

MACALESTER COLLEGE  
St. Paul, Minnesota 55101

ADVISORY COUNCIL MOTION: A PROGRAM TO EXPAND EDUCATIONAL OPPORTUNITIES

(To be presented to the Faculty Meeting of December 5, 1968)

In order

to improve the educational resources of Macalester College by expanding the diversity of the student body, faculty, and staff,

to provide opportunity for high quality liberal arts education to students who cannot otherwise attend a high tuition college,

and to enable Macalester to take a larger responsibility in the education of distinguished graduates who will play an important role in determining the destiny of our pluralistic society,

the Advisory Council of the faculty moves faculty support of a program to expand educational opportunities at Macalester College, this program to be developed and implemented by the Advisory Council in conjunction with appropriate faculty committees, academic departments, and administrative officers, and to comprise the following essential components:

1. Provision of total aid (tuition, fees, room and board) for 75 new students each year, including 60 new students from racial minority groups.
2. Specific recruitment and admission of potentially successful students from racial minority groups and economically deprived backgrounds.

(Advisory Council will request that major responsibility for development and implementation of these two aspects of the program be assumed by Admissions Policy Committee, the Deans, and the Offices of Admissions and Financial Aid.)

3. Enrichment of the curriculum, to broaden awareness and deepen appreciation of the contributions of diverse groups to our society and to our cultural heritage.
4. Exploitation of existing arrangements for individualized educational programs and of flexibility in present procedures for evaluation of academic performance; exploration of needs and possibilities for greater individualization and flexibility.
5. Establishment of diagnostic and remedial programs in communications and mathematics, open to all students.

(Responsibility in these areas will be chiefly with academic departments and Curriculum Committee, in cooperation with the Dean of the College and Associate Dean, in consultation with Advisory Council.)

6. Full and imaginative use of the summer programs, to provide orientation to college life and compensatory educational experiences for students recruited under this program and others who would benefit by them.

(Advisory Council will ask its Admissions Policy and Summer Programs Steering Committees and Curriculum Committee to work with the Director of Summer Programs, Office of Admissions and the Deans to plan and implement closely coordinated counseling-advising, academic and co-curricular programs.)

7. Development of a flexible individualized program of advising.

(Advisory Council will ask the Associate Dean of the College, the Dean of Students, the Director of Counselling and Testing, chairman of academic departments, and Curriculum Committee to develop an advising system that better meets the needs of all students.)

8. Improvement of co-curricular programs and development of new programs to meet the needs of students recruited under this program as well as the rest of the College community in relation to them.

(Advisory Council will ask the Dean of Students and Faculty Out-of-Class Activities Committee to take specific responsibility for development of such programs.)

9. Orientation of faculty, students, administrators and other staff, to begin in the spring of 1969 and be available on a continuing basis throughout the year.

(Advisory Council will ask the cooperation of a number of persons in the College community who have relevant training and experience to form an ad hoc committee to plan and develop orientation programs.)

10. Continuous coordination and evaluation of all parts of the program.

(Overall responsibility will be with the Provost and Dean of the College, assisted by the Director of Educational Research and advised by Advisory Council. A special program coordinator should be appointed in order to insure systematic development of the total program.)

The individuals and committees designated above should be informed in the carrying out of their responsibilities by the document A PROPOSED PROGRAM TO EXPAND EDUCATIONAL OPPORTUNITIES (December 3, 1968) and additional background and supporting materials that will be provided by the Advisory Council.

# MACALESTER COLLEGE

SAINT PAUL, MINNESOTA 55101

December 3, 1968

TO: The Faculty  
FROM: Advisory Council

## A PROPOSED PROGRAM TO EXPAND EDUCATIONAL OPPORTUNITIES

### I. Background-Rationale

Macalester College should provide total scholarship aid for approximately 75 new students each year whose parents can provide them with no financial assistance and whose backgrounds limit their opportunities for higher education. This would provide for the College a student body with greater economic, social, and racial diversity. While there are important educational opportunities in such a program, it also requires significant reexamination of present attitudes and procedures.

The rationale is:

- A. To improve the educational resources of the College by expanding the diversity of our student body. It is educationally important to provide a community which is more representative of the economic, social, cultural and racial diversity of the entire nation.
- B. To provide opportunity for high quality liberal arts education to students who cannot otherwise attend a high tuition college.
- C. To enable Macalester College to take a larger responsibility in the education of distinguished graduates who will play an important role in determining the destiny of our pluralistic society.

The education of additional students from more diverse backgrounds will require Macalester College to provide individualized educational opportunities, which it has long aspired, but often failed to do.

In order to expand educational opportunities at Macalester College, very significant financial support, along with commitment of all sectors of the Macalester community, is absolutely essential. In the larger social context what is proposed here may seem to be a minor change. Within the Macalester community, however, this must be no mere gesture. We cannot hope to meet these responsibilities unless

1. we are assured of fully adequate funding of the scholarships, educational-supportive programs, and increased faculty and staff;
2. we are open to a basic rethinking and change of many of our present educational attitudes and procedures;
3. we are committed to imaginative recruitment of faculty and staff from minority groups.

### II. General Policy

Macalester College has traditionally recognized the educational value of a diversified student body and through financial aid has attempted to make its program available to students who could not otherwise afford it. In a 1961 policy statement,

the College took the position that it is

"essential that students have an opportunity to live and study with other students who can share and contribute insight into people and society that their own background has not provided. The College should therefore strive to insure that its student body is composed of students from varied economic, social, and cultural backgrounds.

"The College should, while maintaining high academic standards, attempt to enroll increased numbers of students from minority groups within the country..."

(Summary of Action, Long Range Planning Commission, 1961; Section II, Part Four, A.)

While acknowledging these objectives, Macalester remains a highly homogenous social, economic, and racial community. Given these goals, recognizing that large numbers of American families continue to live at poverty levels, and that more than 10% of the American population belongs to minority racial groups, Macalester College should:

- A. Provide total aid (tuition, fees, room and board) for 75 new students each year, with 60 new students from racial minority groups.
- B. Extend total aid to current students who qualify.
- C. Provide compensatory educational programs to all students who require special assistance.
- D. Modify existing educational and co-curricular programs and add new programs as necessary to insure that these expanded opportunities are realized.
- E. Expand awareness, sensitivity, and appreciation of present members of the Macalester Community to the contributions, potentials, and problems of students from diverse social, economic and racial backgrounds.

### III. Admissions

#### A. Policy

To expand educational opportunities at Macalester College there should be specific recruitment and more flexible admission of potentially successful students from racial minority groups and economically deprived backgrounds. For many of these students, the usual criteria applied in our current admissions procedures will be relevant and the major deterrent to attending Macalester will be economic. Total aid, combined with a mutual realization that they have much to offer us, may be an important inducement. But it is essential that other students be admitted on more flexible criteria than the present - criteria that recognize social and intellectual potential by new measures. Here again, total aid should be an important inducement, but also we must indicate we are prepared to meet individual needs and tailor educational programs to individual potential and objectives.

The Admissions Policy Committee should work with the Admissions Office,

Office of Financial Aid, and other relevant faculty members and administrators to develop appropriate guidelines for the admission of students with promise of profiting from a Macalester education. New means of recognizing potential and meeting individual needs must be employed.

B. Implementation

1. Emphasis this year may be primarily on recruiting black students. We should also seek to attract and provide appropriate educational assistance to American Indian students and other racial minorities.
2. A black Admissions Counselor should be added to the staff this year. He should be used in recruiting white students as well as black and the entire Admissions staff should be concerned with recruiting students referred to in this program.
3. Macalester students should be used in recruiting efforts. Black students may be especially effective, but others may be able to recommend schools and areas where new recruiting attempts might be made.
4. The goal of 60 freshmen from racial minorities should be pursued by continuing recruiting into spring and summer, if necessary. Only enough students to fill the balance of the target freshman class size should be admitted in accordance with past procedures.
5. Special effort should be made to recruit National Achievement Scholars, comparable to present efforts to recruit National Merit Scholars.
6. The possibility should be explored of designating Macalester scholarships for particular high schools around the country to excite interest in Macalester among qualified students.
7. Complete reliance should not be placed upon official high school referrals. Contacts with prospective applicants should be developed through such sources as community organizations, social work agencies, churches, Macalester students and alumni.
8. Applicants recruited in this special emphasis on racial and economic diversity should be interviewed individually by a member of the Admissions staff.
9. Early and specific notification of financial aid is particularly important.
10. In obvious cases of poverty, the Parents' Confidential Statement should be dispensable. In cases where some parental assistance may be possible, special efforts should be made, including personal calls on the family, to render assistance in completion of application statements.
11. Macalester College should also explore the possibility of cooperation with other institutions in the region to recruit students from racially and economically diverse backgrounds.

#### IV. Curriculum

The Macalester College curriculum must be enriched to broaden awareness and deepen appreciation of the contributions of diverse groups to our society and to our American cultural heritage. More freshman seminars, new courses, new components of present courses, and opportunities for independent study of appropriate subjects will be necessary, as will the addition of qualified members of minority groups to our faculty, augmented by appointments under the Visiting and Adjunct Professor programs.

Summer courses designed to help orient some freshmen toward college life and continued compensatory education for other students already enrolled will be required (see V, D below).

There must be, also, a flexibility in present procedures for the evaluation of academic performance (e.g. credit for work successfully completed with no failures recorded during at least the first year of attendance), as well as in present administrative procedures (e.g. more permissive withdrawal and deferred grading policies; reduced course loads). Faculty members will need to develop greater sensitivity to the individual needs, learning potentials, and educational settings associated with the successful education of students from diverse backgrounds.

The Curriculum Committee should work with the Dean of the College and other faculty members and administrators to develop appropriate guidelines for departments, faculty, and students to implement these educational opportunities.

#### V. Supportive Activities

Several programs to support the curriculum will be necessary.

##### A. Compensatory Education

1. **Communications:** To meet the needs both of present Macalester students and those recruited under this program who may encounter difficulties in oral or written communication, a communications clinic is proposed. The full-time professional staff of the clinic should provide diagnostic services and special remedial programs in reading, writing, and speaking. The staff should also assist regular faculty in identifying students who would profit from such services.

Individualized program arrangements would permit students to avail themselves of these services without adding to their academic load. For example, a student might take a specialized compensatory speech program in lieu of part or even all of a regular course. A writing clinic might be accommodated in an Interim term or by deferring a grade.

The communications clinic should be available to all students and operate during the summer sessions as well as the regular year.

2. **Mathematics:** For purposes of diagnosis, Macalester College should utilize a newly designed set of placement tests to identify areas of mathematical weakness. A follow-up personal interview with a representative of the Mathematics Department will allow determination of the appropriate course level for the student.

Units of study (some fraction of a course) for remedial work will be devised which students can take on an individual basis, at their own rate of progress. These units will be part of a coherent, overall instructional program. Where appropriate, programmed learning techniques, films, film clips, computers and related equipment, and other learning resources would be employed. Such compensatory mathematics instruction would be within a student's individual academic arrangements regarding course loads, credit, grading procedures, timing, and other features of his program.

The mathematics clinic should be available to all students and operate during both the summer sessions and the regular year. The clinic would require additional staffing in the Mathematics Department.

#### B. Advising

A flexible, individualized program for advising is crucial to the success of our determination to offer greater educational opportunities at Macalester. For a variety of reasons, most of the students admitted under the proposed program (like some of our present students) will not be able to adjust to the needs and interests of a changing student body. While the College itself must adjust to the needs and interests of a changing student body, it must also provide every student with the assistance to make the most of his educational opportunities. We must recognize that our advising system ought to be more comprehensive than the standard student-faculty adviser arrangement. Most Macalester students have a number of advisers whom they seek for counsel - academic, moral, spiritual, and social. While the College has the responsibility to maintain the best possible formal advising system, it must also encourage the understanding and the circumstances whereby every student can and will seek the counseling he needs.

The Associate Dean, working with the Dean of Students, the Admissions Office, and the Office of Counseling and Testing, has responsibility for the advising system. The type of program here proposed would require overall improvement of advising, particularly the advising of underclassmen (freshmen and sophomores) before they commit themselves to a major department. The most important points at which advising can be improved are:

- 1) The faculty member's understanding of duties as an underclass adviser and the needs and problems of the students for whom he is responsible: At least at the beginning of the proposed program, faculty members should be provided with instruction (including appropriate compensation) to sensitize them to the students coming to Macalester under this program and should be appropriately compensated for the time required.
- 2) Information and services available to the advisers: Since the admissions criteria for students under this program are to be more flexible and individualized, every effort should be made to provide the underclass adviser with full information in an easily accessible form to facilitate counseling tailored to the individual student.

- 3) An advisory load commensurate with the duties of an underclass adviser: We should recognize that the advising of underclassmen is more difficult and time consuming than the advising of upper-class majors in the adviser's own department, and that this difficulty is compounded in the advising of a student who has difficulty in adjusting to the college situation. In the case of many such students, the adviser will have to initiate contacts and give continuing attention to the student's progress.
- 4) Careful assignment of advisers: Not all members of the faculty can be expected to take on the duties of an underclass adviser, especially to minority students. Departments should provide the Associate Dean with the names of those of its members who are interested and qualified to serve in special advisory capacities, and the College must prepare faculty members for such positions.
- 5) Increased number of faculty and staff members from minority groups who can serve as formal or informal advisers (women as well as men): In many cases, a student will seek out a member of the community with whom he finds it easy to establish a congenial relationship. The College must do everything it can to increase the number of persons from minority groups in the College community, to provide students with better opportunities to find counsel.
- 6) Special needs for black counselors and post-college counseling: Since a majority of students entering Macalester under the proposed program are expected to be black students, a special counselor for them should be employed, a counselor whose effectiveness would reside in his ability to relate to the black student and his particular problems. Attention should also be given to providing the student with counseling as to the educational or vocational opportunities open to him when he leaves Macalester, whether he completes work for the degree or not.
- 7) Accessibility of remedial services provided by the College: Every adviser should be fully informed as to the special programs provided by the College and each department to help the student who is having difficulty in his course work. In some cases, a department may find it necessary to designate one of its members as a consultant in remedial or "catch-up" work and provide him with a course reduction to carry out his duties properly.
- 8) Counseling offered by residence counselors and preceptors: The College employs a considerable number of students as counselors and tutors. Special care should be taken to insure that the upperclassmen in these positions reflect the diversity sought in this proposal. In any situation where a number of minority students are housed together, a residence counselor to whom they can easily relate should be provided.

#### C. Co-Curricular Programs:

The College should provide co-curricular opportunities which meet the needs both of students recruited under this program as well as the rest of the Macalester community in relation to them.

1. Host Families: The College should organize a program whereby



interested families in the black communities of the Twin City area would "adopt" black students from Macalester College and assist them in coming to know the local black communities and their important resources.

2. Afro-American Center: A counterpart to International Center this facility would be a cultural and social center for black students but open to all students. The facility should have meeting rooms, informal lounge areas, an apartment for a faculty or staff member in residence, and perhaps guest rooms for visiting artists and lecturers.
3. Afro-American Culture Series: Appropriate College departments, divisions, and organizations should plan year-round series of lectures, performances, symposia, discussions, and shows of distinguished black artists. The series would be coordinated with curricular opportunities and would be available to both the Macalester and metropolitan communities.
4. Twin City Student Organization: Macalester black students might be encouraged to take leadership in organizing a metropolitan area wide student organization, and to explore liaison with various black organizations in the area. By such inter-collegiate and community relationships our students could avail themselves of wider opportunities for more diverse social and cultural experiences than are now provided in the Macalester community.

D. Summer Programs:

The summer sessions should be used imaginatively to provide orientation to college life and compensatory educational experiences for many students recruited under this program. It is expected that the communications and mathematics clinics described above (see V.A.) would operate during the summer in conjunction with academic programs carefully designed to meet the needs of such students. In addition to specially designed academic programs, such as a freshman seminar format, adequate social, cultural, and recreational opportunities must be provided to insure a productive context for an effective introduction to college life.

It may be that in some instances special summer work will be recommended for continuing students to compensate for a reduced course load during a regular term for additional concentration on an individual educational deficiency.

Close coordination of the counseling-advising, academic, and co-curricular programs will be necessary. The Director of Summer Programs should work with the Admissions Policy Committee, the Office of Admissions, the Curriculum Committee, and the Dean of the College to develop suitable programs for the summer.

E. Faculty Orientation:

Orientation sessions for faculty, administrators, and staff should begin in the spring of 1969 and be available in each succeeding academic term, including summer session, so long as it seems productive.

Such orientation should have as one objective the sensitizing of faculty,

administration, and staff to the potentials and problems of culturally and racially diverse students. Along with this, participants should be introduced to new teaching-learning procedures, materials, and settings. The orientation may include community-wide lectures, small discussion groups, seminars, and sensitivity training to improve awareness of and communication about Macalester's expanded educational opportunities.

## VI. Research and Evaluation

Adequate provision must be made for on-going evaluation of all aspects of this program. Not only is it important to assess strengths and weakness in order to make program modifications, but it is also important to be able to provide an accurate description of what we are about to other institutions that may inquire.