



THE HISPANIC
CULTURAL CENTER
AN ORAL HISTORY

“Where Friends Are Familia”

by Silvana Carlos

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Table of Contents

Introduction	4
Theory.....	5
Participants	1 0
Selection and Rationale	1 1
Obtaining the Data	1 2
Limitations	1 3
 Format	 1 5
 The Hispanic Cultural Center:	
An Oral History.....	2 1
Forward.....	2 2
Setting the Stage.....	2 3
Where It All Began.....	2 5
The Dream.....	3 1
"Home" Hunting.....	3 4
The Name.....	3 4
The Master Plan.....	3 5
Lead Proudly.....	3 7
Success.....	3 9
Conclusion: The Show Must Go On	4 0
 References.....	 4 3

Appendix A -**Database Literature Review.....4 4****Appendix B****Excerpts from Robert W. Larson book:****Shaping Educational Change: The First Century of the
University of Northern Colorado at Greeley.....4 6****Appendix C****Articles from *The Greeley Tribune*4 8****Appendix D****Various Documents Collected from
University Archives.....5 0****Appendix E****The Recommended Master Plan.....5 2****Appendix F****Various Documents Post-HCC.....5 3****Appendix G****Key Concepts.....5 5****Appendix H****Suggested Research Ideas.....5 7**

INTRODUCTION

This coming fall, The University of Northern Colorado's Hispanic Cultural Center (HCC) will have a couple of things to celebrate. First, two years after the initial proposal by the students of the HCC, primarily MEChA members (see Appendix G: key concepts), it is presumed pending on the approval by the board of trustees that the name of the center will be changed to the Cesar Chavez Memorial Center. This event is significant, as it marks a rebirth for the center, a turning point. "The vision" of many people, including myself, is that with the new name will come a new purpose, motivated by a strong desire, and a renewed sense of pride and determination among students, faculty, and staff for a better Hispanic Cultural Center. Secondly, this fall the Hispanic Cultural Center will be celebrating a decade on campus.

As a UNC freshman in the Fall quarter of 1987, I became a Hispanic Cultural Center "family" member only two years after its inception. At the time I didn't realize that Cultural centers of this type were very rare. I valued the center because in many respects it was my home away from home, however I never showed interest in the history ... and the Center was easy to take for granted.

Years later, it was my curiosity about how the Center came to be that prompted me to research the history of the HCC. Having worked there this year, I wondered if the HCC was living up to the expectations and dreams that its originators may have had - were we, those of us who comprised the HCC as staff and advisory committee members - doing our best to fulfill the original purpose of the HCC? It became of substantial importance to know about the significant events that led to

the development and implementation of the HCC. And, it was exciting to uncover original ideas that led to the development and implementation of the HCC.

Hence, my research project. Many people were involved in making this dream a reality. A group of concerned and committed community members came together, agreed on a vision, and saw that a place like the Hispanic Cultural Center was badly needed. This is their story.

Theory

There are limited number of research studies that focus on Chicano/Latino people at the college level, however some do exist. Some of these studies have served to try and explain why Chicano/Latino children do not do well in school, or to identify contributing factors to the academic success and/or failure of the Chicano/Latino student. It might be appropriate to infer from these findings that in general the contributing factors might exists at every level, including higher education. A factor that has often been identified as being detrimental to the academic progress and success of Chicano/Latino people at the college level is the feeling of alienation and/or isolation. This is often the consequence of being "one of few" in a particular environment.

In Thomas P. Carter's article, Mexican Americans: How the schools have failed them, (1970), he talks extensively about reasons he has found that support the notion that "school and society have served to

keep the Mexican American in his place, and that Southwestern society has functioned best with a pool of cheap, unskilled labor and a subordinate ethnic 'caste' ". Carter suggests that if one carefully examines and analyzes (a) the natures of the diverse Mexican American subcultures and the socialization afforded their young, (b) the kind and quality of formal education provided and the school social climates promoted by local practices, and (c) the nature of local and regional social systems and the equal or unequal opportunity they provide the Mexican American, that perhaps one can begin to have a better understanding for why Mexican American children have low achievement. He continues by comparing those who succeed in school and those who don't,

"...those who do tend to be children who are culturally and personally similar to what the school expects. They are almost invariably the "standard" children from "normal" homes - average middle-class youngsters. The "different child," whether he be Anglo, Negro, lower class or what have you, rarely measures up at school entrance or exit to the normal or "standard child." It is more than simple to conclude from this reality that such cultural, social class, or personality differences can account for a child's poor school performance."

It is further observed by Carter that society in general tends to see the differences existing between Mexican American children and families, and middle-class American children and their families, and when comparing them society sees these differences translate to deficits, and so the children, their families, their culture is at fault. So the logical step for remedying the situation is to get rid of the problem, to eliminate the cultural difference, and to Americanize the students. This is a crucial factor in this qualitative study because the fact that the process of establishing a student center for Chicano/Latino students

took so long, over a decade, may indicate that perhaps this was the mentality that existed at the time, and to have a center that promoted the "other" culture - the root of the problem, that which perpetuates deficits - went completely against the grain of Americanizing students and doing away with the differences; All this of course in the name of insuring school and social success for the Chicano/Latino student. Carter concludes his article by saying loudly and clearly **THE SCHOOL MUST CHANGE!** What is needed is massive changes in policy, practice, curriculum and staffing of schools. The traditional inculcation of idealized middle-class values and norms, the suppression of the behavioral manifestations of foreignness, and the exclusion of Mexican or Mexican American culture from the curriculum must cease becoming "core educational values". It is the aggregate of these practices that creates a negative school environment.

In another article, (Vasquez, 1982), barriers that Mexican American women encounter in higher education are addressed. Among the barriers, culture and language is identified as one of them.

Vasquez points out that in reviews of studies done by other researchers, one common finding suggest that "research is generally based on a social pathology model of cultural deficit and stereotypes of cultural disadvantages without identifying positive attributes;" that Chicanos are often analyzes on the basis of "psychological formulations" that are most likely developed by Anglos for Anglos. Unfortunately, much like what was found by Carter, there is the strong implication that,

“. . . identification with the values, attitudes, behaviors, and language of the Chicano culture is a liability to educational

achievement and that acculturation - the process of giving up one's subculture and adapting to the majority culture - should be the guiding philosophy of educational programming and interventions."

Vasquez does, however, goes on to report that several studies have challenged the assumption that acculturation is a cure-all and that identification with one's culture is damaging. She proposes that,

"... a more appropriate philosophy - that of cultural democracy - maintains that identification with one's ethnic group is, in fact, a necessary ingredient of academic success and psychological adjustment. Researchers have begun to indicate that active participation in two or more cultures, may in fact, provide the basis for a more flexible and sophisticated psychological adjustment."

Vasquez also explores self-esteem as a barrier. Self-esteem, as presented by Vasquez, relied heavily on feedback from external sources. Good self-esteem is thought to come primarily from two sources. A Chicana must receive feedback that she is worthy and competent on an individual level. It is also crucial that a Chicana receive messages that support the idea that her primary reference group is legitimate. Unfortunately the negative stereotypes about the Chicano culture, and perhaps even specifically about Chicana women convey messages much the opposite. First-generation Chicana college students are thus challenged to "inoculate themselves against the crippling effects of being a "triple minority" by establishing a sense of pride in their origins, history, and group identity as well as in their abilities."

A third article (D. Lango, 1995) addresses these same issues in an attempt to identify characteristics that may predict success in Mexican American women. One finding very clearly and concisely proposes that

"the more closely the college reflects its own community, the more likely it is that the students will complete their program." Support is a very important factor identified in this study, and the truth is that the students family has to be supportive of the changes that are inevitable. It's not realistic to think that as the student is growing intellectually, and that as his or her behaviors change - as subtle as the change may be, that his or her beliefs and values will not change. The reality that can be inferred from this study to be a general truth is that "...without support and encouragement from family, the student will find it extremely difficult to take on nontraditional behaviors, manners, and attitudes that may be considered disrespectful by the Mexican or Chicano culture." It would make sense, then, that if the environment was accepting of differences, and encouraged more diversity then more students would succeed because less of the them would be faced with the decision of completely giving up and letting go of their culture; Rather, it seems that there would be some compromise.

Many years ago some concerned Chicano's got together and began to explore and discuss possible reasons why Chicano kids weren't attending college, and why those who were attending, were eventually dropping out. It seemed inexcusable that in a city such as Greeley, where the Chicano population was nearly 30%, with a high school just down the street that enrolled a Chicano population of nearly 50%, and with cities nearby that also had high Chicano populations (including Fort Lupton, Longmont, and Denver), that the recruitment and retention rate of Chicano students at this University was so low. Conclusions that this group reached reflected the findings already cited. One theory proposed that perhaps the Chicano/Latino students might be aware of

their differences and see them in a negative way, thus they might experience alienation on top of all the sacrifice required for college, and decide that college is not worth the deep deep loneliness that accompanies a person who does not fit in. This group of concerned Chicanos came up with a proposal that included steps the University could take to increase the recruitment and retention rates of Chicano students (See Appendix D). Establishing The Hispanic Cultural Center was one of the suggestions.

Participants

In this qualitative study, I primarily relied on personal interviews and artifacts, including documents and newspaper stories, to provide information and data that I would eventually synthesize into the oral history of the Hispanic Cultural Center. In total I did four interviews with people who were involved with all or most of the process that eventually led to the establishment of the HCC. These people are all currently on the UNC campus, and continue to be involved in issues that impact the Chicano/Latino community.

The first interview I did was with Ray Romero, Director of the Center for Human Enrichment. Ray is currently the director of the Center for Human Enrichment (CHE), and has been here, as the director of CHE since September 1, 1974. Ray came to UNC the fall after a student protest took place.

The second interview I did was with Dr. Roberto Cordova, Professor in the Hispanic Studies department. Dr. Cordova has been at UNC since 1977.

The third interview I did was with Dr. Carlos Leal, Professor in the Hispanic Studies department. Dr. Leal has been an active advocate for the advancement of the Latino/Hispanic/Chicano community since the late 1960's. In fact, he is responsible for writing the Mexican-American Studies major, the Bilingual Education degree, and for organizing what is now known as the Center for Human Enrichment.

The fourth interview I did was with Dr. Maria Lopez, the Associate Dean of Arts & Sciences. Dr. Lopez, at one time, was a student of Dr. Martin Candelaria here at UNC. Dr. Lopez is currently among the highest ranking Hispanics on the UNC campus.

Selection and Rationale

I had a very small pool of potential participants for this qualitative study. In my years here at UNC I have become familiar with those members of the UNC community that might be considered "key players" in terms of contributing to any significant progress that has been made by the University to address Chicano/Latino issues.

Time constraints restricted me from traveling out of Greeley to do interviews, so I primarily focused on those people on campus that had been involved.

Obtaining the Data

Interviews were from 40 to 60 minutes in length. The focus was primarily on five topics:

- what events led to the idea of having a center,
- how the idea was put into words,
- what was involved in the process of actually implementing the center - politically, socially, personally,
- what was the vision for the center, and
- how the center is seen by these people today.

The artifacts consisting of newspaper clippings (See Appendix C), were collected because of the significance of the "Candelaria incident". This incident has been much like an "urban myth" in that no one really knows the details. It is known that a group of Chicano students locked themselves in Candelaria because they were sick and tired of the discrimination and institutional racism. Finding the actual newspaper articles, and reading about what allegedly took place during this event was exciting and revealing. This is the event that is often considered the turning point, as it was this protest that sparked the ideas that eventually led to the establishment of the Hispanic Cultural Center.

I spent hours in the library reading old newspapers, and discovered that aside from this particular incident, there had been other significant incidents that I did not include in this study because they were not directly relevant to the HCC, however they were significant because they demonstrated how often Chicano students on campus were provoked, and how much energy was demanded of the students to keep

up with calling attention to case after case of institutional racism. In fact, there was another significant incident. Just about one month before the Candelaria incident, UMAS was sponsoring a dance at the University Center, and a bomb threat was made. They called the Greeley police, however the response time was very slow. Consequently, there was a protest.

Other documents I collected were university documents such as copies of proposals and meeting minutes (See Appendix D). I read through years and years worth of minutes, and was often disappointed because key documents (or excerpts thereof) were missing. Everyone interviewed commented, "I don't have a copy, but there's one around somewhere. . . ." I was amazed that documents with such historical significance were not readily available in the University archives. The current director of the HCC also was not instrumental, as he also did not know where any historical documents might be stored. Finally I decided I would do my own detective work and search out the HCC for myself. I found a couple of boxes and looked through them, and was delighted to find some of the missing documents. This is how I gathered my data.

Limitations

There were many frustrating limitations, time probably being the biggest. My time, as well as the time of those who were kind enough to give me interviews was limited, so I could not further explore data I had gathered.

Time was also the primary factor in my not pursuing interviews with people off campus, including Frank Lucero, Tomas Romero, Ramon Del Castillo, Tony Carvajal, and others who would be key in providing more facts, and more personal accounts of the history. Dr. Alfonso Rodriquez is also a key person, and was on sabbatical this semester, thus could not be contacted.

I thought that it would have been valuable to interview someone from a different perspective, such as Dr. Nancy Scott. This is an important piece because if one wishes to present a complete picture, then all perspectives need to be included. I would say consequently that lack of objectivity was a limitation.

Another frustrating limitation was a lack of artifacts. Many existing documents could not be found such as written plans, proposals, and letters that I would have thought the administration of the University would have passed on to University Archives. With other documents, such as the book written by Robert W. Larson (See Appendix B), my evaluation is that clearly and unfortunately, in the opinion of that author, the Chicano/Latino role and experience in the last 100 years of UNC apparently does not merit enough attention to fill much more than a page (of nearly 500 pages), if that.

In attempting to find information about other student centers similar the HCC via computer databases, there was literally nothing available in the literature (See Appendix A), thus the search was futile.

FORMAT

This history is presented in a linear fashion, with critical events ordered chronologically:

1. The big picture

- a. How the HCC fit into the collective group of issues that were at hand.
- b. The role that the HCC played in the development of the University's commitment to diversity.
- c. How the concerns of students, and their reactions to certain incidents culminated in the idea that Chicano students needed a physical setting of their own.

A common theme in the interviews I did pointed out that the HCC is merely one small piece in a bigger overall picture that encompasses many issues that people of color on this campus have been faced with. University documents such as the 1984 and 1985 reports on the Commitment to Diversity support this (See Appendix D). The same issues seem to resurface, year after year, at all levels (student, faculty, staff, administration). Most of the same people, who twenty five years ago were involved with trying to resolve these issues, are still involved in trying to resolve the same type of issues today. For example, Dr. Leal mentioned that the HCC is only one of many issues that exist. Dr. Lopez commented that the HCC is a small, although significant part of UNC's overall commitment to diversity. Ray started the interview with the

comment that "Those issues that the students are talking about today, are very much the same issues they were talking about back then."

2. The Chicano faculty realizing in concrete terms that what Chicano students needed was a Chicano student center.

One person was faced with students that demanded using their program and facility as the student center, and years later another was surprised that one didn't already exist, thus becoming interested in establishing one.

3. The Student role in the events and process that ended with the establishment of the HCC.

The student involvement in the Candelaria incident (See Appendix C) clearly demonstrated that there was a group on campus that was not only underrepresented, but also unheard. They spoke loudly with their protests, but it was not enough. It took the students willingness to get arrested to draw enough attention from the administration to finally hear that the demands that were being made were not unreasonable, but were simply in their perception basic needs. Once the administration showed willingness to address these issues, the students were actively involved in collaborative efforts that would make the University a better place for them, and more enriched environment for everyone.

4. Faculty and administrator work toward designing a plan for

implementing the HCC.

Although there is some disagreement here about who was involved in what, and in what capacity, it is clear that the support and commitment that was needed was present. The Recommended Master Plan (See Appendix E) reflects the hard work that many people invested in a well thought out plan for a Chicano student center. In addition to the faculty's primary role, staff, administrators, students, and even community members got involved in working towards making the HCC a reality .

5. The community involvement and support of the HCC.

As a result of the many recommendations proposed by the Hispanic Concerns Task Force, President Dickeson appointed a council called the Council on Hispanic Horizons. This council served to monitor the implementation of the recommendations. The council was composed of University and community leaders that were approached on a local, state, and national level. There were also many community people that became involved in the various subcommittees that existed under the council, one being the Hispanic Center Advisory Board (See Appendix D).

6. The vision that was developed for the HCC, including the mission and purpose.

When the idea of having a Chicano student center began to become feasible, those people involved each had ideas about what the

center would do for students, for the University, and for the community. As plans became concrete, these ideas came together in a concrete form and collectively became the vision of the HCC (The Recommended Master Plan, Appendix E). The most important and vital role that the center would have would be to increase the number of Chicano students that attended UNC, and to enhance the retention of the students already attending. More specifically it was thought that (a) services - such as working with existing services to offer tutoring and advisement; (b) programs - such as those that would encourage Chicano students to get involved in higher education issues, and also that would promote and affirm the identity of the Chicano student; and (c) activities - such as those that would involve the students in learning more about the Chicano culture including celebrating events like Cinco de Mayo, 16 de Septiembre, Las Posadas, could play a major role in making the campus more supportive to the success of Chicano students attending the University.

7. Looking for physical space on campus to house the HCC.

Initially this might seem like a minuscule issue, but it became important to the identity of the HCC as an entity on campus that physically it would be an independent structure. Approval was given for the HCC to make its home in the Patton House (Appendix D, page 25 of the UNC Final Report: Commitment to Diversity, 1984)

8. Deciding on a name for the student center.

Since the name is the first encounter or impression anyone would have of the HCC, it was important that the name it was given be one that would be inclusive of all people on campus, be they Mexican American, Central American, South American, or any other person with Spanish or Latin American ancestry.

9. The process of recruiting and hiring the first director of the HCC.

A lot was riding on the success of the HCC, thus the director needed to be a strong leader, with top notch skills, and with commitment and vision that would successfully develop the HCC into a legitimate entity on campus.

10. The legacy of the HCC.

As part of the history of the HCC it is important to recognize that many successful programs have been born at the center that are alive and well today. The legacy of the HCC is everything that has transpired at the center, and everything that has grown to better serve the students, the University and community. With each group of students that comes and goes, the center changes and is different for the next group. The ideas and messages that are passed down from student to student at the center are at the heart of that which is vital for the continued success of Chicano students on this campus.

11. How the HCC has been received by other facets on campus.

The feeling is that the HCC always has supporters even if they change from time to time. Factors that might determine who supports the center include economics, politics, and trends.

12. How the HCC is seen today.

The HCC has grown to be a legitimate part of the University, for example it has become a selling point. The programs and activities that the center provides have become part of the yearly goings-on at UNC, and it is seen as a resource that can serve in many different capacities.

13. The charge that is made to students, present and future.

To those involved with the inception of the HCC it is imperative that present and future students who benefit from the HCC understand the idea that by being part of the center, there is some responsibility. They must be committed to continue in the efforts to make the HCC a place to bring students together, to be a part of creating and maintaining a support system, and to advocate for having programs and events that will continue to promote the Chicano/Latino cultures and stimulate intellectual growth. The students must also take an active part in making sure that the HCC is serving as a bridge to the Greeley community.

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FORWARD

This history is simply one very small piece of the big picture. What is presented by this researcher is by no means the complete story (See Appendix H for additional research suggestions). It is the hope of this researcher that those who have taken the time to read this story, also care enough about the Center to make a contribution to its history. One way to do this is to add to this particular work and to gather the memories of other people who were significant in the establishment of the Center. A partial list of these people include:

Thomas Romero	Dr. Frank Lucero
Dr. Nancy Scott	Dr. Alfonso Rodriguez
Dr. Tony Carvajal	Mr. Tom Chagolla
Mr. Ramon Del Castillo	Dr. Lynn Sandstedt
Dr. Jose Cordova	Ms. Betty Cordova
Mr. Al Dominguez	Dr. Robert Gonzales
and...	Mr. Pres Montoya

There are many more I'm sure, however this is part of the dilemma -- there is little documentation available, thus it is difficult to know exactly who can add to the history of the Center.

Many thanks go to Dr. Steven Pulos who is the professor who encouraged and supported this project. This researcher is also indebted to Dr.'s Maria Lopez, Carlos Leal, Roberto Cordova and Mr. Ray Romero who made time in their busy lives to share their thoughts, feelings, and memories about the Center. Additional appreciation is owed to the staff of the Michener Library Archives who spent hours in helping locate the sparse historical documents that also revealed history of the Center.

The hope of this researcher is that this document will serve not just as a mere story to be added to the other documents in the library, but rather a springboard that will inspire other students to research the histories of the Center, the people who fought for the Center, and any other event, program, building, department, person, etc. that significantly impacts Chicano/Latino/Mexican-American and Hispanic people on the UNC campus. Pleasant reading!!

KNOWLEDGE IS POWER! -- Saber es Poder!

SETTING THE STAGE

This fall, The University of Northern Colorado's Hispanic Cultural Center (soon to be rededicated as the Cesar Chavez Cultural Center), will be celebrating a decade on campus. For ten years this student center has been a "home away from home" for hundreds of students, including myself.

As a UNC freshman in the Fall quarter of 1987, I didn't realize that the HCC was only 2 years old. I also, very naively, believed that every college and university campus had a center like the HCC. The HCC was in many respects my home away from home. I studied here, watched television here, broke bread with my brothers and sisters here, engaged in enlightening conversation here, learned about myself here, and I even met my husband here. However, I was not careful about being a "keeper of the dream", I did not ask about the history . . . I took the HCC for granted. This year, many years later, I look back at my experience through the eyes of someone older, wiser, and better informed, realizing I have been a part of this centers history almost since it's inception. As an undergraduate many of the perceptions I had of the center were based on my own naive assumptions, because a key piece was missing: history.

That piece is still missing today. Initially it was my curiosity about how it began, and who had the idea that interested me in the history of the HCC. Eventually it became significant for me to know what it took to bring something to this University, something that I can call mine.

It became of substantial importance to know about the struggles that led to the development and implementation of the HCC, to understand what those struggles were like, and what was felt by those involved. It was exciting to think that I could uncover those original ideas that led to the development and implementation of a center that focuses on serving students like me, a place where I am encouraged to learn about who I am, and grow in that knowledge. A refuge where I can feel at home, and find support and security when things get rough. Somewhere where I am welcome, and where I am accepted. This place, the Hispanic Cultural Center, it opened its doors on September 3, 1985.

Many of the people involved in securing a place for Chicano/Latino/Mexican-American/Hispanic students to congregate dared to speak up for us, to advocate for our needs, and to demand that those issues that deeply affect who we are as students and as members of this community be addressed. It was a long process that made this dream a reality. Many people were involved that agreed on a vision, and saw that a place like the Hispanic Cultural Center was badly needed, because it had the potential not only of bringing more Chicano/Latino/Mexican-American/Hispanic students to campus, but also of retaining them here. We can not afford to let the efforts of these people go unrecognized and unappreciated. For many of these heroes, this chapter of their lives will soon become faded and harder to remember, and we risk losing this history, and knowing of these events forever. It was a long and grueling process, and those involved invested handsomely to secure this place for us, and today we are the benefactors, and the investors in tomorrow's students who will benefit from whatever we make of the center today. It is up to us -- the

Chicanos, Latinos, Mexican-Americans, and Hispanics on this University of Northern Colorado campus, to capture our history so it may be passed on from student to student just as stories have traditionally been passed from generation to generation, and this is a story and a legacy that is important.

Each of us becomes part of this history simply by being a part of this community. I have gathered a piece of the history, although small - significant. It is a wonderful feeling to give what I have gathered to the Hispanic Cultural Center. As it turns 10 years old, and is given a new name, the many years of working, hoping, negotiating, dreaming, and growing will not be forgotten.

WHERE IT ALL BEGAN

The Hispanic Cultural Center is actually a small part of the overall history of Chicano people on the UNC campus. There were many events and issues that provoked protests by students, faculty, staff, and community members who felt compelled to speak out against injustices perpetrated through institutional racism. One example is in 1970. There were two incidents in particular that involved Brigham Young University. At the time, the Mormon church had a policy that excluded Blacks from membership into the priesthood. The recollection of those interviewed together with information from the Larson book (Appendix B, pp. 267-268, 399-400) describe the incidents in the following manner. In the first incident, the University of Wyoming and BYU met for a football game. Fourteen Black players on the Wyoming team wore

black arm bands during this game, and as a consequence were suspended by coach Lloyd Eaton. A number of UNC students were outraged by this. This event led to the second incident. In those days UNC used to have a wrestling contest with Brigham Young University. The Mormon church's policy and what happened at the Wyoming vs BYU game was translated as a clear case of inequality, and the Chicano, the Black, and sympathetic white students got together and said -- "wait a minute, that is not right, the church is discriminating". They decided to boycott the wrestling tournament, and were determined not to let it take place. They received support from the student government and the *Mirror*. They approached the University and asked that the match be canceled, but when the issue came up for a vote the Board of Athletic Control voted in favor of going ahead with the event. It became a confrontation. When the wrestling match began, between 90 and 150 Chicano, Black, and White students sat on the mats. This was a big wrestling match and there were a lot of community people and students in attendance. Despite yelling and jeering by an unhappy crowd, they continued to sit. This sit-in was illegal, as it was disrupting a bona fide activity. Ironically, Dean of Students Norman T. Oppelt had voted against having the match, and was now charged with handling this situation. He gave the protesters five minutes to clear off the mats, but the protesters refused. Suddenly Oppelt received word that a bomb threat had been made, and he evacuated the gym. The crowd went outside, and the police was called in to keep peace between the protesters and spectators because tempers were escalating. Protesters "pelted Gunter with rocks and other objects to vent their frustrations." The match later continued in an empty gymnasium. Apparently there

were some arrests, and in total forty-four Chicano students were charged with disruption, most of who are now in very respectable professions including law, medicine, and education. Later all of the students were acquitted. Holmes, who was UNC president at the time, viewed the actions of these students as a "monumental social statement"

Dr. Carlos Leal was at UNC when this event took place, and President Holmes called him into his office to discuss what had transpired. He said to the president, "we have problems, and these guys are being nice about it, at other universities they are burning places down, and these kids want to talk". Soon after, a meeting was called at Garden Theater for students, faculty, staff, and administration. Lot's of discussion took place, and those present began to examine what the University was doing, and if the University was meeting the needs of the students. UMAS was involved at this meeting, and Dr. Leal remembers that the group was composed of veterans that had come home from Viet Nam, and who at this meeting were prepared. They had done their homework, and with facts in hand had prepared to confront the system. President Holmes had attended the meeting, got on stage, and called the president of UMAS up to the stage and gave him a check, and said "I'm going to establish a scholarship for you Chicano students, and here's my contribution, \$2,000." The UMAS president gave it back and said "we don't want your money, what we want is reform, your money doesn't buy reform. You are not doing anything to recruit students, you are not doing anything to retain students, and you are not doing anything to improve the training of teachers who are here for the students. That's reform, and that's what we want, so you can keep your money."

Lots of things happened following this confrontation. The president put together a task force, and Dr. Leal was charged with creating a Mexican-American studies and a Bilingual Education program. UMAS was instrumental in helping Dr. Leal with this charge. Dr. Leal asked that a task force of Chicano students meet with him frequently to work together. Dr. Leal completed this job, and the programs were approved. President Holmes was supportive of these programs, as was President Bond who stepped in later and carried things over. Dr. Leal had made a significant impact on the future of Chicano students, and would even into the present day, continue as a leading advocate for the existence of multicultural programs on the UNC campus. Dr. Leal is seen by many students and colleagues as having more influence and more to do with the establishment of multicultural programs than any other faculty member at UNC.

Soon after, Dr. Leal also developed what is today known as the Center for Human Enrichment (CHE). Back then, CHE served many purposes, and in many ways it did for students much of what the Hispanic Cultural Center does for students today. CHE was located in Candelaria hall on the second floor. Interestingly enough, programs serving disabled students, veterans, and re-entry students also came out of CHE to eventually grow into their own independent programs. Apparently, there was also a Black Student Center that existed in these days, and was housed directly across the hall from CHE. CHE was supportive to the Black Student Center and provided phones, a work-study student, and other things of this sort. Dr. Leal served as director of CHE up until 1974.

It was in 1974 when another significant student protest took place. Twenty-one years ago Steve Valenzuela, the director of the Upward Bound program (a CHE program) hired two counselors or teachers that were not Chicana, and were not Black. UMAS confronted Dr. Leal, who had helped to organize the UMAS group. The discussion was mainly about the students feeling that there ought to be more Chicanos. Dr. Leal told them that his position was that Upward Bound was not exclusively a Chicano program, it was designed to help low-income, disadvantaged students, and that meant all of them, Black, White, Chicano, Asian, Native American, every student. He was adamant that his staff was going to run the program this way, and the program would reflect these needs. So the students just simply came in and sat in the CHE office. Frank Lucero, who would later become the first director of the Hispanic Cultural Center, was one of the student protesters. The sit-in started on Wednesday, and on Friday the students were still there. They forwarded a list of demands that included: a student assistant in the CHE program, a ruling requiring that only minority personnel work in the program, that Greg Lopez, former financial aid consultant be reinstated, the CHE office be accessible to students, that students be appointed to the CHE program advisory board, that the program be investigated by federal officials, that UMAS related classes be instituted, and that the community be allowed to have more input into the CHE program. These students were demanding a greater voice in campus affairs and basic involvement in the nature of their education. They wanted the administration to come to CHE to talk, but the administration refused to meet with them unless they left the building and met with the administration at the University

Center; No one was willing to compromise about the situation. The CHE staff needed to use the office because work needed to be done in preparation for a summer program that was about to begin. A law had recently been passed that out-lawed sit-ins because there had been too many take-overs of administrative offices. Dr. Leal talked with some of the students, and some of the students expressed that they felt they couldn't leave or would risk being seen as sell outs. Dr. Leal let them know that this was serious, " We're down to the point where if we can't talk about it, we're going to have to take action", and their reaction was, "Then call the cops on us, they'll have to arrest us". Dr. Leal reminded them, "You simply can't deprive other kids of their rights..." The Greeley police had been informed of the situation by UNC security on Thursday, but assistance was not requested. Friday came, and it was decided that Greeley police had to be involved. They arrived at UNC with a city bus, arrested 15 people, and took them off to jail. Two students who had lead the sit-in decided the community needed them and they could not afford to go to jail, so they skipped out (See copies of *Tribune* articles in Appendix C).

It took time for everyone to recover from this incident. The following Fall semester Ray Romero came in as co-director of the CHE program. Ray did not specifically know what the sit in was about, but did have to deal with the residue of that incident upon the return of the students for a new academic year. During Ray's first week at CHE, the students greeted him in a similar manner. The Black students came to him and said, "we want you to know that we want this center to be a Black center and it is for Black students." The Chicano students came to him and said, "we want you to know that we want this center to be a

Chicano center and this is for Chicano students, and you work for us". Other students come and said the same thing. Ray's response was, "This is a student center -- period." Ray found himself having to make this assertion in a strong way, and as a matter of fact, he had to stand at the door and warn the students, "the one who steps in here first, I'm going to set you straight -- this is for everybody, and if we try to make it a Black center or a Chicano center at this point it will be killed and it will go nowhere. It's going to be for minorities, and that's where our focus will be, but it's going to be for everybody." It was a strong discussion, a battle, almost a physical fight that went on many times between Ray and those students that wanted to take it over. The students still felt that this was their center, and that the staff was there because of them and for them. Ray and Dr. Leal felt that the center should exist for "raza", and it should exist for Blacks, and it should exist for students. It was disheartening, however, to see the groups beating up on each other (figuratively speaking). Ray began to build strong relationships with the students, and before long it was clear that Ray was supportive of all of the students. Dr. Leal and Ray began talking about the need to have a center for Raza, a Chicano center. Other faculty and students also took an interest in this, among them Dr. Roberto Cordova.

THE DREAM

Dr. Cordova came to the UNC campus in 1977, and recalls his reaction upon seeing the Black Student Center as one of, "Where is the Chicano student center?" Historically there had always been more

Chicano students attending UNC than Blacks, and this was true this year as well. It was very puzzling that Chicano students did not have a student center. Through the years more and more people began to talk about the idea of having a Chicano Student Center. It was a long process because there were attitudes and mentalities of individuals who didn't particularly appreciate or agree with diversity or multiculturalism. It didn't come easily, and the process took years to get to the point where the cultural center would actually be implemented.

In 1982, President Dickeson came to UNC. Dickeson's arrival caused another series of hostile confrontation between University administration and minority staff and students. Clearly there were many issues at hand, and staff found themselves going up against the president and the board, and really putting themselves on the line. As a result of the 1982 reorganization, many Chicano faculty lost their jobs. Many programs that had gained ground were dismantled under Dickeson. There was a Black Hispanic Coalition that had in the past come together to secure substantial Affirmative Action gains that would meet the needs of Black and Chicano students on campus, and this group came together once again in response to the reorganization and other issues.

The president appointed a number of task forces to prepare reports and recommendations regarding minority issues. In March of 1982 the UNC Board of Trustees adopted The Commitment to Diversity, which states: **"UNC will continue to attract and retain students and faculty from diverse racial, ethnic, and socio-economic backgrounds, so as to enhance the educational opportunities**

provided all students at UNC.” One of the task forces appointed by the president was the Hispanic Concerns Task Force.

This task force put together a document. (this document could not be located, but many of the recommendations are cited in the September 4, 1984, UNC Final Report: Commitment To Diversity, Appendix D). This document outlined specific recommendations for the administration to follow that would be consistent with the UNC Commitment To Diversity that had been unanimously adopted earlier that March, 1982.

One of the recommendations was that of establishing a Hispanic Cultural Center where students, faculty, and members of the community could meet informally. The toughest challenge was getting the center approved. The committee met for at least one year, and persisted with the idea that having a center was vital for the University, and for the students. Finally in 1984, many of the members approached Dr. Nancy Scott - the Vice President of Student Affairs. Ray was the director for CHE, Dr. Carlos Leal was the chair for Hispanic Studies, Dr. Roberto Cordova was working in Hispanic Studies, and Tony Carvajal was with the College of Education. Dr. Scott was a recent arrival to the University, probably in her first or second year here, and it seemed to be a good time to approach a new person who hadn't been involved in regard to attitudes and mentalities, and would be more willing to form a coalition with minorities, and gain their support. The committee was looking for the right political time to approach Dr. Scott, and did, and she agreed with them that a center was needed. President Dickeson approved the recommendation and the members of the committee began to look for space.

“HOME” HUNTING

Dr. Cordova recalls, “We wanted our own place so badly that we were willing to settle for anything.” Initially the thought was that the center would be put in an academic building in a room, but this didn’t seem very conducive for a cultural center, where students would have their own place. At the time there were 3-4 places available on campus, and Patton House was one of them, and it was the best place and the committee decided they wouldn’t settle for any other space. After a lot of work and negotiations, Patton House was designated as the place that would house the Center. Initially the committee didn’t care where the Center existed, and was even willing to take an office somewhere, and it turns out that being it’s own building has been a significant thing. Even today the location is still perfect.

THE NAME

After the space was designated, it was time to name the center. The first name proposed or suggested was “El Rincon Latino” meaning the Latino corner. Later on there was strong support for the name “The Hispanic Cultural Center.” Dr. Cordova shares his thoughts on why he proposed this name and felt it was a good name:

“The reason that I did that was two fold. One, to appeal to a broader audience of Latino people. At that time, and even today,

the term Hispanic is still being debated. What I like about the term Hispanic is that the term embraces and includes all, all people of Spanish and Indian descent. It included Puerto Ricans, Cubanos, Guatemalans, Mexicans, everybody, even Spanish for that matter . . . and I don't want to exclude anybody. I pushed that it be named the Hispanic Cultural Center, and I had a lot of support. When it comes right down to it, probably the core group of supporters was a lot of Hispanic Studies professors. The main reason was to include, and secondly, it was to include all Latino cultures. This area needs to be improved because we haven't reached out enough to other Latino peoples. I think a lot of times that we ourselves have learned to differentiate and polarize ourselves and saying that we are very different, and that's not true, we have much more in common. That was the reason it was named the Hispanic Cultural Center. Had it been called the Chicano or Mexican-American Cultural Center then maybe that says, well if I'm Puerto Rican I guess I'm not invited, and at a University level, where better can we teach our Latino people who we are."

THE MASTER PLAN

The next challenge was to develop what came to be known as "The Master Plan" (Appendix E). Dr. Leal and Ray Romero took primary responsibility in writing this plan. It took most of one summer. The primary idea was to enhance recruitment and retention of Chicano

students. Hence, the intent of the Hispanic Cultural Center was to have a center to make our people start feeling comfortable on campus by providing a support system; a place where they could come to and feel safe, feel wanted, feel welcomed, feel at home; a place where students could learn about their history and culture, and feel that the beauty, the greatness, and the glory of who we are as Latino people would be promoted; a place to create a library, to initiate research and to engage in significant activities; a place that would focus on bringing in dollars to the University; a place that would impact the Hispanic agenda both on campus and off campus; and a place that would advocate through its staff for the Hispanic student. There was a need for an advocate particularly in the Student Affairs area in regards to: activities, affairs, housing, financial aid, retention, and recruitment. It was also important that the center be available to the community.

There was also the opinion that the center, the focus, the programs, the activities, and the events should be directed by students, and that the students should have a voice in determining events taking place at the Center.

After the Master Plan was completed and forwarded to the administration, the president appointed a council to monitor the implementation of recommendations of the Hispanic Concerns Task Force, this council was known as the Hispanic Horizons Council and was composed of University and community leaders (local, state, and national). There were various subcommittees that came from the Hispanic Horizons Council, and each committee served to advise on a different area. The areas included: research, educational planning,

grants and scholarships, public relations, and social and cultural planning.

LEAD PROUDLY

This committee was also charged with overseeing the hiring of the first director. So the search began. The directors position was advertised, as was a half-time position for a secretary. Tom Romero, a city councilman at the time, was asked to chair the selection committee, and Dr. Carlos Leal was on the committee as well.

The committee was looking for a director who would have credibility and also philosophically who was in accord with the committee and with the Hispanic agenda. This person needed to have interpersonal skills, as well as be effective within the University. The committee selected Dr. Frank Lucero . . . the same one who had been a UNC student, and had been involved in the demonstration that led to the initiation of the center. Mr. Romero shares, "That's another reason we wanted him, because we felt we could show that students grow, and can change philosophically, and that he could come back and understand the politics of the University, the Hispanic agenda, and understand the change that had taken place since the takeover of CHE. He knew how to behave in a confronting manner and so forth, and how to get to a level of negotiating with a system, and also understood how to maneuver a system and manipulate it to get what you want. Frank had gone on to get his Ph.D. out of Colorado State University in Ft.

Collins, and had been quite successful." Upon hiring Frank, the directive to him was come up with a budget, programs, and activities.

Ray added, "He did a good job, an outstanding job!"

Another role that the advisory board played was one of power. The hope was that the board would provide protection politically, as well as academically, and financially. It wasn't realistic to think that dollars would flow from the University. It was a hope that people on board could go out and get funding too, perhaps 25-35 thousand per year to provide room to grow and expand.

With Dr. Frank Lucero in the position of director, the Hispanic Cultural Center was successful in meeting many of the objectives set forth in the Master Plan (Appendix E). With the primary goal being recruitment of Hispanic students for UNC, a number of presentations were made in a number of school districts. The major theme was that UNC is an institution which offers a wide range of degree programs and has formally institutionalized support systems, like the HCC, for Hispanic students. UNC might be the only University with a center of this kind. Colorado State University has something that comes close - "El Centro", but it's in a building, like an office, and might not feel as homey.

The second major goal was to enhance the retention of Hispanic students. The HCC aggressively formed a network with other Student Affairs Offices including financial aid, counseling, and CHE. The HCC also Networked with the community in an effort to assist students in finding jobs. The networking was successful. The final goal was the enhancement of multicultural experiences for Hispanic students at UNC. Throughout the year, a number of activities were sponsored or co-sponsored by the HCC, among them the HCC open house, the Cinco de

Mayo celebration, UNC International Fest, Student Leadership Development Retreats, a Statewide Chicano Student Leadership Conference, and the sponsorship of seven UNC students to present at the National Chicano Student Conference in Berkeley, California.

The center even managed to put out a newsletter! (Appendix F). The first year of the HCC developed into an action plan which was solid and well supported not only by sources internal to UNC, but also from the local, state, and regional community.

SUCCESS

Ten years later one realizes that the Center has become an integral part of the institution, and most likely will continue as a permanent entity on the UNC campus. The programming may change, depending on who is leading, but the spirit will continue on. People have come to respect the Center, and see it as a permanent operation. People recognize that it has and still is doing a lot of good for the students, and benefiting the institution. It is pleasing that programs and activities continue to take place. The large participation from students at Cinco de Mayo and other activities is very meaningful, and enriching to all who attend. These cultural opportunities, would not happen without a Center, a director, and a staff. Students also receive a lot of support from the HCC. Those who were involved in pushing that the center be established might agree that the fact that the center still exists and the fact that it's still striving to help students feel at home, and recruit and retain, and in spite of all the problems, is a success. Dr.

Cordova exclaims, "I'm very pleased. I feel very very proud, it's one of the most significant things I've ever helped to establish -- and everyday I can look up the hill and say, there it is. Overall, I feel great." What that center says, by having an actual physical building, is that we're important, we belong here, we are contributors, and we are a vital part of this University. 90% of reality is perception. Having our own building sends a lot of messages directly and indirectly, so the center affects not only Hispanic students but all students on campus. Perhaps, even for those students that don't use the center, there is a feeling of "wow we must be important . . . they even have a center for us." The Chicano/Latino/Hispanic culture is part of this University. For the many Latino students on campus that during their four years never set foot in that place, and they never take advantage of the programs, when they hear "the HCC" and some of the things that are going on, that it probably makes them feel a little more welcome up here on campus -- and it gives them a choice. At least it's here.

There have been a lot of great ideas that have come out of the center, such as the Bright Futures Program (See story, Appendix F, Hispanic Horizons, Volume 4, Issue 3) which has now developed into an entirely independent program, and I'm sure there are many great ones yet to come.

CONCLUSION - THE SHOW MUST GO ON!

As we begin a new decade the past must not be forgotten, and the "new" Cesar Chavez Cultural Center must exist in the same spirit as "The

Hispanic Cultural Center". Any person tends to forget the past and assume that what they come into has always been here.

Chicano/Latino/Hispanic students on this campus need to understand that 20-25 years ago there were a lot of students that laid their careers on the line, whether they were sitting in the CHE office, or on the wrestling mats. There were also many staff and faculty that were lost not only years, but bloodshed for the privilege of having a center.

The intention of the center is to bring us all together, to feel that we have something that belongs to all of us, that we would not only protect it, but also support it. I see that as a place that is going to be a home for students, to make them feel comfortable. The center should also create opportunity to tie all of the Raza students into the University, students don't need to be isolated but rather need to be firmly tied into everything that is going on, especially the academic arena, and certainly in all of the retention services like CHE, advising, and financial aid. The past cannot be forgotten, and the Center needs to be seen as the heart of Raza on campus, it should be the focus. The challenge then is that students use it for its intended purpose. Latino students, faculty and staff need to continue to improve the center, to create programs, projects and events that will further help fellow Latinos.

Students that come in today are afforded the luxury of experiencing something that wasn't here for other students. The most important and significant role that the HCC can play is to pass on the what many of those students 20-25 years ago believed. The students who were initially involved in the Candelaria incidents believed that they came to UNC to get an education. They were committed to

becoming good students because if they failed, they also failed their community. They also saw and understood the important of making UNC work for their community. There was the realization that their status was not going to change unless more students succeeded in higher education. Many professors would point out, "We have enough guys out there in the world who can picket and protest, and scream, anybody can scream. But if you're going to change the world, you have to know how it functions, and that is why you need an education."

Statistically, Chicano/Latino/Hispanic students are still behind in graduation by a significant difference. "When a Chicano comes to a university, they're special, because it takes a lot to get them there, and we want them to be committed because when they achieve, we all achieve."

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APPENDIX A

literature review

A literature search was done in the Sociofile and ERIC databases. A number of key terms were entered, and the result was zero sources that were directly relevant to existing Cultural Centers for Hispanic, Latino/a, Chicano/a students.

No.	Records	Request
#1:	8865	CULTURAL
#2:	7305	CENTER
#3:	25	CULTURAL CENTER
#4:	456	MEXICAN
#5:	1538	HISPANIC
#6:	226	LATINO
#7:	1616	(#3 and MEXICAN) or HISPANIC or LATINO
#8:	29961	STUDENT
#9:	675	#7 and STUDENT
#10:	18109	COLLEGE
#11:	11345	UNIVERSITY
#12:	3	#7 and COLLEGE UNIVERSITY
#13:	456	MEXICAN
#14:	8865	CULTURAL
#15:	7305	CENTER
#16:	0	MEXICAN CULTURAL CENTER
#17:	1538	HISPANIC
#18:	8865	CULTURAL
#19:	7305	CENTER
#20:	0	HISPANIC CULTURAL CENTER
#21:	226	LATINO
#22:	8865	CULTURAL
#23:	7305	CENTER
#24:	0	LATINO CULTURAL CENTER
#25:	11345	UNIVERSITY
#26:	8865	CULTURAL
#27:	7305	CENTER
#28:	0	UNIVERSITY CULTURAL CENTER
#29:	18109	COLLEGE
#30:	8865	CULTURAL
#31:	7305	CENTER
#32:	0	COLLEGE CULTURAL CENTER
#33:	29961	STUDENT
#34:	3468	ACTIVITY
#35:	7305	CENTER
#36:	0	STUDENT ACTIVITY CENTER
#37:	25	#3

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AN: ED365616
CHN: S0023673
AU: Stewart, Rohn
TI: The REACH Center and Multicultural (Multi-ethnic) Art Education.
PY: 1992
AV: Rohn Stewart, 3533 Pleasant Ave. S., Minneapolis, MN 55408 (\$3).
NT: 6 p.
PB: EDRS Price - MF01/PC01 Plus Postage.
BT: Speeches /Meeting Papers (150)
CP: U.S.; Minnesota
LA: English
PO: 6

DE: Acculturation--; Communication-Skills; Cultural-Differences;
Curriculum-Development; Educational-Benefits; Elementary-Secondary-Education;
Interpersonal-Relationship

DE: *Art-Education; *Cultural-Awareness; *Cultural-Pluralism;
*Intercultural-Communication; *Multicultural-Education; *Self-Concept

ID: *Respecting-Ethnic-and-Cultural-Heritage-Center

IS: RIEMAY94

AB: This paper is a summary of an awareness session on the nationally validated programs of the Respecting Ethnic and Cultural Heritage (REACH) Center for Global and Multicultural Education. The REACH curricula are designed to be infused into the K-12 programs of U.S. schools. The learner outcomes of the curricula are positive self concepts, multicultural literacy, and respect for the cultural diversity of U.S. society. The four components of the REACH Center's programs are: (1) cultural self-awareness; (2) multicultural knowledge; (3) human relation and communication skills; and (4) cross-cultural experiences. Multicultural education is defined as multi-ethnic education that deals with human diversity within the United States. It incorporates the study of ethnic, racial, and cultural similarities and differences, as well as issues related to gender, age, socioeconomic status, and physical ability. Multicultural education does not aim at eradicating cultural differences, but is based on the social theory of acculturation, intercultural exchange that blends diverse people into a socially unified culture. Multicultural art education expands students knowledge of world views, stylistic and technical options, aesthetic systems, and the symbolic meanings that may be conveyed through art. It increases students repertoire of ways of thinking and behaving and fosters social, creative, and mental growth. Cultural institutions need to work with ethnic authors and publishers of instructional materials to develop programs and publish both print and non print multicultural art educational resources. (DK)

LV: 1
CH: 30
FI: ED
DTN: 150; 141

AN: ED347821

CHN: FL020393

AU: Carduner, -Marianne

TI: A Curriculum for a Pre-beginning Class at the Centro Cultural Costarricense Norteamericano in San Jose, Costa Rica.

PY: 1992

NT: 80 p.; Master's Thesis, School for International Training.

PR: EDRS Price - MF01/PC04 Plus Postage.

DT: Dissertations /Theses - Masters Theses (042)

CP: U.S.; Vermont

LA: English

PG: 80

DE: Case-Studies; Curriculum-Development; Foreign-Countries; Language-Skills; Lesson-Plans; Student-Placement; Teaching-Methods; Tests-

DE: *English-Second-Language; *Introductory-Courses;

*Second-Language-Instruction

ID: Costa-Rica

IS: RIEDEC92

AB: This report presents a curriculum for true beginning English-language students at the Costa Rican American Cultural Center (CCCC) that was developed specifically for students whose skills were not adequate for regular beginning "1A" classes. Information was gathered from CCCC teachers who had previously taught the target population. The goal of the new "Pre-1A" course was to familiarize students with certain elements from the 1A course to make them feel comfortable and be able to function appropriately in the 1A environment.

Components of the approach include listening skill development, daily reviews, and pair and small group work. This document explains guiding principles of the course, gives the Syllabus, and presents 18 lessons. Appended are the international phonetic alphabet, explanation of procedures for techniques and activities described, and the placement test used in the study. Contains 15 references. (LB)

CV: 1

CH: FL

FI: ED

DTN: 042; 052; 160

AN: ED342401

CHN: IR053920

TI: IFLA General Conference 1991. Division of Regional Activities: Section of Africa; Section of Asia and Oceania; Section of Latin America and the Caribbean. Booklet 8.

CS: International Federation of Library Associations and Institutions, The Hague (Netherlands).

PY: 1991

NT: 32 p.: Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.

PR: EDRS Price - MF01/PC02 Plus Postage.

DT: Speeches /Meeting Papers (150)

CP: Netherlands

LA: English; French; Spanish

PG: 32

DE: Academic-Libraries; Cultural-Centers; Foreign-Countries; Higher-Education; History-; Library-Instruction; Library-Services; User-Needs-Information

DE: *Public-Libraries

ID: Africa-; China-; India-; South-Africa; Taiwan-

IS: RIEJUL92

AB: The six papers in this collection were presented at three sections of the Division of Regional Activities: (1) "A la recherche d'Approches adaptees aux Besoins en Documentation des Africains (In Search of an Approach Adapted to the Information Needs of Africans)" (Touria Tamsamani Haji, Morocco); (2) "People's Libraries: An African Perspective" (Philip van Tijn, South Africa); (3) "Community Resource Centres and Their Contribution to the Development of an Alternative Public Library Model in South Africa" (Mary Nassimbeni); (4) "Growth of Libraries Since the Beginning of India's Civilization" (M. K. Jain); (5) "User Education in Chinese Academic Libraries: A Study of Current Programs in Taiwan" (Ellen F. Liu); and (6) "La biblioteca publica como centro de desarrollo cultural comunitario: una experiencia de conceptualizacion (The Public Library as a Cultural Center for the Community: An Experience of Conceptualization)" (Myriam Mejia, Colombia). (MAB)

LV: 1

CH: IR

FI: SD

DTN: 150

AN: E1128102
DA: 200203-98
AU: Cheatham, Harold-E.; and Others
TI: Cultural Pluralism on Campus.
IS: American Coll. Personnel Association, Alexandria, VA.
PY: 1991
EN: ISSN-1-55602-886-2

1. American Association for Counseling and Development, 5999 Stevenson Ave.,
Alexandria, VA 22304 (Order no. 71399; \$27.95).
2. 215 p.
3. EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
4. Reports - General (140)
5. U.S.; Virginia
6. English
7. 215
8. Affirmative-Action; Colleges-; College-Students; Higher-Education;
Intercultural-Communication; Minority-Groups; Program-Evaluation;
Student-Personnel-Services
9. *Cultural-Pluralism; *Ethnic-Bias
10. E1128102

APPENDIX B

Currently few things are written in the general UNC history about the HCC. A prime example is the book written by Robert W. Larson, titled Shaping Educational Change: The First Century of The University of Northern Colorado, 1989. I found it very significant that although there was one entry in the index, it only listed one page number, and on that page the Hispanic Cultural Center was mentioned only in the context of being something that should have resolved all of the "institution's problems with minority students and staff members..." as can be seen in the following excerpts from the Larson book.

SHAPING EDUCATIONAL CHANGE

*The First Century of the University of
Northern Colorado at Greeley*



by Robert W. Larson

FOREWORD BY JAMES A. MICHENER

INTRODUCTION BY ROBERT C. DICKESON

COLORADO ASSOCIATED UNIVERSITY PRESS

BOULDER

active on the Greeley campus. The Black Student Union (BSU) and the United Mexican American Students (UMAS), for example, were highly vocal, each receiving support from noncollege counterparts in nearby Denver. The Black Panthers, who were permitted by the Holmes administration to distribute leaflets and other pertinent materials on campus, were strongly supportive of the BSU.¹⁰⁵ Representatives of Corky Gonzales' Crusade for Justice, headquartered in Denver, were in close contact with the growing UMAS. Students for a Democratic Society (SDS), with their call for participatory democracy, were active, and, though it is more difficult to document the existence of the more radical Weathermen, the *Mirror* made frightening allusions to their campus presence.¹⁰⁶ While the feminist movement would not achieve real prominence until the 1970s, there were also demands for sexual equality among Greeley's increasingly politicized student body.

The causes for student protest were legion. There was the emotional demand to pull American troops out of Vietnam. There was violent protest over Nixon's decision to send American forces into Cambodia. There were also student demands for a greater voice in campus affairs, including a basic involvement in the nature of their education. There was even a new and aggressive environmental movement, which culminated in the first Earth Day on April 22, 1970.¹⁰⁷

The first student overtures to the school usually took the form of a plea for dialog. But almost invariably this tone of reasonableness disintegrated into the presentation of nonnegotiable demands. The public was bewildered. "Many people don't realize these students are speaking for the 'have nots' rather than for themselves alone."¹⁰⁸ Some students were motivated by an understandable desire to avoid personal involvement in the unpopular Vietnam War; a small minority regarded colleges and universities as "part of the establishment," to use a term familiar at the time, and wanted to pull these institutions down as part of a long overdue social revolution. President Holmes showed a great deal of sympathy for the students' more moderate and rational goals. He devoted hours to accommodating as many of them as possible. But because of the charged environment, particularly during the fateful year of 1970, much of what he attempted to do was met with hostility.

Perhaps the biggest racial issue on the campuses of the Mountain West involved Brigham Young University (BYU). The Mormon school had become a center of controversy because of the Mormon policy at the time of allowing blacks church membership but not membership in the church's governing "priesthood." The practice was a clear case of racial inequality, in the opinion of a high percentage of Greeley's ordinarily easy-going students. When University of Wyoming football coach Lloyd Eaton suspended fourteen black players for wearing black arm bands at their game against BYU, a number of Greeley's students were outraged.¹⁰⁹ Many

agitated for the cancellation of the wrestling match scheduled with BYU for January 17, 1970. They were outvoted in a heated debate within the Board of Athletic Control, made up of faculty, staff, and students.¹¹⁰ On the night of the match, about 90 to 150 students sat on the wrestling mat, despite jeers and catcalls from many irate fans. As this sit-in was an illegal disruption of a *bona fide* activity, Dean of Students Norman T. "Ted" Oppelt, a member of the Board of Athletic Control who had voted against the match, gave the protesters five minutes to remove themselves. Before any action could be taken, however, Oppelt received a bomb threat; Gunter Hall was promptly evacuated. The wrestling match (which CSC won) was finally held, after a futile bomb search.¹¹¹

Some students charged the administration with perpetrating a phony bomb threat in violation of federal law, a charge the administration categorically denied.¹¹² Disciplinary action against the forty-four students charged in the incident ended in their acquittal.¹¹³ Holmes showed an unusual degree of understanding and empathy for the protesters, later characterizing their action as a "monumental social statement" rather than an outrageous case of obstructionism, as their critics charged.¹¹⁴

This angry demonstration was, in many ways, the college's smaller, and largely nonviolent, equivalent of campus riots that engulfed the nation, producing such instant student celebrities as Columbia University's volatile Mark Rudd. Four months later, far more serious campus confrontations occurred at Greeley and elsewhere throughout the nation when President Nixon sent American forces into Cambodia, on April 30, 1970. Student protests against the Cambodian invasion tended to be larger and even more violent than those directed against the main conflict in Vietnam. There were emotional teach-ins. And the omnipresent Jane Fonda, no stranger to the Greeley campus, was never in greater demand.¹¹⁵ Tragedy finally struck, at Kent State University, when the Ohio National Guard, brought to the school to keep order, opened fire on a crowd of student demonstrators, killing four. Another shooting, on the predominantly black campus of Jackson State in Mississippi, took two more lives.¹¹⁶ While colleges and universities in the Mountain West probably did not experience as much turbulence as schools in the East, Midwest, and Pacific Coast regions, nearby Colorado State University's venerable "Old Main" was destroyed by one or more arsonists on May 8, 1970.¹¹⁷ The atmosphere at Colorado's newest state university, UNC, was also highly charged, notwithstanding the fact that the racial issue on campus always seemed to take precedence over antiwar protest.¹¹⁸

The first major response at UNC against the Cambodian invasion was a well-planned and orderly strike, involving about a thousand students. Ardent young protesters left their classrooms to hear speakers at a large campus rally. Greeley

ident's efforts to achieve equity according to some of the more recent theories of public administration, brought about the formation of an *ad hoc* faculty Campus Morale Committee. This group, organized by Dickeson and Faculty Senate chair Kenneth Lee Shropshire, received the president's full and friendly cooperation.

Dickeson's problems, stemming from UNC's CPA, were not solely financial. The low rating Alan E. Bent, dean of the College of Arts and Sciences, had given the Black Studies Program created a furor among many of UNC's 200 black students.⁸⁷ To quell the indignation, Dickeson met with about fifty of these students and their supporters on April 26, 1982, to assure them that the decade-old Black Studies Program (one of two in the state) would be retained, notwithstanding its poor evaluation. He even expressed his willingness to allow the National Council of Black Studies to review the UNC program.⁸⁸

The decision to keep the Black Studies minor intact, while putting the field's underenrolled major on a two-year probation, calmed matters considerably; though the forced resignation of Bent, effective May 14, 1982, resulted in one of the first of a cycle of lawsuits that followed in the wake of CPA.⁸⁹ Bent, a specialist in public administration like Dickeson, was a published scholar with very high, or rigid, standards, depending on one's academic philosophy. Insisting that it was his mission to bring the university back into the "academic mainstream," he initiated a divisive policy of pressuring even tenured professors to complete their doctorates.⁹⁰ Although Bent left the institution around the end of the 1981-82 academic year, his lawsuit, which was settled out of court in his favor, was not decided until several years later.⁹¹

The institution's problems with minority students and staff members continued, despite the establishment of the Marcus Garvey Cultural Center for black students and the Hispanic Cultural Center for UNC's more numerous Spanish-surnamed students. In May 1985, Denise Lett, who had been the affirmative action and equal opportunity director for sixteen months, filed a \$10-million lawsuit against Dickeson and the UNC board of trustees. Lett charged that the university's decision not to renew her contract was the result of racial discrimination. District Judge Zita Weinshienk disagreed and dismissed Lett's charges, after a jury had ruled against her following five days of testimony.⁹²

Achal Mehra, a journalism professor from India, filed a \$2-million lawsuit against the institution and its sometimes maligned president. Mehra's case, like Lett's, was dismissed by a federal judge.⁹³ Mehra charged that the university had used its influence to prevent him from acquiring a H-1 visa for nonimmigrant workers from the U.S. Immigration and Naturalization Service. The H-1 visa would enable him to continue his tenure-track position at UNC. Mehra insisted that UNC had acted because of his open criticism of Dickeson's policies. Judge Jim R. Carrigan

encountered (or even if it was not), the most impatient students agitated for that unique institution of the "age of relevance," the free university, an assortment of courses initiated, organized, taught, and supported by students themselves.

Greeley's campus, like most in the country, was transformed by this excitement, even though it was three to five years before it felt the impact that had earlier affected larger, more liberal-arts-oriented institutions. Greeley's students, who tended to come from middle-class Denver homes or from rural or small community settings in Colorado or adjacent states, were far more placid, at least until 1970, when the Cambodian invasion ignited student passions as nothing else had before.

According to Frank P. Lakin, academic vice-president through most of this period, impatience with racial injustice was the first and foremost cause among students at the school during this troubled era. Both blacks and Hispanics would later claim that Greeley was a closed community as far as they were concerned. Lakin recalls that when he was a student body president during the Eisenhower era, the Greeley campus was a great social equalizer. Minority students were admitted to the institution's sororities and fraternities. The basketball team had cancelled a southern tour, rather than play in the segregated South without one of its black teammates.⁵ During the two decades following the war, the summer session bustled with many black public school and college administrators. Those from the South had often had to drive straight through to Greeley. During this era of Jim Crowism, there were few places to stop along the way where facilities were available to blacks.⁶

When discrimination was openly challenged in the 1960s, the Greeley school responded promptly to the demands of minority students for majors and minors in the relatively new academic fields of black and Mexican-American studies. The Black Student Union and the United Mexican American Students soon became two of the most vocal school organizations in the growing demand for racial justice. Moreover, they were given aggressive backing by such off-campus organizations as the Black Panthers and the Crusade for Justice, the latter led by Denver's nationally prominent Chicano leader Corky Gonzales, who participated in campus debates from time to time. Most "Anglo" students tended to be sympathetic. Darrell Holmes, president during much of this agitation, was as accommodating as he could be without losing control of the situation.⁷

The wrestling match with BYU, one of two sensational episodes of this strident period, epitomized the emotions generated over the issue of racial inequality. The widely publicized match with the Mormon-affiliated school has been characterized by Oppelt as the most volatile campus affair in his three decades as a college teacher and administrator. Because the Mormon Church, at the time, had a policy that excluded blacks from membership in the church's "priesthood," minority students,

joined by sympathetic white students, staged a student government-sanctioned, *Mirror*-sanctioned protest on January 17, 1970. Emotions ran high as between 90 and 150 students sat on the mat to prevent the competition from taking place.⁸ Emotions ran even higher when Oppelt, who was dean of students, ordered an evacuation of the Gunter gymnasium because of a bomb threat. While Greeley's wrestlers defeated the grapplers from BYU in an empty gym, the situation outside was nothing short of ugly. Police had to keep irate wrestling fans and student demonstrators apart, while some of the latter group pelted Gunter with rocks and other objects to vent their frustrations.

The reaction to the Cambodian invasion, the second sensational episode of this period, was even more destructive and just as emotional. Four months after the BYU wrestling match, UNC was hit by student strikes, antiwar rallies, bomb threats, and potentially damaging fires set in Cranford, Kepner, and Frasier halls.⁹ Although most student activists were dead set against the Vietnam War, the specter of destruction of their own campus created a student-manned security force under Associated Students (AS) auspices.¹⁰

Much quieter, but perhaps more fundamental to the institution's actual mission, was the increased participation of students in the overall educational process. Students began to appear on faculty committees dealing with governance and curricular matters. Student and faculty reformers, in unusual interaction, began to revise the curriculum in the name of greater relevance; in addition to new courses for racial minorities, there were courses stemming from the women's movement, which was catching up with the rest of the civil rights movement by the 1970s. There were innovative ICUs, which were organized to allow professors to teach their special interests. These broadened the curriculum to include more sharply focused courses, ranging from student power to Japanese literature.¹¹ The free university, too, flourished on the Greeley campus, lasting until 1986, long after this age of activism had ended.¹²

This era of student tumult had been preceded by a far less frenetic period, the two decades following World War II. Campus life was then, in some ways, a continuation of the prewar period; it was downright halcyon when compared to the age of relevance. Although the once-dominant literary societies had disappeared before World War I, honorary societies — with a preponderance of Greek names — and departmental clubs — covering almost every interest of the student body — continued to be important. The tradition-bound educational honoraries, such as Phi Delta Kappa for men and Kappa Delta Pi for both sexes, had survived the war years, remaining an important part of campus life. Membership in Blue Key, the national honorary service fraternity, continued to be coveted by male students. Pi Kappa

- Froebel, Friedrich, 64, 66
 Fulbright, John B., 224
 Fullerton, Winfield S., 44 n13
 Fundamentalism, 112-113
- Garden Theater, 106, 136, 199, 222
 Garland, Hamlin, 70
 Garnsey, William, 265
 Gary system, 104
 Gates, Samuel G., 215-216, 234
 General Assembly (Colorado): Joint
 Budget Committee, 231, 262,
 308-309, 380; Audit Committee,
 273; House Education
 Committee, 308; ranked by
 funding level (U.S.), 374-375.
See also Colorado
 Commission on Higher Educa-
 tion; House Bill 1187; Senate Bill
 104
- Gerbrandt, Carl, 424
 Ghani, M. O., 260
 GI Bill of Rights, 143, 214, 219, 248,
 290
 Gibert, Catherine C., 100, 165
 Gideon, Abram, 79-80, 82, 89, 94
 n17, 95 n54, 429
 Gilchrist, Robert S., 164, 431
 Gillenwater, Virgil W. 369
 Gilpin-Brown, Helen, 116, 177, 120
 nn77, 78
 Ginsburg, Henry T., 419
 Gipson, Albert E., 13
 Girault, Thomas L., 230
 Glassman, Kent, 384
 Glaze, Ralph, 191
 Glockler, Ronald B., 423
 Golschmann, Vladimir, 217
 Gonzales, Corky, 267, 399
 Gordon Hall, 106, 136, 229
 Gotthelf, Isaac, 23
 Gove, Aaron, 16-17, 31
 Grabill, Mearl, Jr., 264, 272
 Graduate Council. *See* Graduate
 study programs
 Graduate study programs, 102-103,
 126-128, 221-222, 257-258,
 304-305; Blue Ribbon Panel
 investigation of, 336-341. *See also*
 Center for Special and Advanced
 Programs; Curriculum and
 Instruction, Department of;
 Program Review Evaluation Team
 Grafton, Homer H., 18-19
 Granada Relocation Center (Lamar),
 143
Grand Valley Star (Grand Junction),
 27
- Grandgent, Charles H., 73
 Grange, Red, 192, 410
 Grant, Ulysses S., 67
 Gray, Thomas J., 15, 21-22 n51, 28,
 33, 428; background of, 29;
 relations of with trustees and
 community, 34-35, 38-43; leader-
 ship and teaching style of, 38-39;
 resigns, 40-43; dies, 41
 Gray Hall, 43, 194
 Great Plains Athletic Conference,
 309, 412-413
 Greeley, Horace, 4-5, 20 n2
 Greeley, Colorado: founded, 3-5;
 seeks normal school, 12-15;
 school policy and, 26-28, 35,
 37-39, 41-43. *See also* Meeker,
 Nathan Cook; Public schools
 [Greeley]; Union Colony
 Greeley Bible Plan, 71-72, 185
 Greeley Club, 50
 Greeley Community Players, 201
 Greeley Fortnightly Club, 197-198
 Greeley Ministerial Association, 72,
 88, 185
 Greeley National Bank, 307
 Greeley Philharmonic Orchestra,
 197-198
Greeley Republican. See
Republican (Greeley)
Greeley Tribune. See *Tribune*
 (Greeley)
 Green, Lawrence, 336
 Green barn, 106, 192
 Grigg, Edward Howard, 104
 Grimes, Leslie K., 225
 Grimes, Lloyd, 225
 Guam project, 273-275
 Guggenheim, Simon (Senator), 61
 Guggenheim Hall of Industrial Arts,
 73, 87, 106
 Guincy, Mrs. V. R., 8
 Gunter, Julius T. (Governor), 134
 Gunter Annex, 43
 Gunter Hall of Health, 133-134, 176,
 190, 192, 222, 226, 268
- Hadden, Samuel M., 55, 87, 370
 Hadden Hall, 136-137, 213
 Haffner, Gene, 408
 Haggerty, Patrick, 411
 Hale, H. M., 31, 43
 Hall, G. Stanley, 69-70
 Hall, Gene, 384
 Hall, John W., 56, 65
 Hall, Samuel, 10-11
- Hall-Quest, Alfred L., 70
 Halsted, George Bruce, 79, 81-84,
 96 n72, 429; scholarly works of,
 82-83
 Hamblin, Francis N., 358
 Hambrick, Fitzhugh L., 165, 216
 Hamilton, Ida M., 189
 Hammond, Robert G., 286
 Hancock, John W., Jr., 168, 195-197,
 216, 262, 410
 Hannum, Louise Morris, 56, 79-80
 Hansen, Charles, 25
 Hanus, Paul H., 33-34, 45 nn41, 42,
 46, 47
 Hardcastle, Amy B., 40
 Hardin, Roy, 195
 Harper, Brainard D., 27
 Harrah, Ezra C., 159, 168
 Harris, Charles J., 18
 Harrison, M. Lucile, 156, 163, 168,
 238, 431. *See also* M. Lucile
 Harrison Award for Outstanding
 Teacher of the Year
 Harrison Hall, 261
 Hartman, William F., 170, 208, 234,
 264, 272, 298; "History of
 Colorado State College of
 Education," 25
 Hasty, John S., 90
 Hause, J. Gilbert, 237, 259-260
 Hawes, Jesse, 23, 28
 Hawthorne, Nathaniel, 4, 39, 66
 Hays, James H., 50, 54, 98, 117 n4,
 139, 184-186, 193, 285
 Hays Hall, 136-137, 213
 Heilman, Jacob D., 101, 155, 160
 Heiny, Robert L., 327-328, 330, 335,
 418
 Helen Langworthy Theatre, 424
 Henderson, Algo D., 290
 Henderson, John, 229
 Henkowski, Nick, 416
 Herbart, Johann Friedrich, 64-65.
 See also Herbartianism
 Herbartianism, 139
 Herman, Fred L., 159
 Heyns, Roger W., 290
 Hilbert, David, 83
 Hilgenberg, Melvin, 348, 374
 Hillway, Tyrus, 234, 238, 245-247,
 254, 311
 Hispanic Cultural Center, 376
 Hollingshead, Charles A., 59
 Holmes, Darrell, 43, 223, 226, 237,
 308-309, 432-434; selected
 president, 245-247; background
 of, 247-249; relations of with

APPENDIX C

Newspaper articles of the student protest in Candelaria Hall

1. 1974, June 7. Sit-in ends in 15 arrests. The Greeley Tribune, pp. 1-2.

2. 1974, June 8. Arrested UNC demonstrators identified.

The Greeley Tribune, pp. 1.

3. 1974, June 10. Chicano demonstrators unhappy with CHE head.

The Greeley Tribune, pp. 1.

4. 1974, June 11. Chicano charge UNC 'insensitive to needs'.

The Greeley Tribune, pp. 1

Sit-in ends in 15 arrests

By MIKE PETERS
Tribune Staff Writer

A three-day Chicano takeover of the Human Enrichment Center offices on the University of Northern Colorado campus was ended Friday morning when Greeley police were called in and arrested 15 persons.

The HEC offices are located in the Classroom II building on the West campus of UNC. The Chicano activists, apparently connected with the United Mexican American Students at UNC, began their sit-in Wednesday night to protest the hiring of two Anglo teachers as HEC instructors. Not all of the protestors were UNC students, police said.

According to Dr. Jerry Tanner, assistant dean of student affairs, university officials met with the students Wednesday, but did not want to order them out until school was officially ended for the spring term and the rest of the students were gone.

Tanner contacted campus security Wednesday, and it was decided to "wait out" the protestors. Thursday, Campus Security Chief James Wanek called the Greeley police and informed them of the situation but did not request assistance at that time.

University President Richard Bond, who was out of town until Friday, returned to the campus Friday and spoke with the activists.

According to Tanner, Bond told the Chicanos that he would meet with them to discuss their demands if they would leave the building.

When the demonstrators would not leave, the Greeley police were called. Chief Wanek said his campus security force did not have the manpower or facilities to handle the situation.

Greeley police, who were transported to the building in a city bus, entered the building at about 10 a.m. Friday and forced open the door to the HEC office.

Greeley Police Chief John Parkinson said the arrests were conducted without incident except when the door to the office had to be forced open.

All 15 of the Chicanos were charged with trespassing, and Eddie Guerrero, 20, address unknown, and Silverio Gurule, 31, of 2164 W. 30th St., also were charged with resisting arrest and obstructing a police officer.

The names of the other 13 persons arrested were not available at press time.

Police said the 13 charged with trespassing will be issued summonses and released. The other two will probably be released on bond, according to the chief.

(Continued on page 2)

15 arrested in takeover at UNC

Continued from page 1

Jose Calderon, a Chicano activist leader in Greeley, told the Tribune that the protestors have been receiving support from all over the United States.

"We've received calls from New York, Texas and California this morning, plus support was phoned from La Raza Unida headquarters in Denver.

"All they wanted to do was meet with the administrators," Calderon said. "When they couldn't talk with them in the HEC offices, they decided they had to stage the sit-in. From small incidents like this is where dangerous situations like Kent State occur. Chicano and black students at UNC have

never been listened to — this led to the take-over."

The activist leader said "I can't understand why the Greeley police had to be called in. Colorado University has handled this same type of situation before without calling in the Boulder Police Department"

Dr. Richard Bond, president of the school, said the arrests were made "with great reluctance."

"All of us expressed the willingness to talk with the group, if they were in a different location," Bond said. "We have to talk in a situation of freedom."

He said the situation came to a head Friday morning as

university officials needed access to files in the HEC office.

"We have some of our Upward Bound students coming in today and the press of registration meant we had to take some action," he said.

Bond said the takeover was kept under wraps until Friday in an attempt to keep all avenues of discussion open. "We wanted to exhaust all possibilities of discussion and persuasion," Bond said.

He added "This is the sort of thing we would much prefer to handle internally, using our own campus security, but we are so inadequately staffed."

Dean of students Theodore Nelson said discussions with the group would continue.

Arrested UNC demonstrators identified

By MIKE PETERS
Tribune Staff Writer

The names of 13 persons arrested by Greeley police Friday following a three-day sit-in at Candelaria Hall on the University of Northern Colorado campus were released by police Friday afternoon.

Arrested by police after being given a warning to leave the building were: Marcelyn A. Rucobo, 22, 1306 8th St.; Gerald R. Renteria, 23, no address; Joyce Mary Montoya, 1110 5th St.; Billy

M. Hurtado, 24, 2428 24th St. Rd.; Frank X. Garcia, no address; Ramon R. DelCastillo, 25, 1739 7th Ave.; Phillip E. Vasquez, no address; Gregory M. Lopez, 24, 406 21st St.; Saturinino P. Padilla, 25, no address; Flavio R. Romero, 24, 2333 8th Ave.; Robert B. Padilla, 21, 919 A St.; Esmeregildo Guerrero, 20, 919 A St.; and Silverio Gurule, 31, 2164 W. 30th St.

Guerrero and Gurule were also charged with resisting arrest and obstructing a police officer, and Vasquez

received an additional charge of obstructing a police officer.

All of those facing the singular misdemeanor charges were released after being served summonses, and Guerrero, Gurule and Vasquez were released on personal recognizance bonds.

Although the students began their protest late Wednesday, the Greeley police weren't requested until Friday morning. Dr. Richard Bond, president of the university, told the protestors he

would speak with them about their demands if they would come outside the building. When they refused, the police were called in.

Greeley Police Chief John Parkinson told the protestors they had five minutes to leave the building or they would be arrested. Ten to 15 persons left at that time, and the remaining 13 were arrested.

The protestors, composed mostly of members of the United Mexican American Students, were protesting the recent hiring of two Anglo teachers in the

Human Enrichment Center.

The Chicanos said they wanted the two teachers and the official who hired them dismissed.

Parkinson originally said that 15 persons had been arrested in the incident. He said not all of those arrested were UNC students.

University officials met with the demonstrators Wednesday but did not order from the building at that time. Dr. Jerry Tanner, assistant dean of student affairs, said.

He indicated that officials waited until

Friday to seek the ouster of the demonstrators. Friday was the end of the spring quarter and most of the students left campus during the past week.

University President Richard Bond was out of town until Friday and upon his return he told the demonstrators he would talk with them if they would leave the building. When they refused, Campus Security Police Chief James Wanek called Greeley officers to assist.

Dr. Bond said the action was taken because records contained in the Human Enrichment Center office were needed for registration for summer quarter.



WAITING FOR THE BUS RIDE — Greeley police officers line up several of the Chicano protestors who staged a three-day sit-in at Candelaria Hall on the University of Northern

Colorado campus. The officers booked and photographed the demonstrators before placing them on the bus for the trip to the Municipal Jail. (Tribune photo by Mike Peters)

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GREELEY TRIBUNE
Saturday, June 8, 1974
front page



ESCORTED FROM BUILDING —
Being led from Candelaria Hall on the
UNC campus Friday morning are three
of 15 protestors who were arrested by
Greeley police after a three-day sit-in in

the Human Enrichment Center offices.
The girl in the lower right of the photo
was not arrested, but walked from the
building with a friend. (Tribune photo by
Mike Peters)

Chicano demonstrators unhappy with CHE head

By JOHN SEELMEYER
Tribune Staff Writer

University of Northern Colorado Chicano students said Monday their takeover of a university office last week came largely from dissatisfaction with the director of the Center for Human Enrichment (CHE), Steve Valenzuela.

The students occupied the office from Wednesday afternoon through Friday morning, when they were ousted by Greeley police. Thirteen persons were arrested in the incident and charged with trespassing.

Bob Romero and Ramon Del Castillo, two of the protestors, said Valenzuela is "insensitive to the needs of the program."

In addition, they said, Valenzuela is seldom available for meetings with students and is "disoriented from the students." The students demanded his resignation.

Other demands presented by the students during negotiations with Valenzuela and Mexican American Studies coordinator Carlos Leal included:

- A student assistant in the CHE program.

- A ruling requiring that only minority

personnel work in the program.

- That Greg Lopez, former financial aids consultant at the university, be reinstated.

- That the CHE office be accessible to students.

- That students be appointed to the CHE program advisory board.

- Investigation of the program by federal officials.

- The establishment of classes related to the United Mexican American Students be instituted.

- More community input into the CHE program, including input from community activists.

Romero and Del Castillo said the refusal of UNC administrators to negotiate with them while the students occupied the building was a "ridiculous pressure tactic." They said it made them more determined to stay in the building.

They said the move to oust them from the building amounted to "fascist tactics" and said they would seek support to have all charges against the protestors dropped.

The CHE program combines several special programs, including the Upward Bound program and special services for students.

Chicanos charge UNC 'insensitive to needs'

By JOHN SEELMEYER

Tribune Staff Writer

Apostles for Justice, a local Chicano group, Tuesday charged the University of Northern Colorado has been insensitive to the needs of Chicano students.

Further, the group repeated its allegations of police harassment, citing several incidents in last week's occupation of a building on the UNC campus by Chicano students.

The Apostles said last week's demonstration at Candelaria Hall on the UNC campus came as a result of the students' efforts "to gain some decision-making power over the programs which affect their lives."

United Mexican American Students at the school called for the resignation of Steve Valenzuela, head of the Center for Human Enrichment, saying he was unresponsive to their needs.

"The students, with their recent takeover of Candelaria Hall, are reminding some of these high-positioned Chicanos that they are still accountable to the Chicano community and the students which they serve," a statement prepared by the Apostles said.

In addition, the Apostles attacked the way minority programs at UNC have been handled in the past.

"We feel that in the past, minority programs on the UNC campus have been token programs run on the basis of whether the government was willing to

fund them or not," the Apostles said.

"The university itself has not made a concerted commitment to funding minority programs out of its established yearly budget," the statement continues.

The Apostles said the arrests of 13 demonstrators by police last week came because school administrators were unwilling to negotiate with the group of students.

"We believe that the only negotiating power the students had was the holding of the building," the statement read.

Further, the group charged Greeley police have been harassing members of the Apostles during recent demonstrations.

For example, they said, Chicano leader Jose Calderon was given a summons for refusing to allow authorities into Candelaria Hall last week, even though he was out of the building before the deadline set by police.

Greeley Police Chief John Parkinson said, though, that Calderon had denied entrance to UNC Assistant Dean of Student Affairs, Gerald Tanner, and was thus issued a summons.

The Apostles said police charges are "a clear attempt to lower our credibility and effectiveness in the Chicano community."

Leaders of the group said they see their latest problems as the first steps in an organized effort by police, politicians and conservative groups to destroy the Apostles.

APPENDIX D

Several visits were made to the archives in Michener Library. Clues were gathered from interviews about key documents, and key time periods. Although some documents were available, there were significant documents that could not be located.

Documents and reports in chronological order before the opening of the HCC, include:

1. University of Northern Colorado Commitment to Diversity, March 1982.
2. A Position Paper to The UNC Board of Trustees from The Members of The Black and Hispanic Coalition, Spring 1983.
3. University of Northern Colorado, Final Report: Commitment to Diversity, September 4, 1984
4. A Report on The University of Northern Colorado. By Betty L. McCummings, Ph.D., Graduate School of Public Affairs, Colorado Civil Rights Commission, April, 1985.
5. Memo from Dr. Tony Carvajal to Mr. Jose Longoria, including roster of Hispanic Horizon Board members, April 22, 1985.
6. University of Northern Colorado, Affirmative Action/Equal Opportunity Commitment to Diversity Update Report, May 2, 1985

UNIVERSITY OF NORTHERN COLORADO
COMMITMENT TO DIVERSITY

The University of Northern Colorado has a commitment to diversity. The formal declaration of that commitment is contained in the University's Mission, Goals and Values statement:

UNC will continue to attract and retain students and faculty from diverse racial, ethnic, and socio-economic backgrounds, so as to enhance the educational opportunities provided all students at UNC.

(adopted by the UNC Board of Trustees, March 1982)

Over the years, the University has demonstrated its commitment through establishing and maintaining academic programs in Black Studies and Hispanic Studies, recruiting and retaining students and faculty from underrepresented groups, and by establishing and maintaining programs, services and facilities which are designed to meet the special needs of racial and ethnic minorities. The University maintains compliance with all Federal and State laws regarding equal opportunity, affirmative action and civil rights.

The University, however, must do more. A variety of task force and consultant reports consistently repeat the message that past efforts to meet the commitment to diversity have been insufficient. While there have been some successes in the recent past, the overall demonstration of results--census of students, census of faculty, strength of academic programs that deal with cultural diversity, perceived or real intolerance, indifference, bigotry or racism--can be described as inadequate or operating at a maintenance level, at best.

The University of Northern Colorado is neither an inadequate nor a maintenance level university. It seeks to lead. Leadership in affirming diversity will not come easily nor will it be comfortable to those choosing to maintain the status quo. The tasks before the university community in achieving diversity are enumerated below. These tasks will consume resources which will not be forthcoming from new sources, and must therefore be fueled through reallocation of existing resources.

A POSITION PAPER
TO
THE UNC BOARD OF TRUSTEES

FROM

THE MEMBERS OF THE BLACK AND
HISPANIC COALITION:

RECOMMENDATIONS CONCERNING BLACK
AND HISPANIC FACULTY, ADMINISTRATORS,
PROFESSIONAL STAFF AND STUDENTS

Presented to the UNC Board of Trustees
Spring 1983

salary commensurate with other positions in this class. Ms. Jo Bunting Keele is the present Director. She was employed July, 1984 on a one year renewable exempt staff contract. Her staff is comprised of five work study students - two student assistants, one receptionist, one administrative person and one graphic artist. The Center has been funded at the rate of \$8,046 in 1982-83, \$25,208 in 1983-84 and \$24,658 in 1984-85, which is considered to be inadequate in terms of carrying out the stated goals of the Center.

In addition to the programs initiated by the Center, the University as a whole also sponsored minority programs in the academic year 1982-83 and the first quarter of 83-84. The amount spent on Black programming totaled \$16,555.62 with a total attendance of 1,770. Examples of specific events include Cleo Parker Robinson Dance Ensemble, Bobby Seale Lecture, Angela Davis Lectures, "Ragtime" film, Joe Keele & Company, etc.

The Hispanic Cultural Center

In 1984, the Administration approved the establishment of a Hispanic Center. Activities and structure are in the process of being planned. The Organization of Hispanic students expressed some concerns about the proposed use of the Center, and stated that it will remain heavily involved in the planning process.

As with the Black activities, the University-wide programming included Hispanic programming totaling \$13,434 with attendance of 1,044 for the academic year 1982-83 and the first quarter of 83-84. Examples of specific events include Hispanic Symposium, El teatro de la Esperanza Theatre Company, Celebration of Cinco de Mayo, Cinco de Mayo Dance, etc.

UNIVERSITY OF NORTHERN COLORADO

FINAL REPORT:
COMMITMENT TO DIVERSITY

SEPTEMBER 4, 1984

TABLE OF CONTENTS

	Pages
Section 1 Commitment to Diversity	1-8
Section 2 Reports: Specific Task Force Recommendations	9-29
I. Overall Coordination, Evaluation and Reporting	9
II. Employment Procedures and Affirmative Action Guidelines	10
III. Recruitment, Retention of Students	14
IV. Cultural Sensitivity and Support Systems	23
<i>(Hispanic Cultural Center item - pg 25)</i>	
V. Academic Programs and Planning	28

A Plan For The Future has ravished minority faculty ranks; it has decimated vital and viable Hispanic and Black Programs: Black Studies, Mexican American Studies, and Bilingual Education; it has diminished the Hispanic and Black undergraduate student population; it has virtually eliminated the Hispanic and Black graduate student population; it has dismantled years of affirmative action gains, and it continues to threaten the survivors. For Hispanics and Blacks, UNC's Plan For The Future has become a forensic anesthetic that dulls the present and portends an obscure future.

Statistics can do several things. They can enlighten or they can distort. They can promote understanding of the underlying fundamental needs of an emerging group, or they can mask those needs. Recent statistical models, schemas, tables, charts, and graphs all evidence a fact that even the man in the street knows: The Hispanic and Black population in the United States is growing. The same statistical regalia will show the Hispanic and Black are statistically disadvantaged in all measured indicators of the American standard of living. At this point, the man on the street admits his ignorance of the problem and dismisses the whole thing by evoking the time-honored "boot strap" theory; the University, on the other hand, and especially its leadership, does not admit ignorance but, instead, offers a harvest of red herrings as rationalization for inaction. The leadership suggests that the low number of Hispanic and Black faculty, staff, and students is not unique to the University of Northern Colorado; this statement is inaccurate. The University of Northern Colorado once had the best track record among the state and regional universities. It had stimulating programs, a growing Hispanic and Black faculty, interested and enthusiastic Hispanic and Black students, and a fair and sympathetic leadership. All of these gains have been lost in the past two academic years.

There are two ways to look at the statistical profile. One way is to disclaim responsibility and run. The second way is to assess the extent of the problem and to accept it as a challenge. For example, the fact that 4.2 percent of the University of Northern Colorado student body population is Hispanic is not failure, but rather progress, if one considers that at one time there was 0 percent. But 4.2 percent is not enough, particularly in view of the high local Hispanic population.

The theoretical principle may be stated thus: As the Hispanic and Black population continues to grow, as it continues to progress politically, economically, and socially, it will continue to seek expanded academic and professional opportunities, as does the rest of the population. Therefore, it can be logically concluded that the Hispanic and Black population will also demand increased services from UNC. This demand will be progressive and irreversible. Therefore, the University leadership can either accept the challenge offered by this demand and assume a leadership role, or it can resist and risk the consequences. This would be a ludicrous failure in view of A Plan For The Future, which asserts,

UNC will assist students in maximizing their human potential and minimizing the waste of human resources. The University environment and services will help students develop a sense of self-worth, self-confidence, a respect for diverse cultures, an awareness of important social and moral issues and a concern about the welfare of others...

And, again,

UNC will continue to attract and retain students and faculty from diverse racial, ethnic, and socio-economic backgrounds, so as to enhance the educational opportunities provided all students at UNC. (A Plan For The Future, unanimously adopted by the Board of Trustees March 31, 1982)

Consistent with the above statement, the following recommendations are offered to provide increased opportunities for Hispanics and Blacks.

A. RECRUITMENT, EMPLOYMENT AND RETENTION OF HISPANIC AND BLACK FACULTY, PROFESSIONAL STAFF, AND ADMINISTRATORS

The University of Northern Colorado should develop two basic plans for the recruitment and retention of Hispanic and Black faculty and professional staff.

- A. 1. The Five Year Plan for Hispanic and Black Faculty and Professional Staff Development - The baseline year of this plan should be the 1980-81 academic year when ten Hispanic professional staff, fifteen Hispanic faculty, and eight Black faculty and staff were employed at the University of Northern Colorado. This plan should be implemented at the beginning of the 1984-85 academic year.
 - A. 1.1 The goal of the Five Year Plan should be to employ twenty Hispanic professional staff, thirty Hispanic faculty and twenty-four Black faculty and staff.
 - A. 1.2 This goal should be reached by the beginning of the 1989-90 academic year.
- A. 2. The Ten Year Plan for Hispanic and Black Faculty and Professional Staff Development
 - A. 2.1 The goal of The Ten Year Plan should be to achieve parity for Hispanic and Black employees.

Parity is defined as a composite percentage of the Hispanic population in Weld County and in the State of Colorado, and the composite percentage of the Black population in the State of Colorado.

Parity should be reflected in the four categories of employees: 1) regular tenure track faculty, 2) professional staff, 3) administration, 4) and civil service staff.
 - A. 2.2 The goal of the Ten Year Plan should be reached by the beginning of the 1994-95 academic year.
- A. 3. Recommended Methods for the Recruitment of Hispanic and Black Faculty, Professional Staff and Administrators

- A. 3.1 Reinvesting of faculty, professional staff, administrator and civil service positions should be awarded to those academic departments and administrative units who hire Hispanic and Black faculty, professional staff, and civil service staff.
- A. 3.2 "Grow your own." The University of Northern Colorado cannot compete with other universities in the area of financial incentives; it cannot offer the salaries that a Stanford or a USC can. Therefore, academic departments at UNC which offer terminal degrees should identify outstanding Hispanic and Black undergraduates, recruit them for their graduate programs, provide adequate teaching assistantships and/or graduate fellowships, graduate these Hispanic and Black students, and hire them for its own faculty and professional staff. A Plan For The Future does not prohibit this practice; it only cautions discretion. Furthermore, it is our belief that the faculty at the University of Northern Colorado are academically outstanding and their academic "offspring" would be just as outstanding.
- A. 3.3 The University of Northern Colorado should develop cooperative arrangements with area Universities who have similar affirmative action needs. These cooperative arrangements could evolve into a consortium that would pool resources for the identification, recruitment, training/retraining and placement of Hispanic and Black faculty within the consortium.

B. HISPANIC AND BLACK STUDENTS: IDENTIFICATION, RECRUITMENT, RETENTION, GRADUATION AND PLACEMENT

How do we get Hispanic and Black students to enroll at the University of Northern Colorado? The answer is not complicated; it is relatively easy. There are four terms that suggest the solution: a) commitment, b) imagination, c) development, and d) management. The University should develop two plans for student recruitment and retention similar in time scope to the Hispanic and Black Faculty and Professional Staff Development Plan (See A. 1 and A.2).

B. 1. The Five Year Plan for Hispanic and Black Students

- B. 1.1 By the beginning of the 1989-90 academic year, the University should have twice the number of enrolled Hispanic and Black students as were enrolled at the start of the 1980-81 academic year.

B. 2. The Ten Year Plan for Hispanic and Black Students

- B. 2.1 Ten years from now at the start of the 1994-95 academic year, the total number of Hispanic and Black students enrolled at UNC should reflect the percentage of the state's Hispanic and Black population.
- B. 2.2 The attrition rate and the graduation rate of Hispanic and Black students should be proportionate to the attrition rate and graduation rate of the general student population by the end of the 1994-95 academic year.

B. 3. Recommended Methods for the Recruitment and Retention of Hispanic and Black Students

B. 3.1 The University of Northern Colorado should provide fair, adequate, and timely financial aid for those Hispanic and Black students who qualify on the basis of need, no-need, and scholarship.

B. 3.2 "Magnet Schools." The University of Northern Colorado needs to develop partnerships with selected high schools (Magnet Schools) which have a high minority student population, for example, Denver West, Denver North, Denver Manual, Denver East and certain Adams and Weld County high schools. This partnership would focus on facilitating a college education for Hispanics and Blacks as well as for other students who wish to attend UNC or other post-secondary institutions. Those responsible for implementing this program should facilitate early identification, perhaps at the sophomore level, of potential UNC students. Further support could be offered by UNC experts in curriculum, administration, counseling, research and development. The University of Northern Colorado could offer affiliate professorships and tuition waivers to high school faculty who participate in this program.

C. SPECIAL SUPPORT SERVICES FOR MINORITY STUDENT RETENTION

The University needs to increase its efforts to retain and graduate larger numbers of minority students. Special programs and services that provide academic development and psycho-social support should be strengthened and expanded.

C. 1. The Center for Human Enrichment (CHE), the single comprehensive, campus-wide academic and personal support program which provides services to underprepared Black and Hispanic students, should receive expanded institutional support and funding.

C. 1.1 Black and Hispanic students with low reading and math backgrounds and poor composition and study skills should receive support which will enable them to become independent learners, competitive with other students in an environment which they often perceive as foreign, hostile and defeating. The University should make a stronger commitment to minority retention by developing the Center for Human Enrichment into a fully institutionalized and institutionally funded learning assistance center. In this way, CHE can respond to the many academic and personal needs of the Black and Hispanic students without being limited by federal dollars or mandates.

C. 1.2 Consistent with A Plan For The Future, the President's 1982 Objectives on Recruitment and Retention, and the University of Northern Colorado's Mission, Goals and Values Statement, the following academic development services for minorities should be enhanced and expanded with adequate funding, staffing and facilities:

academic and personal advising and counseling
 diagnostic assessment
 tutorial services in all major subject areas
 skill development classes in reading, composition and math
 writing center
 reading lab
 math lab
 study skills workshops

- C. 1.3 The Center for Human Enrichment should develop a program of "last resorts." UNC Hispanic and Black students who are on academic probation and are facing suspension should be allowed one last quarter of college to demonstrate their ability to do college work. This last quarter would include counseling, advisement, career exploration, and select courses taught by professors who are considered master teachers.
- C. 1.4 The Center for Human Enrichment should develop and operate a summer program for incoming Hispanic and Black freshman students. These students need not necessarily meet the regular admission criteria, but could demonstrate, through alternative criteria, their potential to succeed at the University of Northern Colorado. Developmental classes should retain general education credit for graduation.
- C. 1.5 The Center for Human Enrichment should develop a Summer Enrichment Program for Hispanic and Black high school junior students.
- C. 2 Cooperative Programs
- C. 2.1 Fully half of all Hispanic students enrolled in post secondary institutions in Colorado are enrolled in community colleges.
- C. 2.2 UNC should develop cooperative programs with the state community colleges. There needs to be a link between the world of work and academia. There needs to be a link between the technician and the academician.
- C. 2.3 Hispanic students enrolled in the vocational and/or terminal programs at Aims Community College should be given the option of continuing beyond the community college experience.
- C. 2.4 Example: Aims Community College provides the technical training; UNC provides the liberal arts education. Result: A Bachelor's Degree in auto technology or civil engineering, construction management, police science, etc. These types of programs were possible in the School of Educational Change and Development (SECD).
- C. 3 Minority Women Studies
- C. 3.1 The University of Northern Colorado should provide counseling services and personal support groups to assist traditional and non-traditional minority women in overcoming the barriers that result from double standards and sex-role stereotypes. Many of these women are single parents playing the combined role of parent, provider and student.

C. 3.2 The University should provide accredited developmental science, mathematics, composition and other courses designed to supply minority women with adequate preparation in these areas so that these women will be able to choose and pursue an expanded range of careers. Tutoring support should also be readily available in all major academic areas. These efforts should supplement traditional interventions offered at UNC.

C. 3.3 UNC should hire and promote more minority women as faculty, professional staff, and administrators who will serve as role models for minority women students.

C. 3.4 The University should expand its child care services on campus and review costs currently being charged to the students.

C. 3.5 The University should make an effort to provide activities and services geared to needs of these women so that they will be more comfortable in the University environment.

C. 4 Hispanic and Black Graduate Students

C. 4.1 The University should increase financial aid for Hispanic and Black graduate students. In particular, every effort should be made to expand the number of graduate assistantships available to Hispanics since this form of aid intensifies student involvement in graduate study, promotes professional development, and strengthens the bond between student and faculty mentor.

C. 4.2 UNC should consider providing grant moneys earmarked for Hispanics and Blacks since such grants will increase the amount of financial aid available for minority graduate students and strengthen institutional commitment to the goal of increasing minority enrollments.

C. 4.3 The Graduate School and the professional colleges should make special and concerted efforts to increase their pool of Hispanic and Black graduate students. Furthermore, graduate faculties should be more aware of and responsive to the needs of Hispanic and Black graduate students since the environment of the graduate institution has a major impact on Hispanic and Black graduate student's participation in and satisfaction with graduate education.

C. 4.4 The Graduate School and the professional colleges should employ additional Hispanic and Black faculty members.

C. 5 Placement of UNC Hispanic and Black Students

Public schools and governmental agencies have affirmative action programs with mandated affirmative action goals and commitments. UNC should develop a system in cooperation with public schools, state, and federal agencies whereby UNC will help these agencies meet their affirmative action needs. This recommendation goes beyond the assigned duties of the University of Northern Colorado Placement Office in that it calls for more assertive support for minority students. Specifically, this recommendation calls for the

C. 5 Placement of UNC Hispanic and Black Students (cont)

University and the potential employers to identify Hispanic and Black students at an early stage in their college careers and to recruit them for eventual placement within the respective agencies.

This concept is not unique. It is used within government as well as within private industry. For example, the Armed Forces recruit at all educational levels through their deferred enlistment program which is based on their projected needs. They identify and recruit the individual and provide the recruit with financial assistance; in return, the individual has a specific commitment to the military upon his or her graduation from college. The National Health Corps has a similar program. Financial aid and scholarships for categorical students also work in much the same manner.

- C. 5.1 The University should plan more effectively to assist agencies in meeting their affirmative action goals. The University should determine, in close cooperation with employers, the affirmative action needs of these agencies and then supply those needs.
- C. 5.2 The University should develop a unit designed to work closely with the private sector in assessing current employment needs and future employment trends. The purpose of this unit would be to provide the University and Hispanic and Black students with a clear and logical path from recruitment to career selection, to graduation, to placement.
- D. THE UNIVERSITY OF NORTHERN COLORADO HAS THE POTENTIAL RESOURCES TO BECOME A LEADER IN SERVICE TO THE HISPANIC AND BLACK COMMUNITIES.
- D. 1. The University should restore and enhance the resources that were available to Hispanic and Black programs at the close of the 1980-81 academic year.
- 2. The University should launch an effective public relations program designed to restore the public and professional credibility held by Hispanic and Black programs prior to the 1983-84 academic year.
- 3. Excellence comes from action! UNC should develop a system whereby the University contracts with state and regional federal government agencies for research projects or programs concerning the Hispanic and Black population. A similar system should be developed to involve the private sector.
- 4. The University should develop a plan for the future concerning Hispanic and Black Studies and their relationships with state, regional, and foreign universities. This plan would explore student and faculty exchanges. For example, on the eve of our internal crisis, UNC was on the verge of developing a relationship with the University of Michoacan, Mexico, a provincial university of 35,000 students. Unfortunately, we failed to pursue this

- D. 4. (cont.)
program because of our internal struggles. Students and faculty from Michoacan consistently receive scholarships and teaching assistantships to attend universities in Soviet block countries. Few, if any, ever receive similar offers from United States universities. UNC should take steps to redress this imbalance.
- D. 5. The University should establish two offices of Community Action and Development. These offices would be administered by Hispanic and Black individuals directly responsible to the President of the University. The purpose of this office would be to design, develop and implement Hispanic and Black student programs and other programs which impact on the Hispanic and Black communities and the University.

21

A REPORT ON
THE UNIVERSITY OF NORTHERN COLORADO

BETTY L. McCUMMINGS, Ph.D.

Graduate School of Public Affairs
University of Colorado at Denver

COLORADO CIVIL RIGHTS COMMISSION

APRIL, 1985

B. HISPANIC HORIZONS COUNCIL

A council has been appointed by President Dickeson which will monitor the Implementation of recommendations of the Hispanic Concerns Task Force Report; develop and promote a Hispanic Cultural Center, and submit an annual report to The Board of Trustees. The charge and membership of the Council follows.

An advisory committee to the Hispanic Cultural Center has been appointed by the Council. Dr. Tony Carvajal will chair that group. An open house for The Center will be held in May. The membership list of the advisory committee is attached.

COUNCIL ON HISPANIC HORIZONS

Recognizing its unique position to make a positive impact on the future of Hispanic citizens, the University of Northern Colorado establishes the Council On Hispanic Horizons.

The Council will be composed of University and community leaders (local, state and national) who are dedicated to improving, through education, the social, economic and political future of Hispanic citizens.

The Council's activities are supervised by a Steering Committee, whose members are appointed by and serve at the pleasure of the President of the University of Northern Colorado. The inaugural membership of the Steering Committee is:

Dr. Roberto Cordova, Chair
Ms. Elaine Damian
Dr. Robert Gonzales
Dr. Jessica Kozloff
Mr. Ron Martinez
Mr. Pres Montoya
Dr. Alphonso Rodriguez
Dr. Anita Salazar

The Steering Committee's functions include:

- Advising the University of Northern Colorado on educational programs designed to maximize educational goals for Hispanic growth.
- Providing program advice for the UNC Hispanic Cultural Center.
- Sponsoring conferences and forums designed to call attention to and provide support for educational opportunity for Hispanic citizens.
- Cooperating with programs and services of other groups (Candelaria Association, LULAC Educational Service Centers, etc.) which are beneficial to the University of Northern Colorado and consistent with its goals.
- Recommending individuals whose dedication and leadership qualify them as members of the Council.

OFFICE OF THE PRESIDENT

MEMO

TO: Mr. Jose Longoria, Executive Director, LULAC National
Education Center

FROM: Dr. Tony Carvajal, Executive Assistant to the President

DATE: April 22, 1985

RE: Appointment to Hispanic Center Advisory Board

I wish to express my appreciation to you for your willingness to serve on the Hispanic Center Advisory Board at the University of Northern Colorado. As Chairperson of the Advisory Board I am looking forward to working with you. Your professional expertise and personal commitment to our goals will be strong assets in initiating the many exciting tasks that need to be accomplished this year.

In the near future you will be receiving notice of our first Advisory Board meeting. Again, a million thanks.

TC:har

HISPANIC HORIZON

G^VERNING BOARD

Dr. Roberto Cordova, Chair, Assistant Professor, Hispanic Studies
Dr. Roberto Gonzales, Professor, Special Education
Dr. Anita Salazar, Assistant Professor, Division of Educational Studies
Dr. Alfonso Rodriquez, Associate Professor, Hispanic Studies
Dr. Jessica Kozloff, Liason, Academic Affairs
Mr. Press Montoya, Board Member, School District #6
Ms. Elaine Damian, Student, University of Northern Colorado
Mr. Angel Medina, Student, University of Northern Colorado

HISPANIC CENTER

ADVISORY BOARD

Dr. Tony Carvajal, Chair, Executive Assistant to the President
Mr. Tom Chagolla, Director, Service Employment Re-Training Center
Sen. Polly Barragan, Colorado State Senator
Mayor Federico Pena, City of Denver
Mr. Tom Romero, Member, City Council
Dr. Phil Wishon, Assistant Professor, Division Educational Studies
Dr. Mel Lane, Director, Division of Educational Studies
Dr. Tina Martinez, Assistant Director, Service Employment
Re-Training Center
Mr. Al Dominquez, Attorney
Mr. Carlos Leal, Assistant Professor, Hispanic Studies
Dr. Debbie Powell, Assistant Professor, Division of Educational Studies
Dr. Anita Salazar, Assistant Professor, Division of Educational Studies
Ms. Teresa Rodriquez, Assistant Professor, Hispanic Studies
Ms. Roberta Erickson, Associate Dean of Students

Advisory Board (con't....)

Dr. Lynn Sandstedt, Professor, Hispanic Studies

Mr. Jose Cordova, Associate Professor, Educational Studies

Dr. Martin and Fay Candelaria, Emeritus Professor, Hispanic Studies

Ms. Filda Gonzalez, Businesswoman

Mr. Dave Sanchez, Director, Greeley Community Center

Mr. Jose Longoria, Executive Director, LULAC National Education
Service Center

Dr. Gil Carbajal, Director, Alternative School Programs, Ft. Collins

Dr. Ruben Gutierrez, Vice President, Trinidad Junior College

Mayor Mike Pacheco, City of Grand Junction

Ms. Betty Cordova, Counselor, School District #6

Mr. Raul Yzaguirre, Executive Director, National Council of La Raza

Mr. Ed Bernaldez, Executive Director, American G.I. Forum

Mr. Carlos Arres, Director of Community Cultural Affairs

HISPANIC CENTER

ADVISORY BOARD - SUB-COMMITTEES

A. RESEARCH:

Dr. Phil Wishon
Dr. Mel Lane
Dr. Anita Salazar

- a. Discontinuance Factors
- b. Program Efficacy
- c. Curriculum Intervention
- d. Teacher Effectiveness
- e. Early Intervention
- f. Post High School Studies

B. EDUCATIONAL PLANNING

Mr. Carlos Leal
Dr. Debbie Powell
Ms. Teresa Rodriguez
Mr. Jose Cordova
Ms. Betty Cordova

- a. Recruitment and Retention
- b. High School Tutoring
- c. Academic Advisement
- d. Research Findings Dissemination
- e. Develop Seminars
- f. Provide Academic Enrichment Services
- g. Maintain Resource Library
- h. Develop Career Data Bank

C. GRANTS AND SCHOLARSHIPS

Mr. Al Dominquez
Ms. Roberta Erickson
Mr. Jose Longoria
Dr. Gil Carbajal
Mr. Raul Yzaguirre

- a. Transitional Grants
- b. Tuition Scholarships
- c. Training Grants
- d. Seek Private Funds

D. PUBLIC RELATIONS

Sen. Polly Barragan
Mayor Federico Pena
Mr. Tom Romero
Dr. Martin and Fay Candelaria
Dr. Dr. Ruben Gutierrez
Mr. Ed Bernaldez
Mayor Mike Pacheco

- a. Recruitment Efforts
- b. Develop Channel of Communication with Community
- c. Publicity and Promotion of University programs

E. SOCIAL and CULTURAL PLANNING

Mr. Tom Chagolla
Dr. Lynn Sandstedt
Ms. Filda Gonzalez
Mr. Dave Sanchez
Dr. Tina Martinez
Mr. Carlos Arres

- a. Enhance Multi-cultural Awareness
- b. Art and Cultural Activities
within the University and Community

UNIVERSITY OF NORTHERN COLORADO
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY
COMMITMENT TO DIVERSITY
UPDATE REPORT

PRESENTED TO
COLORADO COMMISSION ON CIVIL RIGHTS
MAY 2, 1985

1. Overall Coordination, Evaluation, and Reporting

- 1.1 The Assistant to the President for Affirmative Action/Equal Opportunity (APAA/EO) is the primary executive officer responsible for the overall coordination, evaluation and reporting functions associated with the University's commitment to diversity. As such, the APAA/EO shall possess the authority and responsibility to plan, implement, sustain and monitor affirmative policies and processes. The APAA/EO shall also serve as a resource for the University community to provide education about and interpretation of the affirmative policies of the University. The President shall be informed of all infractions of affirmative policies and processes. The APAA/EO shall report as a regular agenda item to each regular meeting of the UNC Board of Trustees and, as appropriate, to the executive session of the Board of Trustees.
- 1.2 Additional staff will be provided the APAA/EO as follows: effective immediately, one half-time graduate assistant and one half-time secretary; in addition, shared secretarial pool assistance will be made available. Effective July 1, 1984, the staff will consist of one full-time assistant, recruitment for which is authorized to begin immediately, one half-time graduate assistant and one full-time secretary. Appropriate office space and salary adjustments will be made commensurate with these new supervisory responsibilities.
- 1.3 The Computer Center is directed to provide the necessary programming and systems analysis to enable the Office of Affirmative Action to carry out its functions with accuracy and timeliness.

2. Employment Procedures and Affirmative Action Guidelines

- 2.1 Included herein as Appendix A are the University of Northern Colorado Employment Procedures and Affirmative Action Guidelines which become effective immediately for the employment of all exempt personnel.

These procedures and guidelines require, among other things, that:

- a. All hiring units must document compliance with mandated efforts to provide racial and sexual representation in the search, screen, and employment process.
- b. Each hiring unit advertising a vacancy must develop a recruitment plan to encourage applications from underutilized protected classes.
- c. Employment applicant data must be maintained by the Office for Affirmative Action/Equal Opportunity.
- d. All hiring is to be monitored by the AA/EO coordinator responsible for each hiring unit.
- e. All AA/EO coordinators report to the APAA/EO on all AA/EO matters.

- 3.4 The Dean of the Graduate School is directed to appoint two student groups for advisory and assistance purposes, one for recruitment of graduate Black students and one for recruitment of graduate Hispanic students.
- 3.5 The Director of Athletics is directed to submit a plan by April 1, 1984, detailing affirmative efforts for recruitment and retention of athletes from protected classes to the APAA/EO who will then transmit it with recommendations to the President.
- 3.6 The Office of Financial Aid and the Graduate School are directed to provide necessary data to the APAA/EO who will then conduct a comprehensive review to determine the distribution of student financial resources by ethnic and gender categories.

4. Cultural Sensitivity

- 4.1 The APAA/EO is directed, in conjunction with each vice president, to schedule workshops for supervisory employees in each division. These workshops must be divided into focused segments which include at least the following topics: Introduction to the Hiring Procedures and Affirmative Action Plan; Hiring Rights; Sexual Harassment; and Racial Awareness. These workshops must be conducted before the end of the Spring Quarter and repeated annually thereafter.
- 4.2 The Deans' Council is directed to submit for approval to the Executive Staff by March 1, 1984, a plan to raise the social and ethnic awareness of faculty and staff in academic affairs. The Council should consider, among other alternatives, holding a day of workshops and other activities for which classes would be cancelled.
- 4.3 A special task force will be appointed and directed to develop a proposed professional conduct code for review by the Executive Staff no later than May 1, 1984.
- 4.4 The APAA/EO is directed to submit a grievance system to facilitate resolution of discriminatory and sexual harassment complaints to the President for approval by March 1, 1984. The AA/EO Council shall serve as the tribunal in that grievance system.
- 4.5 The chair of the AA/EO Council is to be invited to Executive Staff meetings to discuss issues of general concern to the Council at least once a quarter.

5. Academic Programs

- 5.1 The Dean of the College of Arts and Sciences is directed to immediately commence searches to fill vacancies in Hispanic Studies and Black Studies as committed in A Plan for the Future.
- 5.2 The Vice President for Academic Affairs is directed to work with the Department of Hispanic Studies to establish a Journal of Hispanic Studies to begin publication by Fall 1984.

UNIVERSITY OF NORTHERN COLORADO
FINAL REPORT: COMMITMENT TO DIVERSITY

On February 13, 1984, the University of Northern Colorado Board of Trustees unanimously adopted a statement of policy direction which included specific tasks to be performed, entitled, "Commitment to Diversity." The Commitment to Diversity document set in motion several initiatives and University-wide efforts to establish and maintain programs, services and policies designed to affirm UNC's leadership in affirmative action and equal opportunity.

This report contains current specific information relevant to each of the items contained in the Commitment to Diversity document. Many of the items have been resolved or completed, while others are still being addressed, and still others have been incorporated into ongoing policy, procedures, programs or practices currently in force.

In addition, final reports are appended in response to the following:

Committee on Black Students Concerns Report (1982)
National Council of Black Studies Site Visit Report (1982)
Hispanic Concerns Task Force Report (1984)
Black and Hispanic Coalition Recommendations (1984)

In an effort to more thoroughly and effectively coordinate and communicate these several efforts and accomplishments, the following actions are taken:

1. All task forces and committees appointed to prepare reports and recommendations are dissolved, with the sincere thanks of the University community for the time and thought devoted by the members to their respective tasks.
2. All policies, procedures, programs and practices which have emerged from these multiple approaches are to be vigorously utilized by the University community so as to achieve University goals in affirmative action and equal opportunity.
3. The appropriate all inclusive document and reporting system to be used henceforth is the University of Northern Colorado Affirmative Action Plan (1984 Revision). The Plan, once approved by the Board of Trustees, shall incorporate UNC Affirmative Action and Equal Opportunity efforts and objectives and shall be publicized and monitored accordingly.

III. RECRUITMENT, RETENTION OF STUDENTS

A. The Five Year Plan for Hispanic and Black Students

By the beginning of the 1989-90, the University should have twice the number of enrolled Hispanic and Black students as were enrolled at the start of the 1980-81 academic year.

The Ten Year Plan for Hispanic and Black Students

Ten years from now at the start of the 1994-95 academic year, the total number of Hispanic and Black students enrolled at UNC should reflect the percentage of the State's Hispanic and Black population.

The attrition rate and the graduation rate of Hispanic and Black students should be proportionate to the attrition rate and graduation rate of the general student population by the end of the 1994-95 academic year.

Goals for the recruitment of Black students must be set, i.e., Black freshman in 1983 should be 50% more numerous than in 1981. In addition, enrolled Black students should be included in some of the recruitment visitation teams. BHC (B.1-2.2), CBSC (2)

Report: Listed below are three tables which describe the demographics of the Black and Hispanic high school students graduating from Colorado public high schools from 1980 to 1983. In addition, the tables indicate the number of Black and Hispanic students that become first-time freshman students whether full-time or part-time, enrolled in Colorado public institutions of higher education. Note that these figures also include non-resident students. Finally, the tables indicate after adjusting for commuter campuses and institutions with which University of Northern Colorado cannot compete programmatically, the number of full-time freshmen enrolled in the nine residential four-year institutions listed in Table 3.

TABLE 1

HIGH SCHOOL GRADUATING SENIORS - COLORADO PUBLIC SCHOOLS

	<u>Black</u>	<u>Hispanic</u>
1980	1340	3855
1981	1433	3953
1982	1509	3946
1983	1557	3951
1984	1316	3597

TABLE 2

FIRST TIME FRESHMEN (FULL TIME OR PART TIME) ENROLLED IN
COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION
(INCLUDES NON-RESIDENT STUDENTS)

	<u>Black</u>	<u>Hispanic</u>
1980	651	1826
1982	609	1824

TABLE 3

FIRST TIME FRESHMEN (FULL TIME OR PART TIME) ENROLLED IN THE
NINE RESIDENTIAL FOUR-YEAR INSTITUTIONS (UNIVERSITY OF COLORADO-
COLORADO SPRINGS, COLORADO STATE UNIVERSITY, FORT LEWIS COLLEGE,
UNIVERSITY OF SOUTHERN COLORADO, COLORADO SCHOOL OF MINES, ADAMS
STATE COLLEGE, MESA COLLEGE, WESTERN STATE COLLEGE, AND
THE UNIVERSITY OF NORTHERN COLORADO)

	<u>Black</u>	<u>Hispanic</u>
1980	181	658
1982	200	624

In addition to the data collected above on first time freshmen enrolling in institutions of higher education, an analysis was also completed detailing the number of Hispanic and Black students graduating from junior colleges. Any student who graduates with an associate degree from a two-year or junior college in the state of Colorado is guaranteed automatic junior status at the University of Northern Colorado upon transfer. The data indicate that only 37 Black students and 67 Hispanic students graduated from two-year colleges in the State of Colorado in 1983. Thus, there is a significant leak in the pipeline of Hispanic and Black students that for a variety of reasons, do not enroll in four-year institutions of higher education. This, coupled with the 15.5% decline in the number of Black high school graduating seniors in 1984, and the 9% decrease in the number of graduating Hispanic students in 1984, indicate there will be a significant problem in meeting or

attaining any goals that do not account for these demographic factors. The University is committed to increasing the number of Black and Hispanic students. As a part of this effort, however, UNC must become a leader to assist in developing early intervention programs in the junior highs and high schools to encourage Hispanic and Black students to pursue higher education goals.

The committees appointed pursuant to the Commitment to Diversity are reviewing a number of facts, variables, and trends which must be considered, including those identified above. In addition, these committees will review retention and graduation rates. When this analysis is completed, appropriate goals can be set and appropriate recruitment and retention strategies established, implemented, and maintained on a continuing basis.

- B. The University of Northern Colorado should provide fair, adequate, and timely financial aid for those Hispanic and Black students who qualify on the basis of need, no-need, and scholarship. BHC (B.3-3.1)

Report: The administration agrees with this recommendation and has directed the Vice President for Student Affairs to determine the modifications and financial aid, marketing, and processing which would be required.

- C. "Magnet Schools." The University of Northern Colorado needs to develop partnerships with selecting high schools (magnet schools) which have a high minority student population, for example, Denver West, Denver North, Denver Manual, Denver East, and certain Adams and Weld County high schools. This partnership would focus on facilitating a college education for Hispanics and Blacks as well as for other students who wish to attend UNC or other post-secondary institutions. Those responsible for implementing this program should facilitate early identification, perhaps at the sophomore level, of potential UNC students. Further support could be offered by UNC experts in curriculum, administration, counseling, research and development. The University of Northern Colorado could offer affiliate professorships and tuition waivers to high school faculty who participate in this program. BHC (B-3.2)

Report: The administration enthusiastically accepts this recommendation, noting that the last sentence will require additional study. Evaluation of this alternative has been underway for some time, with the intent of developing pilot programs in Greeley, a community whose Hispanic population, as pointed out by both the Hispanic Concerns Task Force and the Black and Hispanic Coalition, is appropriate to the task. Based on the lessons learned from the hoped for pilot program, this endeavor could be extended to magnet schools in other communities.

In addition, the University has sought and received designation as a regional LULAC educational center.

- D. The Center for Human Enrichment (CHE), the single comprehensive, campus-wide academic and personal support program which provides services to underprepared Black and Hispanic students, should receive expanded institutional support and funding.

Black and Hispanic students with low reading and math backgrounds, and poor composition and study skills should receive support which will enable them to become independent learners, competitive with other students in an environment which they often perceive as foreign, hostile and defeating. The University should make a stronger commitment to minority retention by developing the Center for Human Enrichment into a fully institutionalized and institutionally funded learning assistance center. In this way, CHE can respond to the many academic and personal needs of the Black and Hispanic students without being limited by federal dollars or mandates.

Consistent with a Plan for the Future, the President's 1982 Objectives on Recruitment and Retention, and the University of Northern Colorado's Mission, Goals and Values Statement, the following academic development services for minorities should be enhanced and expanded with adequate funding, staffing and facilities:

- Academic and personal advising and counseling
- Diagnostic assessment
- Tutorial services in all major subject areas
- Skill development classes in reading, composition and math
- writing center
- Reading lab
- Math lab
- Study skills workshops

The Center for Human Enrichment should develop a program of "last resorts." UNC Hispanic and Black students who are on academic probation and are facing suspension should be allowed one last quarter of college to demonstrate their ability to do college work. This last quarter would include counseling, advisement, career exploration, and select courses taught by professors who are considered master teachers. BHC (C.1-1.3)

Report: The mission of CHE is to deal with academically underprepared students of whatever ethnicity. Both legislative mandates in the Colorado Commission on Higher Education State Master Plan for Post-Secondary Education specifically prohibit the University from offering remedial instruction for credit or with state funds. A large number of personal support systems and services are provided by a number of University sponsored activities including CHE, the University Counseling Center, the

Career Advising Center, the orientation program, the advising system, the Undeclared Advising Service, and various special-focus student and academic programs. Careful review of service expansion and coordination will be a part of other reviews undertaken in response to the Commitment to Diversity.

- E. The Center for Human Enrichment should develop and operate a summer program for incoming Hispanic and Black freshmen students. These students need not necessarily meet the regular admission criteria, but could demonstrate, through alternative criteria, their potential to succeed at the University of Northern Colorado. Developmental classes should retain General Education credit for graduation. BHC (C.1.4)

Report: It is a violation of state policy to offer such courses for credit or funded by state appropriation. However, the University has established a summer program for marginal students who are allowed to enroll during the Fall quarter if they achieve an appropriate grade point average in the college-level courses taken during their participation in the program. All marginal applicants are individually notified of this option. The success rate for the past two summers has been mixed. The program is under continuing review by the Enrollment Management Council.

- F. The Center for Human Enrichment should develop a Summer Enrichment Program for Hispanic and Black high school junior students. BHC (C.1.5)

Report: This recommendation has significant potential. Therefore, the Vice President for Academic Affairs has been directed to work with the Summer Enrichment Program sponsored by the College of Education to determine how special recruitment and incentive programs might be established to increase the number of minority participants in the existing program.

- G. Fully half of all Hispanic students enrolled in post-secondary institutions in Colorado are enrolled in community colleges.

UNC should develop cooperative programs with the state community colleges. There needs to be a link between the world of work and academia. There needs to be a link between the technician and the academician.

Hispanic students enrolled in the vocational and/or terminal programs at Aims Community College should be given the option of continuing beyond the community college experience.

Example: Aims Community College provides the technical training; UNC provides the liberal arts education. Result: a bachelor's degree in auto technology or civil engineering, construction

management, police science, etc., these types of programs were possible in the School of Educational Change and Development (SECD). BHC (C.2.1-2.4)

Report: The University agrees with the recommendations for increased cooperation with community colleges. At present, UNC is one of only two four-year schools with a fully developed articulation and transfer guide for community colleges in Colorado. Recruitment efforts at community colleges in the past two years have increased significantly. The University is not authorized to offer the degree programs mentioned in the last paragraph above.

- H. The University of Northern Colorado should provide counseling services and personal support groups to assist traditional and non-traditional minority women in overcoming the barriers that result from double standards and sex-role stereotypes. Many of these women are single parents playing the combined role of parent, provider and student. BHC (C.3.1)

Report: This recommendation is accepted. These programs are already included in the portfolio of support services provided by existing entities. The Vice President for Student Affairs has been directed to determine the extent to which they should be enriched and further publicized.

- I. The University should provide accredited developmental science, mathematics, composition and other courses designed to supply minority women with adequate preparation in these areas so that these women will be able to choose and pursue an expanded range of careers. Tutoring support should also be readily available in all major academic areas. These efforts should supplement traditional interventions offered at UNC. BHC (C.3.2)

Report: As stated in response to subparagraph D above, the University is precluded from offering remedial coursework.

- J. The University should expand its child care services on campus and review costs currently being charged to the students. BHC (C.3.4)

Report: Recent studies have indicated:

1. Declining use of existing child care services; and
2. Parity with charges made by community programs.

This subject is reviewed annually.

- K. The University should make an effort to provide activities and services geared to needs of these women so that they may be more comfortable in the University environment. BHC (C.2.5)

Report: Many programs are already provided. The Vice President for Student Affairs will review specific recommendations for additional programs.

- L. The University should increase financial aid for Hispanic and Black graduate students. In particular, every effort should be made to expand the number of graduate assistantships available to Hispanics since this form of aid intensifies student involvement in graduate study, promotes professional development, and strengthens the bond between student and faculty mentor. BHC (C.4.1)

Report: The University agrees with the thrust of this recommendation and the Graduate School committees authorized in the Commitment to Diversity are currently determining options, costs, personnel needs, and legal requirements.

- M. UNC should consider providing grant monies earmarked for Hispanics and Blacks since such grants will increase the amount of financial aid available for minority graduate students and strengthen institutional commitment to the goal of increasing minority enrollments. BHC (C.4.2)

Report: Certain legal restrictions reduce the potential for fulfillment of this recommendation. However, the study mentioned above will identify alternatives which will then receive serious review.

- N. The Graduate School and the professional colleges should make special and concerted efforts to increase their pool of Hispanic and Black graduate students. Furthermore, graduate faculties should be more aware of and responsive to the needs of Hispanic and Black graduate students since the environment of the graduate institution has a major impact on Hispanic and Black graduate students' participation in and satisfaction with graduate education. BHC (C.4.3)

Report: The University agrees with this recommendation and the graduate committees authorized in the Commitment to Diversity are currently determining options, costs and personnel needs.

- O. Public schools and governmental agencies have affirmative action programs with mandated affirmative action goals and commitments. UNC should develop a system in cooperation with public schools, state, and federal agencies, whereby UNC will help these agencies meet their affirmative action needs. This recommendation goes beyond the assigned duties of the University of Northern Colorado Placement Office, in that it calls for more assertive support for minority students. Specifically, this recommendation calls for the University and the potential employers to identify Hispanic and Black students at an early stage in their college careers and to recruit them for eventual placement within the respective agencies.

This concept is not unique. It is used within government as well as within private industry. For example, the armed forces recruit at all educational levels through their deferred enlistment program which is based on their projected needs. They identify and recruit the individual and provide the recruit with financial assistance; in return, the individual has a specific commitment to the military upon his or her graduation from college. The National Health Corp has a similar program. Financial aid and scholarships for categorical students also work in much the same manner.

The University should plan more effectively to assist agencies in meeting their affirmative action goals. The University should determine, in close cooperation with employers, the affirmative action needs of these agencies and then supply those needs. The University should develop a unit designed to work closely with the private sector in assessing current employment needs and future trends. The purpose of this unit would be to provide the University and Hispanic and Black students with a clear and logical path from recruitment to career selection, to graduation, to placement.
BHC (C.5-5.2)

Report: The Vice President for Student Affairs has been directed to obtain information to identify appropriate models which would be brought forward for review by Executive Staff.

- P. Scholarships for Hispanic students must be increased. Specifically the task force recommends that the administration proceed aggressively with opportunities such as the recently proposed LULAC matching funds scholarship program.

An Hispanic counselor, preferably bilingual, shall be employed in the Office of Financial Resources, to assist Hispanic students and their families in securing scholarships, loans and other grants.

Every office and department on campus shall be directed to aggressively seek out qualified Hispanics and minorities for work/study and other employment opportunities. HCTF (2.1-2.3)

Report: All of these recommendations have been accomplished. UNC is the only college in the state participating in the LULAC matching funds scholarship program.

- Q. Guidelines for eligibility for graduate assistantships shall include an affirmative action/equal opportunity criteria. HCTF (2.4)

Report: This item has been assigned to the Dean of the Graduate School.

- R. The President shall appoint a Hispanic Recruitment Advisory Committee, composed of Hispanic students, alumni, faculty, and community leaders to assist the Director of Admissions in the

recruitment of Hispanic students. A budget, to be recommended by the Director of Admissions, shall be established. The budget will underwrite direct non-wage expenses approved by the Admissions Office as recommended by the Advisory Committee. The Advisory Committee shall also address the issue of graduate student recruitment, and shall give a written report to the Executive Staff which analyzes the low graduate enrollment by Hispanics. This report should be received by the end of Fall quarter, 1984.

Minority recruitment days shall be continued at UNC. Separate programs should be organized to include the invitation of minority students at the junior high school level in order to provide pre-college orientation activities as noted above.

Recognizing the interrelationships of elementary, secondary and post-secondary education, the University shall provide for a National Summer Institute for teachers of Spanish and bilingual-bicultural education.

The funds shall be provided to initiate an extensive media campaign for the recruitment of Hispanic students to UNC.

A special orientation reception for Hispanic students shall be part of the first week of school orientation activities. The reception will be funded by the University and coordinated by student groups such as UMAS, Sociedad Hispanica and Bilingual Students Association.

The administration shall continue to support special programs which bring Hispanic youth to campus. HCTF (3.1-3.5, 5)

Report: All of these recommendations have either been accomplished or are incorporated into the review and implementation strategies of the committees appointed pursuant to the Commitment to Diversity.

- S. The mechanism for selecting students for the University Laboratory School shall be modified to give preferential treatment to minorities. HCTF (4)

Report: The Laboratory School has appointed a special task force to examine admission requirements which will assure a more culturally diverse and educationally realistic laboratory for the College of Education. In addition, it should be noted that for 1984-85 minority enrollment has increased at the Laboratory School.

TABLE 4

1984-85 STUDENT INVITATIONS
LABORATORY SCHOOL

	<u>Total</u>	<u>Minority</u>	<u>Hispanic</u>
Kindergarten	25	6	5
6th Grade	24	8	7
9th Grade	29	4	4

- T. A qualified Black person should become a part of the Admissions staff as soon as possible. Financial aid counseling should be one of the duties of this person. CBSC (1)

Report: The search for an Assistant Director of Admissions to coordinate recruitment of Black and Hispanic students is currently ongoing. During the week of August 20, 1984, the finalists will be flown in for interviews and an appointment will be offered as soon as possible thereafter.

IV. CULTURAL SENSITIVITY AND SUPPORT SYSTEMS

- A. The AA/EO Officer and the Personnel Director shall develop a merit promotion plan which addresses the issue of internal promotion of protected classes in keeping with the AA/EO workforce plan guidelines. HCTF (1.8)

Report: On April 3, 1984, the Executive Staff approved the Internal Advancement Procedures for non-faculty exempt staff vacancies. See Appendix 4. The procedures provide for an internal search, when appropriate, consistent with the Appointment Procedures/Affirmative Action Guidelines for Exempt Positions.

- B. The AA/EO Officer shall be given and shall exercise the power to monitor all search committees so that discriminatory beliefs and practices do not interfere with Affirmative Action/Equal Opportunity goals and principles.

The Director of the Laboratory School shall direct all search committees to communicate with faculty from Women's Studies, Resources for the Disabled, Black Studies and Hispanic Studies for names of potential candidates for staff and faculty recruitment, particularly when appointments are sought for vacancies during the

year. In addition, all Laboratory School searches shall utilize the protected classes registry developed by the AA/EO Officer.
HCTF (1.9. 1.13)

Report: The Appointment Procedures/Affirmative Action Guidelines for Exempt Positions has been used for all hiring at the University of Northern Colorado since February 1984. Workshops for hiring officials have been conducted by the Assistant to the President for Affirmative Action/Equal Opportunity and the Assistant to the President for Legal Services.

- C. Administrative assistantships shall be established at the Dean, Vice President, and President levels to provide members of protected classes with administrative experience. Members of protected classes who have been identified as underutilized departmentally or university wide shall be given preferential treatment in the selection process. HCTF (1.10)

Report: Administrative internships have been implemented for the 1984-85 year in response to this excellent recommendation.

- D. The Director of Personnel and the AA/EO Officer shall work together to develop a system which assures adequate representation of protected classes on oral hiring and promotion boards within the classified system. HCTF (1.11)

Report: This item has been completed.

- E. The AA/EO Officer shall be responsible for conducting or securing resources and personnel for workshops which address cultural, racial or other human relations issues. Members of the Executive Staff should promote and participate in said workshops.

Provide workshops for counselors and faculty with a view towards improving the support base for Black Studies among all students, Black and White.

Required human relation workshop(s) should be presented to UNC faculty and staff and coordinated by the Personnel Office. The goals should be to increase UNC faculty and staff sensitivity to Blacks and the "Black experience." An appropriation of \$1,000 to \$2,000 should be sufficient for the accomplishment of this objective.

Similar sessions or workshops for the UNC student body should be sponsored by Student Representative Council. Black History Month might be an excellent occasion for such a workshop. HCTF (1.12), NCBS (6), CBSC (3, 4)

Report: The following workshops have been conducted during the Winter and Spring quarters of 1984:

1. Racial Awareness Workshop - February 10, 1984
2. Sexual Harrassment Workshop - February 20, 1984
3. Appointment Procedures Workshops
Academic Affairs - February 16, 1984
Other Divisions - March 14, 1984
4. Workshops for Department Chairs and Deans -
April 26, 27, 1984
5. Sexual Harassment Workshop, Facilities and Operations
staff - May 31, 1984.
6. Two AA/EO workshops (functions of AA/EO Office),
Facilities and Operations staff - June 15, 1984.
7. AA/EO workshop (functions of AA/EO Office), Christian
Student Association - May 24, 1984.

In addition to the above formal University-wide workshops, numerous workshops at the departmental level have been conducted by Affirmative Action Coordinators. The Assistant to the President for Affirmative Action/Equal Opportunity is continuing to schedule and plan for workshops focused on hiring, affirmative efforts, sexual harrassment, and racial awareness.

- F. "El Rincon Latino" -- A Hispanic Cultural Center where students, faculty, and members of the community can meet informally shall be established.

Hire a director to coordinate and administer activities for the center.

Direct Facilities and Operations to assist the Center Director in finding an appropriate location for the Center.

Provide budgetary resources including 30 hours a week work/study funds. HCTF (7-7.3)

Report: The University has designated, upon recommendation of the Hispanic Concerns Task Force, Patton House as the Hispanic Cultural Center. The Hispanic Concerns Task Force and other organizations have been requested to supply recommendations on program breadth and implementation strategies. These recommendations are expected during Fall quarter, 1984. Upon receipt of the recommendations the Executive Staff will determine program extent, structure, funding, and personnel for the Center.

- G. All students shall be informed through means determined by the AA/EO Officer that Affirmative Action/Equal Opportunity Coordinators will serve as their advocates when they become the object of discrimination in or outside of the classroom. HCTF (8)

Report: The Assistant to the President for Affirmative Action/Equal Opportunity and the Vice President for Student Affairs are instructed to determine the most effective means to communicate the information contained in this recommendation.

- H. The Vice President for Student Affairs will conduct an analysis of the availability and effectiveness of resources and programs for the educationally disadvantaged. A report of that analysis should be made to the Executive Staff no later than the conclusion of the 1984-85 academic year. HCTF (9)

Report: This recommendation is accepted and in process.

- I. The University should restore and enhance the resources that were available to Hispanic and Black programs at the close of the 1980-81 academic year. BHC (D.1)

Report: The University does not have available to it the resources that were available at the close of the 1980-81 academic year. Declining enrollment and the consequent cuts in funding and authorized FTE made by the General Assembly have exacerbated the resource dilemma.

- J. The University should launch an effective public relations program designed to restore the public and professional credibility held by Hispanic and Black programs prior to the 1983-84 academic year.
BHC (D.2)

Report: In response to recommendations from the Hispanic Concerns Task Force, this issue is now being addressed.

- K. Excellence comes from action! UNC should develop a system whereby the University contracts the state and regional federal government agencies for research projects or programs concerning the Hispanic and Black population. A similar system should be developed to involve the private sector. BHC (D.3)

Report: This option is available and encouraged. Faculty with ideas appropriate to this recommendation are strongly encouraged to work with the Office of Grants and Contracts to bring them to fruition.

- L. The University should develop a plan for the future concerning Hispanic and Black Studies and their relationships with state, regional, and foreign universities. This plan would explore student and faculty exchanges. For example, on the eve of our internal crisis, UNC was on the verge of developing a relationship with the University of Michoacan, Mexico, a provincial university of 35,000 students. Unfortunately, we failed to pursue this program because of our internal struggles. Students and faculty from Michoacan consistently received scholarships and teaching assistantships to

APPENDIX E

A Recommended Master Plan

A RECOMMENDED MASTER PLAN
HISPANIC CULTURAL CENTER

THE UNIVERSITY OF NORTHERN COLORADO
GREELEY, COLORADO

TO BEGIN
ACADEMIC YEAR 1985-1986

HISPANIC CULTURAL CENTER

PURPOSE:

To extend, enhance, and develop support systems that contribute to general student recruitment and retention with particular focus on the Hispanic Student

GOALS:

1. To aid in the recruitment of the targeted population of students entering the University of Northern Colorado
2. To assist in the retention of the targeted population of students at the University of Northern Colorado
3. To Contribute to the successful program completion of the targeted population of students graduating from the University of Northern Colorado.

OBJECTIVES:

1. To coordinate cultural and educational activities which foster formal and informal associations between and among UNC students, staff and faculty, and community members
2. To administer cultural and educational activities which foster formal and informal associations between and among UNC students, staff and faculty, and community members
3. To develop early intervention programs in the public schools which encourage Hispanic Students to pursue higher education career options
4. To cooperate in the implementation of early intervention programs in the public schools which encourage Hispanic Students to pursue Higher Educations career options

COMPONENT I - STUDENT DEVELOPMENT/EDUCATION

Objectives

- A. LULAC Educational Center at UNC (explore how it fits into Hispanic Discontinuance model and discuss funding)

Activities

- 1. Contact Ted Herrera-Colorado Springs
- B. Provide satellite student services (advising, tutoring, leisure area, social support, significant contact, information and referral)
- C. Plan and implement "Project Pipeline"
 - 1. Greeley school system - support services, recruitment, retention
 - 2. Aims transfer students - combine technical and liberal arts education
- D. Corporate adoption project
 - 1. Plan, write, develop adoption program that would incorporate schools with high Hispanic population
 - 2. Coordinate efforts with ARIX, Kodak, H.P., Monfort, State Farm, Budweiser, etc.

COMPONENT II -CULTURAL ACTIVITIES/EVENTS

Objectives

- A. Open house/inauguration
- B. Develop liaison and coordinate activities with Greeley Cultural Affairs Department
 - 1. Las Posadas - December
 - 2. Cinco de Mayo - May
- C. Poetry reading Conference
- D. Folklore presentations
- E. Pan American Day at UNC (high school and UNC students discuss current issues)

- F. Explore possibilities with Colorado Council of the Arts and Humanities
- G. Develop a folklore dance group

COMPONENT III - CONFERENCES/SEMINARS/MEETINGS

Objectives

- A. Present workshops for 1986 Conference
- B. Plan and develop theme for 1987 Winter Conference (Hispanic Discontinuance)
- C. Sponsor state conference on Hispanic concerns (education, politics, employment, economics and mental health)
- D. Sponsor two (2) seminars
 - 1. Identify and acquire moderator
 - 2. Invite 5-6 "experts"
 - 3. Select 1-2 themes (Latin Americanization of U.S.; marketing Hispanic money; economics; politics)
 - 4. Utilize video tape and cable TV and other media
 - 5. Identify potential sponsors to fund (University Program Council; Cololorado Council of Humanities, UNC Foundation.
- E. Explore possibility of hosting meetings to discuss Hispanic concerns
- F. National Conference on bi-lingual and bi-cultural education (developmentally disabled and gifted/talented)

COMPONENT IV - RESOURCE CENTER

Objectives

- A. Develop library and data banks of existing national and international resources (information, funding, grants, scholarships, technical assistance, research, models, programs, Hispanic market, fine arts)
- B. Develop a Hispanic Cultural Center brochure with description information - services and resources available
- C. Become affiliate State Data Center - work with Bureau of Census
- D. Explore computer terminal/Wang System (plug into main frame, library)
- E. Become Hispanic Clearinghouse (referral center)
- F. Minority employment resource center for school districts, industry, business

COMPONENT V - GRANTS/PROPOSAL WRITING

Objectives

- A. Bueno Center at Colorado University (look at program to learn status in regard to HB1187)
- B. Parent training for public schools
- C. LEAA - Department of Justice
- D. Drugs and alcohol
- E. Hispanic youth concerns
- F. Head start
- G. NEA/CEA
- H. Coors/Frank Solis
- I. Anheuser-Busch (Ft. Collins)

COMPONENT VI - REGIONAL TECHNICAL ASSISTANCE CENTER

Objectives

- A. Parent Participation Training (develop model plan for school districts; conduct workshops and seminars)
- B. Develop and write Hispanic Discontinuance model
- C. Explore possibility of assisting North High regarding dropout problem
- D. Develop teacher training (curriculum development - content; methodology and techniques)
- E. Develop training for Hispanic School board members
- F. Public school counselor training (develop strategies to help counselors in multicultural setting)
- G. Hispanic Student Development (retention strategies for public schools; enrollment and retention at university level)

A. SURVEY ON-GOING ACTIVITIES:

1. Student Organizations
2. Student Affairs
3. Faculty Association
4. Administration
5. External to University

B. IDENTIFY NEEDS/ACTIVITY DEFICIENCIES

1. Student Survey
2. Institutional Survey
3. Community Survey

C. SYNTHESIZE DATA

D. INTERFACE, IMPROVE AND IMPLEMENT PARTICIPATION ACTIVITIES:

EVALUATION:

The Hispanic Cultural Center will utilize external and internal resources available, including the UNC Division of Resources, Evaluation, and Development, Horizons Advisory Board, Colorado Department of Education, and others to develop appropriate assessment instruments or models.

APPENDIX F

Artifacts from after the opening of the HCC, includes:

1. (untitled and undated document). Hispanic Cultural Center.
 - A. Projection of Needs
 - B. Background of Organization
2. Minutes: Hispanic Cultural Center Meeting, August 30, 1985.
3. (undated and untitled proposal). Hispanic Cultural Center, Enrichment Services Cluster. Submitted by Frank J. Lucero and Ray Romero.
4. CAMPUS. November 1, 1985.
5. University of Northern Colorado Hispanic Cultural Center Newsletter (believed to be the first ever circulated).
6. Hispanic Cultural Center End of Year Report, 1985-1986.
7. Hispanic Horizons, Volume 4, Issue 3, (1989).

HISPANIC CULTURAL CENTER
University of Northern Colorado
1410 20th Street
Greeley, CO 80639
(303) 351-2424

A. PROJECTION OF NEED

Attracting and retaining Hispanics is a major priority to post-secondary educational institutions across the United States. Through higher education opportunities many Hispanics can develop into leaders and role models in our society. Hispanic youth need role models who can inspire and encourage pride in heritage as well as in self. Youth usually turn to a gallery of role models who do not provide them with a professionally significant focus. What is needed is a "shadowing experience" that will allow Hispanic youth to interface with Hispanic adult role models on a day to day basis.

A partnership effort between Coors and the University of Northern Colorado (UNC) could provide an intensive and structured system to meet this goal. This system would foster some of the forgotten pride in Hispanic tradition. A secondary by-product of this partnership would be in providing non-Hispanics with a more positive image of Hispanics.

Demographic projections are that by the year 1990, Hispanic Americans will be the largest ethnic minority. In reality, America's most efficient and effective resource is people or human capital. In seeking a partnership with Coors, we hope to establish a cooperative effort to inform the public of Hispanic cultural values as well as to assist Hispanic youth in becoming (remaining) a significant part of American mainstream.

B. BACKGROUND OF ORGANIZATION

On September 25, 1984, Dr. Robert C. Dickeson, UNC President, announced a summary of UNC's plan to attract, retain, and increase the population of minority students. In this summary, UNC designated the Patton House as the Hispanic Cultural Center (HCC). The HCC emerged as a UNC entity on September 3, 1985. The HCC will be an environment where Hispanic students and faculty work together to establish a success support system. The purpose of the HCC is to develop a coordinated effort to extend, enhance, and establish support systems that contribute to student recruitment and retention.

C. PERCENT (%) OF HISPANIC POPULATION

It has been documented that there is a severe school dropout problem among Hispanic students. The "Status of K-12 Public Education in Colorado", an annual publication of the Department of Education Data reported an 11.74% Hispanic student dropout rate for the 1984-85 school year; compared to a 5.4% average dropout rate for non-Hispanics for 1984-85. While this is an alarming figure, many educators feel that it is deflated. The same type of data has been reported at UNC. In the fall of 1978, 23% of the UNC student dropouts were Hispanics. Again in the fall of 1982, 18.2% of the UNC student dropouts were Hispanics. That trend has continued through present day with Hispanics accounting for 19.6% and 16% of UNC student dropouts in 1983 and 1984 respectively.

UNC is in a particularly advantageous situation for recruiting Hispanic students since Hispanics, according to 1980 census data, account for 16% of the local community population. There are approximately 137,000 (67,000 male and 70,000 female) persons in Weld County. Unfortunately, Hispanics account for only 4.1% of the total student population at UNC, indicating an under utilization of human capital and potential.

On October 15, 1985, the Colorado Department of Education 2+2 Project designated the HCC as its primary technical assistance center for school improvement. The HCC will utilize UNC's faculty and staff as well as other recognized experts for program consultation with contracted schools and other community agencies. Appendix A should demonstrate to Coors that there is widespread state and national support for the HCC. Appendix B is a series of letters of support from persons representing organizations and institutions; again, demonstrating support for the goals and objectives of the Hispanic Cultural Center.

1. CULTURAL ACTIVITIES-PLANNING AND IMPLEMENTATION. The expressed purpose of the cultural activities component of this project is to meet community needs through diverse programming to local audiences. Toward this end, an emphasis will be placed on the coordination of activities with the City of Greeley Cultural Affairs Office, Candelaria Association, League of United Latin American Citizens, and Organization of Hispanic Students at UNC. Activities planned under this component of the HCC will concentrate on increasing the awareness and involvement of the total community in Hispanic culture and concerns. These activities are designed to provide a broader perspective on world affairs from the Hispanic viewpoint. Suggested activities would include a September 16 Celebration, Las Posadas (Christmas), Cinco de Mayo, Dance Group, Folklore presentation, Poetry readings, Fine Arts displays, Teatro presentations, and Pan American Days.

2. STUDENT LEARNING EXPERIENCES. The purpose will be to plan and implement formal and informal meetings which are designed to share and discuss information of particular concern to students. The expressed objective of such meetings is to provide opportunities for students to interact with people from many academic, social and economic levels and to develop a more healthy perspective on life.

Toward this end, an emphasis will be placed on guiding students to develop an understanding of:

- a. Work which represents diverse and economic human aspects of Hispanic society and history.
- b. Living in peace together, sharing our talents and tolerating each other's differences.

Activities planned under this component of the HCC will concentrate on guiding students to develop an understanding of shared experiences and knowledge. These activities are designed to provide visual appeal, social commentary, and the potential to create alternative futures. Suggested seminars would include academic processing, establishing financial resources, future planning, health awareness, networking, news media understanding, political consciousness, and shadowing experience with role models.

3. PRELIMINARY SUCCESS - EARLY INTERVENTION PROGRAM DEVELOPMENT (DROPOUT PREVENTION). The purpose of this component has been to plan and implement intervention program development while concentrating on increasing awareness and involvement of the school community thus maximizing human capital through our schools. Toward this end, an emphasis has been placed on intensive research designed to guide students, faculty, staff, parents and community persons to develop an understanding of Hispanics and their uniqueness.

Activities planned under this component of the HCC concentrate on the design and implementation (including training) of a blueprint for school dropout prevention. These activities are designed to reveal past and present attitudes while projecting to the future. This data allows us to prepare the student (dropouts, under achievers, etc.) to be fully functional in today's society. Suggested activities will include research, consultation, training and evaluation.

D. EVALUATION

The HCC will utilize internal and external sources including:

1. The UNC Division of Research, Evaluation and Development
2. The Colorado Department of Education
3. Local educational institutions
4. The City of Greeley Cultural Affairs Office

5. League of United Latin American Citizens

6. Coors

A Time series test-retest method for determining reliability of results is suggested. The use of SPSS (Statistical Package for Social Sciences) will allow the statistical analysis of frequency distributions. Means, variance t-tests, and chi-square will be used to compare groups. The confidence levels of .05 and .01 will be used to determine statistically significant differences.

E. UTILIZATION, DISSEMINATION AND BENEFITS TO COORS

All materials, techniques and processes that are an outgrowth of the project will be made available to the widest audience possible for modification and implementation into local schools and communities. These will be made available to UNC, the Colorado Department of Education, Coors, and the Educational Resources Information Center in the form of written and video communications to enhance adaptability.

The HCC will, in all presentations and publications, recognize Coors as our primary sponsor.

Specific plans for this recognition of the Coors-HCC partnership include, but are not limited to, the following sources through UNC's Information Services:

1. News releases to 350 outlets statewide, including minority newspapers.
2. Photos with programmatic emphasis to the same outlets.
3. Story and photo in UNC's "Alumni News," most widely circulated piece (50,000).
4. Information included in any HCC publication, e.g. brochures distributed to school districts.
5. UNC's Information Services coordinate with Coors' public relations representatives for announcements in industry publications.
6. Article to the Chronicle of Higher Education.
7. Designate scholarships as "Coors Scholarships For..."
8. Campus visit by Coors' representatives to HCC staff and UNC administration.

An additional significant return is the recognition that Coors:

9. Provides Hispanics Professional aspirations and encourages Hispanic ingenuity
10. Guides Hispanics to create their own success by investing in the future of Hispanics
11. Is supportive of increased Hispanic Education
12. Has a clear vision of quality education
13. Provides a Socio-Economic Support system for Hispanics.

BUDGET

1. Salary

a.	Project Coordinator	\$ 21,370.00
*b.	Clerical	6,000.00
c	P.E.R.A.	5,406.00
d.	Consultants (100 days @ \$100/day)	10,000.00
e.	Trainers (100 days @ \$100/day)	10,000.00

2. *Scholarships

a.	Graduate Assistant Researchers (8)	22,464.00
b.	Undergraduate Workstudy (5)	2,500.00
c.	Academic Leadership Based	10,000.00
d.	Athletic/Leadership Based	5,000.00

3. *Supplies

a.	Office (consumable)	4,000.00
b.	Educational	5,000.00

4. Capital Outlay

a.	Wang PC Monitor, Key Board, Dual Floppy Disk drive, 5 slot chasis, IBM Immulation Board, Advance Word Processing, and 1 year contract for maintenance & training	3,376.00
b.	Graphics Card	400.00
c.	Basic Memory Board	750.00
d.	Local Communication Board	1,000.00
e.	Printer (Diablo 620)	720.00
f.	Additional Software	2,000.00
g.	3 Brother Typewriters	1,785.00
h.	5 file cabinets	785.00
i.	1 round table	285.00
j.	2 large work tables	285.00
k.	1 Secretarial "L" Shaped Desk	222.00
l.	1 Secretarial Chair	123.00
m.	10 Executive Style Chairs	1,730.00
n.	1 Xerox Copier	3,500.00

5. Publications (Education, Research & Cultural Journals, Magazines, Studies and Texts

2,000.00

6. Telephone

4,500.00

7. Travel

4,500.00

8. Per Diem

8,000.00

Total. \$148,170.00

- 7 -

*SPECIFIC BUDGET ITEMS REQUESTED FROM COORS

1.	Salary	
a.	Clerical - half-time	\$ 6,000.00
2.	Scholarships	
a.	Graduate Assistant Researchers (8)	22,464.00
b.	Undergraduate Workstudy (5)	2,500.00
c.	Academic Leadership Based	<u>10,000.00</u>
	Scholarships Sub-total.	\$ 34,964.00
3.	Supplies	
a.	Office (consumable)	4,000.00
b.	Educational	<u>5,000.00</u>
	Supplies Sub-total.	\$ 9,000.00
	TOTAL.	\$ 49,964.00

BUDGET NARRATIVE:

Support staff and supplies are requested for obvious reasons. The scholarship requests are for people who will staff the work of the projects eight components. Each of the components will require the research work of a graduate assistant supervised by the project director.

The graduate assistants will primarily be responsible for gathering research data for one school improvement component. Additionally, their assignment will be to identify validated interventions which can be replicated/modified to improve the educational experience.

Also, each graduate assistant will be commissioned to develop and implement a minimum of two (2) cultural activities per UNC term based on the school improvement component they are researching. Finally, the graduate assistants will assist the UNC Admissions and Financial Aid offices with recruitment and retention aspects of the offices by assisting with high school visitations and financial aid processing.

The University of Northern Colorado is wholly committed to Affirmative Action/Equal Employment. These hiring practices will be implicit in the staffing of this project. Additional funding sources will be immediately sought for the remaining \$98,206.

MINUTES
HISPANIC CULTURAL CENTER MEETING
OF AUGUST 30, 1985

Present: Tony Carvajal, Roberto Cordova, President Dickeson, Frank Lucero, Ray Romero and Nancy Scott

The purpose of this meeting was to clarify and define the governance structure of the Hispanic Cultural Center. The role of the Council on Hispanic Horizons currently chaired by Dr. Roberto Cordova, the role of the Hispanic Cultural Center Advisory Board, currently chaired by Dr. Tony Carvajal, and the relationship of these two boards to the Director of the Hispanic Cultural Center were specifically delineated.

President Dickeson presented a chronology of events that led to the establishment of the Hispanic Cultural Center. The following are the major points that emerged:

- a. The Council on Hispanic Horizons was established by Dr. Dickeson to monitor the specific recommendations outlined in the Hispanic Concerns Task Force document of 1984. One of these recommendations includes the establishment of a Hispanic Cultural Center. The Center was established in the Spring of 1985 and opened in the Fall of 1985. Therefore, one of the functions of the Council is indeed to monitor the effectiveness of the activities of the Center. A representative from this Council will be a member of the Hispanic Cultural Center Advisory Board. The Council is responsible to the President of the University.
- b. The Hispanic Cultural Center Advisory Board was established by Dr. Frank Lucero and Dr. Tony Carvajal as a result of the recommendations of the Hispanic Horizon Council. This advisory board has two structures: state and national membership, and local membership. The state and national membership will meet once a year and includes individuals from varied professional backgrounds, and a local advisory board that includes representatives from the community at large, the University, and students. The goals and objectives of the Center will be periodically reviewed and discussed by the local advisory group and the Council on Hispanic Horizons. Recommendations are to be submitted to the Director of the Hispanic Cultural Center with copies to the Vice President for Student Affairs, the Council, and the Coordinator of the Enrichment Services cluster.
- c. The Director of the Center will be responsible to the Coordinator of Enrichment Services. The specific duties of the director as outlined and defined in the PDQ will be assessed and evaluated by the Cluster Coordinator.
- d. The Coordinator of Enrichment Services is responsible for the administration of the Hispanic Cultural Center, the Marcus Garvey Black Cultural Center, the International Student Services, and the Center for Human Enrichment. The Cluster Coordinator is directly responsible to the Vice President for

HISPANIC CULTURAL CENTER

THE UNIVERSITY OF NORTHERN COLORADO
GREELEY, COLORADO 80639

SUBMITTED BY

Frank J. Lucero
Ray Romero

351-2302
351-2710

CHMENT SERVICES CLUSTER

DIVISION OF STUDENT AFFAIRS

A. Problem

Attracting and retaining Hispanic Students for the University of Northern Colorado (UNC) in a time of enrollment concerns should be a high priority. It is recognized that there is a severe dropout problem among Hispanic High School Students. The Colorado Department of Education has reported a Hispanic Student dropout rate of 11.74% for 1984-85 school year. This is an alarming high rate, yet, many educators feel that it is a deflated figure. In the fall of 1978, 23.7% of the student dropouts at UNC were Hispanic. Again, in the fall of 1982, there was an 18.2% Hispanic dropout rate at UNC. However in the fall of 1983, that rate rose to 19.6%. It should be reported that the dropout rate in the fall of 1984 was 15.9%. Lower yes, but still a cause for alarm. UNC is in a particularly advantageous situation for the recruitment of Hispanic Students since the Hispanic population is 15% of the local community; yet the percentage of Hispanic Students at UNC is only 4.1%.

B. Methodology

On September 25, 1984, the University of Northern Colorado President, Dr. Robert C. Dickeson, released a summary of the University's program to attract, retain, and increase the satisfaction of minority students. In this summary the University designated Patton House as the Hispanic Cultural Center. The Center was visualized as a place where Hispanic Students and faculty could meet and establish a support system. The purpose of the Hispanic Cultural Center was conceived as a coordinated effort to increase Hispanic student recruitment and retention efforts.

The first objective of the Hispanic Cultural Center is to coordinate cultural and educational activities which foster formal and informal associations between and among UNC students, staff and faculty, and community members. The administration of cultural and educational activities designed to foster association between and among UNC students, staff and faculty, and community members is the second major objective of the Hispanic Cultural Center. The third objective of the Hispanic Cultural Center is to develop early intervention programs in the public schools which encourage Hispanic Students to pursue a higher education career options. The Hispanic Cultural Center final objective is to provide technical assistance and cooperate in the implementation of early interventions programs in the public schools which encourage Hispanic students to pursue higher education career options.

C. Significance of the Proposed Project

The goals of the Hispanic Cultural Center are:

1. To aid in the recruitment of the targeted population students entering the University.
2. To assist in the retention of the targeted population studnets entering the University.
3. To contribute to the successful program completion of the targeted population students graduating from the University.
4. To enhance multicultural experiences of the targeted population students.

D. Project Work Schedule

1. A. Suggested Cultural Activities

Timeline

1. September 16 Celebration
2. Las Posadas (Christmas)
3. Cinco de Mayo (May)

September 16, 1985
Dec. 17-25, 1985
May 5

4. Develop Dance Group	On-going
5. Folklore Presentation	"
6. Poetry Reading	"
7. Finearts displays	"
8. Teatro Presentations	"
9. Pan American Days	"
10. Open House/Inauguration	Nov. 1&2, 1985
11. others	As necessary

B. Suggested Educational Activities

1. Student Inservice	Quarterly
2. Colorado Public Intrest Research Group	"
3. Drug Informatoin and Freferral Center	"
4. Michner Library	"
5. Registrar and Records	"
6. Student Representative Council	"
7. UNC Mirror	"
8. University Center	"
9. Audiology Center	"
10. Counseling and Testing	"
11. Disabled Student Resources	"
12. Health Center	"
13. Housing	"
14. Parking	"
15. Peace Corps	"
16. Placement	"
17. Retired Senior Volunteer Program	"
18. Student Employment	"
19. Student Financial Resources	"
20. University Center Food Service	"
21. In-touch Helpline	"
22. Student Legal Service	"
23. League of Latin American Citizens (LULAC)	"
24. Hispanics of Colorado	"
25. Students Inservice (City of Greeley)	"
26. Civil Defense	"
27. Culture	"
28. Meeker Home	"
29. Recreation	"
30. The Bus	"
31. Others as needed	"

C. Early Intervention Program Development and Implementation (Drop-out Prevention)

1. Research- To Study successful intervention programs by close examination and systematic inquiry and design a program to meet the unique needs of the Hispanic Students.
 - a. Investigation On-going
 - b. Interpretation "
 - c. Coummunication (written) "
 - d. Communication (Oral) "
 - e. Application "

f. Evaluation

On-going

2. Training- To instruct critical persons relative to their rights and responsibilities relevant to the learning process.

- a. Students
 - b. Parents
 - c. Teachers
 - d. Counselors
 - e. Administrators
 - f. Community Human Resources
 - g. Consultants
- Dependent upon gaining invitation from school districts, and University staff and faculty

3. Communications- To exchange information relative to an early intervention Program development custom designed to their particular environment.

- a. Written
 - b. Telephone
 - c. Person to Person (Travel)
- Dependent upon gaining interest from School Districts and/or University staff and faculty

Vitae of Key Project Personnel (Attached)

1. Project Coordinator
2. Researchers
3. Consultants
4. Trainers
5. Clerical

Estimated Budget

Project Coordinator (1/2time)	\$10,685.00
Clerical	15,231.00
Pera	2,851.00
Researchers (Graduate Assistants-3)	15,000.00
Consultants (Professional Daily Rates)	10,000.00
Trainers(Professional Daily Rates	10,000.00
Work-Study Student Wages	5,000.00
Supplies-Office	2,500.00
Supplies-Educational	5,000.00
Capital Outlay	2,851.00
Publications	5,000.00
Telephone	4,500.00
Travel	4,500.00
Perdiem	8,000.00
	<u>\$101,267.00</u>

CAMPUS

November 1, 1985

University of Northern Colorado

Vol. 4, No. 2

Hispanic Cultural Center plans opening

The debut for the Hispanic Cultural Center will feature all the gala and excitement of a traditional fiesta.

The center was founded to enhance and develop support systems to recruit and retain students, with particular focus on the Hispanic student. Many cultural and educational activities will be coordinated for UNC students, faculty and staff.

The idea for a cultural center began a few years ago when Hispanics on campus felt a need to meet formally or informally and "create a type of family atmosphere," according to Frank Lucero, director of the center.

"I'm hoping this will increase the number of Hispanic students at UNC and decrease the drop-out rate," he said.

The activities will begin at 3 p.m. Friday, Nov. 15, with a Hispanic Celebration at the Patton House, 14th Avenue and 20th Street.

Presentations will be given by President Robert Dickeson, Tony Carvajal, assistant to the president, and Lucero. Bernardo Valdez, former Denver Public School Board president, will deliver the keynote address.

Velma Navarro, former Colorado State fiesta queen, and Shelly Navarro will provide entertainment in conjunction with a food fare and fiesta.

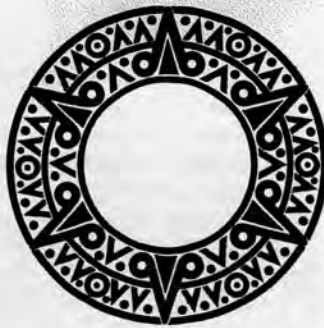
A banquet featuring international cuisine is scheduled for 5 p.m. Saturday, Nov. 16, in the University Center Ballroom. Paul Salas, J.D., vice chair, State of Colorado Board of Agriculture, will speak on the program's potential through increased participation.

A variety of entertainment will be provided by Deborah Romero and the Lasso Dance Group, Carvajal and Carvajal in a Beethoven piano concerto, and the University High School



Frank Lucero
Singers. The Office of the President, Hispanic faculty and students will host the banquet.

The cost is \$25 per couple or \$12.50 single, plus a cash bar. Reservations should be made by Tuesday, Nov. 12, to the Hispanic Cultural Center. *Kelle Hitchborn, Student Writer*



UNIVERSITY OF NORTHERN COLORADO HISPANIC CULTURAL CENTER NEWSLETTER

1985; Paving the Way

Frank J. Lucero, Ph.D. — Director, Hispanic Cultural Center

School year 1985-86 was, for the Hispanic Cultural Center (HCC), a year of assessing the best methods to serve the Hispanic student population at UNC. It appeared clear that the primary purpose of the HCC was to guide students through a successful university experience. Did this mean academic advising, career planning, counseling, tutoring, and helping with financial aid? Could one office, one center, offer all those things to all students? UNC already has offices and centers developed and staffed to serve those functions. However, students often have had difficulties requesting assistance for service. Therefore, we perceived that the HCC would function

best by "networking" with these offices to assist students, through referral, in gaining priority for service from these offices.

We also soon determined that approximately 5 percent of the UNC student population is Hispanic. While this number is considered satisfactory at many institutions of higher education, UNC has made a commitment to diversity, to cultural pluralism. Thus, it was decided that a second major purpose of the HCC is to increase the percentage of Hispanic students at UNC.

A third priority is to increase UNC faculty, staff, and student awareness and appreciation of the Hispanic culture. In addition to planning and implementing

a number of seminars to meet this goal, we have made the HCC a nice place to visit. Video games, TV, and quiet places for individuals and groups to study, relax, and socialize are available.

Finally, the HCC has begun a Job Information Service in coordination with Career Placement, Affirmative Action, Student Employment, and Job Service. The job information we receive is placed on an Information Board. Many people have been assisted through this service in securing part-time and full-time employment. Come in (Hispanic or not) and visit with us! We would like to get to know and serve you.

La Lucha Comun del Pueblo Afro-Americano Hispano

Herman George, Jr., Ph.D. — Assoc. Professor and Coordinator Black Studies Program

Se debe declarar el principio que hay mucha gente de color en Hispano-America y el Caribe, quienes trazan su herencia a Africa. Se calcula la cifra a unos treinta y cuatro millones de personas, por lo menos, en veinte paises de estas regiones. Para el Programa de Estudios Afro-Americanos, este hecho tiene suma importancia.

No damos cuenta de que el pueblo afro-americano y el pueblo hispano les toca mas frecuentemente las problemas de analfabetismo, pobreza, falta de servicios medicos, falta de trabajo, y estructuras residenciales insanas. Es decir, sufrimos los dos de la maldicion del subdesarrollo.

El Programa ofrece cursos como el

BLS 300, "Comparative African-American Cultures", y el BLS 305, "Survey of African-American Literature que tratan de iluminar las experiencias historicas y culturales del pueblo afro-americano comprendiendo el termino "americano" en su verdadero significado, desde Alaska hasta Tierra del Fuego. Aprovechese de el.

Join the OHS

Sheryl L. Jimenez — Director, Public Relations

The Organization of Hispanic Students (OHS) is a chartered club within UNC. Our organization is diverse in its membership, its activities and its goals. We strive to provide an educational, social, and cultural outlet for all UNC students, staff and faculty.

As members of OHS, we believe that being involved is what makes your

college experience worthwhile. Throughout the year we sponsor parties, dances, retreats, and fundraisers for our members and community. We also coordinate cultural events with the City of Greeley Cultural Affairs Department and the Student Representative Council for holidays such as Cinco de Mayo and Semana Latina.

We take pride in our organization and we invite all UNC students to be a part of the enthusiasm and commitment that OHS represents. If you would like to join OHS, call the OHS office located in the University Center Activities Area at 351-4877 or the Hispanic Cultural Center at 351-2424.

LULAC — What is It?

Roberto Cordova, Ph.D. — State Director, LULAC of Colorado

The League of United Latin American Citizens, our nation's oldest and largest Hispanic volunteer organization, was established in 1929 in Corpus Cristi, Texas by six Mexican-Americans. Today, LULAC has 110,000 members in 47 states and three foreign countries. LULAC also maintains a national office in Washington, D.C., with a full-time executive director and staff.

LULAC's primary goal is equality for Hispanics in education, employment, housing, and the judiciary system. LULAC also advocates community service employment and training, voter registration and pride in our beautiful Hispanic heritage and culture.

We have made significant ac-

complishments in the areas of employment and education. We co-sponsor, with the American G.I. Forum, "SER Jobs for Progress" which spends millions of dollars annually to train and help Hispanics find jobs.

Though employment of Hispanics is important to LULAC, the education of Hispanic youth has been and probably always will be our primary goal. We promote education through local LULAC youth councils. We have also established 12 National Educational Service Centers nationwide to provide counseling and tutorial services to junior and senior high youth, scholarships, and a co-sponsored \$50 million low-interest loan program to help Hispanic students

attend college. In addition, through local councils, LULAC has awarded hundreds of thousands of dollars yearly in scholarships for Hispanic youth.

Finally, I invite those who believe in taking action, who believe in teamwork, who believe in the beauty of our Hispanic culture and people, and who believe in equality for Hispanics in all practices, policies, and programs in all American institutions to consider joining our outstanding organization.

For more information about LULAC of Colorado, Contact:

Mr. Leo Cardenas, Chair
Membership and Publicity
333 West Colfax #210
Denver, CO 80204

Black-Hispanic Coalition

George R. Garrison, Ph.D. — President

The Black-Hispanic Coalition (BHC) was formed in Fall, 1983, after a group of faculty and staff members took the initiative to call a meeting to address certain issues of concern to ethnic people on this campus. They explored the possibility of creating an organization and charting the future of the Black-Hispanic relationship with the University.

One of the main objectives of the BHC is to have meaningful input into the future agenda of the University regarding:

- the recruitment and retention of ethnic students,
- the removal of barriers to meaningful integration of and interaction among students, faculty, and staff members at all levels,
- the revisions of curriculum to reflect in programs and courses the state of cultural pluralism that exists in the broader society and which depicts positively the cultural traditions and contributions of ethnic groups.

Another important objective of the BHC is the establishment of lines of communication and mutual networks of support between Black and Hispanic communities throughout Colorado.

It is our belief that the future progress of our people depends upon the effective use of all the resources at our disposal. Concretely, this mutual assistance network manifests itself as an advocate organization because it is concerned with the just and equal treatment of ethnic group members on this campus, we believe in affirmative action, equal opportunity, equality among peers, academic freedom, mutual respect, cultural diversity and constructive collegiality.

The ultimate aim of the BHC on UNC's campus is to help foster a wholesome environment for faculty, staff and students; to contribute positively to the mission of the University; and to contribute meaningfully to the intellectual, social, and moral

development of Black and Hispanic students.

The BHC works closely with the Organization of Hispanic Students (OHS) and the Black Student Union (BSU); both are represented at the monthly meetings of BHC. Regularly, the BHC, OHS, and BSU coordinate efforts with the Hispanic Cultural Center and the Marcus Garvey Black Cultural Center. There is a firm base of commitment and cooperation between these organizations. The meetings of BHC are held alternate quarters at the Hispanic Cultural Center and the Marcus Garvey Black Cultural Center.

The future mission of the BHC is dynamic, not static. It will change to reflect the needs of its constituency. It exists to serve

The HCC: A Symbol

Phil Wishon, Ph.D. — Professor of Elementary Education

Looking back, I remember vividly the happy spirit that engulfed us all when the planning and dreaming about the Hispanic Cultural Center at UNC finally paid off in the form of a real facility and real director — Dr. Frank Lucero — a person in whom everyone had a great deal of confidence. There was a lot of handshaking and a lot of toasting and a lot of smiling back then — not so long ago, actually — for a momentous milestone had been reached in the mind of everyone who shared the dream.

Huddled in the dim corridors of the

Center for a couple of weeks this past summer, working on a report with Frank for the Colorado Department of Education, the spirit of those early weeks began to fade. Long hours, few resources, and hard work on the part of a small cadre of people gave us all a good jolt of reality. Turning dreams into reality is not easy; but being in the company of tireless dreamers helps keep us all on a well-directed (if sometimes wavering) path.

Perched atop our small hill, the Hispanic Cultural Center represents

nothing so much as a small embattled fortress — a tiny sanctuary where visions never fade. Within these walls, victims of prejudice and injustice find peace of mind, and embittered souls can find hope. The center is a safe harbor for those who have known the sting of bigotry and the bite of tolerance. The center is a fragile and sometimes threatened bastion, preserving the hopes of the hopeful and supporting the work of the willing. It is a home.

WHY?

Sal Salazar — *Al Fente de la Lucha*

The reality of our lives, and the lives of the Spanish speaking people in Greeley and Weld County, is that we are not united in the struggle about the issues that affect us most. The system leaves us behind.

A good example is education. Our young people drop out of school—or are pushed out. Less than half graduate. Why does this happen?

We Hispanic/Chicanos must realize that if we don't get involved with the school system that exists to educate our children, we will continue to hold

lower-paying jobs, we will continue to be highly represented in the courts, and we will continue to serve a high number of jail and prison sentences.

The truth is that we can control our lives. By forming a united front, we can create an atmosphere in which the educational and other discriminatory systems must change. The system only works for us if many people unite. If we don't, our needs will be ignored. The needs of Hispanics are different than those of other people.

One reason is that we suffer from

discrimination. We are viewed as people who cannot accomplish things. There is no perception that we can become doctors, lawyers, or professionals in other fields.

We need to support this newsletter, for it is about us as a people. Sharing our problems is the way to solve them together. This newsletter is news about our people, information for us, and education to help us better understand our opportunities and rights as citizens. Without our support, there is no reason for the newsletter.

CHE-Center for Human Enrichment

Sharon McMorow — Tutorial Program Coordinator

The bond between the Hispanic Cultural Center (HCC) and the Center for Human Enrichment (CHE) may soon be growing stronger. Directors of both programs, Frank Lucero and Ray Romero, are exploring the possibility of expanding CHE's tutorial services by locating a UNC Learning Center in the

basement of the HCC.

Several students from the HCC and Organization of Hispanic Students have offered to paint the walls, and some desks, chairs, and tables have already been moved in. CHE's full-time staff and peer tutors will operate the Learning Center to offer individual and group

tutoring for several hours a day.

The benefit to CHE and the HCC will be mutual. For CHE, the Learning Center will provide much needed space to expand its services. And HCC students will be only a few steps away from the perfect study environment and the campus' best tutors.

HCC Seminars

Lori Gurrola — Seminar Organizer, HCC

The major purpose of the Hispanic Cultural Center (HCC) at UNC is recruitment and retention of Hispanic Students. The HCC has chosen to create a series of seminars in order to educate students, faculty, staff and the community about the major issues facing Hispanics today. A list detailing the title, day, and time of each seminar follows. Each seminar is also taped on video cassette for future student, staff,

faculty, or community use. If you are interested in video tape rental, or have any questions regarding the seminar, please contact Lori Gurrola or Roberto Gonzales at 351-2424.

HISPANIC HERITAGE: A Historical Perspective
◊ Thursday, January 8th — 5:30-6:30 pm
BILINGUAL EDUCATION: Past, Present, and Future Perspectives
◊ Thursday, January 22nd — 5:30-6:30 pm

HISPANIC DANCE: An Experience in Elegance
◊ Thursday, February 5th — 6:30-7:30 pm
HISPANICS: A Perspective from the Business Community
◊ Thursday, February 19th — 9:30-11:30 am
HISPANICS AND THE CIVIL RIGHTS MOVEMENT
◊ Thursday, February 22nd — 7:00-8:30 pm
HISPANICS AND CAREER OPPORTUNITIES
◊ Thursday, March 5th — 9:30-11:30 am

NOTE: ALL Seminars will be held at the Hispanic Cultural Center.

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HISPANIC CULTURAL CENTER

END OF YEAR REPORT 1985-86

1985-86 was a year of infancy for the HCC. It served as a beginning, a springboard from which a needs assessment could be launched. From this beginning, stability can be realized. The foundation, in becoming a recognized and respected, entity in the local, state, and regional area served in the development of a master plan for 1986-87. The master plan is realistic, in terms of fiscal and human resource potential, and is a map which can be converted into Hispanic Student recruitment and retention gains. The network developed through accountability and practicality in Student Affairs is realistic when human and fiscal resource potential is disclosed.

A primary goal of the HCC has been to aid in the recruitment of Hispanic Students for the University of Northern Colorado (UNC). With this in mind, presentations were made to various audiences (students, parents, teachers, and administrators) from many school districts, including- Greeley School District # 6, Denver Public Schools, St. Vrain School District, Pueblo School District # 60, Fort Collins School District (Poudre R-1), and Grand Junction (Mesa County School District # 50). In all presentations to these audiences, the major theme was that UNC is an institution which offers a wide range of degree programs and has formally institutionalized support systems, like the HCC, for Hispanic Students.

The second major goal dealt with Hispanic Student retention. On campus, avenues were explored which included networking with other Student Affairs offices-Financial Aid Resources, Counseling, and the Enrichment Cluster- and other local entities for student employment possibilities such as Rocky Mountain SER and Western Area Power Administration. This networking proved very fruitful as many student concerns were handled in a timely fashion and 40+ students were assisted in locating part time/summer jobs. Other off-campus networking included forming an alliance with the Colorado Department of Education (CDE), and local school districts in efforts to; 1) impact the Hispanic Student dropout rate from public schools, and 2) demonstrate that UNC's human resources can impact student retention at the public school level as well as at UNC. An objective of this goal was the initial development of a dropout prevention model. Due to human resource limitations, this objective has been abandoned. However, the research and knowledge accumulated served to make the HCC a recognized entity throughout the educational community in Colorado and with many associations throughout the Southwest region.

The final goal of the HCC was the enhancement of multicultural experiences for Hispanic Students at UNC. Toward this end, a number of activities were sponsored or co-sponsored by the HCC, including- the HCC open house, reception, and banquet, the Cinco de Mayo/Semana Latina celebration, El dia de los Muertos, El dia de Las Flores, and the UNC International Fest. Further, the HCC sponsored-two major UNC Hispanic Student Leadership Development Retreats, the Spring Statewide Chicano Student Leadership Conference, and seven (7) UNC Hispanic Students to present at the National Chicano Student Conference held at Berkeley, California, February 7-10, 1986.

Finally, the needs assessment has disclosed the real and the practical in terms of the HCC mission. The year of infancy and gentle persuasion has developed into an action plan which is solid and has support from sources internal to UNC and from the local, state, and regional community.



HISPANIC HORIZONS

VOLUME 4

UNIVERSITY OF NORTHERN COLORADO

ISSUE 3

Bright Futures

by Mark H. Hunter

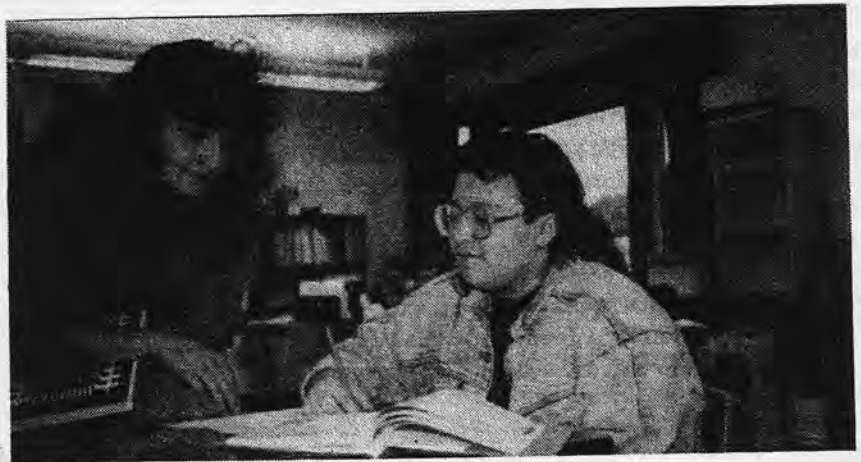
Why would 16 seventh and eighth graders stay after school every day until five o'clock--and like it? Because in only two months, their grades have come up, that's why.

The Bright Futures Program at North Valley Middle School is off to a humming start. The teachers are happy, the administrators are happy and especially the students are happy.

Anna Ochoa says her grades are "definitely better" than last semester. She says "it's worth staying after school for."

Bright Futures is a tutor-mentor program where University of Northern Colorado students go out to North Valley, Greeley Central, and Platte Valley schools. After school, the U.N.C. tutors meet with middle school and high school students to help them with their homework, study for tests and be a friend.

U.N.C. elementary education major Debbie Hejl oversees the project which is a recruitment tool of the Hispanic Cultural Center on the U.N.C. campus. Hejl says she



Donna Padilla checks Anna Ochoa's homework.

was apprehensive at first trying to organize all three programs, but after two months she is "glad to see it working."

The program is totally voluntary for the students. Nobody tells them to stay after school because they are in some kind of trouble. They are there because they want to be.

Some of the students know each other from their class, but sometimes they make new friends. Hejl says she likes to "see them interact" with one another. "They are being bonded as a group," she says. The bonding affects their

other lives outside of the classroom while at the same time improving their study skills.

Lucy Montoya, a case manager for school district RE 1, was at North Valley the day we visited. She says she likes the program and it "fulfills needs" of the students. Sometimes they just don't want to go home at five o'clock, she says.

She says she has gotten lots of favorable comments from the teachers at the school. The homework has gotten better and many of the students are doing

Beyond 2000, Hispanics in the 21st Century

"What will the U.S. society look like in 20 or even 50 years?" "Where will the jobs be?" "What will our families look like?" The future has a striking resemblance to the weather in one respect: everybody talks about it but nobody seems to be doing anything about it.

Advances made in the fields of medicine, high technology, and genetic engineering are changing the course of human history and transforming the way humankind lives. Many innovations in business, government, and education, reflect the way we communicate, work, relax, and travel. These, and other innovations, will continue to affect our lives.

Where are these innovations and can we study them effectively and efficiently to understand the future of Hispanics in the United States? The most important area affecting our future is education. The education trends described show where the United States is going, who the new actors are, and what new educational technologies will be. But, especially with relation to Hispanic America, there remains much to be done. It is imperative that we secure improvements in our educational system which will enable our Hispanic youth to compete in the increasingly competitive and global economy.

There are areas, besides education, where improvements must be made. Entrepreneurship must be encouraged. Sooner or later, as the average life-span increases to over 100 years, the mandatory retirement age will have to be raised. Hispanic human resources need to be ready to be used to bring all Hispanic (men and women) wages up to equity with their white male counterparts.

Finally, we need to be able to do long term planning. As Rocha states, "the bottom line syndrome that pervades society causes both our government and its citizens to set their sights on short-term profits at the expense of our future."

Some trends for the 21st century follow:

1. The growth of a national society as intermarriages mix cultures.
2. More international travel for business (multinational corporations), vacationing, and more foreign and cultural exchange program participation.
3. Development in high technology, mass media communications, medicine, education and business cooperation, and higher education.
4. Our labor force will see more specialization, growth in the service sector.
5. More entrepreneurs will model the drive to succeed as measured by economic success, 85% of the labor force will be working for firms that employ fewer than 200 people, and smarter buyers will affect manufacturing accountability.
6. The old idea to conform and blend in with the group is giving way to cultural diversity (pride in cultural heritage and a general acceptance of differences in all aspects of society).
7. Family trends will also be impacted through later marrying, a decline in birth rates, a decrease in the divorce rate, and the growth of the aged population which may in turn affect extended families.

To Hispanics, being competitive beyond the year 2000, is going to require intelligent long-term planning based on national expectations. We cannot do that if we are dominated by tunnel vision. Again, to insure a strong future for our families that follow us, we need to be doubly focused to respond to the challenges that lie ahead.

Hispanics in America have a lot to look forward to. The curtain is just beginning to rise on a marvelous future.



HISPANIC HORIZONS

Published as part of the Hispanic Cultural Center's mission to increase Hispanic student recruitment and retention, and in the enhancement of cultural appreciation within UNC and the greater community.

Hispanic Cultural Center
Director
Frank Lucero

Graduate Assistant
Mark H. Hunter

Troy Ricke
Editor

Charlene Hernandez
Writer

Rochelle Garcia
Advertising Director

Mary Quam
Hispanic Cultural Center
Secretary

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1410 20th Street
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(303) 315-2424
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better on their tests also. Until the Bright Futures Program came along, many of the students didn't even turn in their homework.

"Now they do," she says.

Montoya says so far they haven't even had any students drop out. In fact, the program is growing.

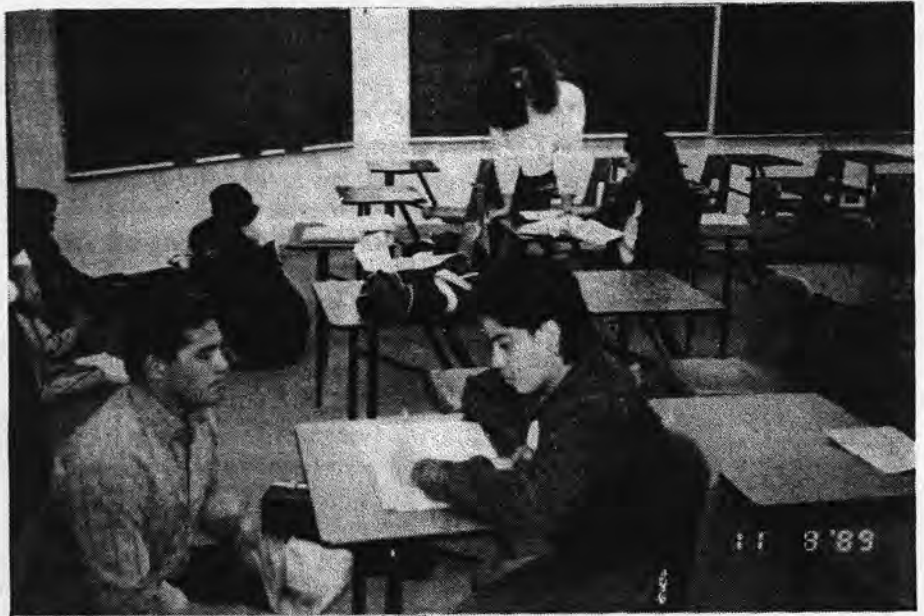
"Friends are bringing friends," she says, and she anticipates a larger group through the winter semester.

The program is popular with some of the coaches, Montoya said. Four of the 16 students at North Valley played football, but they went to Bright Futures to get their homework done before they went to practice, she said.

They intentionally chose a room with lots of blackboards, Montoya said. The students can practice their mathematics with lots of room to erase figures, and they can also play word games on the chalkboard.

Montoya is also pleased with the U.N.C. mentors in the program. "They are providing the students with positive role models," she said, "and it's good for the tutors to be able to get experience working in small groups."

Donna Padilla, a U.N.C. junior majoring in Kinesiology, (that



Franklin Gonzales helps Adrian Solano and Stacey Chacon helps Esperanza Celiz.

means physical education) said the program "started out a bit disorganized, but other than that, I think it's going very well." Padilla says this is her first experience tutoring and she likes the feeling she gets "contributing to their success."

At first she was apprehensive helping students with subjects that were distant memories to her. "After awhile, it all comes back," she said. "It breaks out the

cobwebs and gets my mind thinking." "College courses seem so intellectual," she says, but she "likes tutoring the middle school students because it takes her 'back to basics' again."

After awhile the tutors become "informal counselors," Padilla says. Students tell her things they wouldn't tell their teacher or their parents, and she respects that trust.

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Occasionally one of the students "will come off with an attitude," Padilla says, and sometimes the tutors have trouble trying to figure out how to deal with it. Mostly they just use a little diplomacy and talk things through with the student. She has seen a big change in some of the grades, and "that makes me feel good."

So what do the students think of the Bright Futures Program? We asked a foursome sitting in the corner playing Uno what they thought. They had their homework done and were killing some time. A.J. Grant said, "I think it's neat. I do my homework, get it done in time to turn it in."

Josh Ramaker thinks "it's pretty cool." Has it helped with your grades and homework? "Yeah," he said as he dealt another card. Juan Celiz was about to go Uno and didn't want to be bothered with questions--he was busy. "It helps me get my homework done," he said out of the corner of his mouth. He was concentrating on what card Jessica Esparza was going to lay

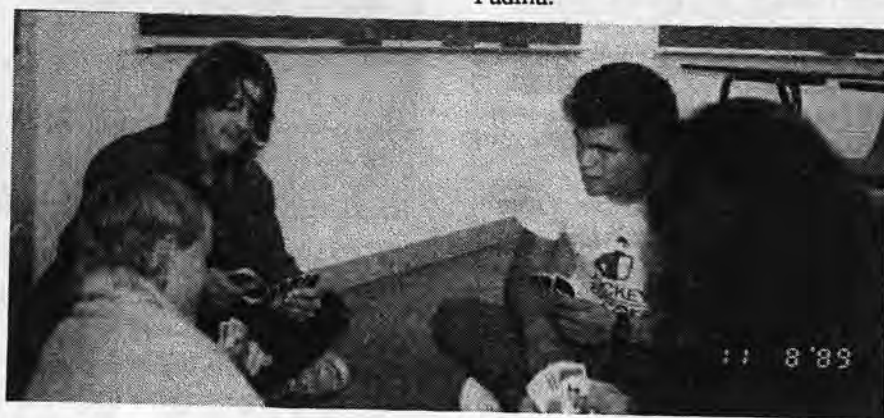
down. "My grades are a lot better," she said, playing a wild card and changing color.

Their grades are improving, they're having fun, and making friendships. A nosy reporter asking questions and taking pictures sometimes distracts from the important things going on, like playing Uno.

The Bright Futures Program at Greeley Central and Platte Valley will be featured in upcoming editions of *Hispanic Horizons*.



Lucy Montoya, Debbie Hejl, and Donna Padilla.



A.J. Grant, Josh Ramaker, Juan Celiz, and Jessica Esparza playing Uno.

Hispanic Population Booming in U.S.

Washington (AP) In nine years, the number of people of Hispanic origin in the United States has grown by 5.5 million, the Census Bureau says.

"This is our first estimate of over 20 million," Jorge Del Pinal, chief of the Ethnic and Hispanic Statistics Branch at the bureau, said October 12. "It's up from about 14.5 million in 1980."

Hispanics constitute 8.2 percent of the U.S. population and are one of the fastest growing large population groups. The bureau said immigration was a major factor in the increase, accounting for about half of the growth.

About two-thirds of the Hispanics in the United States live in just three states. California leads with 34 percent, followed by Texas at 21 percent and New York with 10 percent.

Florida has eight percent of the nation's Hispanics, and there are

significant populations in Colorado, New Mexico, Arizona, New Jersey and Illinois, the bureau reported.

The largest segment is Mexicans at 12,567,000, followed by people of Central and South American origin, 2,545,000, Puerto Ricans, 2,328,000, and Cubans, 1,068,000.

Hispanic AIDS Programs Needed

(Denver Post) AIDS programs must be tailored to minority cultures or the message won't be heard among those groups, which are hit extra hard by the disease, a statewide conference learned in early October.

Nationally, blacks make up 12 percent of the population but 27 percent of the AIDS cases. Hispanics are six percent of the

population but represent 15 percent of AIDS cases. Asians and Native Americans have smaller, less well-recorded incidences of the disease.

"This is the beginning of a long-term epidemic," said Dr. Joyce Kobayashi of Denver General Hospital. "We must develop culturally sensitive approaches to treatment, prevention and education. We need to know how to reach people so they hear..."

Two of the reasons for the growing problem among minorities are denial and lifestyle. Blacks and Hispanics don't accept homosexuality as part of "their" communities, Kobayashi said. Practices that are risky, such as intravenous drug use, are on the rise in some minority groups.

People with AIDS are viewed in those communities with less

support, more stigma and receive less health care, she said, adding that for minorities, "AIDS is underdiagnosed."

Minorities should learn from the gay community how to deal with the problem, by taking action themselves. "We're the only ones who can get out and do something about it," said David Young, a Hispanic who tested HIV positive four years ago.

Since 1982, when the first case was diagnosed, Colorado has had about 1,150 confirmed AIDS cases. It is thought about 20,000 more Coloradoans are infected.

About 300 health care professionals met at the Denver Hotel the first week of October. The conference was sponsored by the Colorado Health Department and co-sponsored by Denver AIDS Prevention, Colorado AIDS Project, Colorado Department of Education, and the Minority AIDS Coalition.

Central Credited for Dropout Rate

(Greeley Tribune) Fewer Hispanic students quit school last year than any time in the past decade in Greeley-Evans School District 6, according to a report released in October.

Also, last year's dropout rate for all students was one of the lowest for District 6 in this decade, according to the report.

School Superintendent Tim Waters credits the lower rate largely to success at one high school. "The high school dropout rate is down fairly dramatically, and that's really a reflection of the work done primarily at Greeley Central High

School," he said.

The report showed a decrease from last year's figure of 9.5 percent to 7.7 percent this year. The lowest dropout rate in the district was reported in 1982-83, when the district rate was also 7.7 percent.

The dropout rate for Greeley Central for Hispanic students was 15.3 percent, down from 23.9 percent the previous year. Central principal John Christensen said the lower rate isn't the result of any one program, but stemmed from a general effort at school to be aware of the dropout problem.

Hispanics, Blacks Twice as Likely to be Robbed

Washington (AP) Blacks and Hispanics were about twice as likely to be crime victims as whites last year, the Bureau of Justice Statistics said in October.

While whites were robbed at the rate of 4.7 per 1,000 people during 1988, the rate for blacks was 9.4 and for Hispanics, 10.1, according to the bureau's National Crime Survey.

Crime rates were highest in the West- 126 personal crimes per 1,000 persons and 224 household crimes per 1,000 households. The Northeast had the lowest rates-73 personal crimes per 1,000 people and 115 household crimes per 1,000 households.

Males, young people, inner-city residents and renters also were more likely to have been crime victims last year.

The rates of violent crimes and personal thefts increased last year

for the second straight year but remained below the high rates of the 1970's and early 1980's, the bureau said.

The National Crime Survey figures for 1988 were based on interviews with 101,000 people 12 years or older in 50,000 homes.

Watsonville Bias Deepens, Hispanic Homeless Claim

Watsonville, CA (AP) The quake that left at least 1,000 people homeless here deepened the long-standing fissures in the relations between authorities and the majority Hispanic population, community activists say.

"We've had a long history of neglect and discrimination here in Watsonville," said Cruz Gomez, an

activist and city council candidate. "We have historically been left out of the political process and are accustomed to lots of promises and no action."

Cruz confirmed the complaint was filed and that Department of Justice mediators were meeting Watsonville's Hispanic leaders.

Hispanic residents left homeless by the disaster Oct. 17 charged the city was unresponsive to their post-quake needs. Community activists said most of the 1,000 to 3,000 people left homeless in the agricultural city of some 28,000 residents were low-income Hispanics.

The city initially failed to dispatch Spanish-speaking rescue workers to help Hispanics and didn't distribute literature in Spanish explaining relief programs, according to community leaders.

Professor to Head National Association

Lynn Sandstedt, chair of the University of Northern Colorado Hispanic studies department, has been elected to head the American Council on the Teaching of Foreign Languages. He will serve as president-elect in 1990 and president in 1991.

ACTFL, a national association of foreign language professionals, is dedicated to promoting and fostering the study of languages and cultures as an integral component of American education and society. A primary goal is the improvement of teaching and learning at all levels of instruction in all languages.

Sandstedt, a native of Sterling, Colorado has received many honors and awards, including the 1989 Distinguished Service Award, the highest honor given by the

American Association of Teachers of Spanish and Portuguese; the ACTFL Florence Steiner Award for Leadership in Foreign Languages Education; the Colorado Department of Education Celebration of Teaching Excellence Award; the Colorado Congress of Foreign Language Teachers Excellence in Scholarship Award; the UNCM. Luucile Harrison Award; and the induction into the U.N.C. Centennial Hall of Fame.

He has served in numerous capacities for professional associations, including membership on the ACTFL Executive Council; president of the American Association of Teachers of Spanish and Portuguese; founding member of the Southwest Conference on Language Teaching board of directors; and past president and

board of directors member of the Colorado Congress of Foreign Language Teachers.

Sandstedt serves as editor of *Peals*, the CCFLT journal, and co-editor of the monograph series of the Southwest Conference. He was co-chair of the Colorado Task Force on Foreign Language Education and a member of the ACTFL Teacher Training Guidelines Committee.



"Sesame Street" Star Spoke on Hispanic Role Models

Sonia Manzano, who portrays the bilingual character Maria on the children's television show "Sesame Street," discussed "The Importance of Hispanic Role Models" during her presentation at the University of Northern Colorado.

Her presentation, sponsored by the University Program Council, was free and open to the public. It occurred 8 p.m. Monday, November 6, in the University Center Ballroom, 11th Avenue and 22nd Street, Greeley.

In her presentation, Manzano spoke on the need for developing individuality, as well as outlining the ways she tries to use her own influence in a positive manner.

Now in its 19th season, "Sesame Street" has won almost 30 Emmy awards. The show is seen in more than 60 countries spanning six continents, making it the most

widely viewed children's television program in the world.

However, "Sesame Street" hasn't been the only forum for Manzano's talent. She appeared in the original production of the musical "Godspell," while attending Carnegie-Mellon University as a drama student. She performed in the off-Broadway hit again in 1972.

Her other stage credits include parts in "The Living Room" and "Happy New Year," as well as directing and acting roles in "Appearing in Person Tonight: Your Mother." Her film credits include "Death Wish," "Fire power" and "Night Flowers."

Manzano is a member of Ensemble Studio Theater, a professional organization that promotes new theatrical works, and does voice-overs for "Sesame Street" divisions.



Sonia Manzano

Professional Profile: Dave Cessna

by Charlene Hernandez

Taking on the position of Assistant Director of Career Services means assuming a lot of responsibility, but that didn't intimidate Dave Cessna.

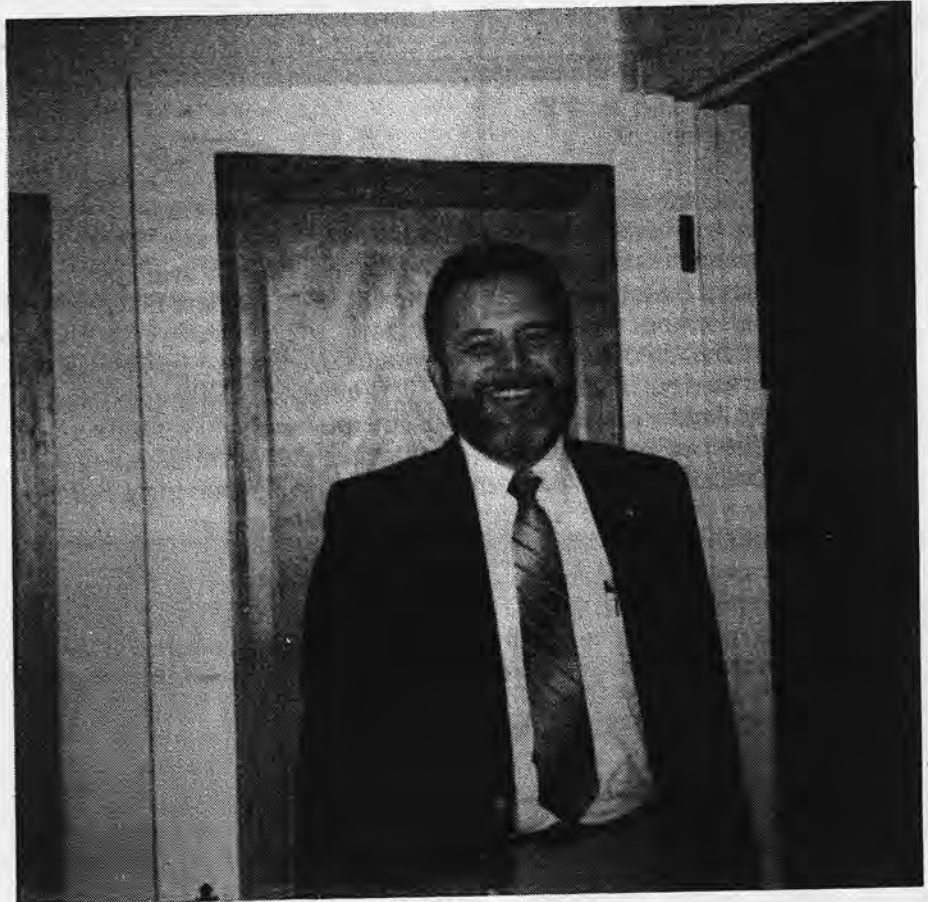
Cessna accepted the position three months ago. When asked why he came to U.N.C. he replied, "I spent the last two years at the University of Colorado Boulder. I felt like coming home to U.N.C."

He earned his Bachelor of Arts in Biological Science at U.N.C. He then went on to Colorado State University and received his Master of Arts in Education. Continuing his studies, Cessna also attended the University of Denver, Colorado University at Boulder, and Loreado Heights University.

Cessna hopes that more Hispanic students will utilize the resources at the Career Services Center. "You can count the number of Hispanic students who use our services on your hand," he commented.

Making the programs at Career Services more noticeable is Cessna's main objective. "One of my goals for the year is to do an outreach program with Hispanic students," he said. "I want to develop some communication lines with Hispanic students by working with Dr. Frank Lucero, Assistant Dean of Students for Cultural Diversity, and also with the Hispanic Cultural Center."

Some of the programs he hopes students will become more aware of include, Career Counseling Services, Major Selecting Assistance, Co-op Educational Internships, Resume Writing and Interviewing Workshops and the Career Resources Library. "We also contract employers for recruiting opportunities here on campus," added Cessna.



Helping students is not his only goal for the year. He is also determined to make the faculty more aware of the Career Counseling services available, including the mentorship program.

Working with Hispanic students is not a new experience for Mr. Cessna. He has participated in the Hispanic Advocacy at C.U. Boulder, and was co-sponsor of the Hispanic Student Alliance at the University of Denver.

Although he put a lot of time and effort into some of these programs, they did not always turn out as well as expected. "The major problem I've noticed with Hispanic students

is isolation," he said. "They isolate themselves not only from society, but also from each other."

When asked what he thought of U.N.C. from what he had experienced so far, he stated, "Compared to the many other schools I've been to, U.N.C. does the best retention job in the state."

Cessna plans on working with the Hispanic Cultural Center in one of their new programs, "Bright Futures," by organizing a panel for the students of the program.

Cessna lives in Boulder with his wife and four daughters, all of which are continuing their education at a variety of different universities.

Financial Aid

by Charlene Hernandez

The first step in applying for financial aid is to obtain an American College Testing (ACT) Family Financial Statement (FFS) from your high school counselor or from the financial aid office at your college or university. These will be available after January 1, 1990. Financial assistance awards are based on information received from your's and your parents' or guardians' tax forms. Income verifications are required from tax forms from both parents and students, and must include proof of non-taxable income benefits such as child support, alimony, social services (ADC) and social security or pensions. Instructions regarding specific information necessary to complete the FFS is explained in the booklet accompanying each packet, or you can contact the Office of Financial Resources at the college or university in which you are applying for assistance. Enclose the appropriate fee and mail the ACT-FFS.

DEADLINES

It is important that you meet the deadline date. Often, students who are eligible for financial assistance do not receive any because they miss the deadline. Mail the ACT-FFS application form by February 15, 1990. The deadline for receiving the application is March 1, 1990. If you are planning to attend the summer term, you

must submit an application for summer financial aid. This application will be available from the Office of Student Financial Resources on January 16, 1990 and should be returned by February 16, 1990 to receive full consideration. Remember, when you miss a deadline, you are eliminating yourself from receiving a full financial aid package.

PROCESSING

You must submit all required documentation. Respond promptly to any requests for further information. Call a financial aid counselor to verify whether additional information is needed. Don't assume that the information is not needed or is not important. The most common mistake students and parents make is to ignore a request for information from the financial aid office. It is a good idea to make xerox copies of all necessary financial information, such as tax forms, in the event that they are lost in the mail or misplaced.

Approximately six weeks after you mail in your ACT-FFS, you will receive a report to verify that your application was received, processed and sent to the Office of Student Financial Resources. Unless you are requested to correct missing information, you do not need to do anything with this acknowledgement of your application, but, make sure you

keep it for your records. Following the verification report, the Department of Education will send you a Pell Grant Student Aid Report (SAR). Mail or hand-deliver copies of the SAR immediately to the Office of Student Financial Resources.

If you do not receive a financial aid verification form for the ACT-FFS within six weeks after you mail it, or if you have any questions about the report, call the processing center. Applications can also get lost in the mail. Regardless, following up is your responsibility. The ACT-FFS phone number is (319) 337-1200. The Pell Grant phone number is (319) 337-3738.

The "Offer of Financial Aid Letter" is the last step in receiving financial aid to help pay for your 1990-91 university expenses. If you do not receive this before the start of the fall semester, you may be missing something from your file. The Office of Student Financial Resources cannot process an incomplete file, and it is your responsibility to confirm that your file is complete.

TYPES OF AVAILABLE FINANCIAL AID

U.N.C. offers a broad financial aid program. Federal, state and institutional funds are combined to

university expenses. If you do not receive this before the start of the fall semester, you may be missing something from your file. The Office of Student Financial Resources cannot process an incomplete file, and it is your responsibility to confirm that your file is complete.

TYPES OF AVAILABLE FINANCIAL AID

U.N.C. offers a broad financial aid program. Federal, state and institutional funds are combined to provide each student with the most attractive financial aid package possible.

LOANS

Loans are repaid to the lending institution. U.N.C. participates in the Perkins/NDSL, Guaranteed Student Loan (GSL), and the Auxiliary Loan to Assist Students (PLUS) programs. All educational loans with the exception of the PLUS program are based on financial need. Applications for the GSL and PLUS programs are available through local lending institutions (banks, credit unions, etc.). If you have completed the ACT-FFS, you will be automatically considered for the Perkins/NDSL.

GRANTS

Grants are awarded on the basis of financial need and do not require repayment unless you do not complete the term for which the award is given. Grant funds can be offered in the form of Pell Grants, Supplemental Educational Opportunity Grants, Colorado Student Incentive Grants, Colorado Student Grants or Colorado Graduate Grants. Upon submitting an ACT-FFS, you are automatically considered for all need-based grants awarded through the University.

STUDENT EMPLOYMENT

Many U.N.C. students are employed during their period of

enrollment as well as during vacations. The greatest range of employment opportunities are found in work-study programs. These programs are designed to provide a meaningful learning experience in areas of interest to the individual student.



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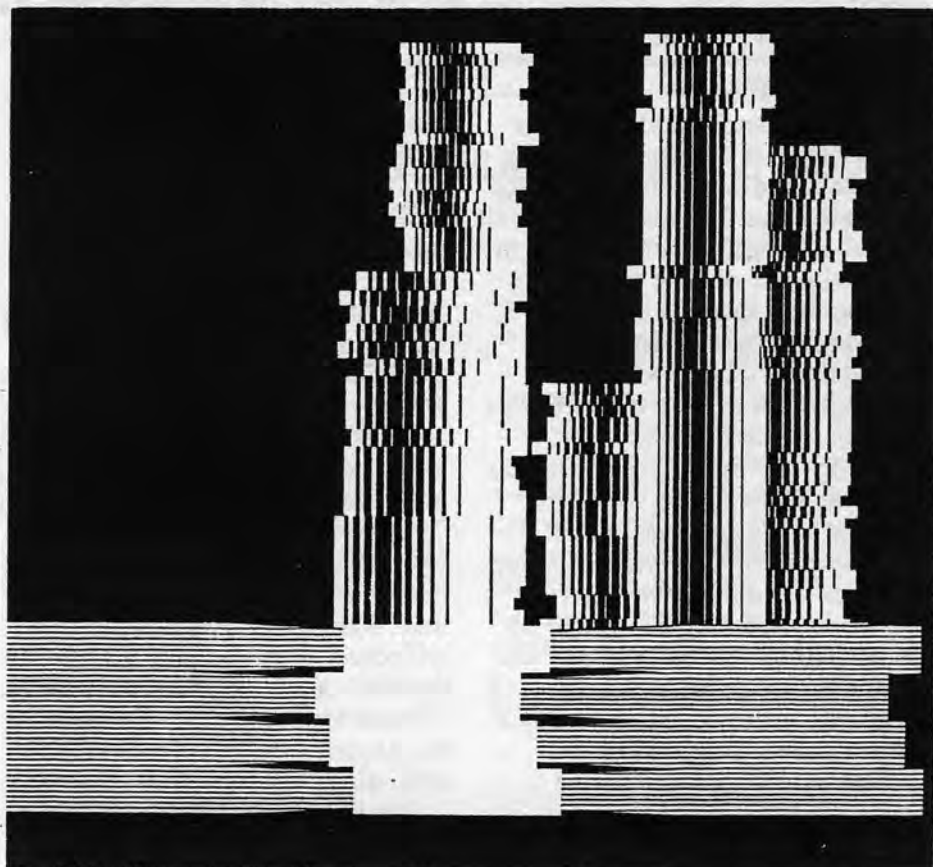
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Estilo Moderno is Alive and Kicking



The first major performance of the season was October 14, 1989 at the Mammoth Event Center in Denver. In celebration of the Dia de Hispanidad, ten Estilo Moderno dancers represented the Cultural Dance Company of U.N.C. Estilo Moderno performed seven traditional-Mexican dances for the culturally diverse crowd. The group received high recognition for their first performance and is hoping to expand their clientele for future dates. Estilo Moderno will be offered as a class during the spring semester. The group is available for performances the remainder of the year. Call the Hispanic Cultural Center at (303) 351-2424 for more information.

A World of Difference

by Mark H. Hunter

Hispanics and blacks along the Front Range in Colorado say they don't have the same chances in life as Anglos, but they also haven't felt personally discriminated against in the workplace or with housing.

According to a poll conducted this summer by The Rocky Mountain News and KCNC Channel 4, 74 percent of the blacks questioned and 61 percent of the Hispanics say minorities are "still a long way from having the same chances in life as white people," and 45 percent of the Anglos agree.

The random telephone survey was conducted July 23-Aug. 7 by Talmey Research and Strategy Inc. of Boulder. The information obtained will be used this year in a project called "A World of Difference," sponsored by the News, Channel 4, the Anti-Defamation League of the B'nai B'rith, the Latin American Research and Service Agency, Urban League of Denver, and the Adolph Coors Company. 392 Anglos, 200 Hispanics, 202 blacks, and 10 people of other minority

backgrounds responded to the survey.

The perceptions of minorities differed considerably from the opinions of Anglos. A majority of blacks--56 percent--say they feel widespread discrimination, but they also said they could not recall a specific instance when they had actually been discriminated against at work or in housing. All races agreed that the notion that Hispanics and blacks cannot get ahead because "they have less in-born ability to learn things" was untrue, but Hispanics and blacks said they feel that "most minorities don't have the willpower or motivation to pull themselves out of poverty." According to the poll, 38 percent of the Anglos agreed with that statement.

A majority of all races polled agree that if a member of a minority tries hard, they "could be just as well off as any white person in the Denver area."

A majority of the blacks and Hispanics believe that successful members of the minority

community don't do enough to help their poorer neighbors. Less than half of the Anglos agreed with that statement.

When it comes to governmental intervention in the workplace, Anglos and minorities disagree. Most minorities believe that laws supporting equal opportunities should be enforced, Anglos opposed it. All races did not believe that government is "doing too much" for minorities already.

The survey also showed most minorities believe the mass media should do more to show them in a positive light. It also showed that there are still places in the Metro-Denver area where minorities cannot rent or own homes, and the respondents believed that the government only pays attention to minority problems after there are riots or public disturbances.

The Rocky Mountain News and Channel 4 will be featuring a series of stories all year investigating just how much of a "world of difference" there still is in Colorado, a generation after the Civil Rights movement began.

Record-Breaking Awards

by Charlene Hernandez

A couple of records were broken October 14 when Ester Gimbernat de Gonzalez won the 1989 Distinguished Scholar award at the University of Northern Colorado.

This 44-year-old Argentine native became the first woman and the first minority to receive the honor and it's \$1,000 stipend.

"This is the first time they've had a woman and a Hispanic," she said. "It's always been a white man. That's why I was surprised."

An associate professor of Hispanic Studies and an instructor of Women's Studies, Gonzalez received the award for her research in Spanish American contemporary literature, Hispanic women authors and colonial baroque authors.

A book on Argentine women authors who have published novels in the 1980's is one of her latest projects. She is also continuing her research on contemporary baroque literature, primarily from Colombia and Mexico.

Gonzalez plans to finish her book, which she says is two-thirds completed, while on sabbatical next semester. She will then begin researching another book on women novelists from Mexico.

"Studying women is a way to understand your own situation," she said. "Whether you are male or female, it is important to study women from different parts of the world."

Although she grew up in Argentina, Gonzalez says she enjoys living in the United States because, "there are wonderful libraries."

Gonzalez has been with U.N.C. for six years. "I like this university because they support me in every way," she said. "After all these years at U.N.C., I feel I've improved my research. The university has helped me a lot."

Along with research, Gonzalez spends a great deal of time with

academic committees. Most recently she helped organize a *confluencia*, or, a meeting of the minds on politics and literature in Latin America. Writers from South America, and Panama came to the U.N.C. campus to participate.

At the banquet where she was honored, her husband, a music professor at the University of Colorado in Boulder, performed his own piano compositions as an accompaniment to her poetry.

Before accepting the position at U.N.C., she taught at a high school in San Juan, Argentina, John Hopkins University and the University of Texas in Austin. She earned her Doctorate and Master's degree from Profesorado Sarmiento in Argentina.



Organization of Hispanic Students Update

by Jose Milan

After having our all-day workshop on October 21, 1989 we are excited about our future meetings using the new agenda style that we came up with. It integrates more evenly the two aspects of business and what we now call "open forum." The "open forum" will help OHS be more of a support group and will not only increase benefits for the organization but for its members also. Come and see it for yourself, we think you'll like it.

OHS will be participating in the "Hispanic Youth Leadership Conference" on November 17-18. We will be responsible for providing rooms for some students, the dance on Friday night, and most importantly contributing to the overall success of the weekend.

Planning has begun for the statewide conference of Hispanic

level. It will take place at U.N.C. this spring and will deal with many interesting and pertinent issues in the Hispanic community. This is going to be a very big and exciting event for OHS this year. If you are interested please give us a call.

If you are interested in OHS, what we do, what we're about, or simply.... what it is, come to a meeting Thursday night from 5:30 to 6:30, at the Patton House, on U.N.C. campus, or call 351-2424.





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Career Services

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Hispanic Cultural Center

351-2424

Marcus Garvey Cultural Center

351-3251

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Walker Named to State Board

Colorado Governor Roy Romer has appointed James E. Walker, University of Northern Colorado vice-president for academic affairs and provost, to serve a four-year term on the Colorado State Official Compensation Commission.

The commission makes a continuing study of salaries, retirement benefits, expense allowances and other compensations for members of the Colorado General Assembly, justices and judges of the state judicial system, district attorneys, and elected and appointed officials of the executive branch not included in the state personnel system.

Before coming to U.N.C. in 1987, Walker served as education dean at California State University, Hayward.



Job Bank and HCC Help to Find Employment

The Hispanic Cultural Center, in cooperation with the Job Bank of Greeley, is now providing U.N.C. students and Greeley residents with an updated list of jobs available in the Greeley area. The job descriptions range from Business Programmer to Pre-school Director and are posted at the Patton House on the Job Information Bulletin Board. The intent of this program is to inform U.N.C. students and Greeley residents of the opportunities before them, as well as educate them on the application procedure. The Job Information Bank is a new program with high expectation for growth to educate students and Greeley residents on how to apply and interview for a job.

Internships Available

Interested in city government? Washington D.C. Mayor Marion Barry Jr. is seeking graduate students interested in participating in The Mayor's Urban Fellowship Program in the nation's capital city. The program accepts 5-10 Fellows per year and are paid at entry professional level (DS-9). The internship lasts for two years. Mayor Barry says the program is a chance to learn, a chance to grow and a chance to experience firsthand the operations of the nation's only independent municipality.

For more information see Jo Bunton Keel at the Marcus Garvey Center or write; Office of Human Resource Development
D.C. Office of Personnel
613 G Street, N.W. Room 532
Washington D.C. 20001
Journalism

The Associated Press in Denver is seeking black, Hispanic, Asian or Native American journalism students in their junior year to participate in the Minority Intern Program. The work consists of 12

weeks during the summer at the AP bureau, at a starting salary. Bureau Chief Joe McGowan says if the interns do a good job, they will be offered full-time employment after graduation. Applications are due before Feb. 1, 1990

For more information, talk to Mort Stern, Chairman of the Journalism Department at U.N.C., or write; Joe McGowan Jr., Chief of Bureau Associated Press
1444 Wazee Street, Suite 130
Denver, CO 80202-1395, or call (303) 825-0123

The American Society of Newspaper Editors is sponsoring a summer employment program and a dozen regional job fairs during 1989-90 to encourage minority students to pursue newspaper careers.

Minority college freshmen

ASNE sponsors the Project Focus Program. Students who are selected to participate get jobs with their hometown or nearby newspapers during the summer between their freshman and



sophomore year. The positions will be in newsrooms as clerks, messengers, assistants to reporters, researchers, librarians, etc. Salaries will be minimum wage (\$3.35) or greater. Students who successfully complete the Project Focus Program will receive a \$300 bonus from ASNE. Applications must be postmarked by Nov. 1, 1989

Minority college juniors and seniors

ASNE sponsors conferences/job fairs around the nation. The conferences are designed to bring together editors looking for qualified journalists, and students looking for their first job in newspapers. Job fairs will be held in Lawrence, KS, Oct. 26-28, 1989, and in Phoenix, AZ, Nov. 30-Dec.2, 1989.

For more information contact Mort Stern at JMC at U.N.C. or write; Mireille Grangenais, Minority Affairs Dir.
ASNE, PO Box 17004
Washington D.C. 20041, or call (703) 648-1146

December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3 Feature Film: 4 "Ghostbusters II" 7 & 9 pm UCBR \$1 / 3	5 "Ghostbusters II" 7 & 9 pm UCBR	6	7	8	9 Entertainment Plus: "The Swingle Singers" 8 pm UCCC \$6-8	
10	11	12	13	14	15 Stage Spectacular: The Gatlin Brothers UCCC 8 pm Call for more info	16 UNC Fall Commencement BH 10 am
← UNC FINALS WEEK →						
17	18	19	20	21	22	23  Happy Hanukkah
← UNC CHRISTMAS-BREAK BEGINS!!! →						
24/31 	25	26	27	28	29	30
← UNC Closed for Holidays →						

← **UNC FINALS WEEK** →

UNC CHRISTMAS-BREAK BEGINS!!!

← **UNC Closed for Holidays** →

HCC-Hispanic Cultural Center
HPT-Hensel Phelps Theatre
MCH-Monfort Concert Hall
PL-Panorama Lounge

SAC-Student Activities Center
UC-University Center
UCBR-University Center Ballroom
UCCC-Union Colony Civic Center



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Hispanic Horizons Reader Survey

The staff of *Hispanic Horizons* is updating and improving the newsletter every month, but we need your help. In order to bring you a better publication in the future, please take a few minutes to answer our survey questions. Tear off this page, with your mailing label, and enclose it in an envelope. Your stamp will save us the postage expense. Please circle your answers.

Thank you.

1. Do you wish to continue receiving Hispanic Horizons? (yes/no)
2. Would you like to see **more** or **fewer** articles concerning;
 - National Hispanic issues; (more/fewer)
 - Colorado Hispanic issues; (more/fewer)
 - University of Northern Colorado news; (more/fewer)
 - Organization of Hispanic Students news; (more/fewer)
 - Pre-college planning information; (more/fewer)
 - Cultural events stories; (more/fewer)
3. Has Hispanic Horizons influenced you or anyone you know in deciding which college or university to attend? (yes/no)
4. Has Hispanic Horizons influenced you or anyone you know in deciding to attend U.N.C.? (yes/no)
5. Your comments;

Gerry's
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11:00 AM

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1:00 PM
3:00 PM
5:00 PM

En grupo de jóvenes exitosos se reunen
este sábado, celebrando a las 2:00 PM

MARKET

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APPENDIX G

Key Concepts:

"The Movement" - This expression is used in most cases to refer to the civil rights movement that happened in the 1960's. There were many facets to that movement, and for Chicano's, the issues included discrimination in education, on the job, in the fields, and in institutions - such as The University of Northern Colorado.

RAZA - this is a term that means "the race", and Chicano people use this terms to refer to themselves, collectively. This term was used very much in the 1960's during the civil rights movement.

UMAS - United Mexican-American Students, a student organization. In Robert W. Larson's book documenting the history of UNC, UMAS is a student organization that he mentions having existed as early as the mid 1960's. He describes UMAS as being one (the other is BSU - The Black Student Union) of the groups associated with the national protests, being highly vocal, and demanding various things including racial justice, pulling American troops out of Vietnam, having a greater voice in campus affairs, and having a basic involvement in the nature of their education.

MEChA - Movimiento Estudiantil Chicanos de Aztlan, a student organization currently existing. This student organization came after the Organization of Hispanic Students, and has probably been in existence for four or five years. This student organization has as a main part of its mission the duty to engage in activities and events that will better the Chicano people.

Appendix H

Additional Research Suggestions

There are many perspectives that can be added to this piece of research, and some ideas include the following:

1. A more in-depth look at "the struggle" is needed. More details about negotiations that took place among administrators, those involving students, and those involving community members would serve to add to the depth of the history.
2. A look from the point of view of those who may have resisted the efforts that brought the Center to campus would also add valuable information, as this perspective could be telling of the campus climate at the time.
3. It would be valuable to gather information from "the University as a whole". Faculty and students (both past and present) could be asked to share feelings and thoughts about the Center from their own perspectives. This may provide general information about support, indifference, and/or resistance to the Center. The sample of people could consist of those who were not directly involved, and perhaps did not have an interest in being involved, in the events that led up to the establishment of the Center.
4. Community voices would be a wonderful and important perspective. Since the beginning, one of the purposes of the Center was to link the Chicano community to the University, thus perspectives from community members would shed some light on this perspective.
5. A more quantitative (statistical) perspective would also add priceless information in terms of illustrating the impact that the Center may have had over the years on the recruitment, retention, and graduation of the Latino/Hispanic/Chicano student at UNC over the last ten years. This is one of the most valuable "missing pieces" especially because one of the reasons for the establishment of the Center was to increase the recruitment, retention, and graduation rate of the Latino/Hispanic/Chicano student at UNC.
6. And from a more aesthetic perspective, research could be done on The Patton House -- the building that houses the Center. It is believed that this building was an actual farmhouse at one time. Much of the original wood still exists, as do many of the glass doorknobs. It is certain that there is a multitude of history to be uncovered about the house, and the history of the house -- who lived there? What did the original floor plan look like? Who are (and were) the Pattons?