

To: Faculty Council  
From: Juntao Committee, A. Rouyer, Chmn.  
Subject: Ethnic/Disadvantaged Student Academic Advisory Program  
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A. Administrative Responsibility - Director

The Director will assume a full-time staff position. Preferably the person should be of American ethnic background, i.e., Chicano, Black, American Indian. The Director will work under the direct auspices of the Academic Vice President. The Director will have consultant services available from the Assistant Dean for Student Advisory Services responsible for advising American ethnic/disadvantaged students. The Director's responsibilities will be as follows:

1. To have an operational and philosophical understanding of the program.
2. To coordinate the needed functions that are required to implement the program.
3. To establish an advisory faculty bank that would be committed to meeting regularly with students on a personal and advisory basis.
4. To evaluate the program utilizing the methods of a questionnaire and group feedback sessions, with the purpose of soliciting from the student what would be most facilitative to individual needs.
5. To direct and support the Student Coordinators through an inter-personal exchange of program process.
6. To review all Freshman and Sophomore academic schedules with the purpose of matching pre-college test scores and personal interviews to the individual's interests and abilities.

B. Student Coordinators' Responsibilities

There will be three Student Coordinators, preferably one from each ethnic group, who will be responsible for meeting with students and developing relationships that would foster a relaxed atmosphere. The Student Coordinators should receive some type of compensation for their work such as resident assistantships, free board and room or irregular help monies. They will help in formulating program plans that are "action" oriented and will encourage the development of students. The specific duties of the Student Coordinators will be as follows:

1. To develop relationships with Freshman and Sophomore students that foster good communication for the scholastic and personal development of the students.

2. To disseminate a monitor sheet to each student's major professor in person.
3. To complete a follow-up monitor sheet once a month.
4. To assist students in academic work.
  - a. To make the students aware of important dates at the University, such as orientation, curriculum counseling, registration, last day to add or drop a course, and finals week.
  - b. To assist students in allocating their time and organizing their studies.
  - c. To direct afternoon and evening study sessions.
  - d. To encourage and influence students in maintaining good class attendance, participation, and learning attitudes.
  - e. To encourage good study habits, including notetaking, completion of assignments and preparation, for which assistance may be provided.
  - f. To determine what assignments have been made to the students, to clarify them when necessary, and to follow through to completion.
  - g. To review progress with students on a weekly basis, make contact with instructor if necessary to clarify problem areas.
5. To assist students in finding help for their personal and social adjustment problems.
6. To help students recognize when they need tutoring, arrange for it, and then see that the student follows through.
7. To assist in accumulating and evaluating the data for program and student development.

### C. Faculty Advisor

The advisor preferably will be a faculty member in the student's major field (if a faculty member can not be obtained perhaps a graduate student or another faculty person who has knowledge of the student's academic interest could accept the role). This person will perform the following duties:

1. Advise student regarding academic scheduling. When scores on ACT or SAT standardized tests so indicate, ethnic/disadvantaged students may be limited to 12 - 14 credits hours per semester.
2. See students at least twice a month.
3. Work toward developing a personal relationship and sharing professional expertise with the student. (This might better be understood in terms of the Advisor sharing his or her experience in college and guiding the student in the present college environment.)
4. Give students an opportunity to identify with a professor as a friend and a potential professional role model.
5. Keep a personal folder as a reference and make contact notes when needed.

6. Keep a calendar on times met.

7. Use the time in whatever way the advisor and advisee feel would be most beneficial, e.g., discussing academic problems, engaging in career investigation, visiting laboratories, or just visiting.

D. General Faculty

The cooperation and participation of the general faculty will be needed for the complete operation of the program. Each student's professor will be contacted by the Student Coordinator once a month with a monitor sheet. The feedback obtained from the monitor sheet will serve to deal with academic problems while there remains time to resolve them. Also the feedback may serve as positive reinforcement. The professors can feel free to contact the Student Coordinator or other personnel with whom he/she might need to meet in reference to minority student needs.

E. Orientation to the University (2-4 credits)

The objective of this class is to enable the student to survive academically and personally in the University environment through intensive orientation to the University in the following areas:

1. To have an understanding of the general operation of the University.
2. To develop communication skills for classroom situations.
3. To develop an understanding of the University catalog.
4. To practice communication skills in micro lab situations.
5. To be able to utilize the library to a maximum.
6. To meet and interview various professors, administrators, student service personnel from the University.