



State University of New York

---

## Memorandum to Presidents

---

Date: February 26, 1987 Vol. 87No. 1  
From: Office of the Chancellor  
Subject: Survey of Implementation: Board of Trustees' Policy and  
Guidelines on Affirmative Action for Minority Students  
To: Presidents, State University of New York

Our preliminary data for this fall indicate that the University's commitment to improving the enrollment and retention of minority students is showing results. The proportion of minority students has risen from 10.1 percent of total enrollment in 1984 to 11.5 percent in 1986. Thus, while national figures depict a decline in the numbers of minority students enrolling in higher education, SUNY shows a continuing increase. These data reflect the considerable efforts that have been launched or enhanced at most campuses to develop effective means of supporting minority enrollment and retention.

The Board of Trustees' Policy on Affirmative Action for Minority Students and accompanying Guidelines (copy attached) were adopted in 1984 and were designed to assist the campuses in achieving the University's Master Plan goal of continuing to develop effective means of serving minority students.

We now ask that you provide comprehensive information on your campus's implementation of the policy and guidelines. Our request has two objectives. First, it is appropriate to report to the Board of Trustees actions taken in response to its policy and to share among campuses information about programs and projects that have proved most successful in meeting the Board's objectives. Second, and perhaps more important to the furtherance of University goals, we need to be able to identify new or previously unspecified areas of concern that may call for special attention and to know whether such areas of concern indicate a need for University-wide programs or policies.

Using the Trustees' Guidelines and the attached outline, would you please describe in Part I, for each of the major areas listed, your campus's current and planned activities, and identify problem areas requiring attention, preferably including recommendations for addressing them. For example, a problem critical to improving the enrollment of minority students in higher education that was not identified in the Guidelines is a possible University role in high school drop-out prevention or in early awareness programs.

Memorandum to Presidents  
February 26, 1987

No. 1  
Page 2

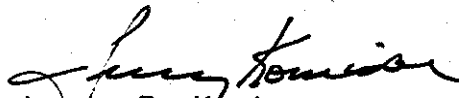
Part II of the survey is intended to identify some specific minority recruitment and retention practices and to provide us with some common measures of University-wide activity.

Please also indicate the person on campus who will have responsibility for coordinating responses.

Completed surveys are requested by March 27, 1987 and should be returned to:

Katharin R. Riehl  
Sub-committee on Affirmative Action for Minority Students  
Room F-111, SUNY Plaza, Albany, NY 12246

If you have any questions, please get in touch with Ms. Riehl, Director of School/College Relations, at (518) 443-5476 or Dr. Frank Pogue, Acting Vice Chancellor for Student Affairs and Special Programs, at (518) 443-5137. Thank you for your cooperation.

  
Jerome B. Komisar  
Acting Chancellor

Attachments

Copies for information only sent to:  
President Coll  
Vice Provost Spencer

## **State University of New York**

### **Report of Campus Affirmative Action Activities for Minority Students: An Institutional Self Study**

#### **Part I**

##### **I. Campus-wide Activities**

Describe how minority recruitment and retention have been identified as a campus-wide priority and how that commitment will be sustained. What more needs to be done?

##### **II. Outreach to Prospective Students**

Describe the campus-wide outreach activities that are intended to improve the communications to prospective students and families. Include information on publications, peer recruitment, faculty involvement, on-campus events, etc. What areas need further development? Which areas of outreach provide the greatest obstacles?

##### **III. The Application/Admissions/Financial Aid Process**

What changes or improvements have been made to better serve minority students during the admissions and financial aid process? Describe any specialized admissions programs, minority scholarships, instant admissions, referral programs, etc., that are used. What barriers still exist in the administrative process of admitting minority students? What changes should be considered?

##### **IV. Enrolled Students**

How are the academic and social needs of minority students supported on campus? Describe, for example, the academic advising structure, or efforts to revise the curriculum integrating minority scholarship, culture and history; identify innovative programs that have improved the residential and social environment for minority students. What problems persist in the academic setting? What on-campus or community-centered activities could be introduced to improve or enhance the quality of campus life for minority students?

##### **V. Conclusion**

You are encouraged to provide additional comments, recommendations, suggestions or concerns that you wish to share on the issue of improving the enrollment and retention of minority students at SUNY campuses.

**Please include name, title, address and telephone of person completing this report. Where possible, submit samples of campus literature supporting minority recruitment and retention.**

**Thank you.**

# An Institutional Self Analysis of Efforts to Support Affirmative Action for Minority Students

## Part II

This short answer survey is designed to accompany your campus' narrative response to the Board of Trustees Policy on Affirmative Action for Minority Students.

Campus \_\_\_\_\_ Name of person completing form \_\_\_\_\_

### Campus-wide Actions

1. Has a statement been issued announcing that affirmative action for minority students is a high priority on the campus? yes \_\_\_\_\_ no \_\_\_\_\_
2. Do you have a written minority recruitment plan? yes \_\_\_\_\_ no \_\_\_\_\_
3. To whom has overall responsibility for minority recruitment been assigned?

Name \_\_\_\_\_ Title \_\_\_\_\_

4. Has the campus community been advised of who has been assigned this responsibility? yes \_\_\_\_\_ no \_\_\_\_\_
5. List programs which have been offered to sensitize faculty, staff and students to cross-cultural differences.

Program Name	Offered to	Sponsored by
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please identify any valuable training materials that were used in these programs.  
\_\_\_\_\_  
\_\_\_\_\_

6. Has a formal evaluation of campus publications been done to determine if affirmative action goals are positively reflected? yes \_\_\_\_\_ no \_\_\_\_\_

### Outreach to Prospective Students

7. List the specific recruitment efforts that have been most successful for your campus.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What special efforts have been made to reach regular admit minority students?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Do campus catalogs/viewbooks explain what specific services and social activities are especially designed for minority students? yes \_\_\_\_\_ no \_\_\_\_\_

10. Have you hosted any special programs on campus for prospective minority students and their families? yes \_\_\_\_\_ no \_\_\_\_\_

**Application/Admissions Process/Financial Aid**

11. Have you defined different admissions criteria for minority students when necessary to counter previous academic preparation? yes \_\_\_\_\_ no \_\_\_\_\_

12. Do you offer special assistance to minority students who are denied admission? yes \_\_\_\_\_ no \_\_\_\_\_

13. Do you offer special on-campus programs for accepted applicants, special events at orientation, contacts from enrolled minority students or other activities to encourage accepted applicants to enroll? yes \_\_\_\_\_ no \_\_\_\_\_

14. Are enrolled minority students involved in planning orientation and registration programs? yes \_\_\_\_\_ no \_\_\_\_\_

15. Do you have financial aid procedures to assure that minority students (who may be late applicants) are not shut out of campus-based aid? yes \_\_\_\_\_ no \_\_\_\_\_

16. Have any special programs been initiated to improve financial aid information dissemination to your prospective minority applicant pool? yes \_\_\_\_\_ no \_\_\_\_\_

17. Are financial planning or budgeting seminars made available to students to assist them with money management during college? yes \_\_\_\_\_ no \_\_\_\_\_

**Enrolled Students**

18. How are students made aware of academic support programs?

---

---

19. Do you have an early warning system so that students in academic jeopardy can be assisted? yes \_\_\_\_\_ no \_\_\_\_\_

20. Is there an active curriculum review committee monitoring the integration of black and Hispanic scholarship into all curricula? yes \_\_\_\_\_ no \_\_\_\_\_

21. Is there a formal program to manage library acquisition of holdings necessary to support a cross-cultural and ethnically diverse academic program? yes \_\_\_\_\_ no \_\_\_\_\_

22. Are specific retention studies done on minority groups so that action can be taken to reduce attrition?      yes \_\_\_\_\_ no \_\_\_\_\_

23. List the major reasons why minority students leave your campus before graduating.

---

---

---

Please add any additional comments that you feel are necessary to clarify your answers to any of the questions above.

Thank you for your cooperation.



State University of New York

DBS

---

## Memorandum to Presidents

---

Date: July 20, 1984

Vol. 84 No. 7

From: Office of the Chancellor

Subject: Guidelines on Affirmative Action for Minority Students

To:

Presidents, State University of New York

The State University Board of Trustees, at its June meeting, adopted a resolution approving Guidelines on Affirmative Action for Minority Students. A copy of the resolution and the Guidelines is attached.

The Guidelines, which were discussed with the Council of Presidents, are an outgrowth of the deliberations of the Affirmative Action Task Force, chaired by former Executive Vice Chancellor Donald D. O'Dowd, and are, in turn, based on various past studies and activities by campuses and the Central Offices of Access Services and Affirmative Action. We believe that the goals put forward in the Guidelines can improve the University's service to minority students and will complement Central Staff activities such as the work of the New York City Office and the Graduate and Professional Recruitment Program.

Clifton R. Wharton, Jr.  
Chancellor

### Attachments

Copies for information to:  
President Coll  
Vice Provost Spencer



State University of New York  
State University Plaza  
Albany, New York 12246

Office of the Chancellor

June 27, 1984

Memorandum

To: State University Board of Trustees  
From: Clifton R. Wharton, Jr., Chancellor  
Subject: Approval Guidelines Reaffirming Affirmative  
Action for Minority Students

I recommend that the Board of Trustees adopt the following resolution:

Whereas the State University of New York was established to provide opportunity for higher education, on a non-discriminatory basis, to all who can benefit from it; and

Whereas the University fully supports Federal and State affirmative action policies and has established University equal opportunity and affirmative action policies; and

Whereas despite substantial gains in opportunity, the numbers of minority group members enrolled in postsecondary education in the nation and in New York State falls short of the numbers who are eligible for and can benefit from postsecondary education; and

Whereas State University campuses offer educational programs and living/learning services which will aid minority group members in achieving career and personal objectives; now, therefore, be it

Resolved that the "Guidelines on Affirmative Action for Minority Students," dated June 27, 1984 (copy on file in the Office of the Secretary), be, and hereby are, approved and the Chancellor be, and hereby is, authorized to issue such Guidelines and cause to have monitored the implementation of same, as part of a coordinated Central Administration/Campus action program, to assist the campuses in achieving the University's 1984 Master Plan goal of continuing to develop effective means of serving minority students.

## Background

The attached proposed Guidelines on Affirmative Action for Minority Students are an outgrowth of the continuing activities of the Chancellor's Task Force on Affirmative Action and Recommendation 3 of the University's 1984 Master Plan.

In reviewing the University's affirmative action and non-discrimination policies, the Affirmative Action Task Force found that this Board had approved a very forceful policy statement for equal opportunity in employment in 1971, that the University has long had non-discrimination policies pertaining to admissions and University operations, and that this Board, University and campus administrators, the Faculty Senate and others have expressed commitment to serving minority, female, handicapped and other students in the so-called affected classes. University operations are also, of course, conducted in conformity with Federal and State non-discrimination and affirmative action policies. The purpose of the attached Guidelines is to establish some suggested goals for improving service to minority students in support of the 1984 Master Plan recommendation that "The University will continue to develop effective means of supporting minority enrollment on its campuses, particularly in academic programs where minorities are underrepresented."

There are several reasons for the concentration in the Master Plan and the Guidelines on affirmative action for minority students -- by which is meant primarily Black and Hispanic students.

First, Blacks and Hispanics are the fastest growing minority populations in the State, and they will form a greater proportion of our enrollment in the future if the University is to continue to be responsive to public higher education needs in New York.

Second, while University service to female, handicapped and minority students is increasing, national statistics demonstrate that students from ethnic minority groups are still seriously underrepresented in certain programmatic fields. Many factors contribute to this underrepresentation, and some of them are not within the capacity of the University to control or counteract: e.g., some students may, for economic reasons, need to pursue postsecondary education only long enough to acquire an immediately marketable occupational skill; e.g., some occupations may be perceived, accurately or inaccurately, as offering few opportunities for minorities to advance. But the State University should, where it can, act positively to promote opportunity and accommodate diversity in students' programmatic choices.

Finally, we believe that the Guidelines will assist the campuses, which are mostly located upstate, to make existing opportunities in SUNY better known in the communities, often located downstate, having large minority populations. Thus the Guidelines will complement our already established minority recruitment efforts.

June 27, 1984

The Guidelines, which have been discussed with the Council of Presidents, contain suggested goals for enhanced service to minority students. Many of the suggestions are already being pursued on the campuses; many of them, in fact, come from campus experience. The Affirmative Action Task Force and University system staff in such areas as affirmative action, academic programs, and access services believe that the proposed resolution and Guidelines will assist all the campuses in their continuing efforts to serve minority students and to achieve the 1984 Master Plan goal.

Guidelines on Affirmative Action  
for Minority Students

Preface

The State University of New York is proud of its commitment to the education of a pluralistic student body, reflecting a pluralistic society. It is University, as well as State, policy that students be admitted on a non-discriminatory basis. It is University policy that:

"Discrimination based on race, color, religion, creed, sex or national origin or handicap in the operation of the University and in all activities sponsored by the University is to be prevented and/or eliminated."

The State University exists to provide opportunity for students of all backgrounds to succeed in pursuing their educational goals. In order to achieve equal opportunity, however, a policy of non-discrimination may not always be enough. Although the University's enrollment shows a high proportion of women and increasing enrollment of minority group members and other underrepresented groups, the University seeks to improve its abilities to serve. The Board of Trustees recognized the need for enhanced efforts to serve minority students through a recommendation in the 1984 Master Plan which reaffirms the University's commitment. That recommendation reads as follows:

The University will continue to develop effective means of supporting minority enrollment on its campuses, particularly in academic programs where minorities are underrepresented.

In keeping with the structure and functions of the State University, the guidelines below are transmitted to the campus presidents. It should be emphasized, however, that the goals outlined therein can be truly achieved only through the cooperation and commitment of faculty, non-teaching staff, students, and other members of the University's campus communities, as well as presidents and other administrators. The contributions of all members of campus communities are needed to encourage further opportunity and diversity within a framework of quality.

In this connection, emphasis should be given on campus to the importance of role models for minority students -- faculty, administrators and other staff members who are minority group members themselves and who serve to demonstrate the possibilities of achievement through higher education.

The following guidelines describe goals for University campuses and the Central Administration to pursue further, as they continue to provide programs and services that enhance educational opportunity for minority students and a high-quality educational experience for all students.

## Guidelines

### I. Campus-wide Actions

A. Each campus community should be clearly informed that the successful enrollment and retention of minority students is a high priority of the campus president and is a campus-wide responsibility.

B. Each campus should have a plan for attracting and enrolling minority students as part of its overall plan for attracting and enrolling students. Plans for serving students from under-represented groups should be reviewed and updated at regular intervals.

C. The focal point of responsibility for campus-wide recruitment and retention of minority students should be clearly assigned, and the campus community should have a clear understanding of where the responsibility has been assigned.

D. Whether through educational programs or other means, faculty and staff should be sensitized to the existence and advantages of cross-cultural differences and the disadvantaging effects on students of cultural or other stereotyping, however inadvertent.

E. Campus publications and communications, including catalogues, student handbooks, financial aid information, etc., should clearly reflect the affirmative action goals of the campus and the University.

F. Counseling of students and student leaders and the monitoring or advisement of student activities should include attention (1) to the existence and advantages of cross-cultural differences and (2) to minimizing cultural or other stereotyping, however unintended, that might have the effect of inhibiting minority students' participation in organized campus or student activities.

### II. Outreach to Prospective Students

A. To improve accessibility and to increase minority students' knowledge of SUNY's programs and services, campuses should pursue a positive, focused policy of outreach. Campuses should employ a variety of outreach techniques to identify and communicate with potential students from minority groups. Useful techniques may include but need not be limited to:

- identifying pools of prospective students, e.g., by geographic area, by type of academic preparation, by programmatic interest;

- taking the initiative in preparing and circulating applications materials to prospective students, their families, schools and community organizations;

- developing information networks between enrolled students, prospective students and their families, and high school guidance and career counselors.

B. Campus outreach to minorities should show special efforts to reach those prospective students qualified for regular admission whose knowledge and awareness of the State University may not be as great as that of their majority counterparts. At the same time, the University's programs for the educationally and economically disadvantaged remain a core commitment of service to minority and non-minority students.

C. Recruitment publications and other communications to prospective applicants should (1) identify specific campus services for students from minority groups, (2) accurately represent campus life for such students, and (3) include full information on admissions criteria, including those criteria intended to recognize the student with specialized talent.

D. The objectives of all outreach activities should be to help prospective minority students know the campus better, to improve campus awareness of what is important and attractive to students considering enrollment, and to meet the needs of prospective students and their families. Such special needs may include, e.g., bilingual information and understandable information on financial aid.

### III. The Applications/Admissions Processes

A. The admissions process should include the collection of supplementary information about academic potential, since high school records and other traditional criteria used to measure likelihood of academic success have been found to be less reliable for minority students than for other students.

B. To the extent possible, applicants from underrepresented groups who are denied admission should be informed of other opportunities in the University and of actions they can take to demonstrate their potential for collegiate success or improve their chances for admission. Timely referrals to the University's Applications Assistance Center are an important means of pursuing this goal.

C. Materials sent to accepted applicants, and other communications to students before they arrive on campus, should include information on the campus environment and on activities that would clearly illustrate the involvement in the campus community of students from minority groups.

D. To the extent possible, pre-registration financial commitments, e.g., housing deposits or visits to the campus, should be deferred or waived at the president's discretion so that financially needy students are not discouraged from committing themselves to the campus.

E. Special attention should be given to the needs and interests of newly-admitted minority students during campus visits, orientation and registration, e.g., by including already enrolled minority students and staff in the planning and implementation of orientation activities.

#### F. Financial Aid

1. Campuses should make sure that their internal administrative practices, e.g., establishing deadlines for aid applications, do not create inadvertent obstacles to maintaining the University's goal of fair and need-based student financial assistance. Care should be taken that minority students have equal access to information on deadlines, procedures, etc.

2. Local aid policy should be reviewed periodically to make sure that it reflects service that is tailored to the actual student population of the campus.

3. Students wishing it should have access to campus workshops on personal financial management, where available; consideration should be given to establishing such workshops.

### IV. Enrolled Students

#### A. Academic Needs

1. Students should be made aware soon after arriving on the campus of the availability of academic support programs and, as needed, should be assured of access to skills development activities. Regular means of communication between faculty and other advisors and learning skills personnel, and between these campus personnel and students, will be necessary to achieve this goal.

2. The campus should make every effort to provide all students with reasonable access to, and stimulate their awareness of: (a) ethnic or cultural studies programs; (b) the works of artists, scholars and thinkers from minority and other under-represented groups and their contributions to American and world society; and (c) the increasing influence of these persons and their works on curricular development in all areas of knowledge. The availability of such works in campus libraries will be crucial to the achievement of this goal.

3. The campus should have methods for evaluating the academic progress and retention of students from minority groups. If the retention level for these students is not equivalent to that of the class cohort, the campus should ascertain the reasons and take steps to alter the situation. Each campus should have a means to link its evaluation of academic progress and retention with evaluations of its academic and other support programs.

4. The campus should take any necessary steps to ensure that materials used in its academic and career counseling are up to date and free of cultural or other stereotyping, however unintended, that can sometimes result in discouraging students from entering certain fields of study for reasons having little or nothing to do with past or potential academic performance. If necessary, positive actions should be taken to provide ready access for minority students to advice about the career potential and academic requirements of current or future high-demand fields, to information about on-campus job-recruitment/interviewing opportunities, and to opportunities to participate in job acquisition skills training sessions.

#### B. Campus-Related Activities

1. Positive actions should be taken to enlist campus student leadership and student groups in efforts to foster sensitivity and responsiveness to the positive values of cultural, ethnic and racial diversity within the student body and to the preferences of students from minority and other underrepresented groups where those needs and preferences may differ from majority views.

2. Where student involvement is appropriate, minority students should be included, and be encouraged to participate, in campus decision-making and policy formulation, particularly when their participation can help to make the campus environment more supportive and comfortable for future minority students.

3. Special attention should be paid to the creation of positive intergroup relations in campus social and residential settings. Campus staff having responsibilities for these settings should have access to special training, if necessary, to pursue this goal.

4. Additional means of creating a rewarding on-campus experience for students from minority groups should be considered. Such means may include, e.g., developing a mutually supportive network with local minority or other communities, facilitating contacts between current students and campus alumni from the underrepresented groups, scheduling speakers to address minority, female and other concerns in local, state and national affairs, etc.

5. Attention should be paid to the need of minority students to be, like majority students, members of the off-campus community and to the relation between off-campus experiences and retention in college. Campuses should take steps, as necessary, to see that minority students do not face greater problems than their majority counterparts in relating to the local community, e.g., in housing, banking, and other services. In addition, where local conditions permit, campuses should assist minority students to identify relevant community services or potential support groups (e.g., churches, clubs, community groups).

## V. Evaluation

A. As these goals are pursued, the needs of minority students may change over time. Campuses should evaluate their services periodically and should make adjustments, if necessary, so that services are tailored to the actual student populations and student needs on the campus.

## VI. Central Administration Responsibilities

A. It is the responsibility of the Central Administration to assist the campuses in their outreach and other recruitment activities:

- by providing and maintaining contacts with State and national organizations concerned with educational opportunity for minority students, so as to enhance awareness of the State University as a whole;

- by proposing and pursuing focused and coordinated efforts to reach prospective undergraduate and graduate minority students through such efforts as the Graduate and Professional Minority Recruitment Program and the activities of the New York City Office and the Office of Access Services;

- by continuing to improve University data on minority student applicants and enrollments.

B. Central Administration should continue to assist the campuses in other aspects of this effort, in areas such as academic programs, access and admissions services, financial aid analysis, educational services, special programs, affirmative action, and publications.

C. It is the responsibility of all offices in the Central Administration to further the goal of improving the University's service to students from minority and other underrepresented groups.