12, 1981

To the Board of Regents

It has been brought to the attention of West Side residents and organizations that in recent years, there has been a decline in enrollment and an increase in the drop-out of students at the University of Minnesota.

Prior to 1978, the West Side community took pride in the successful efforts of some of its community residents, involved as students who went on to graduate or obtain some type of degree. More importantly were the efforts of these previous students who returned to become part of the University staff personnel in the various programs. Due to the energies put forth by those individuals knowledgeable and sensitive to the community's educational needs, the programs became successful in the areas of recruitment, supportive services, counseling, and even more far-reaching - retention. Other West Side residents have gone through the University of Minnesota programs and have distinguished themselves in various professional fields and have been a tribute to their community.

In 1978, the Juarez Humphrey Center became a reality and did effect the total Hispanic community to the extent of having a high percentage of recruitment and retainment. The personal day to day counseling and referrals for the student body by the Center's staff became a motivating factor in accomplishing the goals and objectives set as early as 1968. West Side residents and organizations have been made aware of recent critical changes at the Juarez Humphrey Center and its delivery of services. Feedback by students and other sources have deemed it necessary for West Side leaders to step forth and address this issue to the Board of Regents.

Statistics that are of concern to the community include the downward trend in the actual certification of students. The continued lack of some process that would hold University staff in supportive services accountable for both success and lack of success in assisting students with the financial aid, housing, and such requisites of a University experience that would more likely lead to graduation, are also of concern. The continued efforts of recruiting have been noted with satisfaction in these last months. The consistent absence of other recent University personnel who if involved with our communities might naturally be seeking to meet community members and their families, has also been noted. There is an urgent situation regarding a significant number of potential Hispanic students at the University next year. It would be incredible that at the level of sophistication developed at the University that these potential students could not be processed to insure the meeting of the March 1, 1981 deadline.

We respectfully submit the following recommendations to the Board of Regents of the University of Minnesota:

- . That the Board of Regents investigate all statistical data available in the area of recruitment and retention for all minority programs from 1968 to the present.
- . That the Board of Regents investigate and analyze statistical data regarding staff budgeting and financial student assistance in all Chicano programs in the University.
- . That the Board of Regents inquire as to possible damaging attitudes on regards University administration as well as prejudicious, ie biased internal channels or relationships and their effect on the recruitment, supportive services, counseling, retention, etc.. at the University of Minnesota.

To Board of Regents .. Continued.

. That the Board of Regents determine what impact those attitudes and statistical data can and will have in future funding of minority programs at the University of Minnesota..

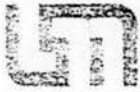
In addition, we respectfully request a meeting with representatives of the Board of Regents with West Side and Hispanic leaders to discuss and prepare a report..This report would include present and projected involvement in a ten year plan of commitment to minority programs at the University of Minnesota including legislative funding projections.

Sincerely,


Samuel O. Verdeja

Vice-President Alianza for Accion Politica

cc. C. Peter McGrath
Luis Aguilar
Luis Caire
Antonio Perez
Jose Cortez
Governor Al Quie
Spanish Speaking Affairs Council



UNIVERSITY OF MINNESOTA

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

February 24, 1981

MEMORANDUM

TO: Members of the Regents' Committee on Student Concerns

FROM: Frank B. Wilderson, Jr.
Vice President for Student Affairs

SUBJECT: Chicano Press Release

At the Regents meeting on February 12th, a press release was distributed to the Student Concerns Committee. It made a number of statements about Chicano students on the Twin Cities Campus this Fall. The press release indicated it was from the Chicano Citizens of the West Side St. Paul Community and listed a number of contact persons. Several of the people listed have later stated that they had no knowledge of the press release.

The release indicated that there had been a critical drop in the freshmen Chicano enrollment for 1980-81. The actual drop in freshmen Chicanos according to admissions enrollment records was five - from 95 in Fall 1979 to 90 this Fall 1980. The drop is not 90% as stated in the press release.

The release asked the Regents to prevent the loss of approximately 70 potential Chicano freshmen for Fall 1981 because they would not make the March 1st financial aid deadline because of a follow-through failure by the Chicano-Latino Resource Center. Later on in the release it was stated that there was an attached list of the 70 potential students. We have not received that list. If we had such a list and it was accurate, we could follow-up immediately and would. In fact, the Chicano-Latino Learning Resource Center has certified approximately 25 Chicano students during Fall 1980 and Winter 1981.

The press release asserted that the Chicano freshmen enrollment for Fall 1979 peaked with approximately 200 certified students. The actual number of certified students was 152 for Fall 1979. The number of Chicanos certified for Fall 1980 was 90. Some persons reading the press release could have received the impression that it was only 6.

The release stated that enrollment last year swelled to over 500 Chicanos. Actually our records show the highest enrollment that we have ever had on the Twin Cities Campus was 435 for Fall 1980 - this Fall. This number compares with an Hispanic enrollment of 430 for Fall 1979.

It is true that few Chicano students were certified after September 15, 1980. This is equally true for Blacks, Asian Americans and American Indians. None of the Learning Resource Centers made an effort to certify students for financial aid.

purposes because there were no financial aid funds available to students certified after the September deadline. All funds had been distributed to the students who had registered for Fall 1980. The primary efforts of all the Centers this Fall was directed to retention rather than certifying students. While a few students were certified for services, not financial aid, all the Centers just started in January to certify students for funding for next Fall.

The comparison of 200 to 6 certified students is misleading in that it compared three months in which little certification occurred with the whole previous year in which there were actually 152 certified, not 200, for Fall 1979. As stated before ninety students were certified for Fall 1980. Whether the writers of the press release deliberately intended to give misinformation is not clear. What is clear is that the figures were exaggerated at both the high and low ends and did not represent the same period of time. It should also be stated that the new Director of the Juarez/Humphrey Chicano/Latino Supportive Services Center had been hired in September 1980 less than two weeks before the close of the certification period for Fall 1980. Suggesting that he is responsible for any drop in certifications is inappropriate since he was not present except for a very short period.

The release indicated that the overall Chicano enrollment has decreased. That is not a true statement on the basis of our enrollment statistics. Chicano enrollment at the University of Minnesota this past Fall was the highest it has ever been.

If the Chicano Citizens of the West Side St. Paul Community had a list of 70 potential students, that list should have been given to either the Admissions Office or the Chicano-Latino Supportive Services Center for follow-up rather than to the Regents.

The drop out rate mentioned in the release has not been substantiated. It would be helpful if the people who wrote the press release would indicate their source of information.

Regarding the gradual dismissal of Chicano personnel. The Director of the Chicano-Latino Supportive Services Center resigned last Spring. Another Chicano staff member was told he would be continued in his position provided he was on College Work-Study. He did not follow-up on his financial aid application in time to be certified for College Work-Study. He was kept on for an extra quarter with OMSSA funds and then an additional month with Chicano-Latino Center funds. At that time the extra funds available to keep that person in his position were depleted.

As you know, the President set up a Chicano Educational Advisory Committee this Fall. It has representation from the West Side St. Paul Community and we will bring this whole matter to the Advisory Committee for further discussion and clarification.

/djs

cc: President C. Peter Magrath
Chicano Educational Advisory Committee
Luis Aguilar

Date: 1/30/81
From: Minnesota Activist Forum
Re: Meeting on wednesday, 2/4/81 3:00 pm at the Chicano Student
Cultural Center room 200, 1507 University Ave. S.E. (Dome City)

Please come to a meeting of the Minnesota Activist Forum and Student Body President Paul Rasmussen to criticize and improve the Minnesota Daily and the University's relationship to the chicano community.

We request your involvement and support in the following unresolved issues and actions:

1. The anti-spanish language editorial stand of the Minnesota Daily.
2. The general suppression and biased treatment of issues affecting the University and the chicano community.
3. The lack of affirmative action in the Minnesota Daily and the School of Journalism.
4. The suppression of the University response to the Department of Health, Education, and Welfare ruling that the University is discriminating against chicano students in the University.
5. The organizing of a student fees boycott of the Daily and chicano community control of University publications.



Source:

STEVE HAUSER

339-3759

- Peer Counselors:
1. Henry
 2. Gutierrez
 3. Mary. Carrera
 4. Zelia
 5. Rudy Hernandez

inservice

Meet on Weekly Basis

Chicano-Latino Learning Resource Center

Advisory Board Meeting

February 19, 1981

Agenda

I. Press Release (February 12, 1981)

II. Staff Report - peer counseling
 1-5 - incoming 80 for fall quarter

III. Approval of By-Laws
 2 - older student - academic probation.
 3 - P.S.A. March 1
 accepted

IV. Elections of Officers

V. Nominations for Board positions *

VI. Legislative Request 1981-83 Biennium - special

Wed 2:00 P.M. R. 51
 2-25

VII. Goals and Mission of Center

VIII. Adjournment

* Ch

And Jose Cruz - Agenda 4 members
 full task force meeting

Edy Huel

1. Pange
2. Siliu
3. Pich.

Advise

Congressional
 award - Board -
 Pilot state
 - academic Ach.
 physical
 4.

Neighborhood House
 Centro Cult. Chicano.
 contact
 weekly Basis

Health
 Sci workshops.

February 12, 1981

From : Chicano Citizens of the West Side St. Paul Community

To: Board of Regents, University of Minnesota and the Media

Re: Office of Student Affairs (OSA) Report on the Minority Resource Centers and the Legislative Request: in particular, the Chicano Resource Center.

a) Glossing over in this report of the critical drop in freshman Chicano enrollment for 1980-81 by 90% from last year.

b) Possible corrective measures by the Board of Regents prompted by this press release information that would prevent the loss of approximately 70 potential Chicano freshmen for fall '81 by the March 1 financial aid application deadline and follow-through failure by the Chicano-Latino Resource Center.

Objectives of the Press Release:

- Provide the Regents with accurate information regarding the actual status of Chicano-Latino enrollment and retention as opposed to the OSA report that "all is well".
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- Acquaint the Regents with the extent of concern in the Chicano community regarding this issue.

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Task Force

Education, Wash. D.C.

CONTACT PEOPLE REGARDING THIS ISSUE

SAM VERDEJA - 291-8677
WEST ST PAUL COMMUNITY MEMBER

① JOSÉ CRUZ - 222-8423 → item for agenda for next meeting.
CHAIRPERSON - PRESIDENT'S ADVISORY COUNCIL - HISPANIC AFFAIRS

① ANTONIO PEREZ - 373-0128
COUNSELOR - 10 YRS AT UNIO - FOR CHICANO STUDENTS

JESUS SANTIAGO - 647-9231
RECENT UNDERGRADUATE B.A. RECIPIENT
FORMERLY AT UNIO

① LUIS TREJO - 222-9117
WEST ST PAUL CHICANO BUSINESSMAN, COMMUNITY MEMBER

→ RAFAEL ESPARZA - 296-8932

Mpls. CHICANO COMMUNITY MEMBER
Mpls. COMMISSIONER - CIVIL RIGHTS -
? JOAN CONTRERAS HINOS - 227-1985
Cortinas
ADVISORY COUNCIL MEMBER

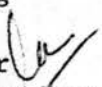


UNIVERSITY OF MINNESOTA
TWIN CITIES

Juarez/Humphrey Chicano Latino
Supportive Services Center
310 Dome City 322 Walter Library
1507 University Avenue S.E. 117 Pleasant Street, SE
Minneapolis, Minnesota 55414
(612) 376-8020 LA 81-82

February 6, 1981

To: Chicano-Latino Learning Resource Center
Advisory Board Members

From: Luis Aguilar, Director 
Chicano-Latino Learning Resource Center

Re: Advisory Board Meeting Feb. 19, 1981

This is to inform you of the next Advisory Board Meeting which will be held Thursday, February 19, 1981, at 4:30 pm at 328 Walter Library.

Items to be discussed and/or acted upon include:

1. Nominations for open positions on Board.
(Please forward names of interested individuals to my office)
2. Elections of officers.
3. Approval of Bylaws.
4. Legislative request 81-83 Biennium.

Your attendance at this meeting is greatly needed. Because we all are operating around busy schedules the meeting will begin on time. Please be considerate to those who have time limitations and/or other commitments.

I am hopeful that we will have a productive meeting and look forward to seeing you.

Gracias

LA/es

Chicano-Latino Learning and Resource Center

BYLAWS

I. Purpose: This Advisory Board is established to provide advice to the Director in planning and developing effective retention and recruitment programs for Chicano-Latino students. The Board will advise the Director in establishing goals and objectives and will review the effectiveness of programs and projects sponsored by the Center.

II. Membership: The Board shall be a collective body which represents a cross section of the diversified Chicano-Latino population. Non-Hispanic individuals demonstrating an interest and willingness to serve may also hold membership. Board membership shall consist of 12-16 members and shall include an equal number of students and non-students.

Other Members: The Director of the Learning and Resource Center shall also be a member of the Board. He/she will act in the capacity of a resource person to the Board, but will not hold office and will only vote when a tie occurs.

Selection of Members: Student members shall be elected by members of the University of Minnesota Chicano-Latino Student Body. All vacant positions shall be filled at the beginning of each academic year.

Duration of Membership: Board members shall serve a minimum of one (1) academic year. Renewal of Board membership shall occur at the beginning of each academic year. Conditions for renewal of membership shall include:

- Responsible attendance at Board meetings (not more than 3 consecutive absences).
- Active participation and support of Chicano-Latino programs.
- Fulfillment of assumed Board responsibilities.

III. Board Officers: The Board from its own members shall elect an Executive Committee. This committee will convene on an emergency basis and will discuss appropriate actions for resolving issues affecting the Center.

This committee shall include: Chairperson, Vice Chairperson, Secretary, Member-At- Large, and Center Director. Duration of terms for these offices (except Director) shall be one (1) academic year. Any member shall be eligible for election to office.

Responsibilities of Officers:

Chairperson: Conduct regularly scheduled and special meetings of the Advisory Board and Executive Committee.
Act as spokesperson for Advisory Board to the public, University officials, and press.
Maintain open and regular communication with the Center Director and other Board members.
Meet with Center Director on a on-going basis.

Vice Chairperson: Conduct meetings and represent the Center in the absence of the Chairperson.

Attend Executive Committee meetings.

Secretary: Attend Executive Committee meetings.

Keep record of Board attendance

Review and critique minutes prior to circulation to Board members.

Member-At-Large: Attend Executive Committee meetings.

IV. Meetings: At least one (1) regular meeting shall be held quarterly. Meetings shall be held on the third Thursday of each quarter. Other meetings in addition to regularly scheduled meetings will be held on the third Thursday of every month.

V. Quorum: A quorum shall consist of at least 51% of the voting members.

Chicano-Latino Learning and Resource Center

Advisory Board Minutes

January 15, 1981

Members Present: Jose Cruz, Irene Bethke, Francisco Aguilar, Cecilia Garcia, Franklin Sanchez, Paul Carrizales, Rosa Herrera, Carlos Eduarte.
Members Absent: Ricardo Flores, Gerardo Ruelas.
Staff Present: Luis Aguilar, Elvira Suarez.
Guests: Frank Guerro, Maria Acosta, Regino Palacios, Marcella Trujillo.

I. Structure for Advisory Board:

Corrections were made to the proposed Board structure which was presented at the last Advisory Board meeting. (Corrections and additions which were discussed have been included in the attached BYLAWS.)

II. Election of Officers:

Because the Bylaws for the Advisory Board had not been finalized, elections were postponed. Questions were raised concerning the appointment of additional members to the Advisory Board. It was discussed that Hispanic and Non-Hispanic individuals would be considered for membership.

It was agreed that a special meeting to hold elections to add new members should be held. Names of nominations for officers and new board members should be forwarded to Luis Aguilar by Tuesday January 20, 1981. Elections and voting for these positions will take place Thursday January 22, 1981 at 4:30 p.m. at 332 Walter Library.

III. Mission and Goals of Center:

Written goals and objectives were presented to Board members. It was determined that more time was needed to make comments or suggestions. The goals and objectives will be discussed and reviewed at the next Board meeting.

IV. Director's Progress Report:

Luis Aguilar reported that the following activities were underway:

1. Peer Counseling Program is in effect there are two (2) unfilled Work Study positions.
2. Public Service announcement will be produced for recruitment purposes.
3. Student Leadership Retreat is scheduled for January 17-18, 1981 at Camp Owindigo.
4. New requirements are now in effect for migrant students who may qualify for in-state tuition. Currently working with Minnesota Migrant Council to set up verification procedures.

V. Other Business

Luis Aguilar requested that the Board consider condensing the name ^{of} ~~to~~ the Center from Juarez/Humphrey Chicano Latino Supportive Services Center to Chicano Latino Learning and Resource Center. After a lengthy and stimulating discussion it was agreed that the name change would be acceptable.

VI. Meeting adjourned at 6:20 pm.

List of Advisory Board Members

1. Irene Gomez Bethke
4649 Decatur Avenue North
New Hope, MN 55428
Phone# 296-9587
374-2996
348-2100
 2. Paul Carrizales
Student Counseling Bureau
104 Eddy Hall
University of MN 55455
Phone# 737-4193
 3. Jose Cruz
Affirmative Action Officer
Metro Waste Commission
350 Metro Square Building
St. Paul, MN 55101
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Work - 296-7963
Home -
 6. Francisco Aguilar - Student
2932 40th. Avenue South
Mpls., MN 55406
Work - 376-1233
Home -
 7. Franklin Sanchez - Student
314 Concord #110
St. Paul, MN 55107
Work - 376-1233
 8. Gerardo Ruelas - Student
1412 Portland Avenue South 2
Mpls., MN 55406
Work - 376-1233
Home -
 9. Rachel Montez - Student
518 Dayton Avenue
St. Paul. MN 55102
Home -
 10. Margarita Carrera - Student
638 Oakdale
St. Paul, MN
Work - 376-8020
Home -
 11. Jerry Freeman
Director HELP Center
317 17th Southeast
Mpls., MN 55414
Work - 373-0102
 12. Andy Nelson
Director Upward Bound Project
106 Nicholson Hall
Mpls., MN 55414
Work - 373-4107
 13. Rojelio Blanco - Student
214 E 19th Street #304
Mpls., MN 55414
Work - 376-1233
Home -
 14. Cecelia Garica
1352 Hague
St. Paul, MN 55104
Work - 376-1233
- Executive Board Members
- Paul Carrizales - Chairperson
- Irene Gomez Bethke - Vice Chairperson
- Franklin Sanchez - Secretary
- Francisco Aguilar - Member-at-large
- Luis Aguilar - Director Chicano-Latino
LRC