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Colorado Advisory Committee
to the
U.S.COMMISSION ON CIVIL RIGHTS

Briefing Forum
on
The Retention of Minority Students
in Colorado Institutions of Higher Education

Red Lion Inn
Silverton Room
501 Camino Del Rio
Durango, Colorado 81301

March 4, 1993

- Panel Members: Gwendolyn A. Thomas, Chair
- James E. Armstrong
 - Theodore W. Bryant
 - William F. Muldrow
 - Maxine Kurtz
 - Mary J. Moseley
 - Carlos Leal

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1 MS. THOMAS: I think everyone has met everyone
2 except Rhonda Martin the stenographer. This is
3 Mary Jean Joseley on the end (indicating.) Maxine Kurtz next
4 to her. Those two are members of the advisory committee.

5 Bill Muldrow is the region director and down here
6 on the end is the staff assistant, Malee Craft -- maybe we
7 should start over -- and this is Jim Armstrong next to Malee,
8 and Ted Bryant next to me.

9 I am Gwen Thomas the chair. We expect one other
10 person, Carlos Leal, this morning.

11 We are here to conduct a factfinding meeting for
12 the purpose of gathering information on the retention of
13 minorities in Colorado institutions of higher education.
14 Participation in this forum will address reasons for high
15 dropout rates among minority students and efforts to mitigate
16 problems which they encounter.

17 The jurisdiction of the Commission includes
18 discrimination or denial of equal protection of the laws
19 because of race, color, religion, sex, age, handicap or
20 national origin, or in the administration of justice.

21 The proceedings of this forum which are being
22 recorded by a public stenographer will be used, along with
23 other information collected through interviews and
24 correspondence with individuals, agencies, and organizations,
25 in the development of a written report with findings and

1 recommendations from the committee which will be released and
2 destributed to the public.

3 At the outset, I want to remind everyone present
4 of the ground rules. This is a public meeting, open to the
5 media and the general public, but we have a very full
6 schedule of participants to fit within the limited time we
7 have available. The time allotted for each session must be
8 strictly adhered to. Twenty-five minutes has been allotted
9 for remarks from each presenter which should include ten
10 minutes of dialogue with the committee.

11 To accommodate persons who have not been invited
12 to make a presentation but wish to make statements, we have
13 scheduled an open period on our agenda from 8:00 pm to
14 9:00 pm this evening. Anyone wishing to make a statement
15 during that period should contact the staff member for
16 scheduling.

17 Written statements may be submitted to committee
18 members or staff here today or be mailed to U.S. Commission
19 on Civil Rights, 1700 Broadway, Suite 710, Denver 80290.

20 I will repeat that. Written statements may be
21 submitted to the committee members or staff here today, or by
22 mail, to the U.S. Commission on Civil Rights, 1700 Broadway,
23 Suite 710, Denver, Colorado 80290.

24 The record of this meeting will close on -- when
25 will it close?

1 MR. MULDROW: March 15.

2 MS. THOMAS: March 15, 1993.

3 Though some of the information provided here may
4 be controversial, we want to insure that all invited guests
5 do not unfairly or illegally defame or degrade any person or
6 organization.

7 In order to ensure that all aspects of the issues
8 are represented, knowledgeable persons with a wide variety of
9 experience and viewpoints have been invited to share
10 information with us. Any person or any organization that
11 feels defamed or degraded by statements made in these
12 professions should contact our staff during the meeting so
13 that we can provide a chance for public response.
14 Alternately, such persons or organizations can file written
15 statements for inclusion in the proceedings. I urge all
16 persons participating to be judicious and factual in what
17 they say.

18 The advisory committee appreciates the willingness
19 of those who have agreed to participate and share information
20 with us.

21 Now, Mr. Muldrow will share some remarks with
22 you.

23 MR. MULDROW: I would like to second some of the
24 things that Gwen has said. Especially to welcome all of you
25 today for participating in the forum and express my

1 appreciation for your willingness to participate in this.

2 I am especially grateful to Fort Lewis College
3 administration and faculty for the cooperation they have
4 given us in setting this up and in providing us background
5 information in preparation for what we will be hearing
6 today.

7 We have quite a full schedule of invited speakers,
8 and so we'll try to keep pretty much on schedule because I
9 know some persons have other commitments besides this forum.

10 We were disappointed that we could not hold this
11 on the campus which was our intention, but as you are aware,
12 the catastrophic snowstorm that you had in January changed
13 our plans, and now I understand that every broom closet and
14 building up there is used for classes or for administrative
15 purposes, so we are meeting down here.

16 This will, I am sure, cut down attendance of many
17 of the students that might have been interested in hearing
18 what is going on today, but we will be writing a report of
19 this and distributing it pretty widely to everyone who is
20 interested, so hopefully the information will get out.

21 The topic of the forum, as you are aware, is the
22 retention of minority students in institutions of higher
23 education. This is the first phase of a larger project
24 throughout the State.

25 We are especially interested in the situation at

1 Fort Lewis College because of the demographics of the
2 situation here in southern Colorado and especially the
3 historical significance of Fort Lewis College with regard to
4 the Native American student, and so we will be following up
5 this with further information gathering in a second forum
6 later on in the Denver metropolitan area, and we will keep
7 you informed of these in the event you may be able to attend
8 that.

9 I just would like to say, also, that in addition
10 to the invited speakers that we have, we have arranged to
11 have an open session this evening for anybody who would like
12 to provide information to the committee who have not be
13 scheduled so far.

14 We ask any such person, if there are any here now,
15 to register with Evelyn at the back of the room there so that
16 we can talk to those persons a little bit before they make
17 the presentation. We want to make sure everyone understands
18 the topic and understands what we are trying to do here.

19 So with those remarks, I think that we are ready
20 to begin, and I notice Mr. Jones is here.

21 DR. JOEL JONES

22 PRESIDENT, FORT LEWIS COLLEGE

23 DR. JONES: Madam Chair and colleagues --

24 MR. MULDROW: Would you take a minute to introduce
25 yourself and provide for the record your mailing address.

1 DOCTOR JONES: Mailing address is very simple;
2 president of the Fort Lewis College, Durango 81301. I have
3 been been president at Fort Lewis for five years, actually
4 four and two-thirds, which I feel fortunate to get the
5 position because I think it is a singular opportunity in
6 higher education administration to be at Fort Lewis.

7 One of your fellow commissioners is responsible
8 for me being here, so if you have complaints about the last
9 four and a half years, tell them to Mary Moseley who gave me
10 the opportunity.

11 I say that because one of the features about
12 Fort Lewis that caught my attention during my 20 years at the
13 University of New Mexico in Albuquerque was the historical
14 commitment to Native American education, and obviously having
15 been in Albuquerque for 20 years as chairperson, dean, and
16 vice-president, one becomes, in that environment, sensitized
17 to the importance of what one might best call civil rights
18 and ethnic relations in higher education.

19 I think, as we all know, there is no state in the
20 union in which demographics have pushed civil rights, civil
21 rights issues and affirmative action to use the traditionals,
22 and higher education into a more intense case, I believe,
23 than the State of New Mexico, and what attracted me about
24 Fort Lewis was the historical commitment to Native American
25 education.

1 When the Federal Government gave the land to the
2 State of Colorado around the turn of the century, the land
3 upon which the original Fort had been established, there was
4 language that stipulated that that land would be used for
5 educational purposes, and no matter what kind of educational
6 institution was established thereon, Native Americans would
7 be admitted to that institution from any place in the
8 United States if they qualified for admission.

9 I am encapsulating a lot of history with a lot of
10 significance in three or four sentences there, but as Fort
11 Lewis moved through phases from being basically what one
12 might call a high school with a focus of home economics to a
13 two-year institution to a two-year branch of Colorado State
14 University to a free-standing four-year liberal arts college
15 according to the CCHE, and that is provided for in an
16 interesting polarity of values, it has honored that
17 commitment; that is, the Native American students from any
18 place in the United States, if they are on tribal rules, can
19 come to Fort Lewis tuition free.

20 There is so much history to be shared there that I
21 don't want to begin to abuse my ten minutes, but let me say
22 on the one hand that that has been a touchstone, if you will,
23 in the establishment that the identity of the institution
24 that has been a bedrock upon which Fort Lewis has established
25 a great deal of its natural visibility.

1 It has been one platform from which I think the
2 campus has felt it's been doing what it needed to do with
3 reference to affirmative action and civil rights commitment,
4 to use your terminology, with reference to higher education.

5 If I may say so publicly, and I have said it on
6 campus, sometimes I think it has, on occasion, been an
7 opportunity for the institution to say, we are doing all we
8 need to, we don't need to do any more, and at that level, it
9 has been an unfortunate rationalization, but I think by
10 comparison to other institutions with respect to reference to
11 Native American education, Fort Lewis has done a great job.

12 However, that is not saying a lot because most
13 institutions do not do a very good job with Native American
14 education, and if you bring in the other ethnic groups that
15 the college should be committed to; that is, essentially
16 given our regional location, hispanics primarily and blacks,
17 in this area, we have done just a marginal job.

18 I would suggest that four years ago, the College
19 did decide to make a stronger commitment to terms of
20 admission; that is, recruitment and retention with reference
21 to the total complex of ethnic populations. I am just
22 monitoring my own commitment.

23 I came from a workshop in Bismarck, North Dakota
24 where I gave the kenote address to 160 individuals from the
25 higher education system in the state of North Dakota, and one

1 of the presenters following me was a woman, Robin Zenig
2 (phonetic), and Robin's address dealt with language, and
3 depending where one speaks, the terminology changes.

4 She insisted on always using the word Ladino
5 instead of hispanic, but given my 20 years in Albuquerque, I
6 know the term Ladino as a foreign term. You would be
7 foreign, or Chicano, and she agreed to that, and we were
8 looking collectively among the 160 people to the staff, a
9 generic term, obviously, was colored for the under
10 represented population, and obviously we should not urge the
11 term anymore, and that is one of the things I learned in
12 Albuquerque because of demographics.

13 You know, we know Anglo-Saxon males are clearly in
14 New Mexico becoming a minority and we need to change the
15 vocabulary of the campus population, and it is difficult
16 because that means the faculty and staff have to relearn
17 language and the values that go along with language.

18 Then we have an extraordinarily exciting cross
19 section at Fort Lewis of population basis with reference to
20 students because we do have 400 Native Americans out of 4000
21 students so approximately 1 in 10, and yet our best feeder
22 high school outside of Durango is Cherry Creek which brings,
23 as you might imagine, certain social economic basis with a
24 certain set of values which are in some ways in dramatic
25 contrast to the rural student we get from Colorado and the

1 rest of the four corners region.

2 So it is an exciting composite and compulation
3 which one might call, at best, a cosmotovian range of values,
4 but sometimes in the classroom it provides a challenge, and
5 perhaps on occasion, frustrating range of values and world
6 views.

7 Back to understanding our student perception and
8 the real reason for you being here, I hope as you listen to
9 the students and faculty, you will be sensitive, I am sure
10 you will be, to the fact that we have a long way to go when
11 the Western State Commission of Higher Education thinks we
12 are doing a good job.

13 They think, and I am sure that is why they asked
14 me to keynote these several regional meetings, but the last
15 few years have been a job of recruiting faculty members, and
16 we have done that without money. We are not a wealthy
17 institution, and I do think that is a critical component in
18 retention.

19 I know there is extended debate about that. I
20 know there is a lot of controversy surrounding that issue,
21 but I think this institution is fully convinced in that it
22 can't retain minority student if it has no faculty of
23 protected class.

24 Bill Langworthy, who you will hear from, and our
25 three deans several years ago made a strong commitment, and I

1 think most of the departments bought into that, and we have
2 been doing an effective job of recruiting. It is too soon to
3 see if that will effect retention. I can't help believe it
4 will.

5 Some the students have expressed some of the
6 frustrations they feel on campus, and I hope you will hear
7 those today. I won't take your time to repeat those. I am
8 sure you will hear them.

9 I think the campus and communities of Durango
10 learned a lot two years ago with our Klu Klux Klan which I am
11 sure you read about. That was a trying period for the
12 campus. It was by public's standard, a smashing success,
13 because Shaun Slater came, and nothing happened and that is
14 the way that it has been referred to, the day that nothing
15 happened.

16 Given his track record, as some of you know, in
17 Denver and surrounding communities when he has a meeting,
18 usually something dramatic happened, but nothing happened in
19 Durango. What did happen, I think, was we were dissolutioned
20 of our sense of self-satisfaction with what one might call
21 interrelations on campus. We learned there was a lot of
22 hidden things not addressed directly before, and I think we
23 are still trying to work with those.

24 So in short, let me say, I am glad you are here.
25 I am impressed by the range of testimonials that Bill has set

1 up for you from our campus, and I know Mr. Muldrow knows the
2 campus fairly well, and I don't see any perspectives that are
3 missing in that range, and I can only tell you that,
4 institutionally, if there is anything we can do after you
5 hear the testimony to either fill in missing gaps, provide
6 more data, bring other people to your table for further
7 testimony, we would be glad to do that.

8 We always appreciate it when people who are not
9 from Durango make the effort to meet here. It is not an easy
10 trip whether you fly or drive. It is a challenge, and I
11 think if you can stay with us a day or two, you will find out
12 why the ones that are here feel pleased to be in the
13 community, and I think you understand, as I said, why I feel
14 pleased to be the president of the institution.

15 Thank you.

16 MS. THOMAS: Dr. Langworthy.

17 DR. WILLIAM LANGWORTHY

18 VICE PRESIDENT FOR ACADEMIC AFFAIRS, FORT LEWIS

19 DR. LANGWORTHY: Good morning, Madam Chair,
20 commissioners. My name is Bill Langworthy, and I am the
21 vice-president for Academic Affairs at Fort Lewis College.
22 My mailing address is -- we now have a street address at
23 Fort Lewis, 1000 Rim Drive, Durango, Colorado.

24 President Jones said some of what I was going to
25 outline to you, but I suspect by the end of the day, you will

1 hear more than you want to know about Fort Lewis' unusual
2 characteristics.

3 My own research indicates that Fort Lewis is one
4 of only two conventional public institutions of higher
5 education that offer free tuition to all Native Americans
6 regardless of state of residence. We take great pride in
7 that. It is a tradition we honor and a legal mandate, of
8 course, also.

9 In effect, that means the State of Colorado is
10 underwriting the education of students who come from other
11 states, but it is a legal mandate as well as being a
12 tradition that is some 82 years old.

13 As President Jones said, Fort Lewis College now
14 has for about 30 years been a wholly undergraduate liberal
15 arts college dedicated to trying to bring that liberal arts
16 experience to students who cannot afford the usual price tag
17 associated with the private liberal arts colleges. We think
18 we have succeeded in that, of course, but we are not very
19 objective about the matter.

20 When I looked through -- when I arrived here this
21 morning and looked through your schedule for the day, I
22 breathed a sigh of relief because I can see readily that
23 everything that I have to say will be said later better and
24 in more detail by somebody else, and that allows me to do
25 what I had already decided to do which is try to give you an

1 overview of some of the pluses and some of the minuses of
2 minority student recruitment, retention, and success at
3 Fort Lewis College.

4 Somehow, every time I think about the problems,
5 and there are problems associated with minority students, I
6 can't help but fall into a kind of good news/bad news
7 viewpoint, and so I am going to present to you half a dozen
8 good news/bad news points in the matter of minority student
9 enrollment at Fort Lewis College.

10 A piece of good news is that the minority student
11 enrollment has risen both in student numbers and as a
12 percentage of the student body over the past dozen years from
13 about 9 percent in 1980 to 16 percent in 1992.

14 The bad news is that the number of minority
15 students who graduated as a percentage of the graduating
16 class each year still greatly lacks in terms of minority
17 students, and only about 10 percent of the graduates are
18 minority, and I realize I am using that word in a fairly
19 loose fashion. I hope you understand what I mean when I say
20 minority, which as the enrollment is 16 percent of the
21 members of protected class, only about 10 percent of the
22 graduates are minority.

23 Good news, Native Americans make up 10 percent of
24 the student body. That too has risen from about 5 percent in
25 1980. Bad new is, by antidote, at least Native Americans

1 still tend to be less fully engaged in and involved in the
2 life of the entire college campus community.

3 Good news, turn the first bad news around, the
4 percentage of minority students, percentage of your graduates
5 who are minority or members of the protected classes, has
6 risen to above 10 percent.

7 The bad news is that minority or protected class
8 students still suffer a greater attrition than that of their
9 Caucasian classmates.

10 Data which are now two years old -- we made the -- I
11 was going to say made the mistake, but that is not correct.
12 Fort Lewis went to a new software system in the computers two
13 or three years ago, and that created a discontinuity like,
14 you know, the sort of discontinuity that led to the death of
15 the dinosaurs and so forth.

16 So we have this break. We have data before 1991,
17 and now we are collecting data after 1991, but those older
18 data indicate that taken as a sweeping whole, only about half
19 of our minority freshman return for their sophomore years,
20 whereas closer to two-thirds of our Caucasian freshman return
21 for their second year. The numbers have gotten better, but
22 that is still a bad news kind of a statement.

23 A piece of good news that President Jones alluded
24 to is that we have enjoyed very good success the past four or
25 five years in recruiting minority faculty colleagues. The

1 bad news is that it is difficult to hold them.

2 In terms of opportunity, we think we are probably
3 going to lose two members of the graduating class of 1991 of
4 new faculty members, minority faculty members.

5 Good news many of the minority students surveyed
6 afterward speak with an appreciation of Fort Lewis and their
7 experiences here. Bad news side is that as recently as last
8 week when we had a cultural diversity week, a number of
9 minority students commented with some pain about actions of
10 discrimination that they have encountered, personal actions
11 that they have felt or have witnessed.

12 A piece of good news is that Durango, by large, is
13 a civil multicultural type of town. Bad news side, there are
14 cases which pop up into our local newspaper that are pretty
15 clearly racially induced.

16 We feel we are making progress, but we feel we are
17 not making nearly enough progress. I guess if we had
18 explicitly stated, and actually we have done so, it would be
19 that we would like the composition of our student body to
20 fairly reflect the composition of Colorado population and
21 greater southwest region.

22 The special relationship to Native Americans
23 requires us to go beyond the population of Colorado alone as
24 a benchmark against which to compare the makeup of our
25 student population. That is, in fact, in effect a state

1 mandate the Colorado Commission on Higher Education a few
2 years ago mandated that all colleges and universities, public
3 colleges and universities in this state, reach and reflect
4 the statewide composition of population by the end of the
5 century which gives us another eight years.

6 Well, when we looked at what we wanted and looked
7 at where we were and how rapidly we were getting to where we
8 wanted to be, we concluded, especially last fall when we had
9 several fairly heart-felt conversations about this general
10 issue, that tanking business as usual would not work, and
11 even though the population or reputation of minority students
12 suffered, even though the success rate is growing, that is
13 lagging, and the growth rate in the minority population is
14 not growing as rapidly as we like.

15 We concluded that we simply cannot continue on a
16 business as usual basis. We agreed to try to find out by
17 interviewing, surveys, what it is that produces that higher
18 attrition rate among our minority students.

19 Incidentally, I might mention that Fort Lewis is a
20 far easier institution to get into than to stay in. We are
21 classified by the State as moderately selective which means
22 that we will accept virtually anybody with above about a
23 C plus, something like that, in high school.

24 We built programs that are designed to produce
25 students who can compete successfully with the graduates of

1 Boulder and the Colorado School of Mines and Denver
2 University and all the other institutions which is whom they
3 will have to compete.

4 So our attrition rate is higher than we want it to
5 be for all students. That is a little bit after the fact in
6 terms of trying to organize our plan into something coherent,
7 but I see five facets for our developing strategy for
8 improving the retention and the success of minority
9 students.

10 The first facet is that of preparing students
11 before they arrive at Fort Lewis College, and you will hear
12 about some of these perhaps later. Under the auspices of a
13 major grant from the Howard Hughes Medical Institute, we have
14 summer programs to prepare students, especially for careers
15 in the sciences, similarly a program that you will hear about
16 by Dr. El-Hakim under the National Science Foundation.

17 It is also directed in one case to the middle
18 school, and in other cases, secondary students, to prepare
19 them for college, and also to move them into the style of
20 student who will become scientists and engineers.

21 For three or four years we have had a region
22 AISES, American Indian Science and Engineering Society,
23 directed largely toward sophomore and junior type high school
24 students to bring them on to campus for the day, try to make
25 them think college might be kind of neat and might be for

1 them.

2 We have been participating for several years in
3 the expanding horizons program which is directed towards
4 opening career possibilities to girls at the junior high
5 school level. We participate with Colorado State University
6 in a talent search proposal.

7 We think this is personally not nearly enough, and
8 this constitutes one of the bigger challenges facing us that
9 is intervening in the lives of youngsters before they make
10 certain crucial decisions that determine what they will do
11 and how well they are prepared for college, if they choose to
12 go to college.

13 Second facet is recruiting students to Fort Lewis
14 College. We have also had a Native American outreach, and we
15 have all attempted to actively recruit in reservation schools
16 in Arizona and New Mexico and in other high schools that have
17 a high population of Native Americans, but in the last three
18 years, we have supplemented that program with several
19 others.

20 We have a home visitation program to personalize
21 the outreach of Fort Lewis College with students who might
22 otherwise feel that coming off to the northern corner of
23 Colorado is an unthinkable notion.

24 We are targeting certain high schools for more
25 intensity of recruitment, and this year, for the first time,

1 since we have trouble getting Native American students to
2 participate in our orientation programs on campus in the
3 summer, we have decided to take an orientation out there, and
4 in April, for the first time, we are taking a group of
5 faculty administrators and some computer terminals down to
6 Chinle on the Navajo Reservation to provide orientation and
7 early registration for perspective freshman.

8 That will not, frankly, substitute for a real
9 on-campus orientation, but I think it will be better than
10 nothing at all, and perhaps we can then convince these
11 youngsters that they really need to find the time to come up
12 here and spend a weekend at Fort Lewis before they start
13 college.

14 Remember I mentioned earlier our attrition rate at
15 the end of the freshman year is what is really high. I did
16 not go on to say that the retention in the later years is
17 much better so we think the big problem is getting these
18 youngsters, through their freshman year.

19 Third, retention once students are here. You will
20 be hearing about this from several people. Let me just
21 mention the intercultural center also known as the Native
22 American cultural center, student ethnic clubs, the Hispanic
23 club.

24 Last year one of the good fallouts from the Klu
25 Klux Klan phenomenon was the formulation of a united

1 coalition against prejudice by a number of students, who as a
2 result of that became very much more involved in the overall
3 life of the campus community.

4 We also are trying our best to walk, in effect, in
5 the shoes of our minority student to discover what it is at
6 Fort Lewis College that gives them problems and how we can
7 fix that and make it work better.

8 Fourth, as I mentioned before, was
9 Omnia El-Hakim's program that you will hear about later.
10 There is a a program sponsored jointly by the Navajo Nation
11 and by the Ford Foundation. They are working together for
12 adults in the Shiprock area, especially those wanting to go
13 into teaching, to earn bachelor degrees, and according to
14 Dean Rodrick (phonetic) of the School of Education, about 20
15 students, nontraditional students from the Shiprock,
16 New Mexico area will be receiving bachelor degrees at the end
17 of the year. You will hear about MARC; that is, Minority
18 Access to Research Careers.

19 Number five, building and environment. This is
20 probably the most important and difficult to do. I was very
21 sobered to hear last week and previous to that, discussions
22 from their viewpoints, the viewpoints of minority students,
23 about the community reaction to them, and I think it is
24 awfully easy for those of us of Caucasian persuasion to think
25 we understand, but in fact do not understand the kinds of

1 barriers that minority students face.

2 I think our objective ought not to be to produce
3 minority enrollment equal to our region and attrition rate
4 equal to the region, but a situation in which students of all
5 ethnic background interact and accept students from all
6 ethnic background, which means a major task directed not only
7 toward and for a minority student, but also toward and for
8 the majority students in our population.

9 I get a little skeptical sometimes of our drive
10 toward a kind of language purification. I don't really
11 believe that legislating attitude will actually reach down
12 and change society the way it has to be changed, if we are
13 going to become a really successful multicultural society
14 which, in fact, we might become in the twenty-first century.

15 I personally believe that the only real hope for
16 us is to make a really wonderful variety of opportunities for
17 people of all ethnic backgrounds to work together and to
18 learn to tolerate and welcome and to savor both the
19 similarities and the differentials.

20 Well, this has been a very broad brushover. I
21 hope you don't mind that. Funds do limit us. We are thinly
22 funded. Doesn't every college or univerisity say that, but
23 in our case, it is really true.

24 We must make these things happen. We must find
25 the resources to make these things happen. I do, as an

1 optimist, allow myself to realize we make progress, but as a
2 realist, I force myself to realize that we have an awful lot
3 of progress yet to make.

4 Thank you ladies and gentlemen.

5 MS. THOMAS: I would like to make a request and
6 ask a question. Can you get us statistics on the numbers of
7 minority students and their persistence rates? Can you get
8 us statistics on the faculty?

9 MR. LANGWORTHY: I can do the second easily. In
10 fact, probably Terra Anderson has that; do you?

11 MS. ANDERSON: I will give that information.

12 MR. LANGWORTHY: Persistence rates, I am a little
13 bit -- we have not been able, because of that hiatus in
14 changing computer software, we have not been able to update
15 data that are now going on three years old, and so I will
16 have to see what the computer center can do for us. I did
17 not bring persistence data but raw enrollment data, and I
18 will be happy to pass these to you.

19 MS. THOMAS: The other question is, have you done
20 anything specific to try to change the climate in Durango?
21 Has the College tried to do anything that would make it a
22 more congenial city?

23 MR. LANGWORTHY: I think my answer has to be no.
24 I don't think we have. We have dealt with cases
25 individually, but I can't think of any case where we have

1 attempted to reach out and tell Durango to change. I didn't
2 mean to make that sound negatively. The answer is no.

3 Durango is -- in fact, I don't know its ethnic
4 makeup precisely, but it is overwhelmingly Caucasian with
5 substantial populations of hispanics and lesser Native
6 American, very few blacks, very few Asians.

7 DR. JONES: If I may be informal, I think one of
8 the positive spin-offs of the whole Klu Klux Klan phenomenon
9 a year and a half ago -- actually a year ago. I try to push
10 it back further than it was was -- our own sensitivity to, on
11 the one hand, very positively the number of people in the
12 community who wanted to help the college essentially turn
13 that visit by Shaun Slater into a nonevent, and that was
14 satisfying and rewarding.

15 On the other hand, I think it has been pointed out
16 to what you you are getting to is that there has not been in
17 the history of the college any substantial conversation at
18 all with the community or community leadership about what
19 Bill termed the environment, but obviously if we are shifting
20 from students to faculty, if we are going to retain faculty
21 from protected classes, they live in the community. They
22 don't live on campus, and so it has to be a much broader
23 picture than most campuses ever consider when they set out
24 the higher faculty members from protected classes, but that
25 is a good question.

1 MS. THOMAS: The question comes not only with
2 regard to Durango. I have been interested in both, and as a
3 community, it doesn't respond to the people of the campus
4 very satisfactorily. I guess the faculty is better off than
5 the rest of the people.

6 DR. LANGWORTHY: We would have to concede to that,
7 and undoubtedly we have seen cases where the community has
8 not responded to people.

9 DR. JONES: What we learned, we learned from the
10 Klu Klux Klan experience, and I would not recommend that for
11 the campuses, although in retrospect, I think it does take
12 that kind of institutional trauma, and it really was that in
13 terms of the emotional reaction from students and protected
14 class and from faculty and staff.

15 It takes that kind of emotional trauma, I think,
16 to awaken one to what the realities are, and if I may, while
17 I am back up here -- you don't probably take testimony from
18 your own colleagues on the Commission -- let me say something
19 that I believe Bill was wanting to add.

20 One of your fellow commissioners, Dr. Moseley's
21 responded to several of the things we are now doing with
22 reference to being more aggressive about our retention of
23 Native American students. For so long we took it for granted
24 we would have the Native American population because of the
25 tuition-free option, but I know the first year I was there,

1 Dr. Moseley laid out all the other things that she thought we
2 should be doing, given her, at that point, ten, thirteen
3 years of directorship, and I am sure she has been thinking
4 finally we have begun to do it.

5 MR. BRYANT: Dr. Langworthy, as an American Indian
6 member of this group and someone who has been associated with
7 Fort Lewis for a long time, I first of all would like to
8 congratulate you on the things you have done and for the
9 admissions you talked about a minute ago, especially as far
10 as the freshman returning.

11 Have you considered trying to do something for the
12 American Indian students in terms of some kind of short-term
13 success? In other words, in that first year, perhaps in
14 terms of something of an internship, or something at the end
15 of that first year, so that they don't have to wait until the
16 full four years before they see something of a success.

17 DR. LANGWORTHY: No, we haven't. That is a good
18 idea. We haven't done something precisely like that. In
19 fact, I am going to guess now, and I don't know that I can
20 get statistics to prove this, but I would guess that the
21 period of highest passage is the first month, and if students
22 have even a shot at success by the time they come to the end
23 of their first year, they are through the worst of it, but
24 that first month, we lose students.

25 We lose students of all backgrounds, of course,

1 but to the Native Americans, Durango can seem like a
2 ferociously large town to youngsters from Dinehotso and
3 places that aren't even on the map. So actually our
4 preoccupation right now is for all of our students, but
5 especially for our minority students and especially for
6 Native Americans to see them through that first month.

7 But the idea of internship, we are playing, as I
8 think are a number of other institutions -- not playing -- we
9 are very interested in increasing activities in service
10 learning and the related more traditional areas of co-op, and
11 internship, partly because we think that that is an important
12 part of education and partly because we think education ought
13 to be connected to the real world so that students can see
14 purposes beyond the self-evident life of the mind, and so the
15 possibility of developing work to students as early as the
16 end of the freshman year is an interesting one.

17 Sorry. That was a long answer.

18 DR. JONES: Mostly what we have tried do in the
19 last years, in the first month it is critical probably to
20 every student, but especially to the Native American
21 population, is to establish a voucher system for books, made
22 the financial aid office be flexible in the application of
23 deadlines, make the housing office be flexible in the
24 regulations because those traditional institutional
25 operations, book store, housing, financial aid, oftentimes

1 what will work for the student in Aurora or Montrose is not
2 going to work, through no fault of the student, for the
3 student coming out of Native American background in one of
4 our tradition feeder sort of schools.

5 It took us a long time to get to that point, and I
6 think students tend not to want to changes those traditional
7 stipulations, but in those occasions, it wasn't the fault of
8 the student in terms of timing and financial aid, the ability
9 to buy books, the ability to get into housing on time, all
10 those things that worked for the Anglo student from the
11 Denver suburbs doesn't work for the student who has a totally
12 different relationship with reference to communication to the
13 institution. Those are some of the things we have focused
14 on.

15 DR. LANGWORTHY: More Native Americans participate
16 in the summer orientation for freshman than any other
17 population at Fort Lewis College. Many Native American
18 freshman arrive in Durango without having made firm plans for
19 housing and without having enough money to acquire textbooks,
20 and again it just underscores that if you get them through
21 the first month, then the prospects for success are greater.

22 MR. BRYANT: Maybe you can answer this with a yes
23 or no, but do you think you do enough in terms of attempted
24 recruiting as compared to Navajo with the two Colorado Ute
25 reservations and to the pueblos; one, the pueblos equally,

1 two is Jicarilla Apache, which is close. I expect I know the
2 answer but --

3 LANGWORTHY: We really do try to reach out equally
4 to all of those tribes. Whether we succeed or not, I expect
5 that it is easy to become preoccupied with the Navajo as such
6 a large tribe. I expect again, as Dr. Jones mentioned, I am
7 not sure you want to take testimony from one of the members,
8 but I expect Dr. Moseley can give you a better answer than I
9 could.

10 MS. THOMAS: We will talk to her during the
11 break.

12 Thank you.

13 LAWRENCE GOMEZ

14 DEAN OF STUDENT AFFAIRS, ADAMS STATE COLLEGE

15 MR. GOMEZ: Thank you very much. As usual, one
16 arrives here and your bags went elsewhere, so I hastily tried
17 to construct a few thoughts to work from today.

18 MS. THOMAS: I wanted to say, you are from Adams
19 State College.

20 MR. GOMEZ: Yes, and let me indicate that even
21 though Alamosa appears on the national news quite regularly
22 during the winter time being so very cold, it must be that
23 Durango doesn't have a weather station.

24 Let me first indicate that I don't think we have
25 any magic formulas for retention and recruitment of minority

1 students. We feel we have been very blessed at least during
2 the last 12, 13 years with recruitment and retention rates.
3 We work hard at it, but we certainly don't feel we are
4 specialists in working with the minority population, but we
5 will continue to do the best that we can.

6 We see recruitment and retention both as the same
7 process. We feel that retention begins at the very beginning
8 and that unless we can convey the message to the student that
9 when we recruit him to Adams State College we really wish for
10 him or her to graduate, so we make that known right from the
11 very beginning. Students have to set their mind to graduate
12 from the institution and we feel that we have a fairly good
13 record.

14 I must tell you that since 1924 when Adams State
15 College had its first class, Adams State College has
16 reflected approximately 20 to 25 percent of the student body
17 as representation from the minority groups.

18 Quite often, we hear -- you're very fortunate in
19 that have you the Sun Louis Valley, a population of about 150
20 thousand of which 50 percent also happens to be Hispanic.
21 Unfortunately, one sad statistic is that being one of the
22 most impoverished valleys in the United States and the
23 Hispanic population being at the bottom of the economic
24 ladder, approximately 10 to 15 percent of the students
25 graduating from high school, and there is a high dropout rate

1 in the San Louis Valley schools, about 10 are 20 percent of
2 the classes go on to higher education with even a lower
3 number of those who are Hispanics continuing on to higher
4 education.

5 So we don't have the benefit of being able to say
6 that our numbers in terms of minority participation at Adams
7 State College necessarily comes from the valley such as the
8 San Louis Valley. We recruit very hard in rural areas in the
9 State of Colorado. Some 30 percent of our students --
10 35 percent of our students -- come from rural Colorado and
11 rural New Mexico. We are fortunate in many of those
12 communities. You have high populations of Hispanic
13 students, and we feel we do an excellent job of attracting
14 them to our institutions.

15 What is possibly even more exciting to us is that
16 our graduate rates reflect the same amount of minority
17 graduates as what we have in our student population.
18 Graduates generally compromise some 20 to 25 percent minority
19 students who graduate from Adams State College. That
20 certainly has been true for the past 12 or 13 years.

21 I have some statistics for you. In 1983, some of
22 the statistics that I can remember are, our minority
23 graduation rate was 25 percent; '84, 24 percent;
24 '85, 25 percent; '86, 25 percent; '87, 24 percent;
25 '88, 19 percent; '89, 29 percent; 1990, 25 percent;

1 and 1991, 30 percent are graduates of minority students.

2 We try to say, then, immediately when you come to
3 this institution, our particular concern is for you to end up
4 being a graduate. In fact, at freshman orientation, I give
5 them all their degree facsimile, and I tell them, you can't
6 mark this, but I want you to take this facsimile, and I want
7 you to put it on your wall, and every morning I want you to
8 say, I am one day closer to receiving that particular goal
9 and continue working. I am proud of it. Place it on their
10 wall, place awards around that facsimile and within a four-
11 or five-year period, we certainly want to make sure that we
12 get the real thing.

13 Mr. Muldrow said when you come here, please tell
14 us some of the kinds of things that you do to get students to
15 come to the institution and what do you do to get them to
16 stay there, and I must tell you that unless we deal very
17 sensitively with the parents of the minority student, we feel
18 at Adams State college, we can't attract them.

19 The minority students that come to Adams State
20 College are not quite as attracted to the environment, I
21 suppose, as they would be if they were to go to other
22 Colorado institutions. When I come to Durango, Colorado, or
23 Western State College or I go to other institutions, they
24 have such a wonderful surrounding that I am quite sure if I
25 was eighteen, I would be attracted to that, too.

1 Alamosa doesn't have that luxury, so we have to be
2 sure when we attract a student to come to Adams State
3 College, especially minority, we have to make sure that they
4 are going to be comfortable with our institution, they are
5 going to feel that it is going to be a place that is
6 receptive to them, to their particular needs, and that we
7 truly respect who they are, and we feel we do an excellent
8 job in terms of parents, involving them in retention or
9 recruitment.

10 During the senior year, we want to make sure we
11 get to the high school. We take sufficient time to visit
12 with the students and more so to visit with the parents.
13 Often, and it does amaze* me, but often we have to visit with
14 the parents about the values of an education.

15 The majority of the students that we get at Adams
16 State College are minority students or first generation, so
17 it is difficult to speak with parents about the possibility
18 of students encumbering a heavy financial debt by the time
19 they finish the studies.

20 Many of the parents tell me, you are telling me my
21 son or daughter, by the time they finish their undergraduate
22 degree four or five years later, they'll have a greater debt
23 than what I have, and that is a pretty hard line to sell, but
24 we have to work with that.

25 We have to be able to stick with parents. We do.

1 We chat with them about the benefits of education; what it
2 might mean once graduated, the early potential for the
3 student upon graduation, and how not only it will benefit the
4 student but also benefit succeeding generations, probably the
5 brothers and sisters.

6 We started what we call the mother/daughter program
7 at Adams State College wherein we bring a mother and daughter
8 together as a team, and the mother we recruit to come to
9 college, the daughter is in high school.

10 We move them both along the system so that one can
11 help the other. The mother will become an idol symbol for
12 the rest of the family, and already within the first semester of
13 school, we found a very positive change in that the mothers
14 and the daughters all of a sudden become interested in their
15 own education.

16 Not a new approach for Adams State College. It
17 was developed by Arizona State University. They started with
18 50 teams and they are up to 500 mother/daughter teams. In
19 developing these programs for the understanding of the
20 parents, it is to truly understand that the program is for
21 the daughter down the road.

22 We work very hard in working with the parents,
23 making them understand what education is all about because
24 they are a support system for the son or daughter when they,
25 the son or daughter may be located several hundred miles away

1 from home.

2 We also try to make sure that we bring the
3 students on campus during the summertime when we have two
4 retreats. We invite the parents and students. We invite
5 them to live in the residence halls, to eat our food, to meet
6 the faculty, invite them to meet the administration, invite
7 them to the different resources through the year so they can
8 feel comfortable with the resources and attach names and
9 faces to the resources that are available. It requires a lot
10 of patience.

11 Financial aid is a process that is very paper
12 extensive, and I know that it takes an enormous amount of
13 work to get all that work done so that the student can get
14 qualified for financial aid, and it is very frustrating. It
15 requires a lot of patience on the parents because many times
16 they haven't filed the income tax papers on time. They might
17 need assistance with that, and so we are very patient in
18 terms of the area of financial aid.

19 Then we say to the entire institution, both
20 recruiting and to the retention, it is everyone's duty, and
21 we emphasize very much the role of faculty. That if, in
22 fact, the student feels they are not cared for, that they are
23 not respected, that in fact, they will not be retained, and I
24 heard awhile ago that the first couple of weeks are very
25 important, and they certainly are.

1 Our experience is that if we do not take care of
2 the needs, especially minority students, during the first or
3 second week, they will leave. They experience a lot of
4 things that the normal student is going to experience;
5 certainly home sickness is one of those, but because of the
6 closeness of the families, we got to provide other kinds of
7 things.

8 What we have done at Adams State colleges we
9 provide not only Hispanic but also nonHispanic professors who
10 will take in the student, not only in the office hours, but
11 invite them to lunch over to their home.

12 We also arrange for community members to share
13 their homes, share some of their love, like some of the kids
14 say, I want them to share their beans and tortillas with me.
15 That holds them over the first two or three weeks when they
16 are very homesick and miss brothers and sisters.

17 They need a lot of attachments with people in the
18 institution. We have an academic counseling center which
19 provides intensive care to minority students in the beginning
20 weeks to make sure they are talking about what they are going
21 through, and we get them to attach them with someone in the
22 faculty or someone in the community that can give them the
23 help they need in the first few weeks.

24 Once we have them there, of course, we mandate a
25 whole bunch of things, but one of the things I found out in

1 the two years of working higher education is that if you have
2 a student who is not happy, you have a student that is going
3 to want to leave.

4 Especially with minority students, we want to see
5 they are actively involved, so again the counseling center
6 tries to get them involved in clubs and organizations as
7 quickly as we can.

8 We have a Native American organization and a
9 couple of Hispanic organizations, a couple of black
10 organizations. We do everything within the first week to get
11 the attachments those particular groups.

12 One of the mandatory programs that we make every
13 freshman go through is career counseling. A majority of the
14 freshman, really, I don't think they know what they want to
15 do the rest of their life, and I tell you at the ripe old age
16 of 52, neither do I.

17 We mandate career counseling. It gets them in to
18 visit with another adult. It gets them to talking about
19 where they are at at the present time in terms of where they
20 might wish to be in the future. It gets them talking about
21 what are their concerns during the first critical semester of
22 college.

23 We also mandate academic advisement. We tell
24 them we have professionals who can guide you through an
25 academic problem through the next four years, but mostly we

1 early alert card so we can respond immediately.

2 One thing we found in terms of the academic
3 enrichment center that provides tutorial service to students
4 is that if we do not respond in a one-week period to academic
5 needs, they are more than likely to fail that particular
6 course. We are very concerned about responding to those as
7 rapidly as we can.

8 We have also implemented a policy of sending to
9 the student midterm grades so that at midterm they will know
10 how they are doing. You don't send all the grades, just
11 grades below a C. At that particular time, they are required
12 to visit not only with the professors of that particular
13 course more intensely to talk about how they are getting
14 through the course but also with the academic advisor or
15 person in the academic advisor center so that they can
16 determine what course will be taken, what route will be taken
17 within the next few weeks to get them back on track so they
18 can do well academically.

19 We have also implemented in the last three years a
20 membership program whereby we will assign minority students
21 to upper level minority students, some of their peers who
22 have volunteered to guide freshman through a very dramatic
23 freshman year, and we find that program to be extremely
24 useful.

25 One of the other things I do at the colleges make

1 forcing students to come together and talk about issues, talk
2 about their concerns, to talk about what makes them feel
3 good, we have been able to create a positive environment to
4 live in.

5 I will just tell you that as dean, I have probably
6 had no more than one or two ethnic, racial, situations on
7 campus, and we feel good about that, but of the number of
8 minority students we have at the College, the interaction
9 between them has been good through the years.

10 One of the things we also emphasize and that is
11 that programs such as our academic enrichment center which
12 provides tours to the students does not stigmatize minority
13 students.

14 The academic center is funded through Federal
15 funds, and it is designed primarily for students who come
16 from low income areas or first generation students who are
17 physically handicapped. One thing we try to do is extend the
18 services to all student, but make sure that we are
19 specifically going after and targeting and providing the
20 special needs of minority students.

21 I was in that program once upon a time, and when I
22 took over, I realized that it was primarily a program for
23 minority students, and minority students didn't want to
24 participate because they felt stigmatized, so we extended it
25 to all students to make sure the needs were taken care of

1 In terms of models, I must say, and I suppose this
2 is true for institutions throughout the country, we
3 probably do not have a sufficient number of faculty members
4 for the number of minority students we have on campus.

5 Of the 105 faculty members, 15 are from minority
6 groups. Of 40 administrators, I believe approximately 21 or
7 22 of those are members of minority groups. That number
8 certainly isn't sufficient, but I think it makes a very
9 positive impact on the student to see those particular models
10 at the institution, and I must tell you that they turn to us
11 very frequently for advice for counseling, and I believe that
12 those of us at Adams State College have done an especially
13 good job to guide them through the four years of study.

14 I think if, in fact, we have success in terms of
15 our retention rates of those students in terms of the
16 graduation rates, it is primarily in part due to the hard
17 work of the minority professors and staff, and that is not to
18 say that we don't stress that to all faculty members and
19 staff members, but I think we work especially hard to help
20 those particular students.

21 I am not sure what kind of questions you have
22 specifically about Adams State. I don't have numbers, but I
23 would like to answer any questions that you might have.

24 MR. BRYANT: I would like to know if you know
25 approximately the demographic source of the students.

1 MR. GOMEZ: Thirty-three percent of the students
2 come from rural areas; about eighty-three percent of our
3 students come from the State of Colorado. Seventeen percent
4 are out-of-state students; about fifteen percent of those
5 out-of-state students are from the State of New Mexico; and
6 the rest come from our surrounding states, and a few students
7 from other parts of the country.

8 From the San Luis Valley, we get a very small
9 percentage. We probably get less than 10 percent of the
10 students from the San Luis Valley, but we just don't have
11 high numbers of students coming from the San Luis Valley. It
12 is one of the areas we are working on very seriously right
13 now.

14 MS. CRAFT: Do you know approximately how many
15 students are enrolled in Adams State College.

16 MR. GOMEZ: Our enrollment fluctuates from 2400 to
17 2500 students.

18 MS. CRAFT: And how many minority students do you
19 have.

20 MR. GOMEZ: I believe the percentage is about
21 29 percent of that approximate 2500 this year.

22 MS. CRAFT: In reference to the programs that you
23 outlined such as counseling, one-on-one counseling, those
24 kinds of things for the incoming freshman, are you getting to
25 all the minority students? What percentage of the minority

1 students are you getting to.

2 MR. GOMEZ: We have what we call intrusive
3 counseling and intrusive advisement. We will during
4 orientation let the freshman know that every single one of
5 them has a number of mandates, and quite frankly, they resent
6 those mandates. They are supposed to be adults, and they
7 want treated as adults, but I believe that once they receive
8 the services, they feel good about them.

9 We tell them that you will be notified within this
10 week of when you have to appear at the academic advisement
11 center or we assign them to a faculty member. If they do not
12 show, the advisers give them a call and say, you missed your
13 appointment, but let's reschedule another one for you. We
14 need to do it within the next day or so.

15 We do the same in carrer counseling. We do the
16 same in the counseling center. We are very intrusive into
17 their lives, especially during the first semester and first
18 few weeks because we hire specific individuals to work in
19 those centers.

20 We go right after each minority student. They
21 will receive a letter and phone call, a personal visit from
22 one of those individuals.

23 MS. CRAFT: Of your incoming freshman minority
24 students, what percent -- can you give us an estimate of what
25 percent of those students do indeed drop out after the first

1 month or the first semester? What percent would you give.

2 MR. GOMEZ: After the first year, and that is the
3 most serious of all years, and I think probably we have that
4 problem across campus, we will probably return close to
5 70 percent of our freshman to Adams State College.

6 We will retain, by graduation time, pretty close
7 to 45 percent of our freshman class. That compares to
8 approximately 40 percent nationwide. We are not proud of
9 40 percent. We wish it would be 60 or 70 percent, and we
10 retain approximately the same amount of minority students,
11 might be one percent point lower than the Caucasian student,
12 but our retention rate is quite comparable within the two
13 groups.

14 MR. ARMSTRONG: I have one question. I wanted to
15 know about your African American population. It looks as if
16 you have around 40 or 45 students. This is some statistical
17 data that we have. Of those, you said that you have a
18 recruiting program that you are trying to recruit students.
19 Of those 45 students, what percent are student athletes.

20 MR. GOMEZ: Probably -- I believe that this year
21 we have approximately 5.6 or 6 percent black students on
22 campus. I would say probably one-third of those are
23 athletes.

24 MR. ARMSTRONG: So in other words, your recruiting
25 programs are not just for student academics.

1 Of those 28, or approximately 28 full-time students, the
2 students that we do have in higher education or in business
3 schools, technical colleges -- there is approximately 38
4 students -- 8 of those students are presently at Fort Lewis
5 with 8 full-time, 2 part-time.

6 In the rest of the colleges in Colorado, we have
7 16 students; in New Mexico, 6; in Arizona, 2; in Nevada, 1;
8 in Kansas 2; and Utah, 1.

9 I find that sometimes, depending on what the
10 source of numbers percentages are taken, they are interesting
11 to look at, and doing some rough estimation this morning of
12 the population of a Southern Ute Tribe of 1230 plus, we
13 approximately estimate 600 of those individuals under the age
14 of 24.

15 My rough estimate is higher. I believe that
16 5 percent of my population of 24 are presently in college.
17 Those figures, if you wish, can be redefined for the
18 Commission by Mr. Briggs.

19 The programs at the Southern Ute Indian Tribe
20 provide to our students to inter into higher education,
21 although very briefly, is our scholarship program. It is
22 tribally funded. It is not using Federal funds.

23 In this area, the qualifications for the
24 scholarship program we expect from our tribal students is a C
25 or 2.0 grade points average. The student must be enrolled in

1 12 credits per term, and the tuition, the scholarship, is
2 granted to them has a cap of \$5,000 per semester.

3 Our emergency funds are provided on a one-time
4 basis per semester by Mr. Briggs up to a \$100, and tutorial
5 services are provided by the Tribe.

6 As mentioned by the guy before me, we do find that
7 the first year is a very trying time for the; the relocation
8 area, the cultural shock, moving from reservation, to a large
9 campus.

10 The Tribe also has in place three other programs
11 that we feel are needed and are used by our tribal members to
12 obtain a scholarship, and one of those mentioned this morning
13 is internship or cooperative education program.

14 Southern Ute Tribe now has a program that we use
15 for students when they return back home, or occasionally if
16 they wish to stay in the area where they are attending
17 school, an intern program. We have funds available to send 5
18 students per year to that program.

19 We have another program called the alternative
20 higher education. This is for students who wish to attend
21 business schools or other higher education programs that are
22 not degree granting programs, and they are programs that are
23 not more than 12 months in duration. We do use the similar
24 guidelines as we do on the scholarship program, no more than
25 5 students at any one time.

1 The last program that we have here is
2 undergraduate or degree completion program, and that allows a
3 student who is at or beyond the midcareer point of his or her
4 life and wishes to return back to college and complete their
5 education, the individual needs to have an undergraduate
6 degree at the time they apply.

7 They need to be able to complete that degree
8 within one year. They need to obtain 40 or fewer hours per
9 semester and we can fund up to \$10,000 per student, and we
10 award one award each year. We are for trying to complete the
11 degree program.

12 In the preparation for tribal members to attend
13 college, technical schools, business schools, for their own
14 career planning, education program conducts what is called
15 many computer camp in conjunction with Fort Lewis College. I
16 believe it is the first part of June.

17 In June and August there is also on-campus tours
18 for students from 6 through 12 done in two sessions to both
19 the campuses of C.S.U. and C.U. during the summer, and I
20 believe the participation is up to about 15 students per
21 tour.

22 This gives the student an on-campus experience of
23 what colleges like. Giving this educational presentation and
24 tours by the colleges not only on the campus but community
25 and surrounding areas.

1 Pennsylvania, and not to degrade them, but to see the
2 difference between the cultures, I have many times had to
3 say, stop and listen, don't talk all the time because most
4 Native American people will not interrupt. That is
5 impolite.

6 They do not interrupt when you are talking, and it
7 went to the point where one young lady -- we were going to
8 have the facilities blessed, and she was very interested in
9 having a video made of the blessing of our center, and she
10 was telling me the story later. She said Mr. Briggs, I asked
11 Mr. Brocks (phonetic) if I could video the dedication, and I
12 waited, and I waited, and I waited, and finally he said, I
13 guess it will be all right.

14 You know, I think that is one of the problems that
15 Native Americans face in the dominant society, being able to
16 get in there and break in and try to dominate the
17 conversation. It happens a lot with an employee, when we
18 employ people.

19 I have learned in tribal counsel that when I go
20 there that I don't talk all the time. I make my case, then
21 each person on counsel has an opportunity to express their
22 opinion. That is before I come back with my comments.

23 I would like to go back just a little bit now and
24 give a little of my background so that you see where I am
25 coming from as an individual. My parents homesteaded in

1 Colorado in '34. Little incident there that I think is
2 relevant. My mother was told don't let the Indians in your
3 home. If you do, you will have to feed them before you can
4 get rid of them.

5 So maybe that is what is happening in college
6 itself a little bit, too. Fort Lewis and Southern Ute Tribe
7 has a very outstanding relationship. In fact, I graduated
8 from the old campus and taught there for a couple of years,
9 so they do have a relationship with them.

10 I spent 15 years teaching with Navajo Community
11 college. I sat with the Southern Ute Tindian Tribe for 10
12 years. I spent a couple of years in the University of Alaska
13 in Fairbanks working in the Native American program.

14 I can't say that I am an expert. I think the more
15 I get involved in Native American education, the less I
16 realize I know, and there is a lot to know. I feel that a
17 lot of things are being done well and done right, but not
18 enough things are being done well and done right.

19 I have a whole list of things that I could
20 probably spend an hour talking to you and telling you
21 different things. I am very pleased with the Southern Ute
22 Tribe. They have really committed themselves to education,
23 and they put out that effort to achieve that. Not all
24 students achieve, but a lot of them do.

25 I think one thing that colleges need to be aware

1 of and some are that the Native American people send their
2 best to the colleges. They send the best they have, and it
3 is with a hope that those students will succeed and come back
4 with that achievement, but too many times because of the
5 system, in quotes, and part of that system is that first few
6 weeks on campus --

7 Let's take an example. Let's suppose the Tribe is
8 funding a student, the Bureau is funding a student, but
9 technically that money goes to the college, goes to the
10 financial aid office, and winds up in the comptroller office,
11 and the student is there trying to find housing. Maybe that
12 is all the money he has.

13 Typically, he does not get that money for two or
14 three weeks after he has registered in school, and I know
15 colleges do have procedures in a lot of cases to take care of
16 that, but sometimes the student has trouble getting that
17 process or getting through the process because there are 25
18 people in a line and wondering if that is the right line to
19 be in or if there is another line to be in and not
20 understanding the situation or knowing how to deal with it.

21 I have a lot of other things here, but I would
22 prefer to not make all the comments and give you people a
23 chance.

24 Mr. Bryant, in particular, I know you have two
25 nephews, Tom and John -- in fact, I was in Fort Lewis in '71,

1 director of the intercultural program when that issue was
2 taking place, and I remember being up and working with you,
3 and so it is nice to see you. I've heard your name before.

4 I would gladly take questions and Mr. Naranjo.

5 MR. ARMSTRONG: I have a question regarding
6 retention. Have you given any statistics as to students who
7 had attended college and those who had graduated?

8 Has there been any efforts on the reservation to
9 find out why those students who did not graduate, what was
10 some of the common reasons or were there some common causes
11 or reasons why they did not graduate? Then I have a second
12 part of it.

13 MR. NARANJO: I serve on the Tribal Scholarship
14 Committee and so have knowledge of the student right from the
15 beginning and also at the end when they do drop out. One of
16 the requirements we give to the students is, one, if you drop
17 out for not a good cause that that student is held
18 financially responsible for those funds to be returned back
19 to the Tribe in all portions.

20 So we do find out why the student failed out, and
21 generally, the majority of the time the student failed and
22 dropped totally out of school is medical. I believe that the
23 one I see most is medical. That is what my opinion is.

24 Mr. Briggs may feel differently.

25 We do have students that have a hard time the

1 first year and go to Denver or Arizona to a larger college
2 and find it is very challenging, more than what he expected,
3 and they do transfer to another college, but we try to give
4 them a semester to get the grades back up.

5 If we don't see an improvement, we let the
6 students fund himself. This has happened several time. If
7 they are dedicated to go back, they will go out with the
8 parents or themselves and get a personal note to go back to
9 college and bring the grades back up and return to the
10 committee for reconsideration, and I have seen three students
11 do that, on their own go back to college.

12 Ones I have seen is mostly medical.

13 MR. BRIGGS: I think there are other reasons,
14 too, and dealing with the system is one. Maybe not having
15 books to start with, maybe not knowing where the classes are,
16 or maybe being late in the registration process.

17 If you have all experienced this, and I am sure
18 you have, when you get to the process, this class is closed.
19 You have to take this one, and this one, and we have some
20 students being enrolled in sophomore or junior courses when
21 they shouldn't have been there.

22 I think the counseling process, the academic
23 advising process, could be improved as well, but I understand
24 the professors and load they have, and sometimes the students
25 need to get to them. They are not going to be able to go out

1 and chase the students down.

2 You need to do this and that, but sometimes the
3 aggressiveness is not there that you would see in other
4 students, and that is part of the culture, and I contend that
5 because of the differences that exist within the cultures,
6 and I say cultures, not just one, because we may lose out on
7 things that those students will develop as they go through
8 their professional lives because of that culture and because
9 of the way they are.

10 I speak a little bit as a parent as well. My son
11 is half Navajo. He had an experience. He went to University
12 of Colorado for a couple of years, went in mechanical
13 engineering, did not do as well as he should have. He is
14 back at Fort Lewis. He even got to the point at Boulder of
15 not wanting to be there, and I think the same thing you
16 referred to on the campus is what he experienced.

17 It is a good school. We do a lot working with the
18 University of Colorado. We work through the president's
19 office, and we got a lot of projects going, but for him, it
20 was not the best experience.

21 MS. THOMAS: If a student fails and comes back to
22 the reservation, is there a supportive kind of environment
23 that would encourage them to try again or is there more
24 likely to be the attitude, you were our best, we sent you
25 out, and you didn't represent us well?

1 What kind of situation back on the reservation is
2 the student likely to encounter if he does not do well the
3 first time.

4 MR. NARANJO: The numbers I gave you this year,
5 maybe 38 students in college or technical schools, I would --
6 for my opinion, I would assume 2 or 3 students will return.
7 They won't finish, come home, homesickness or whatever.

8 When they do get home, there is programs available
9 for them. They can go back to the educational center. We
10 will try our best to encourage them to go back to junior
11 college or business college or to get a degree, just begin
12 from the beginning again. Maybe you weren't college
13 material.

14 That is another thing we have been discussing in
15 the organizations, not every college student -- I mean high
16 school student -- is college material. We need to start
17 looking at other fields and not make them think that because
18 you didn't to go college, you are not going make it.

19 There is very honorable jobs not in the technical
20 field. I, for one, haven't finished school. I am
21 administrator of the tribe. I only have a high school
22 degree. I hope nobody follows my lead, but we try to
23 encourage our students to go back to technical schools,
24 business school.

25 We are now looking through or personnel office,

1 intern program for employment, for Federal and State
2 agencies, and getting very warm welcomes from them and
3 cooperation for services, for wildlife fisheries, State
4 Highway Department. So we do have other employment
5 possibilities on the reservation.

6 We do not have as many employment opportunities as
7 I would like to have on the reservation, but we are working
8 closely with communities like Durango and Farmington.

9 We had a program on the State Highway Department
10 going on 6 to 8 years now, and we are probably running about
11 95 percent success rate on that.

12 Yes, we do try to encourage them to go back.

13 MS. KURTZ: After they get the degree, what
14 opportunities do they have?

15 MR. NARANJO: That is a whole different
16 ballgame. It is a concern of the parents and students once
17 they get the degrees that there are a lot of jobs available
18 for them, and that is a reality of life in our country.

19 MS. KURTZ: Isn't that one of the problems of
20 retention? In other words, if a student, let's say, is
21 trying for an engineering degree or business degree or
22 whatever and doesn't see that if he or she wishes to go back
23 to the reservation that there is any chance to use those
24 skills that they have been developing in the academic
25 setting, isn't that a disincentive to complete the college

1 education?

2 MR. NARANJO: I don't have numbers, but I do have
3 several Fort Lewis graduates that are working in the
4 organization at this time. There are some that I would like
5 to have retained on the reservation, especially my
6 jurisdoctorate. His brother is working for me. He graduated
7 from Stafford. He is in the planning office, and I would
8 like to have a tribal attorney on staff, but the need isn't
9 there, and so we try to do the best we can to refer them to
10 other firms, other businesses in the area.

11 Maybe somewhere down the line economy may change
12 for whatever reasons in this four-corners area and jobs
13 become more available.

14 MS. THOMAS: Would you say that most students that
15 get degrees do get jobs somewhere, not necessarily back at
16 home?

17 MR. NARANJO: Yes, ma'am.

18 MS. THOMAS: Pretty much in demand, but they leave
19 home to work there, not as a whole, but some of the most
20 talented people out of your community.

21 MR. NARANJO: We are aware of that occurring.

22 MR. BRYANT: Mr. Briggs, just because we deal with
23 some not-so-good news a lot, you referred to the nephews, and
24 to give you a report on them, graduated from Fort Lewis, went
25 on to get their masters's, one as principal at a

1 predominantly Indian school and the other works for the State
2 and has 14 school districts. He is responsible for special
3 education.

4 MR. BRIGGS: I saw them occasionally. Both of the
5 them were my students at one time, too.

6 The other comment I would make in addition to what
7 Mr. Naranjo said, the Tribe nor the Scholarship Committee
8 requires the student to come back to the reservation. That
9 choice is up to the student. Now the student may desire to
10 go somewhere else and do something else.

11 In fact, I don't think the Tribe would want to
12 say, you must come back and have an unhappy employee, but I
13 look at it in another sense. If he does choose to go back to
14 the reservation, those people come back, and that additional
15 experience, beyond the degree, is very valuable to the Tribe
16 as well.

17 MS. THOMAS: We have a break coming up. We are
18 going to change it to 10 minutes instead of the 15 we had
19 planned, but for you two gentlemen, I want to tell you that a
20 group of woman from the Southern Mountain Ute Tribe invited
21 me down there some years ago when the feminist group was
22 moving along. I had a wonderful visit, and I want to thank
23 for you for the hospitality at that time. It was a good
24 trip.

25 MR. NARANJO: Small note to those teachers at

1 Fort Lewis. Mr. Briggs is going to be conducting another
2 program where we invite scholars, teachers, that want to get
3 a certification necessary in keeping their certification up.

4 MR. BRIGGS: It is an Indian counsel workshop. It
5 is a 3-hour semester graduate course through the University
6 of Colorado, and we will be doing it next to the last week in
7 June, and we hope to have about 12 participants. We had 6
8 last year, and it was very interesting and informative,
9 mainly focused to elementary teachers because we feel many
10 teachers in the State do not have a feel for the Native
11 Americans in the State of Colorado and hope that this will in
12 turn get to the students and give the population a better
13 understanding.

14 Thank you.

15 (Short break.)

16 MS. THOMAS: We are going to go ahead because we
17 are 20 minutes behind schedule, and I would appreciate it if
18 you would come up.

19 YOLANDA ROSSI

20 DIRECTOR OF HIGHER EDUCATION, UTE MOUNTAIN UTE TRIBE

21 MS. ROSSI: I am Yolanda Rossi. I am the Director
22 of Higher Education with the Ute Mountain Ute Tribe, and I
23 was telling Mr. Muldrow we are happy that we could be
24 included your efforts today. That is the positive side of
25 it.

1 As the other thing that leads me to say that is
2 very often people seem to go right down the highway past us
3 or fly over us. I was telling ; ; this has some
4 relevance. Recruiters also fly through Cortez and may or may
5 not stop and pass Towaoc and go to Shiprock where there is a
6 greater concentration of students for them.

7 Maybe, if you have any interest, I will just give
8 you a little information to show you that the Ute mountain
9 Utes are a little different than the Southern Ute Tribe.

10 Our students all attend the public schools in
11 Cortez, Colorado, with the exception of a number who may
12 choose, usually during the junior and senior year, to go to a
13 Bureau of Indian Affairs boarding school, and for many that
14 is the way they will complete high school. We have a drop
15 out rate. I feel safe in saying it is over 50 percent.

16 Our Tribe is larger than the Southern Ute Tribe.
17 In Towaoc, there is probably around 1200 residents. There
18 are 300 in the community in Utah and approximately 200 who
19 just live away. We have about 250 students kindergarten
20 through twelfth grade. There is about an equal number of
21 Native American students in the public school system, so '
22 although we have a higher number of people in students, the
23 system itself is bigger, and we are a smaller minority than
24 the Southern Utes are.

25 In addition to not having our own schools, we do

1 try very hard to work with the schools, and in preparation
2 for this meeting, I am very blessed to have some people who
3 care a lot about our students and provide some very important
4 services.

5 We have a group we call the task force, and it
6 provides services such as the talent search program, staff
7 high school counselor, and they are willing and interested
8 people, and so I asked them for their recommendations or
9 comments regarding the topic today, and so it may seem very
10 fragmented because I have a whole list of things I would like
11 to pass on to you on their behalf.

12 We have fewer college graduates than the Southern
13 Ute Tribe. We have a commitment to helping tribal members
14 who want to go school, and we are basically federally funded
15 to do that, and now as the Tribe is getting income from
16 various enterprises, sometimes they do such things as make it
17 a provision of a lease for oil exploration that the company
18 donates something like \$10,000 to a Tribal scholarship fund.

19 As the economic development enterprises become
20 successful, and the costs for setup are paid off, the Tribal
21 Counsel has made a commitment that 20 percent of the profits
22 from the casino will be devoted to education, but as I said,
23 there are upfront costs to be paid off first, but that is a
24 Tribal ordinance.

25 We are having fewer college graduates and fewer

1 enrollees, and I don't feel I would be inaccurate to say that
2 a lot of the students drop out. A lot of them drop out for a
3 long time sometimes for a variety of reasons.

4 Regarding the question of recruiting and
5 retention, I believe that many of the same things are needed
6 in that process as are needed in the school system and in the
7 community and in the family, and there are some deficits
8 there that are not being met when those students start school
9 or the institutions of higher education, and it makes the job
10 much harder and more complex.

11 To me, retention starts well before a student
12 makes their choice about the school and well before they
13 apply for admission or enrollment.

14 I have some problems with certain kinds of
15 retention or certain kinds of recruitment, and those kinds
16 that are inappropriate or unrealistic or that are centered on
17 having better statistics about minority or Native American
18 enrollment usually spell difficulties for the students.

19 I know of one case where a student's ACT composite
20 scores were seven, and a school in Colorado with the
21 strongest admission requirements brought him in, and they
22 didn't offer him what he needed to succeed. He is a bright
23 student but just with many of the same academic deficits that
24 money of the graduates have.

25 They won't do that again while I work there

1 the family that can give you the picture of being there and
2 what you do and what it is like.

3 So that is maybe too casual for many institutions,
4 and I know the budget is limited, but I feel that makes a
5 very important difference, and when that is not there and
6 those same kinds of aggressive efforts are from the
7 proprietary schools that are profit making, the student
8 responds very much to the feeling of being wanted.

9 So we have a lot of requests for really even
10 appropriate kinds of post secondary education, and there just
11 has to be a balance there. They have to be getting other
12 things from these nonprofit making entities.

13 After the student gets in school, I believe
14 outreach should continue, and I believe that it should be, as
15 I believe Mr. Gomez said, intrusive. I would use the word
16 assertive or aggressive.

17 Fort Lewis has made a beginning in having some
18 peer advisors who are trained to help the Indian student, and
19 in the group that I mentioned to you, one of those advisors
20 was there, and he said, well, he wasn't sure it was working
21 because he hasn't seen his student as much as he wanted, and
22 then it was kind of like -- but he needs to go knock on their
23 door, and you need to call, and it does need to be that kind
24 of thing.

25 Even when things are offered to Indian students,

1 and they are given the information that something is
2 available, I believe that many of them don't believe that
3 they are truly welcome unless there is a sign they are
4 welcome, and when they enter into a new environment, there is
5 a process of building trust that for many of them has to take
6 place and only will take place by someone reaching out to
7 them.

8 Many Indian students do not complete school for a
9 combination of reasons, but I believe prominent among those
10 reasons are personal problems, and some of those personal
11 problems have to do with conflicts that a properly trained
12 advisor could help a great deal with.

13 Some of the kinds of conflicts are when a student
14 who is very strong in their culture and then the predominant
15 culture of the place they are going is just so totally
16 different; the conflict they face there.

17 Some of the other things, and I know that this has
18 happened to some of our students or family, things where the
19 family has said, we want you to go to school, and they have
20 done things like send groceries, and they have done some very
21 important things, but they have still believed or expected
22 that the student could respond to family needs in the same
23 way as they could before.

24 In one family, there was a personal distress
25 having to do with a job and other things that the mother was

1 going through, and so she would tell her daughter, please
2 come home every weekend, and she felt like she had to, and
3 this is a mother who was as dedicated as anyone I have ever
4 seen to the child being in school, but didn't realize that
5 sometimes you have to stay and study, and there has to be
6 something for the student to communicate back and deal with
7 those conflicts.

8 They are very strong. Stronger than I ever
9 realized. Those are some examples.

10 Other students, it has been obvious that they need
11 help and understanding in the financial aid process. They
12 need help in knowing what to do when suddenly you have four
13 months worth of money at one particular time and never been
14 in that experience before. They need to know how to budget
15 money.

16 Where there are people who have to live off
17 campus, support, I believe, is essential in helping in going
18 into the community and finding housing. Many students have
19 never had, and their families have never had, the experience
20 of having to go look at ads and go knock on doors,
21 understanding deposits, a variety of things, and then there
22 is transportation needs to be met to do those kinds of
23 things.

24 This may seem like it is asking very much. It
25 would take money and decisions in investment, but the people

1 also cases in a history class that covers a certain time
2 period. I believe it should reflect more than just what I
3 had been told was DWM curriculum if you are familiar with
4 that, Dead White Men.

5 They reach the institutions of higher education
6 with the same needs they have had since kindergarten because
7 they have not been met before then, and they don't go away.

8 We are trying positively to work with our school
9 district. It needs some costs, and there are a variety of
10 backgrounds that the students come from. Some very strong in
11 their own culture and some give them strengths in learning
12 new culture. Some is what they call culturated but many
13 Indian students are right in between, and that is a very
14 difficult place to be.

15 I think I would rather see if you have any
16 questions now.

17 MS. MOSELEY: I don't have a question. I want to
18 thank you publicly. I wish we had you on video tape because
19 I think what you have said is really, really powerful, and I
20 am really pleased and honored that our president is still
21 here to have heard the suggestions that you made, but we have
22 just really hit the essence of what everyone needs to be
23 doing, and I think we should call people like you in to the
24 institutions of higher education and have you say these
25 things, tell us, do workshops, and I just want to thank you.

1 MS. ROSSI: Thank you very much.

2 Now I need to say this comes from conversations
3 with students, and what would be another point, Mary Jane,
4 and I know Fort Lewis has done this, use the students as much
5 as possible and find formal ways to informally talk with them
6 and get information where about problems we are having, and I
7 believe they would be very effective in helping other
8 students and setting up programs.

9 MS. THOMAS: I would like to say Metropolitan
10 State College has just hired a specialist in Native American
11 studies that might prove productive. Also, I was telling
12 Mr. Naranjo about my sister, and I might mention that after
13 her death, we and some friends of hers and relatives
14 developed a scholarship for African American students.

15 So we are trying to work toward to an effort to
16 get more African students into that college, not just
17 academic support but the kinds of things you are speaking
18 about.

19 MS. ROSSI: Your comments have reminded me. I do
20 acknowledge upward bound programs, and talent search programs
21 are very important, and where colleges can sponsor them and
22 assist them and in turn assist the students, that is
23 critical.

24 MR. ARMSTRONG: I would like to ask a question
25 regarding boarding school requirements. You were stating

1 that some students or going to the boarding schools. I
2 realize one of the problems from the people I talk to is
3 taking the student out of the home environment, and that is a
4 big problem. Does going to the boarding school better
5 prepare the students for conditioning as it relates to
6 college campus life because I know that once they go to
7 boarding schools, they are taken totally out of the
8 environment, and their is that support there, but does that
9 condition the student for the college campus life.

10 MS. ROSSI: It is my opinion that, no, it doesn't,
11 but they were more comfortable there, and they will at least
12 complete high school, and my experiences with what I have
13 seen is that the counselors at the boarding schools very
14 often aim the student to high school, Indian junior college,
15 or a private school with a high Indian enrollment, and if
16 they choose to go, they continue to be more comfortable
17 there.

18 MR. ARMSTRONG: You have a casino. You mentioned
19 something about casinos. I realize that these casinos are
20 being set up now probably by people who have had experience
21 in that particular industry. Have there been any incentives
22 to some of the young people on the reservation to go to
23 school to prepare them to come back and to take over, to work
24 in those industries where there is the upper level.

25 MS. ROSSI: Yes. They are offered, like, specific

1 jobs, and I have been been maybe a bit of an interruption in
2 that process because there was a time when somebody wanted to
3 earmark and say, we will give a scholarship for business or
4 computer because those are the kinds of jobs we have, but I
5 feel like, personally, education is a very personal thing,
6 and of course, people want to be able to employ when they go
7 through that process.

8 I felt like that was renewing choices for the
9 student, but Indian preference is granted in all Tribal
10 hiring, and on top of that, there is Tribal preference in
11 hiring and everyone is well aware of that, and we are
12 beginning to see that people going away for training can come
13 back and will be employed by the Tribe.

14 MR. BRYANT: I was pleased when you said that
15 20 percent of the casinos will go for education. As you know
16 and Mr. Naranjo knows, there are are detractors on Indian
17 gaming, usually talk about what happens to the proceeds, so I
18 think that is a good indication.

19 I think you also mentioned -- I didn't have time
20 to talk with the committee about last night -- but you
21 brought it up, and that is that very little known high
22 numbers of Indian people living in Denver.

23 We have 25- to 30,000 people in Denver, and by
24 order of ranking, that is a pretty good size of the
25 reservation. However as far as Fort Lewis is concerned, most

1 of them would be inclined to go to the local institutions,
2 community colleges, and Metro State.

3 One other thing you mentioned that I know if we
4 had the time, Mr. Naranjo could go on for some time about,
5 and that is the very important aspect of the Tribal
6 traditions in culture, and the Ute, Navajo, Jicarilla Apache
7 Pueblos. All is very much a part of the individual.

8 It is their tradition, their home. We just don't
9 have enough time to really even touch on that, but as you
10 pointed out, it is extremely important.

11 DR. JONES: Last comment, something Yolanda said
12 I think is critical. So many institutions, Fort Lewis
13 included, have never made a concerted attempt to take what
14 one calls generically Native American ways, and basically
15 among the Tribes, there is great diversity, but behind the
16 creation, myths, or other Native American ways of seeing the
17 Universe, there is a world view, and what I am excited about
18 recently at Fort Lewis, we got two projects that we are
19 trying to demarginalize, if you will, the Native American
20 view that is in itself new.

21 The projects will tell the Eastern/Oriental world
22 view, which we obviously have to adjust to, and the Native
23 American tradition, and those three world views will be part
24 of a general studies curriculum for all of your students, and
25 each of those three will have equal weight and merit.

1 That has to be critical to the students, and not
2 easy for the students to see that world view is of equal
3 value to any other value, and not have to be left behind.

4 MR. LEAL: I got here late, so I am trying to get
5 myself oriented. I do have three or four questions that I'm
6 interested in. You are an employee of the Ute Mountain
7 Nation; is that right?

8 MS. ROSSI: Yes.

9 MR. LEAL: You don't necessarily work for any
10 institution of higher education in the state?

11 MS. ROSSI: I don't.

12 MR. LEAL: And I have heard you say you are, I
13 believe, facilitator, of sorts, that connect the young
14 people -- facilitate the interest to higher education;
15 correct.

16 MS. ROSSI: Yes.

17 MR. LEAL: Where do most of your students come
18 from? What high schools.

19 MS. ROSSI: Montezuma Cortez High School,
20 Riverside Indian School in Oklahoma, Sherman Indian School in
21 Riverside, Oklahoma. There is a few from the alternative
22 high schools in Cortez.

23 MR. LEAL: So your responsibility is beyond
24 Colorado then.

25 MS. ROSSI: Well, you know, those are students

1 whose family still live in Towaoc and were there before they
2 went away to the BIA schools.

3 MR. LEAL: Do you -- I know there is a special
4 relationship, I believe, through Fort Lewis College and the
5 Mountain Ute; is that correct? I think I have heard that
6 there is a special relationship in relation to tuition, of
7 sorts.

8 MS. ROSSI: The tuition is a waiver granted to all
9 Native American students.

10 MR. LEAL: Are there some schools in the State of
11 Colorado that are easy to work with in terms of enrollment
12 and groups of Native Americans?

13 MS. ROSSI: Yes.

14 MR. LEAL: Which schools?

15 MS. ROSSI: I feel they are, from my experience --
16 but we have to understand I am dealing with a smaller number
17 of students -- Fort Lewis and Colorado State University.

18 MR. LEAL: Which makes sense. They are the same
19 governing board, aren't they?

20 MS. ROSSI: Yes.

21 MR. LEAL: Do these folks come out and contact
22 you? Do they recruit? Do they offer services for initial
23 enrollment, like financial aid assistance? Do they take in
24 consideration -- you mentioned earlier some students have
25 somewhat of a difficult time on the ACT. Do they take that

1 in consideration? Do they say, we have programs for your
2 students?

3 MR. ROSSI: I believe there is enough, and for
4 example, somebody like Mary Ann will come over and do a
5 workshop on the Federal financial aid application, or we will
6 get somebody nearby, but there is a great deal of more
7 intensive guidance that would be helpful.

8 MR. LEAL: Which universities or colleges have
9 been most successful of retention, that you are familiar with
10 facilitating enrollment.

11 MS. ROSSI: From the statistics I know, Colorado
12 State University and Fort Lewis has been.

13 MR. LEAL: Anything from Metro or C.U. or U.N.C.?

14 MS. ROSSI: We haven't had a student from U.N.C.
15 for some time, and I couldn't really tell you.

16 MR. LEAL: U.N.C. is one of the major teacher
17 training institutions in the State of Colorado. No one has
18 come out speak with you? This is interesting.

19 MS. ROSSI: One of the things I tried to make sure
20 I said was that I do work for the Tribe at the Tribe. I am
21 not part of the public school system, so something could go
22 on there that I don't know about, but I do try to know what
23 goes on.

24 If I may add one other thing, I think an exam is
25 important. You mentioned financial aid. In the training of

1 university and college staffs, I think it is real important
2 to make sure that people aren't making inappropriate
3 generalizations, and where I see this is in financial aid
4 offices.

5 Some of them have admitted to me they have seen an
6 application on which they are to do a financial needs
7 analysis, and it says the name of a tribe on it, and they
8 have immediately jumped to the conclusion that that student
9 will need no other aid.

10 They will consider them for the Pell grant because
11 that is the basis they have applied for that, but then beyond
12 that, they seem to think, and it is based on their
13 experience, that the Tribe will pay for everything, and that
14 isn't always true, and it's a real big disadvantage that
15 comes from Tribes who don't automatically pick up the
16 payments.

17 MR. BRYANT: Or who can't afford it?

18 MR. LEAL: But this is held against them.

19 MS. ROSSI: Sometimes it is an inappropriate
20 conclusion or assumption.

21 MR LEAL: But isn't that worked out in the process
22 of making application for admission of financial aid? It
23 would seem there is some form of disadvantage that may not
24 have to be there.

25 MS. ROSSI: That's right it doesn't have to be

1 there.

2 MS. MOSELEY: I have worked for many years in
3 financial aid programs from Tribes all over the country and
4 other financial aid offices, not just Fort Lewis. Because of
5 students transferring from other institutions, financial aid
6 offices do have a tendency when they see a Tribal person
7 applying, oh, well, we don't have to worry about Federal
8 funds or anything of that sort because the Tribes are rich,
9 and they can take care of them. Why are they applying for a
10 financial aid package?

11 MR. MULDROW: I have a brief question. It would
12 be helpful to us if you can provide specific information
13 about the number of students, say, that you have sent in the
14 last five years, how many graduated, or what the status is of
15 those. I don't know if you have that kind of information.

16 MS. ROSSI: I am slow at answering, and I wondered
17 if you would want that. I can provide that. I can tell you
18 in the last 12 years, we have had perhaps 5 people get
19 associate degrees.

20 MR. MULDROW: Are these statistics something you
21 can jot down and send to me? That would be helpful to us.

22 MS. ROSSI: Sure.

23 MS. THOMAS: Thank you.

24 Mr. Ron Felix is not here, and so if Ms. Samora
25 will come to the podium.

1 MARIA SAMORA

2 STUDENT

3 MS. THOMAS: Where are you a student?

4 MS. SAMORA: Fort Lewis College.

5 MR. MULDROW: Tell us a little about yourself.

6 What year you are in, when you started, and what you are
7 doing.

8 MS. SAMORA: I started in 1982, and then I dropped
9 out after two years, and I returned this year. I am a
10 part-time student. I work full time for the City of
11 Durango. Obviously, I am not a traditional student.

12 I am a single parent, and my daughter is also a
13 student at Fort Lewis College, and I am a member of the
14 forgotten minorities. I am a Chicano.

15 The topic I would like to address is the friction
16 that exists between the institution, Fort Lewis College and
17 the Chicano students. For example, the personal conflicts
18 that continue to persist between the Spanish Department and
19 the Education department with regard to Native Chicano
20 students.

21 Being Chicano students, we academically are native
22 to the American Southwest by three or 4 generations. Our own
23 unique dialect is close to 500 years old. We possess a
24 variety of customs and traditions.

25 We have a lack of role models and lack of mentors,

1 and I believe there are four Chicano professors on campus.
2 One is part-time time foreign language instructor. She is a
3 Chicano from New Mexico and her position has been eliminated
4 which, I think, is a disservice to the rest of the Chicano
5 people on campus.

6 These people are role models and because they
7 understand our culture and language, they give us strength
8 and they give us hope. Unlike the majority of the Spanish
9 professors some of which are from the Southwest who cannot
10 relate or deal with our culture and even negate our language
11 by telling us, and I quote -- it was told directly to
12 me -- "you people speak like hillbillies."

13 Because of such humiliation and victimization, we
14 find it difficult to persist classes in our Native language.
15 If we choose to continue or grade-point average suffers
16 because they refuse to acknowledge or Native dialect.

17 I would like to point out that the U.S. West Phone
18 Book lists the number under Hispanic Center, but when you
19 dial the number, you get the Prevention Center, and I am not
20 sure what the Prevention Center is.

21 If you call the intercultural center the secretary
22 tells you that the Hispanic students haven't set up the
23 Hispanic Student Center yet, but my question is whose
24 responsibility it is to ensure there is a center.

25 The centers are only here a short time -- or the

1 MR. LEAL: I just made a sudden move, but I will
2 ask a question. Do you -- what I have heard is that the
3 Center, there for whatever reason it may be, is not
4 conducive, you say, to the retention; is that a correct
5 characterization?

6 MS. SAMORA: I think that comes from the fact that
7 there are so many -- there is such a lack of mentors for us.
8 I find it really unfortunate that the two really strong
9 mentors we have are both Anglo, and they have really helped
10 us a lot in the education department, in the spanish
11 department, in the sociology department, but there needs to
12 be more emphasis on hiring minorities, especially Chicano
13 professors.

14 Right now, I notice they are hiring a position for
15 Chicano studies. This is 1993. Chicano studies has been
16 around for 20 years or more. I think we are totally behind
17 the times, and this is evident by the fact that students do
18 leave. There is no recruitment.

19 MR. LEAL: What is your major?

20 MS. SAMORA: Southwest studies.

21 MR. LEAL: What department is that associated
22 with?

23 MS. SAMORA: It is a department on its own.

24 MR. LEAL: Is there one with arts and science?

25 MS. SAMORA: Mary Jane is the chair.

1 MR. LEAL: How many students on campus and where
2 do they come from?

3 MS. SAMORA: From my understanding, there is 150
4 students. Doctor Jones showed there are 400 Native American
5 students.

6 MR. LEAL: Can he say how many Chicano students we
7 have?

8 MR. ARMSTRONG: The statistics we have are 169.

9 MS. THOMAS: Do you perceive any conflict between
10 the Hispanic students who are from the Northern parts of the
11 Southwest and those who are from the San Luis Valley, or do
12 you just feel that the -- maybe I didn't understand this, but
13 I thought you felt that the college itself is unappreciative
14 of those students who are from this particular area.

15 Is that what you meant to imply?

16 MS. SAMORA: What I am trying to imply is in the
17 Spanish department, the professors' are from other countries.
18 They are not even from the United States. When you speak
19 Spanish, they try to -- we are not going to work in Spain
20 more than likely, so we want to keep our Native language. We
21 speak Spanish at home.

22 MS. THOMAS: You represent yourself from the
23 recent immigrants from New Mexico more than the
24 conquistadors, when I say more recent --

25 MS. SAMORA: We have a different dialect from them

1 Spanish dialect.

2 MS. THOMAS: But there is no distinction among you
3 students as to those who have the more eminent American
4 heritage and those who have a connection with Mexico?

5 MS. SAMORA: I don't think so.

6 MR. BRYANT: Are you -- and I know you can't speak
7 for the other Chicano students, but your perception, are you
8 and are they, do you think, aware of the historical and legal
9 relationship of Fort Lewis to the American Indian and to the
10 fact that this is the only school that has such a
11 relationship?

12 MS. SAMORA: Yes, I am. I am not trying to negate
13 everything that is happening to the Native Americans at all.
14 They have a wonderful opportunity here at Fort Lewis, and I
15 am 100 percent behind that.

16 My point is that the Chicano students of the
17 campus are the forgotten minority, but the fact that they
18 list a number in the phone book, and when you call, it is the
19 Prevention Center, I believe Drug Prevention Center, there is
20 really a lack of affirmation for Chicano people on this
21 campus, and I think it is unfortuate we are in the Southwest.

22 MR. LEAL: May I make a quick comment here. The
23 difference between Chicano and Native Americans is the number
24 of Spaniards in the neighborhood at a given time. There is a
25 strong cultural affinity, and many of the problems and

1 challenges that we face are similar to that.

2 MR. BRYANT: Madam Chairman, I know we are not
3 supposed to have dialogue from the members of the panel, but
4 I must respond to that last remark, because frankly, there
5 was no Spanish in Alaska, and there is no Spanish to speak
6 of, conquistadors, in Oklahoma, so you happen to be speaking
7 about a certain area of the country when you talk about that
8 affinity.

9 I have lived in the Southwest, and I understand
10 the relationship in the Southwest but not necessarily for the
11 rest of the Indian country.

12 MS. CRAFT: Ms. Samora, you indicated that you
13 went to school and dropped out. Did you go, originally, to
14 Fort Lewis?

15 MS. SAMORA: Yes.

16 MS. CRAFT: Why did you drop out?

17 MS. SAMORA: It didn't have anything to do with
18 the school. It was personal.

19 MR. MULDROW: You indicated a lack of support
20 system for the Chicano students. I don't know, but I think
21 the administration will say the culture center was meant for
22 all of the minority student, but only the Native American
23 students are taking advantage of that.

24 Why don't the Hispanic students utilize that
25 center?

1 MS. SAMORA: Well, if you go in the door, it is
2 obviously a Native American Center, and I am not putting down
3 the center at all, and it is a wonderful place, and it needs
4 to be there.

5 MR. MULDROW: Would you like to see a separate
6 center?

7 MS. SAMORA: Oh, it can be part of the same, but I
8 think we need a full-time paid position there that can
9 support you, say, if you need administration help, or if you
10 need housing, or whatever, someone from your own background
11 that can relate to where you are.

12 MR. MULDROW: What about the Spanish Club? Isn't
13 there a club for Hispanic students with a sponsor?

14 MS. SAMORA: Yes.

15 MR. MULDROW: Is that utilized, or is that meeting
16 part of the need, or how do you do that?

17 MS. SAMORA: I can't say, and I am not familiar
18 with the club.

19 MS. MOSELEY: What Maria has brought up is so
20 complex, and the whole idea about who the cultural center
21 serves, it is difficult to address that. Obviously, from
22 what has been said now and again, in particular of the things
23 we should be doing for the Native American students, the fact
24 that we have 400 plus Tribal people on campus, we can't even
25 begin to meet the needs of those people, let alone any of the

1 other students who come in seeking help.

2 Part of what we are talking about, though, is the
3 cultural identity. Those of us who have been in the
4 intercultural system, really even Native or American, that is
5 what our background is to assist people with. Maria is
6 talking about cultural identity of having someone who is
7 Chicano there.

8 The reason I didn't join the group last night is
9 we met until 9:30. Maria was one of the people because she
10 is on the committee. We are seeking a Chicano studies
11 person, and we are reviewing the applications for the first
12 time, looking at the people that we would bring in for
13 interviews, and this means hopefully a whole change in
14 direction.

15 We have received the position because a person is
16 retiring who has been basically doing Native American studies
17 in art, and the administration made a very difficult, very
18 unpopular decision, rather than to replace that person, with
19 her retirement in the art department, because the position
20 was southwest -- it has been that for years -- it has been
21 changed to our department.

22 We decided to go with the Chicano studies because
23 of the various sorts of things Maria is talking about. It is
24 late. It is 1993, but hopefully, if we bring the right
25 person in, here we go.

1 She has expressed some other things that need to
2 be thought about and looked at, and I thank you for
3 presenting it to us.

4 DR. JONES: I agree with everything she said. The
5 administration didn't pay for the environmental center. That
6 is a student decision and student funding decision, but when
7 I first commented in my open testimony, and I think I shared
8 with you, I felt the College had rested for a long time on
9 its commitment to Native Americans as the commitment to
10 ethnic cultures.

11 One thing that surprised me when I got near
12 New Mexico was the absence of focus on what I call Chicano
13 culture. In the last several years, we have Mr. Parsiah
14 (phonetic) who is a Ph.D. who is on the faculty, and his
15 roots are in the San Luis Valley. We are making an attempt
16 to getting faculty who will be the role models that Maria is
17 talking about. Whether it will be in the language department
18 is another issue that is a valid issue, but basically she is
19 right.

20 The institution rested, as Mary Jane knows, a lot
21 of the focus in Native American students for a lot of
22 reasons. The four corners area is one of the few areas in
23 the United States where there are several cultures with deep,
24 deep roots, and the institution, I think, is trying to find a
25 way, again, within limited resources, as Mary Jane suggested

1 to address that issue that Maria presented.

2 MR. ARMSTRONG: With the limited resources that
3 you have, I was wondering, do you have any provisions in
4 those resources for sensitivity training for faculty, not
5 necessarily in the Hispanic culture, but all the minority
6 culture?

7 I realize that a lot of major corporations are
8 going with the upper level management terms of sensitivity as
9 it relates to minority. Do you or do you not have provisions
10 for those limited resources to maybe provide that for the
11 faculty?

12 DR. JONES: That is a tough road to hoe, because
13 you can look so patronizing, but at the same time it is
14 critical. I would say our faculty, or some of the senior
15 faculty who have been there a long time are somewhat
16 resistant, and Mary Jane is not into that kind of sensitivity
17 training.

18 I think the new faculty, and there is many of
19 those that joined us in the last three or four years, and
20 again, they are responsive, because they see their
21 colleagues, some of the new faculty hires that are Hispanic
22 and Black, and that has a lot to do with faculty attitudes
23 and conversation.

24 I think Maria's basic point is strong.
25 Institutions can get trapped in a commitment to one.

1 Obviously, the institution is to be committed to Native
2 American students, but that should be not to the exclusion of
3 the other regional cultures.

4 MS. THOMAS: Thank you very much. That concludes
5 our forum for this morning. We will meet again at 1:00 in
6 this room. We invite you all to join us this afternoon.
7 Thank you.

8 (Lunch break.)

9 (Afternoon forum continued in Volume II)

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Colorado Advisory Committee
to the
U.S.COMMISSION ON CIVIL RIGHTS
Briefing Forum
on
The Retention of Minority Students
in Colorado Institutions of Higher Education

Red Lion Inn
Silverton Room
501 Camino Del Rio
Durango, Colorado 81301

March 4, 1993

- Panel Members: Gwendolyn A. Thomas, Chair
James E. Armstrong
Theodore W. Bryant
William F. Muldrow
Maxine Kurtz
Mary J. Moseley
Carlos Leal

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1 AFTERNOON SESSION, THURSDAY, MARCH 4, 1993

2 VERNON WILLIE

3 STUDENT

4 MR. MULDROW: Tell us who you are and what your
5 address is.

6 (Mr. Willie spoke in Navajo which is not herein
7 transcribed.)

8 MR. WILLIE: My name is Vernon Willie, and I am a
9 Navajo. To identify myself, my clans and the Navajo system
10 are among the peoples. I was born for their war. I was born
11 into the Big Water Clan. I was born for the Wahajuka Clan
12 (phonetic.) My parent guardian, the mother son, are folded
13 arms people. My grandfather and my grandmother on my
14 father's side are Spanish people.

15 Again, I say I am a student at Fort Lewis
16 College. I am a senior, a major in math. I am also the
17 president of the American Institute of Scientists on campus
18 which is part of the national organization.

19 I apologize on behalf of Ron Felix not being able
20 to make it. It is a legitimate reason why he is not here,
21 and I was reading over what was one of the papers on the
22 table back here, and what this committee is for, what we are
23 here for today, and the high drop out rate that we have among
24 Native Americans.

25 Some of the reasons why I see we have a high drop

1 out rate is to use me. I am not a traditional student, and I
2 have been to at least four colleges and universities. I
3 finally settled in and got ready to finish my degree.

4 Number one, it is culture shock coming from the
5 reservation to a college or to go from an urban area to a
6 college smaller than the urban area they have to come from.

7 Coming from the reservation, one of the problems
8 that I see is that we have, and that I had, is not being able
9 to speak out when someone is talking about today. That is
10 just a way of respect from our culture. We listen before we
11 speak. We listen to everything that was said when people are
12 talking.

13 Mr. Bryant mentioned a little bit ago while we
14 were sitting there talking, and it bought me back to the
15 story of one of the stories in our legends.

16 I remember my grandfather telling us, one day
17 there will be a big tornado coming on, and this tornado, and
18 two kids among the Navajos are going to go for a ride. One
19 day that tornado showed up and started taking them up. The
20 tornado took them way up.

21 They ran on to someone speaking, sort of speaking
22 and talking, not saying much, and then speaking some more.
23 Took them up there and got to a place to where they ran into
24 a person standing there sort of peakish.

25 He kept talking and laughing and talking and

1 laughing and saying think in and out, out, out, and being
2 told this. The whirlwind told the two kids, the people are
3 coming, be prepared and make sure you listen before you
4 speak. So I think that is where that comes from as far as
5 people not speaking out socially among Native Americans.

6 We have a high drop out rate. I understand,
7 verbally, it is five out of eight at Fort Lewis College. I
8 think the main problem is not the pointing the finger. Whose
9 fault is it? Okay. After going through so many colleges and
10 universities, it is no one's fault that I dropped out of
11 three colleges but my own, so I have to fix that.

12 So what I am trying to say is, instead of pointing
13 the finger, not only at this committee level, also, but we
14 have to look at our own people to be able to solve this
15 problem, and one of the ways we have been doing this is
16 through the AISES organization.

17 Some of the things we have done as far as visiting
18 high schools, talking to students, asking why do you want to
19 go to college, why do you want to go to University of
20 New Mexico, why do you want to go to U.N.L.V, why do you want
21 to go to C.U. in Boulder.

22 Well, this recruiter came and talked to me. This
23 recruiter showed me this and that. I think it is up to us
24 that we need to go back to our people and tell them that is a
25 recruiter. We want you to come to this college. He wants

1 you to come to this university.

2 You as an individual have to look behind that
3 brochure, you have to look behind that pretty picture and
4 building and behind that person that is standing there
5 talking on the board. Look at what you are going to have to
6 do.

7 I think it is up to us, speaking for myself. It
8 is up to me to go back to these high school students and tell
9 them, there is a lot of hard work behind what you see there.
10 You see a pretty building, but what goes on in that
11 building? There is classes going on.

12 Who is involved? You are involved. You are going
13 to have to step out. What is going to happen, as far as
14 taking classes, as far as juggling your time, budgeting your
15 time? That would be our number one problem.

16 You can go to any university, any college, any
17 where, and you can sleep all day, if you want. Nobody is
18 going to push you to go to school. It is up to you.

19 One of the things we talked about last week at the
20 culteral diversity forum, if we can have scholarships for
21 athletes, footbal, basketball, softball, volleyball players,
22 why can't we have a scholarship for students of any color,
23 any culture, be able to go back to the reservation and tell
24 the students there, go back to tell our area, this is what is
25 going on in college. This is what you have to do.

1 If an athlete can make an average of fifteen road
2 trips to another university, to another college, I am sure a
3 student can be found, and a scholarship be established for
4 that student to go to the reservation and say, this is what
5 is going on out here. This is what we are doing. This is
6 what you have to prepare yourself for. This is why you have
7 to take this ACT, that AST, and show the results of it.

8 That is the part I am trying to work on myself and
9 trying to help other people know what it is we have to do for
10 our own people. This is nice to sit back and point the
11 finger every now and then, but that is not right. That is
12 not what we have been taught. We have to go out and show our
13 people and show the the other people that we exist.

14 Another thing is emphasis on high drop outs for
15 Native Americans. We are a small culture. We are small
16 people. Anything we do is obvious. I can go up to any
17 college in the campus or here in the State of Colorado and
18 ask, what do you think the number one problem is in Native
19 American. Alcohol. You think right off the bat. That is
20 true.

21 What do you think the other problem is for drop
22 out rates from high school? We know that. I know that. I
23 am trying to help fix it. But when you look at what the
24 surgeon general said, the former surgeon doctor, you know
25 very well, the people want to start pointing the finger.

1 The highest rate for alcoholism is among students
2 between the grades of 6th grade to 12th grade, and it is not
3 all on the reservation. It is everywhere.

4 So one of the things I emphasize on is what
5 Matry Wizardhead (phonetic) said to me one time during a
6 lecture, get off your duff. You have to do something. Get
7 off that stigmatism that you have.

8 In order for anything to change, you have to go
9 out and do it yourself, and if it is just going to be a baby
10 walking for the very first time, the child does not get up
11 and all of a sudden walk. It will fall, and it will crawl,
12 get up and crawl, it will sit, it will cry, it will be happy,
13 finally it will walk.

14 In other words, it is time, and I am going through
15 that right now. Some of the things that I tell you, I pretty
16 much been shot down for what I have been saying, but that is
17 part of the process of growing, of walking, of being able to
18 tell the people, being able to let people know what you are
19 trying to do.

20 MR. MULDROW: At this particular college, what is
21 the number one reason why Native American students don't
22 finish? What you would say is one of the number one reasons.

23 MR. WILLIE: That is pretty hard to say. One of
24 the reasons, I think, is again it could be the culture shock,
25 and it could be the fact that nobody goes out to the student

1 and tells them this is what is expected of me nowadays in a
2 college or university.

3 Anybody can fill out the forms, fill out the
4 financial aid forms, get all the assistance, all the money,
5 get it all set with you going there. Is anybody there
6 telling them, everything you did is okay. Now the test is
7 you. What are you going to do?

8 Letting them know this is what college is about,
9 budgeting your time, taking that responsibility; I think that
10 is probably one of the major reasons.

11 MR. BRYANT: Do you have at least a potential job
12 when you -- through AISES or whatever -- do you have a
13 potential job, or do you have a job in mind that you would
14 like to have.

15 MR. WILLIE: Right now, it is a real tossup, and
16 it is a really big decision. One of the jobs I was thinking
17 of was teaching. First, I thought elementary level. Then I
18 thought, they are going to drive me crazy. Then I thought
19 secondary education. Those guys are really crazy. They will
20 drive me nuts.

21 So now I am thinking community college level
22 probably of teaching. I don't know what will happen there,
23 but pretty much overall teaching is what I was thinking of.

24 MR. BRYANT: What I was suggesting to the
25 committee last night from my own experience, one of the

1 reasons for at least some drop out of Native Indians is that
2 they don't see any light at the end of the tunnel, especially
3 if you are going back home.

4 They don't see jobs or use for their education,
5 and I was even talking with some people of the College this
6 morning about maybe some internships or something of that
7 nature to help each year as you go along, help so that you
8 don't have to wait till the four years is up to start looking
9 at some use of your education. Can you respond to that.

10 MR. WILLIE: I think its great that all this is
11 there. It's up to the individual. It goes to the individual
12 where they want to go, what they want to do. Going back to
13 the reservation like that is like going back to a third world
14 country.

15 You want to go back and make changes, and you have
16 to realize, also, that it is not only you going back, but a
17 group of you, a people of you, and it is going to take time,
18 and I can see the frustration in having to try to make a
19 change.

20 A lot -- for the Navajo reservation, a lot of your
21 counselors and counsel persons have been there for a long
22 time. They are pretty much afraid of a change. To give you
23 an example, we have a new President. We are going through a
24 lot of changes, a lot of dislikes and likes.

25 Same thing applies on the reservation.

1 President Zah, I believe, was getting ready to be -- was not
2 made for the same position in the Government, and he looked
3 at the people, and the people are still pretty much thinking,
4 if he is going, the slot for presidency is open, but who is
5 it open for that already is not having to change, and on the
6 other hand are this McDonald, and I believe, Leonard Haske.

7 The fear of changing is there. The fear of moving
8 on, being modernized, letting people come on to the
9 reservation, having alcohol on the reservation, goes back to
10 the economy. Helping our economy, there is its good point
11 and the bad points.

12 MR. MULDROW: Are Indian students pretty well
13 received on this campus? Do you feel that they are treated
14 like all other students?

15 MR. WILLIE: I believe they are. I had to sort of
16 stand out and let people notice that I am there and why I am
17 there, but I think we are pretty much treated well.

18 One experience I think about back in the beginning
19 of the term was freshman orientation. Okay. We had a
20 freshman student coming in off the reservation from Arizona.
21 During the orientation, he noticed he was the only Native
22 American there out of all the freshman.

23 He felt a little lonely. Well, I should say he
24 felt really lonely because he decided to leave. He decided
25 to go back to Farmington San Juan College or N.C.C. on the

1 United States says fly your flag up high, nobody will bother
2 you, only I can't remember what happened about Sand Creek
3 massacre.

4 MR. MULDROW: Do you feel there is a lack of
5 sensitivity on the part of the school? The mascot is
6 derogatory.

7 MR. WILLIE: Yeah, I think so, but then it is also
8 up to me. I believe it is also up to me to be able to let
9 people know how I feel, and show my views of what that mascot
10 represents.

11 Again, you look behind the calvary men; dead women
12 and children, reservations.

13 MS. THOMAS: Thank you very much.

14 LINDA BAKER ROHDE

15 STUDENT

16 MS. ROHDE: I am going to do something different.
17 I am going to put on a mask.

18 (Ms. Rohde put mask on her head.)

19 I just decided to make -- this was an inspiration
20 to my brother-in-law and sister one year. I don't know if
21 you know, but Durango has a huge Halloween bash. On the Gong
22 Show, they had a comic called the unknown comic, and they
23 didn't know what to go as, so they went as the unknown
24 Indians. They dressed the same way, they walked around
25 together, and this is what I feel like sometimes, as far as

1 being a Native American.

2 I don't know who I am sometimes. I feel like
3 people, in general, just look at Indians, and they think, oh,
4 you are supposed to be wearing a feather or a buckskin.
5 Where is your tepee? Why don't you live in a hogan? Do you
6 tan hides, and the answer is no.

7 I think a lot of the problems today are the fact
8 that people ignore the American Indian. They also try to
9 stereo type us and put us in a niche, and we have to fulfill
10 that. If you're an urban Indian, you are asked, do you speak
11 your language, and of course, you are going to say, no.

12 If they say, are you a member of a certain tribe,
13 they'll say, say something, say dog, say cat, and you can't.
14 Why can't you? Because you may be full Indian, because you
15 are from two tribes, and then you can only register with one
16 tribe, so it makes you feel like an animal. You are a
17 pedigree poodle, a certain type of horse.

18 All these scenario files get thrown at us. Your
19 life goes on. I think probably you view three problems.
20 First, instead of why minorities drop out of higher
21 education, you need to look at a source like secondary
22 education and elementary education.

23 From my personal experience, I remember in the
24 fourth grade, I earned a nickname. I was called Boom Boom
25 Baker. It was like, where did this come from. It came from

1 my teacher, a person that is supposed to be a role model. I
2 had this name all the way through high school, and it hurt
3 me. It wasn't anything to be proud of. It was something
4 that I associated with high school, calling an independent
5 guardian, chief, or all these special names that people have
6 for Native Americans, and what makes it even worse is that
7 this person, at one point, that gave me my name, was supposed
8 to be a representative of teaching in general on the State
9 Board of Education.

10 So I thought, well, where is his assistant. There
11 isn't any, as far as my personal experience with him. I
12 think that in secondary and elementary education that
13 teachers tend to ignore the difference as far as Native
14 American students are concerned.

15 I know of a specific situation in which this
16 general area where Native American students were put on a
17 list for extracurricular activity, and when the principal saw
18 the list, the Native American students are removed from that,
19 because they were stereotyped as being unable to handle the
20 activity work of the studies.

21 The reason the students were suggested was because
22 they were good students to begin with, but because of some
23 type of stereotype problem, the principal removed the
24 students from that particular list.

25 I also feel that minority students are viewed as a

1 money opportunity. A lot of the schools depend on Federal
2 funding to obtain certain funding for schools. I know this
3 happened to Ignacio in part of the dorm system. It was a
4 decision finding to count out the Indian students, Hispanic
5 students and, it bothered me, because I felt like we were
6 having a dollar value put on our heads. This system pushed
7 through, I think, because of all the uniforms, and band
8 equipment.

9 A lot of things happened because of the presence of
10 minority students, but the minority students did not benefit
11 from it. If you visit that particular school district, all
12 the new band equipment is sitting in a building. There is no
13 accountability for the Federal funds that these schools get
14 because of the number of minority funds there is.

15 For instance, the clear little drum set is sitting
16 on a toilet seat. If you don't believe me, I took a picture
17 of it. I was so discouraged by this. That is another
18 problem I have. I mean, minority students are used as a
19 dollar value.

20 The only thing I can say as being positive, as far
21 as my experience in school at Miller Junior High, is
22 Jim Robertson started the speech team there. This was the
23 first year it started, and I joined because I had nothing
24 else to do. I just thought maybe this would be some sort of
25 wierd niche that would fulfill my life. It didn't.

1 This was the first year for anyone to join that
2 little organization. It wasn't even thought of as anything
3 that was going to carry through. If you read the paper from
4 yesterday's Herald, it has had a great impact for the
5 students overall.

6 That was a benefit for me, and it is something I
7 would have never been able to take advantage of if some
8 teacher did not provide an extracurricular activity. I think
9 that is very important, and it goes along with what Vernon
10 was saying earlier, if you provide an activity, minority
11 student will find the niche in it.

12 The second thing they can do is the more
13 comfortable feeling they will feel in high school education.
14 They will have a gauntlet or something that will benefit them
15 when they get this college level course.

16 Now I am going to take off my mask, and the next
17 thing I have to say here, after just school experience, is
18 individuals dealing with their Tribe. I feel as an
19 individual that there is frustrations on the lower level when
20 you try and deal with Tribal Government, and I feel there is
21 a lack of role models within tribal members, and this isn't
22 just from my own personal experience. This is something
23 concerning me because of my Tribe, so I went to talk to our
24 Indian students, and they felt the same way, the people I
25 talked to anyway.

1 A lot feel, overall, there is a general level of
2 frustration among the individuals and especially among
3 college bound Native Americans because you are getting a
4 sense of awareness. They are being enlightened to a lot of
5 situations that you never would have been exposed to on the
6 reservation.

7 When you have a dealing with Tribal Government on
8 different levels, you get frustrated. There is a lack of
9 role model playing of people that are actually educated, but
10 they push you to become educated at the same time you get
11 criticized for not being traditional, but go ahead and get an
12 education anyway.

13 There is no advice as far as individuals, letting
14 people like us that have to go back and work on the
15 reservation. You are going to be treated like a little kid.

16 You can see it in the hiring policy, wherever
17 educated industry demands, a certain field doesn't get
18 preference over Anglo people. For instance, Indian people
19 suppress each other more, and I don't know why that is. I
20 think basically because as Native Americans, you grow up with
21 a certain community, and you have certain relations, clans,
22 or blood relations, and it can become very intense. It is
23 not like living in Durango, Colorado.

24 Can you believe what Bill Clinton did? He isn't
25 going to war, but in a small tribe like 4-, 500 peak, it can

1 be intense because you know everyone. You know what they
2 have done personally, how they abused tribal money or tribal
3 procedure. You even date it.

4 People say it didn't happen, but it did happen,
5 and it creates a kind of apathy. If the government is not
6 accountable, why should you be? If you raise questions
7 within your tribal government, you are going to get
8 blackballed for it, and that is what is going to happen. It
9 is sad to think of, but it is true.

10 So I think if you are dealing with Native American
11 communities, you got to have an understanding of how the
12 Tribal Government operates, because it is intense, closed,
13 and personal, so besides the school experience and the Tribal
14 Government, I feel that if you want to look at examples,
15 maybe of how people have influenced me, I would say I would
16 have to look at the people I consider role models.

17 Rebecca Auston, she is a Phillipino American Anglo,
18 I guess, and she has a degree, and she is a very kind, good
19 person, and I really admire her. She is working right now
20 with the Navajo Tribe for Window Rock.

21 Gracey Tyon (phonetic) who is Sioux. She is in
22 Denver. She is a single mother. She is attending the
23 University of Denver, and I look up to her because I feel she
24 is a role model for Indian girls who get pregnant and think
25 they can't do anything.

1 Mary Kintipla (phonetic) who is Pasay (phonetic)
2 and working in New Mexico, Arizona. She comes to the the TV
3 station. Her whole family is a role model. Mother was a
4 former counselor. Her father is an artist. All her
5 brothers and sisters have received a college education. That
6 family alone could carry a Tribal Government.

7 However, one agrees, the whole family; mother,
8 father, daughter, and son all graduated at the same time from
9 a college, and you could look at that family as a role
10 model. I could say, yes, I know those people, and I am proud
11 to know them, and they practice what they preach. It is a
12 pleasure just to shake their hands.

13 Jim Robertson, who I mentioned is the person that
14 started the speech team at Miller Junior High School;
15 Nellie Hinderson, a teacher passed on, and Walter C. Mason is
16 an incredible person. You could just tell, even as a child.
17 You could look at him, and he would never seem more clear.

18 He was a father to every one there. He has been a
19 graduate role model for Americans. As far as that goes, I
20 think you know that the problem stems from a lot of
21 situations.

22 It stems from elementary school. It goes on even
23 as far as Tribal Government and then the big picture of how
24 you fit into a culture that you have been trained to be
25 comfortable, and I know this is hard for people to imagine,

1 but I remember the first time I took some white friends to a
2 powwow, and they were very uncomfortable there. You could
3 pick them out.

4 It was a good experience for them, and at the same
5 time, I think that people need to realize that we are the way
6 we are, because we have been trained to be there. Whether
7 the training is good or bad does not matter. It depends on
8 how you, as an individual, can pull through it.

9 I had, you know, problems growing up. I think,
10 actually, I could have been an alcoholic, and athletics were
11 my ins as being accepted in a society which I feel is
12 dominant over me in population, academics, and a lot of other
13 things, but I haven't been able to get past that, and it took
14 a marriage to do that, and it took having kids to do that,
15 and it is part of a growing process.

16 The only thing I can say is, I would like to see
17 things change. I was quite upset to the point of going to
18 Denver when I heard Native Americans were not put down as
19 mandatory subjects. How subtly suppressed can you keep this
20 up?

21 The Raider mascot, Nathan Wright, here, he was
22 upset because a teacher signed a project saying how our
23 minority students differ in athletics. It goes on, and it
24 does not stop, and it is very sickening. It would not bother
25 me if I didn't have children I was responsible for.

1 I want to see it started, and there is nothing I
2 can do but to try them at home; when to be sensitive, when
3 not to be, when to cry, whether or not to clap, and things
4 like that, and it is a very extensive problem, as far as I am
5 concerned.

6 With you, I think it is something that can be
7 changed.

8 MR. BRYANT: Linda, I am particularly interested
9 in your comments about Tribal Government as Mr. Naranjo who
10 knows I work with Tribal Government across the country, and I
11 know from first-hand experience of what you speak.

12 What I am really, and as an Indian person, would
13 like to see, and I will try to turn it around and make it a
14 question, and what I would like to suggest and that you
15 respond to it is, why don't you and the people like Vernon
16 after you got the education get back there and work your way
17 in and get on the counsel.

18 Now Navajo counsel is another thing; 92 members.
19 It is an impossible situation, but Southern Ute is another
20 thing, and you've got a good name there, I see.

21 MS. ROHDE: I think that depends on how you ask.

22 MR. BRYANT: At least people know your name. At
23 least I do. Is it possible, or do you think it is too much
24 to ever come -- for people like you to get back and get
25 involved in the counsel.

1 MS. ROHDE: You know, I think of a specific
2 situation where there was a tribal member applied for a job
3 over there, and she didn't get it. Well, she got the job,
4 but then she was removed from it and transferred to another
5 department which I just could not justify.

6 This particular department needed a woman and
7 needed a tribal member and someone that could speak the
8 language, and she qualified, yet she is removed. That is an
9 example that shows me I could be moved.

10 I feel that some of the people that are hired have
11 no backbone, and if you think, well, this person is qualified
12 but didn't get the job; he is unqualified, and he got the
13 job; and the only reason is because they are a yes man.

14 It leaves you wondering whether you were removed,
15 could you assume a position of responsibilities and make
16 change for you? Can you get there in the first place?

17 I wasn't thinking of special positions, I was
18 talking about the elected positions on counsel that is a
19 decision making position. That has also been a hot topic in
20 your Tribe. There was a recall. There was a recent runoff
21 election that went through twice that has questions on the
22 counsel constitutionality of ballot counting. Those are
23 internal problems, but they effect the Tribal members.

24 You get to a certain point where you have to vote
25 again, or why didn't this happen, and so what it actually

1 does, I think, is create a psychology of apathy, you know,
2 why do you want to do this. Why do you want to put yourself
3 through this? Do you want to do that, and I can see -- you
4 know, you hear, go back to the reservation, and I would like
5 to do that, but sometimes I don't feel like I am up for the
6 struggle.

7 MR. BRYANT: And most people here, I suggest all
8 the people here, would not know that Indian people have only
9 been electing their leader since 1934, and we are still in
10 the rolling process, and we frankly,-- we need people like
11 you and Vernon to get back in and help the process.

12 MS. ROHDE: The revolutionary war.

13 MS. BRYANT: Well, we need people like you.

14 MS. THOMAS: Let me clarify what you say about
15 careers course. You are saying that African and Spanish are
16 required subjects but Native American is not.

17 MS. ROHDE: Right.

18 MS. THOMAS; This is at Fort Lewis?

19 MS. ROHDE: No. This is the State Education
20 Association.

21 MS. THOMAS: This is in Colorado?

22 MS. ROHDE: This is to teach elementary what is
23 mandatory subjects to be taught in elementary and secondary
24 schooling; that is correct.

25 MR. BRYANT: Maybe what people here don't know is

1 that -- I am not sure what the status is -- but a couple of
2 weeks ago, a bill was introduced to require Native American,
3 I guess, history or Native American -- well, like you say,
4 history to be taught. In other words to be a required course
5 and having sat on that board, I was interested in who was the
6 sponsor and what was going on. I am suggesting unless there
7 is an awful lot of support generated by the public, it is not
8 going to pass. It is in the Senate. I don't know the
9 number, but there is a bill in the legislature to require
10 that Native Americans studies be required. I can tell you
11 Senator Gangadeer is republican. I am democrat.

12 MR. LEAL: I thought that bill was killed in
13 committee.

14 MR. BRYANT: No, it wasn't dead. It was very
15 sick.

16 MR. LEAL: It was rather interesting because under
17 school law, there are two culture histories, required
18 curriculum, and that is Arapahoe and Hispanic, whatever that
19 is, and there was that bill that talked for including Native
20 American, and the reason given for others to try to kill it
21 is the State did not want to dictate to local school
22 districts what to teach, which was a tremendous contradiction
23 program.

24 MR. BRYANT: That is almost word for word.

25 MR. ARMSTRONG: I am assuming you went to Fort

1 Lewis College.

2 MS. ROHDE: Several times.

3 MR. ARMSTRONG: You were talking earlier about
4 stereo-type, and I found from referring to the other specs
5 that your school system is large. My kids were educated in
6 the school system, and they definitely weren't my unfortunate
7 children, 800 some kids in the graduating class of which
8 there were 22 blacks.

9 I am wondering, do you get the stereo-typing from
10 the people because of lack of sensitivity toward the Native
11 American while on the campus or in the city or in the town.

12 MS. ROHDE: Yeah, I think you do. You know, my
13 dad is Southern Ute. My mom is Navajo, and I think a lot of
14 it has to do with the history of the Native Americans, the
15 suppression of the language during the B.I.A. schools which
16 people -- like I just read recently in the Lacota Times,
17 Native Americans have been used as guinea pigs in the B.I.A.
18 education system, which I feel is not too far out of lawsuit,
19 because language was suppressed, and because of that, I think
20 our parents learned to do that.

21 Our Tribe counsel speaks Ute. Mr. Naranjo
22 probably does, but you never hear anyone speaking it anymore,
23 but if you go down to Zuni, that is all I hear, and that is
24 culture pride, in that, and it is nice to hear about and
25 build self-esteem because you know who you are, you know the

1 language, you know the rituals, you know the customs, but if
2 you were out of that situation, your urban Indian and you
3 don't speak your language, and you haven't grown up on the
4 reservation or near the reservation.

5 You haven't been to any cultural events, you know,
6 and then someone comes in and expects you to know that it is
7 not only embarrassing for you, but it effects the person
8 asking the question, you know, like Indians weren't what you
9 think they are supposed to be. It could almost be a negative
10 thing, too. It leaves both people disbanded, and people do
11 tend to stereo type.

12 I seen Cheers the other day where an Indian was
13 riding off in the sunset or the Indians fade in after someone
14 picks up some visitor or someone else. Our Tribe, Animas
15 La Plata, we are not icon warriors.

16 There is a stereo-type continuing needing to be torn
17 down. I think the stereo-type name comes from the Fort Lewis
18 college known for tuition waiver to Native Americans. The
19 part that gets me, it is one that mentioned the words, are
20 changed to where it is free tuition, and that goes back to
21 the sense of -- well, it seems like Native Americans still
22 get everything free.

23 MR. BRYANT: You get a check once a month; right?

24 MS. ROHDE: Right. I don't go to school for
25 free. In fact, that was very thoughtful for the people of

1 the Southern Ute when the school was up here to think of us.
2 I thank these people, for grandfathers and grandmothers, for
3 thinking of us and saying you wanted to build a school here.
4 You want to take some of our land for education in the name
5 of education.

6 Okay. For the name of education, let's help with
7 the Native Americans, and I think it is up to us, to us,
8 these students who come from transfers where we know why this
9 tuition waiver exists in exchange for land, in exchange for
10 land for education. That is where that came from.

11 Do I go to school for free? No. I pay for my own
12 room and board. I have to apply for a grant. I have to
13 apply for a loan just like everybody else, and I think it is
14 pretty much through the procedure, if you want to apply for a
15 loan. We have to apply for a grant, for a Pell Grant.

16 If you do not qualify, then it shows we can give
17 you a grant or loan. I am sorry, but I think it is up to us
18 here at Fort Lewis to let the people know why the tuition
19 waiver exists and not let it go on to where we sit back and
20 gripe about it and create a gap, and so whenever anybody asks
21 me, do you go to school for free, no, I don't go to school
22 for free. Well, you have a tuition waiver. Yes, by this
23 reason right here.

24 You want to get down to the nitty-gritty, let's
25 look at our culture. Look what happened going back to the

1 mascots. It starts to all line up, and at the end, at the
2 very end, we are right, but because of our ignorance, we tend
3 to go ahead and believe what we want to believe about why we
4 get a free tuition waiver.

5 MR. BRYANT: While they are standing there,
6 Vernon, without embarrassing you all, I wanted to try to
7 educate the committee. One of the parts of the stereo-typing
8 is, and if you went up there and looked, you would see it
9 more so.

10 White people or nonIndians think all Indians look
11 alike, and they cannot see the difference between Indians.
12 You see part Ute and part Navajo, and Navajo and Spanish
13 background or full-blooded. You have all different
14 appearances, and everybody thinks we look alike. That is
15 part of the stero-type.

16 MS. ROHDE: It is a joke among the Indians who do
17 know to stand, so we will know, but they have black hair and
18 dark pupils.

19 MR. LEAL: Would you briefly enlighten me. You
20 used two terms, Native American and Indian. Why is that?

21 MS. ROHDE: You know, I don't know why I used that
22 term. It would be like me saying the word black or
23 Afro-American. Sometimes I use Hispanic, sometimes I use
24 Ladino.

25 MR. LEAL: What?

1 MS. ROHDE: Ladino.

2 MR. LEAL: Do you do it for deference, or do you
3 do it for yourself?

4 MS. ROHDE: I actually wasn't aware that I even do
5 it.

6 MR. BRYANT: May I be presumptuous in suggesting
7 this is because of the Federal Government, and Federal
8 Government entities language, saying we must use the term
9 Native American, and the reason is because certain Alaskans,
10 by the Federal Government, are not considered to be Indians;
11 the Eskimo. So overall, the term Native American is used.

12 We have a National Congress for American Indians.
13 We are American Indians. The problem is, when you use the
14 term Native American, it includes the Hawaiian. We list
15 them, but they are not Indian.

16 ANA, Administration for Native American, which I
17 know Mr. Naranjo knows about and maybe the students do or
18 don't, but it does include Samoans and Hawaiians. So we get
19 caught in this where if we are Native Americans, the Federal
20 Government says so, but as far as I am concerned, we are
21 American Indians, and even the Eskimos consider themselves to
22 be Indian, but the Federal Government says Native American.

23 MR. LEAL: The reason I asked the question, it has
24 to do with the culture in the sense of identity. No one
25 deems the institution of higher education a means of source

1 in support apparatus. We all look alike. The Native
2 American is a consolidated term; like Hispanics all look
3 alike, Asians all look alike.

4 MS. ROHDE: Even to go a little further with what
5 Mr. Bryant was saying, that is even like the Eskimos don't
6 like to be called Eskimos. They like to be called by the
7 particular tribe or cultural blend, and that goes further,
8 because if you say Indian or Native American, we are all
9 different. There are only -- how many -- 400 and some
10 Federally recognized tribes, and they are all different.

11 MR. LEAL: Are they nations or tribes?

12 MS. ROHDE: It depends on whether you are Cherokee
13 or Ute.

14 MR. BRYANT: As far as the Federal Government is
15 concerned, they are tribes; 302 and 200 plus in Alaska, but
16 as far as the Federal Government is concerned, they are
17 tribes, but Navajo considers themselves a nation; Cherokee
18 nation.

19 MS. THOMAS: Thank you very much. We have to move
20 along. I wonder if I could get Dr. El-Hakim.

21 DR. OMNIA EL-HAKIM

22 ASSOC. PROFESSOR OF CIVIL ENGINEERING AND ADVISOR FOR THE
23 AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY (AISES)

24 MS. EL-HAKIM: I have an overhead thing I would
25 like to show, and so I have a loud voice, and I will get rid

1 of that (indicating,) and I can come in here and face you and
2 face the audience, too.

3 My name is Omnia El-Hakim, and I am Associate
4 Professor of Civil Engineering at Fort Lewis College. I am
5 directing a project which National Science Foundation gave
6 towards the minority engineers and science project.

7 I have a different name and a different accent
8 because I originally came from Egypt, so I came from a third
9 world country, and I came for my higher education, and my
10 Ph.D. When I was a student in the college, the only students
11 available around me were male, and I was the only female. I
12 was, like, feeling totally odd and totally different.

13 Then I was fighting that myself over in Egypt, and
14 when I came here for my graduate work and Ph.D, I found I am
15 the only female in my classes, so I was really shocked. I
16 said, my god, this is the United States, number one in the
17 whole world, and yet the females are still not holding
18 positions in engineering. So something has to be done.

19 Then I finished, and then I started working and so
20 forth, and I became hired here at Fort Lewis College nine
21 years ago, and I found the Native American population. I
22 loved the culture, and I enjoy some similiarity between my
23 own culture and Native American culture.

24 I started working with them through AISES, and I
25 found that they were wonderful students, very dynamic. When

1 they have something in mind, they work hard to achieve it,
2 and I start writing proposals and agreements.

3 I'd tried to get the time in order to do more
4 education in a different way, too. I have a program to
5 interest the student, the undergraduate student, to finish up
6 the degree and go for the graduate work, master, and Ph.D.

7 I also have reaching out programs. I reach out to
8 high school and middle school while they are young, to get
9 educated and motivated and interested to go on and learn
10 about some kind of field that they don't know about. So that
11 is a summary of what I have here.

12 I have a long-term project that I started a year
13 ago, and I am using Fort Lewis College as one system, so the
14 students, when they finish, can go on and finish graduate
15 work there.

16 After we have our pre-engineering at Fort Lewis
17 College, they can transfer for the junior and senior year and
18 finish up there and go for graduate work. I do have a
19 networking serious atmosphere among students, faculty, and
20 counsel.

21 NAPI is the consulting firm that I am dealing
22 with. They have very many topics that can have our students
23 working in full-time jobs during the summer hands-on
24 experiences. They learn a lot, and they have so much
25 energy. They can give a lot to NAPI, and they exceeded work

1 that they were supposed to do last summer and NAPT went ahead
2 and hired them two or more months in the summer to complete
3 it, and I feel they were acting together, all the people here
4 plus the individuals and the corporation.

5 The individual also is very helpful, and they can
6 provide us, loan us equipment, or provide us with whatever we
7 need to achieve the goals. Full-time system, I hire the
8 student for three months and sometimes four months depending
9 on the resource at NAPI.

10 Student Center, AISES Chapter, and Intercultural
11 Educational Committee is at Fort Lewis. I am the sponsor. We
12 have one of the most powerful AISES Chapters in the USA, and
13 I am proud to say that because I am proud of them.

14 We won the top Chapter two years ago, and this
15 year, I am planning on nominating them again, and we have a
16 good chance of getting it. They are doing a great job this
17 year. I think we mentioned most of the work. In addition we
18 also have that scholarship.

19 Did you mention anything about it?

20 We have a new scholarship. We try to reach the
21 students in high school to interest them and let them know
22 about AISES and to bring them to college. So the ones that
23 did establish AISES chapters are offering about \$300 per two
24 semesters to help pay for the fees. So that is an
25 incentive.

1 so they are doing great, and they are really something.

2 The other thing here that is to be included in my
3 grant is, we do have this type of conference which is
4 especially designed for Native Americans and Hispanics. That
5 conference I started for AISES, started 6 to 4 years ago, and
6 every year it is a success. Every year we bring role models
7 from all over the United States, and they talk about
8 motivation, leadership, education, completion, and they have
9 this display table. They show things to the students, and
10 they talk to them about job opportunities, and it is
11 wonderful. Every year we have knew people come share with
12 our students. It is a subject. Even this last two weeks
13 ago, we had a real good one, and we addressed the HIV
14 problem.

15 Did you mention that, Vernon? You didn't. So I
16 am going to mention that.

17 We had a very special guest, and we talked about
18 AIDS, and we addressed that. That is the first time
19 something like that has been addressed.

20 MR. WILLIE: We also not only emphasize science
21 and energy. We also want to emphasize on the realities of
22 life. What is out there in the world that we have to deal
23 with, and one of the things I was ignorant about and some of
24 the Native Americans ignorance was AIDS. So I found a
25 gentleman who was a Navajo who was a family member of someone

1 who has the HIV virus. He talks about it, and his wife talks
2 about it, and they captivated the audience.

3 His daughter who is in high school talked about
4 what she is dealing with being the older child around,
5 missing out on the teenage years, trying to help her brothers
6 and sisters, knowing that her father may die of this
7 disease.

8 I would like to say real quick, too, that during
9 the conference, they had a small powwow, and the whole family
10 was there, and when there is an honored person, everyone in
11 the audience shakes this person's hand. That was a real
12 affirmation for the Indian community that no one was afraid
13 to shake his hand.

14 I seek to promote education and to help people
15 that really need to know about education, because it is the
16 key to success for any enhancement of any good things or
17 technology in our number one country.

18 Then as I said, when I came here, I found that we
19 do have a third world entity inside the United States but we
20 are taking too much outside while we have a third world
21 county right here, and we must and should devote our energy
22 and money to help.

23 I am glad that I was able to get this grant,
24 because with this grant and people like the students that we
25 have here and some educated personnel and faculty at Fort

1 Lewis College, we can actually expect a really good thing.

2 The other thing here we have is a peer advisor
3 program, and that program is a very nice program constructed
4 last September at Fort Lewis College. Again I have 12
5 students, junior and senior, that are helping freshman to
6 adapt to college live. They tutor them and advise them and
7 give them information about financial aid, name it,
8 everything you can think of, and then they also just talk to
9 them, make them feel comfortable.

10 The problems are tremendous for freshman. Any
11 freshman minority or nonminority moving stuff and adjusting
12 is a big problem for anyone of us, so we have juniors and
13 seniors preparing freshman.

14 I remember when I first came what kind of trouble
15 I was facing, but you can do it, and it is a matter of funds.
16 I have a little bit of funds to help our peer advisor to help
17 the freshman, but again I sometimes just say, hey, help me
18 with some dollars in order to be able to do this kind of
19 program, and they actually are generous, and once they
20 believe in the concept, they do help.

21 The transfer and training program is to improve
22 the roles and to help the Tribal Government in the area of
23 transportation, and I am on that one because I can see my
24 students. They are actually acting as a powerful element in
25 that project. They can go ahead and work with the Tribal

1 Government, and also through them, I can recruit other ones
2 and bring them to the Fort Lewis College and so forth so that
3 we can keep going, and we can do lots of good things for the
4 reservation and Tribal Government. So that is some of the
5 activities that I am doing.

6 Okay. I would like to show you the project here
7 actually working at NAPI in Farmington. I am taking this
8 system, as well as NAPI, to utilize the resources in each one
9 of them.

10 Then here, I would like to show you what it is
11 like in the area surrounding so that we can draw students to
12 work during the summer and to get them in the Fort Lewis
13 area. So this shows the reservation, and then we have more
14 than 250,000 in the 150 mile area (indicating.)

15 I would like you to look at the pueblos
16 (indicating.) You can't see where there is any Apache.
17 There is pueblos, and then there is a couple more up there,
18 and there is the Jicarilla Apache. See the tribes just in
19 this area (indicating.)

20 Give you a little bit of concept, and this is just
21 in this four corners area. That is why, you know, I am very
22 strongly and very interested in pursuing more grants and more
23 resources here at Fort Lewis College, because I feel that the
24 location, plus the students, plus all the reservation we have
25 in the location that we should do more as an educational

1 institution here, and if we have a system, we can utilize the
2 system, but we really deserve to have much more than any
3 other place. We have the resources. We have the students.
4 We can do them all.

5 I emphasize training for the students,
6 interdisciplinary teamwork, work together, including
7 advisors, faculty, and NAPI employment. That is very good,
8 and a very good atmosphere for the student to work in, and in
9 the outreach element that is very important to reach out to
10 kids in the middle schools and in the high schools.

11 Parents are very important factors that I would
12 like to include or have been trying to include. The parents
13 I am trying to bring here is when I do the summer camp. I
14 have the banquet at the end, and first day, I have
15 orientation, so I like to invite the parents. I need the
16 support of the parents, and I like to invite them to come to
17 the sessions and watch the children and encourage them.

18 In the banquet at the end, we watch the children
19 get the certificate award and that makes them really feel
20 good, that the children did not waste their time. They are
21 learning something, and they are not wasting their time not
22 making money. Instead of going to McDonalds, we are
23 involving education to be helpful to them. I am including
24 parents in that and more.

25 I have more, just a slide. I would like to show

1 the number of people, or number of students, that has been
2 and will be recruiting, and reaching out through the first
3 grade, seven to twelve. That is the outreach program. In
4 the summer camp, we started, like, the first year we started
5 1990, I have introduced students, and then I have 40, and
6 then I have 60, and I am increasing numbers every year.

7 Then for AISES conference when we started the
8 first year, we had 417 students, and then on the average, we
9 do have 300, over 350, every year where we bring them, and
10 they attend the conference, and they meet with the
11 significant role model, and they listen to motivation and
12 listen to leadership speeches.

13 Then the year ^{here} here or the college years, the ones
14 that I am trying to reach out is a training for
15 undergraduates. I started last summer with 9 students; and
16 this year, I have 13; and next year, 15, and each year I will
17 have 15 students working during the summer, having a
18 full-time job. They are learning and practicing and getting
19 the training needed. In the meantime they are getting some
20 one to help them out moving along. This is my program here.
21 I am trying to recruit graduate students for master's and
22 Ph.D., specifically Native American, and I have a hard time
23 finding them.

24 So I am trying to build them, like I am trying to
25 convince Vernon to go to graduate work, and he would be

1 standing next to me teaching. I want to see them beside me,
2 teaching in four or five years.

3 MR. MULDROW: Can you supply that material to us?
4 Can you give us that material you are showing us?

5 MS. EL-HAKIM: Certainly. Yeah. I can give you
6 the report of last year that I just sent in. Yes, of
7 course. I would be happy to answer any questions.

8 MR. LEAL: I have a couple of questions actually.
9 That sounds like a very interesting program. It is
10 remarkable, but this is one area where there is a lack of
11 minority student in the engineering areas, but I see what you
12 have there. You have a situation where there is a
13 sponsorship between Fort Lewis, C.S.U., and Boulder which is
14 part of the same system, and I assume you also draw students
15 from southern Colorado.

16 MS. EL-HAKIM: Yes, University of Southern
17 Colorado in Pueblo.

18 MR. LEAL: It is a successful program. I think
19 it is important for the record. Could you tell us what the
20 amount of your grant is?

21 MS. EL-HAKIM: Yes.

22 MR. LEAL: And are there provisions made to
23 institutionalize and internalize what you have learned from
24 this program in a sense what would --

25 MS. EL-HAKIM: Yes. The grant -- last year it was

1 190,000, and then the renewal is \$200,000; \$130,000 from NFS
2 and the other matching funds is from Fort Lewis and part from
3 CRS, so that is the total amount of money. Most of the money
4 is going to the students. ~ If I have 15 students working, I
5 am paying \$1000 a month for three months.

6 The topics I am covering in NAPI, one team is
7 working with demographics. Another team is working with
8 things that need equipment, so some significant amount of
9 money goes toward the equipment.

10 I get support from everywhere. I get support from
11 the office of the vice-president of Fort Lewis College. I
12 meet with him and say, I have one more student who wants to
13 work this summer, and I don't have funds for him. He never
14 said no to me much. He is sitting here. He does have a lot
15 of support. He is very supportive, and I go and talk to
16 C.S.U., social department.

17 I have two students that want to transfer, but
18 they can't do it, and we don't want to let the money stop
19 them from pursuing the career, we include them. We have
20 them, like, hourly payment or do some other assistance, and I
21 am successful in transferring 2 students, and they went
22 there, and they were tuition free. They work out a package
23 to continue helping the student, and the students were 3.0 or
24 2.9. They can't drop below that.

25 The students get the opportunity to learn, but in

1 the meantime, create a quality minority. We want them to be
2 quality minority. That is why we have the programs, to help
3 them out, improving their ability of studying and how to
4 study and how to do the work, and they are doing really
5 good.

6 MS. THOMAS: We appreciate your presentation. It
7 was interesting.

8 Dr. Atencio is still here I hope.

9 DR. LEONARD ATENCIO

10 PROFESSOR OF ECONOMICS

11 ADVISOR FOR THE HISPANIC STUDENT ASSOCIATION

12 DR. ATENCIO: Good afternoon. I will probably put
13 you back on schedule here because I don't have a whole lot to
14 say, but there is a whole lot to say about what Maria talked
15 about this morning, and it is kind of difficult to do
16 anything, or I guess start programs that are aimed at Chicano
17 student.

18 I would probably point out that I consider myself
19 Chicano. Ladino Hispanic are terms that were created by the
20 Census Bureau so they could eliminate our identify or
21 authenticity. So in deference to Commissioner Thomas, I
22 don't mean to dename anybody, but as far as I am concerned,
23 Chicano is at least a term we created for ourselves, and I
24 feel comfortable with that.

25 But anyhow, as I mentioned, there is not a whole

1 lot to do. We have 15 students on campus. Those students I
2 would probably typify for you as middle, upper income
3 students that come from the Denver Metro area that don't
4 identify ethnically, and even though I can send out news
5 letters or invite them to functions, saying we have an
6 organization, would you like to join, it becomes an exercise
7 in futility, because you get no response.

8 We have the Hispanic Student Center, and I thank
9 Dr. Langworthy for the support in helping us create that. We
10 had a room where we could do such things as try to create
11 tutoring and so forth for students. That was good, again,
12 but there weren't any students that, one, didn't want it, or
13 two, didn't need assistance that we offered them. Eventually
14 they just kind of faded away off into the sunset, because
15 again, why spend money on a program that is not going to be
16 utilized.

17 So I guess when we talk about retention of Chicano
18 students, I guess I have one of the easier jobs around. You
19 can't retain something that doesn't exist, and if most of
20 those folks don't even recognize themselves to be Chicano,
21 then obviously the problem solves itself.

22 So I would probably like to spend a couple of
23 minutes addressing the real issue which is how are we going
24 to get Chicano students on campus. The admissions office
25 already, as you probably know, has difficulty in dictating,

1 or I guess, formulating any kind of a plan because our
2 admission criteria is established by CCHE.

3 We have no problems meeting our admission, and
4 consequently, we closed our window, and maybe Dr. Langworthy
5 can correct me on this, but I think our so-called 20 percent
6 window closed very quickly, whereas I read in the newspaper
7 that places like C.U., C.S.U. were asking for 5 years
8 extension on their window so they can continue to actively
9 recruit minority students.

10 I think that is the real issue. Until we allow
11 for admissions people to get what I refer to as Chicano
12 students to identify ethnically and culturally, then we are
13 going to be an institution that has very low enrollment of
14 Hispanic students, because that is probably what they
15 identify with, so basically, that is all I would have to
16 say.

17 If you you have any questions or you would like to
18 make any comments in response to what I have said, I would be
19 happy to listen to you.

20 MR. LEAL: Did Fort Lewis meet its quota in
21 graduating minority students?

22 DR. ATENCIO: No, I did not know that requirement,
23 but Dr. Langworthy talked about graduate rates this morning.
24 You might want to address Dr. Langworthy.

25 DR. LANGWORTHY: Yes, we did.

1 MR. LEAL: Will you be around for break? I need
2 to speak with you.

3 DR. LANGWORTHY: Depending on when break is going
4 to be.

5 MR. MULDROW: We had a speaker this morning that
6 spoke of Hispanic students as a forgotten minority, the
7 feeling that that is not a supportive system for Hispanic
8 students like Native American students. How do you see that
9 concern?

10 DR. ATENCIO: My impression is that is kind of a
11 correct observation, and again, maybe the programs are number
12 driven. Unfortunately, because we do have a sizeable
13 population of Native American students, and again, maybe I
14 would prefer that we don't address them as Native Americans
15 either. I have known them as Indians all my life, and all of
16 a sudden, we refer to them as Native Americans.

17 We have a sizeable enrollment and recognize that
18 there is a need to try to keep our program or our enrollment
19 of Native American students from being a revolving door, and
20 some programs address this, and other ones address the
21 retention problem.

22 We don't have a real problem in recruiting Native
23 American students because of the treaty commitment that we
24 have, but at the same time, those numbers dictate that we
25 need to do something.

1 Again, if you only have 150 students, and they
2 have met the admission requirement which indicates that they
3 probably have succeeded already in high school, they don't
4 really probably need that sort of thing, and if they don't
5 identify, we can put a program on campus, but if no one takes
6 advantage of it, and that is the problem with the Hispanic
7 Student Center, we are wasting our time.

8 We need to go back and get those students that
9 need the help. We need to go to Ignacio and get students
10 that are probably instead of enrolling at Fort Lewis, going
11 to Adams State or even from Durango High School that instead
12 of going to Fort Lewis go to Adams State.

13 We have a pretty, I think, a sizeable excess of
14 students that go to Adams State because of lower admission
15 requirements, and when they get there, they feel
16 comfortable. They see more brown faces there. They find
17 support programs there, and we don't have that here. Maybe
18 it's in the numbers.

19 MS. THOMAS: You mentioned two schools, Adams and
20 what else?

21 MR. ATENCIO: Well, certainly Adams is the one I
22 referred to. A lot of the students go there. That, I think,
23 is the only one I mentioned.

24 MS. THOMAS: Thank you very much.

25 Is Jeff Ball here?

1 intrinsically more difficult. The subjects are more
2 demanding, the classes are equally stringent, and
3 expectations are high. The student has been removed from the
4 comfort zone of living at home, and now concessions in
5 scheduling must be made for going to classes, studying, doing
6 laundry, eating (for sometimes it is easy to forget a meal),
7 and the biannual journey to the school library; one, to get
8 the annual "tour of the library" and corresponding worksheet,
9 and the other trip to write the annual paper on some
10 incredible topic like the philosophies of ground squirrels or
11 the properties of residual tetrahydroisoquinine.

12 Seriously, the high school to college transition is
13 one that the students might not be adequately prepared for,
14 for a student to directly attend college after graduating
15 from high school does have its advantages. The students are
16 still in a similiar sphere of learning, going to classes, and
17 doing homework. The difficulty comes in concentrating on the
18 hours of the day when not involved in scholastic or
19 extracurricular activities.

20 For some, it is the stress of classwork in which a
21 student might be discouraged to continue. Unfortunately, this
22 problem is not easily remedied, nor is it beneficial for the
23 college community in general.

24 For others, it is the life outside of the
25 classroom that a student is not prepared for. Whether there,

1 is not enough of a social life, or too much of one, students
2 have difficulty concentrating on their studies if one of the
3 extremes are met. That student will either feel lonely, or
4 will be too tired that next morning to attend classes.

5 Again, this problem is something that the
6 individual student will have to address, and unfortunately
7 one of the options that a student might take is to leave
8 college.

9 To go further with this idea, and to shed some light
10 on it, I think that once the initial adjustments have been
11 made, the student has an excellent chance of having a
12 successful college career.

13 The freshman year is very important to making
14 this a possibility, and after the anxiety fo the newness
15 wears off, the student ought to be in a good position to
16 handle the continuing demands of higher education.

17 We need to focus on the freshman year in college.
18 We need to schedule group-orientated activities. It is
19 almost without doubt that it is the most difficult year in
20 higher educaiton, and we need to be aware of that.

21 Freshman orientation programs are essential to
22 giving new students a headstart in familiarizing themselves
23 with the campus, scheduling their time so that they can
24 attend all of their classes, and get into the routine of
25 doing things for themselves.

1 It is an analogous to learning how to ride a
2 bicycle. Although the training wheels are on it first, they
3 are only their for guidance. The feeling of actually riding
4 the bike still exists, and eventually the training wheels
5 will come off.

6 I think that we also need to focus on the senior
7 year in high school as well. Personally, my senior year was
8 ridiculously easy. Most of the students have finished the
9 majority of their graduation requirements in their first
10 three years, so that during their senior year, they can take
11 fewer classes.

12 That is not to say that we should change the
13 graduation requirements, or that this case is a
14 generalization only for the motivated student. I would
15 suggest that we offer more college orientated classes and
16 seminars in the high school. In this case, I do not mean to
17 offer college level classes, because they do, but to offer
18 high school level courses that prepare students for having a
19 solid transition into college.

20 Another important factor in sustaining enrollment
21 retention is the price tag of education. For the past few
22 years, higher education has been receiving cuts in financial
23 aid programs and state obligatory funding for the past few
24 years.

25 The system is making it harder and harder for the

1 middle and lower class students to get into college. The
2 problem that I foresee with this is that we will be returning
3 to the idea of higher education being more of a privilege
4 than a right.

5 Fortunately, President Clinton has told us that the
6 maximum federal financial aid contribution will not drop from
7 the current amount of \$2300, but there are other federal and
8 state programs that also need to realize that enrollment
9 retention in higher education is facing a dramatic increase
10 because of the constant buildup of financial strain.

11 It is not surprising that when parents or students
12 start saving up for a college education, the money does not go
13 as far as what it might have a few years ago. In order to
14 make up the difference, students are working 20- and 40-hour
15 jobs as well as taking a full class load. Because of this
16 added burden, we find another reason why students cannot
17 focus on their studies and might feel discouraged to continue
18 enrollment in higher education.

19 More and more, the effect of the economy and the
20 higher contribution expectation of the college student is
21 becoming an increasing inherent barrier. Although the
22 student or the family might be able to pay for the first few
23 years without a problem, the fact of an increasing cost of
24 education might even prevent a student who has one year left
25 not to be able to return.

1 The realization must be there that it is indeed
2 more difficult to pay for a college education and that the
3 problem is physical and not attitudinal. There are students
4 out there that want to go to college, but unfortunately, that
5 will not be a choice for them.

6 It cannot be that the student contribution be
7 lowered without a replenishment from some other fund, and
8 this is why I say that federal and state programs need to be
9 developed, sustained, or increased so that the quality of
10 education is consistent.

11 We only cure half the problem by only having the
12 student pay certain allowances. The other half simply
13 requires that there is enough money there to deliver a
14 top-notch education. Our examination would shift from
15 student retention to faculty retention.

16 To give some personal insights on Fort Lewis
17 College, I will first say that it is probably one of the most
18 affordable colleges in our area. If President Jones spoke
19 before me, then you have already heard that the quality of
20 education here is exemplary.

21 However, during my tenure as a student and as a
22 student body president at Fort Lewis College, I have watched
23 students leave because they could no longer afford the cost
24 of tuition, fees, books, and room and board.

25 Add to these concerns the issue of minority

1 retention in higher education. The preceding discussion
2 dealt with retention regardless of any type of status, but
3 the diversity issue only appends a myriad of difficulties in
4 dissolving existant barriers.

5 First of all, I think that the idea of a quota
6 should be abolished. Granted, statistics are always needed
7 to track information, and I am aware of the need to do this.
8 However, the idea of recruiting a minority student in order
9 to satisfy a law or mandate might get that student involved
10 with the system, but the message that it carries is one of a
11 desire for their enrollment simply because of that student's
12 status.

13 In fact, such a connotation brings in a sort of
14 innocent prejudice in that the recruiting officer is
15 searching for minority qualification in a student.
16 Recruiting officers should be looking for students with
17 potential and that exists without any sort of status.

18 Today's status quo kindly demands that our campus
19 population be diverse. Forcing the diversity into the
20 community does indeed provide diversity, but the diverse
21 groups are not bound to be integral. The desire to be
22 diverse, and the desire to function together as a unit
23 cognizant of its diversity is an internal desire that has to
24 be generated by the individual, not the system.

25 We have clubs and organizations on campus that

1 specialize in certain minority groups, and those groups are
2 active on our campus. Although it brings the diverse groups
3 together, it is a sort of intimidation towards other groups
4 to participate with them.

5 What is needed is a group that brings all students
6 together that does not focus on any one group. On our campus
7 last year, we created the United Coalition Against Prejudice,
8 a group that brings all concerned students together but does
9 not focus on anything except the combat of prejudice on our
10 campus.

11 This organization, which will hopefully become a
12 program under the auspices of the administration, was a first
13 successful attempt at diversity through unity, and not
14 diversity through vision.

15 Our campus provides for a wealth of programs that
16 bring students together and make them aware of diversity.
17 However, the problem with this is that the students that are
18 genuinely interested will come back again and again, but
19 there is a proportion of the student body that would rather
20 do other things instead of engaging in such activities.

21 In this case, we need to focus on every student on
22 campus and give them the ability to be sensitive to and
23 appreciate diversity. So often, the student is unaware of
24 the reasons to appreciate diversity on campus and feel no
25 need to participate.

1 Fort Lewis College, to this point, has consistently
2 developed a wide variety of programs to appreciate and
3 celebrate diversity. Besides having our cultural awareness
4 week, our wellness week, and other weeks devoted to groups of
5 individuals, our campus also organizes an annual Unity Fest,
6 in which the entire Durango community donates time, facility,
7 and resources for a day of everyone getting together and
8 engaging in a festivity that builds ties and friendships.

9 The problem is with getting students who are not
10 interested in being culturally sensitive to be culturally
11 sensitive. It is an attitudinal barrier, and one that I have
12 yet to see a successful formula for.

13 To look at minority retention is, like I said
14 earlier, to look at the problems of retention compounded with
15 the problems of diversity. Transitional and economic
16 problems are magnified. For some cultures, such as I was
17 told by a student at the college, speaking out is not
18 allowed. Authority is never questioned. To ask a question
19 in class would be looked down upon.

20 Again, the pre-college experience, the transition,
21 needs to teach the students of diverse culture that the
22 college atmosphere is one that encourages participation on
23 all levels. For other cultures, it is not a problem of
24 ethics as far as voicing a concern, but a problem of feeling
25 comfortable enough to do so.

1 I have to admit that the faculty at Fort Lewis
2 College teach with an interactive agenda, and the comfort at
3 the college level is provided. At these times, I think the
4 students learn by example. Fortunately, our classes are
5 small enough so that such interaction is possible.

6 On larger campuses and in larger classrooms, I am
7 able to imagine what an extroverted student would feel like
8 in a lecture hall of 500 students, let alone someone who is
9 not comfortable to speak out, or has been brought up to not
10 speak out.

11 In conjunction with transitional problems, there
12 are economic problems as well. Students and their families,
13 in general, can suffer financial hardships for paying for a
14 college education. My veiw may be biased, but I am
15 constantly watching important pieces of federal and state
16 funding for higher education being whittled away at the
17 expense of another program that the government might feel is
18 more important.

19 Colorado's last election passed Amendment One,
20 which constricts the amount of money the state government can
21 allocate to the state colleges, as well as the expenditures
22 that each institution has.

23 Higher education cannot survive under a system in
24 which it is financially considered a state service and is
25 jointly funded through the government as well as the private

1 sector. Fort Lewis College definitely does what it can to
2 help fund the students' education, but unfortunately the
3 funding for many of those students is slow, and frequently
4 wait half a semester before the check arrives.

5 In this case, it would be departmental procedure
6 within our campus structure that might need to be changed.
7 The Associated Students of Fort Lewis College are currently
8 investigating such procedures, but to this date we have not
9 concluded the report, and I cannot comment on those
10 procedures at this time as I have no information on them.

11 I realize at times that my comments reflect upon
12 an educational and societal Utopia, but diversity, wherever
13 it takes place, needs to be viewed as a collective noun and
14 not as a group of culturally unique individuals that are in
15 the same place at the same time.

16 Diversity should not be looked down upon, and it
17 should not be broken down. The most successful diverse
18 community will be the one in which diversity exists but is
19 not examined.

20 A rainbow would serve as a good analogy as to what
21 a diverse community should not be. Although every color of
22 the spectrum is represented in a rainbow, red never interacts
23 with blue. Green is never a neighbor of violet. This is the
24 diversity we want to avoid. The color black, however, does
25 incorporate every color of the spectrum, and its property is

1 such that every member is interactive. This is diversity.

2 To conclude my remarks, I think that we need to
3 focus on correcting the problems with transitions and
4 finances to aid retention, and to further address diversity.
5 That is not to say that For Lewis College, and other
6 institutions of higher education are blind to the problems.

7 I know that we are always doing whatever possible
8 to help every student achieve their goal, and I cannot praise
9 our college enough for the provisions made for the student
10 body. The college and the high school should look at
11 combining certain programs to make the transition easier.
12 The government should comprehend the importance of higher
13 education and be sensitive to the exorbance of education
14 today.

15 These are two areas that I, as a representative of
16 a collegiate student body and also as a participant in the
17 system, feel could be viable strategies in continuing on our
18 journey and reaching our goals.

19 I thank you for your time. That concludes my
20 presentation, and I will be happy to answer any questions at
21 this time.

22 MR. MULDROW: What is your opinion of the school
23 mascot situation?

24 MR. BALL: The school mascot situation, my
25 personal feeling is that it should be changed, and I say this

1 because we had an election during the winter trimester asking
2 the student to -- we feel that we needed to change the
3 mascot, and the election failed, but by a very, very slim
4 amount.

5 This tells me that the students are ready for a
6 change not only because, I might add, of this election,
7 because it has been brought up before. It had been going on
8 for about 15 years. This is the closest election. It is
9 telling me that the students are ready to change the mascot,
10 and I am not confident, but I am pretty sure it is going to
11 be on the ballot for the next election as well.

12 MR. MULDROW: Why do you think it should be
13 changed; because of the vote or what is your own personal
14 opinion?

15 MR. BALL: My personal opinion is because I am
16 sensitive to the views of the Native American students.
17 Quite a few are my friends. I have listened to them. I
18 think, because I have interaction with them, that I have an
19 insight that others don't have.

20 I know that the Native American students have been
21 pushing to educate the students. They should be applauded
22 for that. I do have quite a bit of interaction with the
23 student, and I do know how they feel. I am sensitive to
24 their needs, and I understand where they are coming from on
25 that.

1 MR. BRYANT: Where did you go to high school?

2 MR. BALL: I went to Grand Junction Senior High
3 School.

4 MR. BRYANT: How big was it?

5 MR. BALL: I graduated in a class of 250, and I
6 want to say the enrollment would probably be around 2000 or
7 2500. That was a few years ago.

8 MR. BRYANT: We were told this morning quite a
9 number of the student body comes from Cherry Creek where I
10 know the enrollment is around 4000, about the same size as
11 the college. I just wonder if a person such as yourself,
12 people from Cherry Creek, can then identify with people
13 coming from Chinle or from Ignacio or Towaoc or where the
14 high schools may be one-tenth or one-twentieth of that size.

15 MR. BALL: No, I do not come from a high school
16 that small, and I cannot put myself in thier shoes that
17 easily. Again, most of my opinions are developed by
18 interactions with the students that come from the smaller
19 high schools.

20 MR. BRYANT: What do you call the student body
21 counsel that you are the president of?

22 MR. BALL: It is our student government.

23 MR. BRYANT: Are there minority members to that?

24 MR. BALL: Let me do a run-through first. We have
25 African American representatives. I can't think of all of

1 them right now.

2 MR. BRYANT: Are there any American Indian?

3 MR. BALL: I don't know if we have any this
4 semester. We did have one serving last semester, and we was
5 between juggling student government. He was also one of the
6 active officers for the OTA organization (phonetic) so he was
7 just to busy to take on everything.

8 MS. THOMAS: How do you perceive quotas in working
9 as admissions here?

10 MR. BALL: Unfortunately, I guess I would say that
11 my perception of quota is that we have to meet a certain
12 number of students, and if we are falling behind, we
13 definitely focus on bringing those students in.

14 MS. THOMAS: You are saying you have to have a
15 number of each ethnic group?

16 MR. BALL: There is a goal we have to reach.

17 MS. THOMAS: For each group?

18 MR. BALL: Yes.

19 MR. BRYANT: Which are CCHE goals; right?

20 MR. BALL: Yes.

21 MEMBER OF AUDIENCE: It is a graduation rate, a
22 percentage of minority students who graduate from the
23 institution. It is not an enrollment quota.

24 MS. THOMAS: It is not an enrollment number. It
25 is a graduate percentage or completion of higher education.

1 MR. LEAL: Well, Mr. Ball, I think you represent
2 probably -- well, you represent the third constituency in
3 this. It is equally important to be able to talk to the
4 president of a student body.

5 Two questions, one, what are your student fees
6 that students pay, and are there any of those student moneys
7 going to support programs or just peer counseling, tutoring,
8 extended learning opportunities, supplemental instructions?

9 The last question, who do you respond to in the
10 structure of the university?

11 MR. BALL: Good questions. First of all, our
12 student fee structure on campus is set up strictly for
13 student activities. These students pay for the services such
14 as our college newspaper, the college radio, all the clubs
15 and organizations that we recognize on campus.

16 The tutoring money comes from the academic
17 program, so we will not pay for it.

18 What was the second question?

19 MR. LEAL: Who is your office controlled by or who
20 are you responsible for in the general admission?

21 MR. BALL: I would say that we are directly
22 responsible to the director of student activity, and she is
23 responsible to the dean of student affairs.

24 MS. THOMAS: Thank you very much.

25

1 do need that extra understanding of what your term is and how
2 things are functioned.

3 If your goal as a Native American student is to go
4 back and help the community and people, when you are in an
5 all nonIndian course, say one that specifically comes to mind
6 is social issues, those social issues do not apply on the
7 res, and it is difficult to apply those things and methods to
8 the people you are intending to help back home on your own
9 res or in your own community, and one thing that does come
10 clear is the bureaucracies and the things that occur in
11 present government, and you hope that your tribal government
12 will never have to experience those things.

13 The services that the school provides, I think,
14 are adequate, and I think they need to go a step beyond what
15 they currently do. We have an Intercultural Center, but
16 because of the snowfall, it was reduced in size, and
17 therefore, you cannot serve as many individuals and Native
18 Americans or minority people wanting to come in and have
19 access to the computers or typewriters or just to have a
20 meeting, so that was reduced drastically, and it does have an
21 impact, but you don't have the interaction with the students
22 if you had a larger space and could house somewhere between
23 30 students on on average, and now you can, at best, house
24 10, as far as working.

25 So the Intercultural Center does play a key role,

1 but where it is placed, I believe that a lot of the student
2 body says that becomes their own internal reservation where
3 only the Indian students or Native American students will
4 gather when is not the intention, and we do invite other
5 people to take part in the things that go on there.

6 The school administration does provide service and
7 atmosphere, but I think what gets me most as a student is
8 that all Native American students are just Native American
9 Students, and we want the student body to know that Native
10 American students are very distinct in their culture and
11 tribe, and if the administration does not realize that and
12 groups you as American Native period, I have trouble with my
13 financial aid.

14 When I walk into financial aid, they say, well,
15 you're Navajo. I am not a Navajo. That offends me, and if
16 all tribes are grouped as Indian, quote, unquote, that is a
17 lack of respect, and they are not recognizing me as what I
18 am.

19 We do have students that go into the business
20 organizations and political science and social services
21 sociology, anthropology club, and we do have interaction with
22 those clubs. In October of last year Wambiota did initiate
23 change for the Raider mascot, and it utilized the offices of
24 the Native American Association as well as the Anthropology
25 Club, the Social Government, the radio station, and the

1 Intercultural Center, and it was a big step, and I think it
2 had a lot to do with it.

3 If the mascot was such a big issue where are the
4 Native American people? Why are though not in the front
5 making a stink about it, and my response was, if you knew
6 anything about Native American culture, that is something
7 that you do not do, and it is very difficult where someone
8 that might be an extroverted individual, meaning Native
9 American people, but when you put them in a society or larger
10 group where they were the minority in more ways than one,
11 they become very intraverted.

12 The attitudes around school and on campus not only
13 reflect the campus but the community and that is something
14 that is of great concern.

15 They should consider establishing a Native
16 American Center that will help them adjust to life within the
17 community whether it be trouble with housing, the law, social
18 services, those kinds of things. Many of the students don't
19 have transportation, and you need to deal with that from the
20 student's perspective, and I believe the graduating students
21 would also benefit by having practical experience.

22 The tuition waiver here on campus is a plus for
23 tribes. We do have to compete for scholarships for attending
24 school. If it had not been for the lower costs attending
25 Fort Lewis or if it were not for the tution waiver, I don't

1 think I would have been in school because it would have been
2 more competitive, and I have encouraged the Tribal Education
3 Office so they can encourage more students and finance more
4 students to go to school.

5 Ones again, I guess the solutions to some of the
6 problems, they definitely do have to come from the student
7 and faculty and administration in evaluating all aspects of
8 the school itself.

9 One of the things that we tried to push for in
10 October of '92 was that a new building was being constructed
11 on campus, although the campus did have a housing complex
12 known as the Anasazi. This is a dead culture. The Burnt
13 Hall has Anasazie artifacts, and I brought it to the director
14 of the Southwest Center and said, do you know they should use
15 it as an educational teaching tool to let students know that
16 Native American people still exist, and yes, they relate, and
17 there is a connectedness to those artifacts in the case.

18 The school itself, other than tuitional waiver,
19 recognize that the school was built, and specifically for the
20 Southern Ute and Native Americans had a big part in the grant
21 and the treaty that wasn't being fulfilled regardless of the
22 many times it has been trying to be repealed.

23 Once again the school itself does offer a wide
24 variety of subjects, but the minority rate instructors
25 teaching those issues is very low. I think it would be

1 beneficial if we could be able to increase that rate, but for
2 the most part, the classes do hold and they depend a lot on
3 the Native students input for themselves for connectedness
4 and for attitudes and things like that.

5 As Jeff said, there are students on campus who
6 definitely want to be culturally aware, and there are others
7 that are very difficult to change their minds and
8 perceptions, and they do hold resentments, so if there is
9 some questions I might be able to answer --

10 MR. BRYANT: What brought you to Fort Lewis?

11 MR. FELIX: One of the things is the waiver.
12 Before attending here, I went a thousand miles to Kansas to a
13 junior college which was tuition free, and in between schools
14 I served as counsel member for my community, so I was a
15 tribal counselman, and realizing the problems it was facing,
16 it is imperative that we get the younger people as well as
17 maybe some of the Tribal people. I was the youngest tribal
18 member, counsel member.

19 MR. BRYANT: Linda, would you note that here is a
20 counselman, former counselman.

21 You are to be congratulated. You are very well
22 spoken. I appreciate your being here. Well, all of you are,
23 and you are all well spoken and ought to be congratulated.

24 I didn't quite get to ask Jeff Ball directly, but
25 I guess what I was asking him about was whether or not there

1 was any American Indians on the counsel or the body, what is
2 is called the student body government. It is somewhat
3 related to my questions to Linda about running for -- well,
4 not really. It relates to the fact that Indian people are
5 not likely to stand out and speak up, and so what I -- so I
6 guess there is nobody here left from the administration.

7 To me, one of the things that perhaps is lacking
8 is the -- and it might even help people to be prepared to run
9 for the counsel back home -- if they are helped to get ready
10 to run for the student body government. I mean that is a big
11 step. So maybe you all can carry that message.

12 Do you think that would help -- I am supposed to
13 ask you a question -- if there was some promotional efforts
14 or some education or something that will help Indian students
15 to be forward enough to run for the student body government.

16 MR. FELIX: From my perceptions, and again these
17 are my opinions, but politics is a hole. For Native American
18 people, it is not a career move. It is like one of the last
19 resorts that people have, mainly because you bear the
20 responsibility of making decisions outside of your realm, and
21 you are making decisions for the people in the actual sense
22 of the word that politics was generated for.

23 You tend to forget that in some instances they say
24 your commitment is to your constituent, but on a Tribal
25 level, you see, the constituent -- you are interconnected.

1 You are interrelated, and what you do to them or do with your
2 decision, you have to live with that, rather than what a
3 larger political body or politician would have to deal with,
4 and it is very difficult.

5 Even going a step lower to students in the club.
6 We are having difficulty in that area. We had some officers,
7 and we have made suggestions, I guess over the period of time
8 of 20 years, Wambiota Club has gone from officers to board of
9 directors and back to officers and suggested to go back to a
10 board where no one has to be the main person in charge, and
11 that is something that is really difficult to get over.

12 MR. BRYANT: Mr. Narnajo and I -- I should speak
13 for myself -- that are old enough to know back to 1934 -- I
14 guess you are not -- no way -- but you have people who have
15 never elected their leaders until 1934, and prior to that it
16 was either bloodline. That is the way the leaders were
17 selected, and now the United States Government in 1934 says,
18 you are now going to use the system that we have found to be
19 so effective.

20 Indian people have not been of the nature of
21 moving forward and stepping up and saying, I am going to run
22 for the office, and I doubt very seriously if the staff, the
23 administration, are aware of that facet of Indian people, and
24 therefore, if we are going to move into this kind of society,
25 it would seem to me there needs to be something to help

1 Indian students prepare for either counsel or run for the
2 student body government or it is just not a natural thing.
3 Do you agree.

4 MR. FELIX: I would agree to a certain point. I
5 guess what is a very key and important thing for the Native
6 American student is their traditional value of things, and if
7 it is in a political realm, you needed a group consensus,
8 traditional means and ways of doing it.

9 For our students here on campus,, we have a
10 newsletter. It is distributed around campus, and it tells
11 what the center is doing on upcoming events on campus. It was
12 like back at home, if you wanted someone to come to an event,
13 you had to do more than just send them an invitation because
14 it was a rude way of asking someone to be there.

15 I gather the same as far as consensus. If you
16 want them, you have to go beyond asking them to vote yes or
17 no, you have to ask specifically or invite them specifically
18 because they need that interaction that they cannot get from
19 a piece of paper which may be an obstacle in learning.

20 MR. BRYANT: I guess you have given a session on
21 sensitivity.

22 MR. ARMSTRONG: I wanted to ask you a question
23 about the community and some of the things the community
24 could do. I know one of the problems that they had in
25 Boulder was the insensitivity of the local police enforcement

1 with the minority student. What is the attitude of the local
2 law enforcement here towards Native American students.

3 MR. FELIX: It tends to fluctuate. Last semester,
4 although, we had one who was stopped here for flipping an ash
5 off the cigarette out of the window, was harassed, and filed
6 a complaint which went nowhere.

7 Two days ago, one of the Native American girls had
8 an accident on campus and was arrested. Her issue was for
9 delaying an officer in the line of duty. She wanted
10 clarification of why she was going to be ticketed and under
11 what code or what statute of the law was she going to be
12 cited for, and his response was, physical response, was of
13 restraining her, putting her in handcuffs, and the ordeal
14 took four hours. That was this week. Although the incidents
15 are separate, you know, they are incidents that may be for
16 Native Americans. This is all I can speak for. They tend to
17 be pretty severe in some occasions, even though the
18 infractions are minor.

19 MR. ARMSTRONG: Do you have an accounting school
20 here; school of accounting?

21 MR. FELIX: I believe so.

22 MR. ARMSTRONG: I used to serve on a committee,
23 and I am not sure if you are aware of the committee. I
24 realize some of the Native American students are unable to
25 continue because of finances. There is an organization

1 called American Institute of CPA's that provides for a
2 minority student scholarship fund, and there is
3 prerequisites. You must be minority and you must
4 demonstrate the need.

5 I have been off that chair now for 5 years, and I
6 do not ever recall having a student from Fort Lewis apply for
7 this thing, and it is given all over the country, so you may
8 want to inform those Native American students who are
9 accounting students that it is available. I can get some
10 information on it because I still do have some contacts with
11 the people in New York City and send it to you so you can
12 distribute that information.

13 MS. THOMAS: Thank you very much, Mr. Felix, and
14 we will have a break for about ten minutes, and everyone come
15 back on time, please.

16 DELILAH ORR

17 ENGLISH INSTRUCTOR

18 MS. ORR: I Hopi only have five minutes because I
19 don't have that much to say. What I thought I would talk
20 about are some programs that are very helpful in terms of
21 retention. I know that one program that the Learning Center
22 is going to start next year and continuing again this summer
23 is they are going to try to do more intrusive faculty student
24 advising.

25 What they are going to do is take a pool of 100

1 students, and since Fort Lewis' student body is 10 percent
2 Native American, out of those hundred students, they will
3 look for ten Native American students, match to the faculty,
4 and then since I am faculty, I will be matched to a number of
5 those, and we will write letters to them, call them when they
6 get on campus, talk to them, make sure that they understand
7 pretty much, what I suppose, all of the unstated policies are
8 that students usually find out after their first semester,
9 and usually they don't find out till after they graduate.

10 I think that -- I mean -- on the one hand, if I
11 was in college as a Native American student, I wanted to be
12 like the rest of the students, and if there is any specific
13 programs directed toward me, I wasn't thrilled about being
14 part of them, but I do know if there hadn't been people at
15 Fort Lewis College who had really chased me down -- and I
16 mean they really did.

17 They came into my life when I wasn't sure I wanted
18 them to be in my life, and they found summer jobs for me.
19 They advised me as to what kind of classes I should take, and
20 I mean, this is pretty much out of the Intercultural Center.
21 They sat down and looked at my transcripts and told me that,
22 yes, it is time for you to graduate, Delilah, and don't take
23 classes you think are fun and enjoyable, but these, if you
24 want to progress, and now that I think about it, I think
25 there are students who need that type of intrusive advise,

1 and so I am really happy you are getting this kind of
2 program.

3 I also think that departments like the English
4 Department, of which I am a member, need to develop some kind
5 of program, something like AISES. Now, Omnia has been just
6 marvelous about going out and recruiting students for her
7 program.

8 I think what she does is she tells Native American
9 students who come in there is the possibility, and they have
10 the capability to do well in engineering, in the science, in
11 the mathematics, and I think she even has peer advisors that
12 work very close to her, and they are very intrusive in the
13 lives of students who have any kind of interest in the fields
14 of science and mathematics.

15 I think that is what we need to do in the English
16 and Communication Department. There are a lot of students
17 who are interested in communications, and I think there is a
18 lot of Native American communities that need their own names
19 and so forth, like Shiprock, and not too far south of us,
20 Towaoc and Ute Mountain Ute -- not the Ute Mountain Ute --
21 but the Southern Utes over in Ignacio, and the Southern Utes
22 are very, very interesting because they have that KSUT, that
23 public radio, and I think that is really marvelous. That is
24 incredible. They are part of it. They have a Native
25 American hour and Native American DJ's that are part of that

1 Native American hour.

2 I know that students here and students elsewhere
3 are very, very interested in the media and what maybe we can
4 do is departments get together, perhaps a club, and I also
5 think that maybe we could also try and see if there are
6 national organizations to get Native Americans or any
7 minority student in the media and try to facilitate that, and
8 I know for a lot of times I teach British Literature, and a
9 lot of Native American students say, we don't want to take
10 those kind of courses, that doesn't seem to be interesting to
11 us.

12 I do think that most Native Americans come from a
13 culture that is very, very literary. The literature might be
14 oral, but there is still the idea of symbolism and metaphor
15 and so forth, and they could do very, very well.

16 I think that, you know, it would be nice if we had
17 a little slack time in terms of our teaching duties to sit
18 down and think about some of these programs, and I think that
19 at Fort Lewis, we would be the innovator of these kinds of
20 programs. I don't see them so much happening at our
21 universities, though I do know that, for example, University
22 of New Mexico occasionally has student writings that they
23 publish, and I know that the University of Arizona in Tucson
24 has a magazine about American Indians, quarterly, where they
25 publish students' writing and so forth.

1 I have a feeling that Fort Lewis could do
2 something in that area as well because of the talent that we
3 do have.

4 MR. BRYANT: I am interested to know about two
5 things. Because of your Navajo background and because of the
6 subject that you teach and because of the tradition of Indian
7 people, regardless what part of the country they are from,
8 that instead of writing they do story telling, have you done
9 or do you do much with anything other than the written word?
10 Do you do much with the oral story telling?

11 MS. ORR: Well, I don't because of the literature
12 that I teach.

13 MR. BRYANT: Because of the subject matter?

14 MS. ORR: Because of my subject matter, but I do
15 know I would like to talk about the oral tradition, and I do
16 know that -- I think Mary Jane Moseley who teaches most of
17 the literature classes, is doing some of the oral traditions.

18 Dick Ellis who is in charge of the Southwest
19 program up at Fort Lewis wants me to do something in
20 folklore, and then I could do something with oral narratives
21 or whatever, and I would really love to, but I do need the
22 time to do that. I can teach those kinds of courses, but now
23 if I teach them, it would be like the fifth course I would
24 teach in addition to the four courses that I already teach.

25 MR. BRYANT: Were you here when Mr. Felix was

1 talking about an Indian Center? Something in order to try to
2 get things in the community, more into the community of
3 Durango, more into American Indian functions, and maybe the
4 development of an Indian Center, and I was just talking with
5 Mr. Naranjo from Southern Ute, because we have got an Indian
6 Center in Denver, and I am very familiar with what we do
7 there, but down here, because this community and this whole
8 area depends so much on tourism.

9 One of the things that -- particularly German
10 tourists and Japanese. They study and have unbelievable
11 interest in the Indian people -- and one of the things they
12 know about is our tradition of oral story telling.

13 So maybe we could do something at the Indian
14 Center in the summertime when tourists like that come. Maybe
15 we can consider something from the student body. I mean
16 we've got a wide diverse group, and they could each -- does
17 that make sense.

18 MS. ORR: It makes a lot of sense to me, but what
19 I would like it see happen, you know -- I think C.U. has some
20 sort of a -- I am not sure -- a Native American Cultural
21 building. They have a tepee and a old-fashioned hogan, and
22 if you go inside they have, oh, I don't know, a few museum
23 pieces, but if we could probably have students from here go
24 to that center.

25 It is also awfully close to the Ute Mountain Utes,

1 and I don't think we have done any outreach to the Ute
2 Mountain Utes, the kind that really should be done, and you
3 know, on the one hand, I think a lot of people say they are
4 pretty clanish, but I also think that sometimes maybe this
5 kind of a program where we ask them to come in and tell
6 stories, plus there are certain times you can tell stories
7 and so forth, but maybe we could do that center, because it
8 is already there, and have people go there, because it
9 usually, seems to me, we end up having a lot of little
10 places, and we never have energy consolidated and doing
11 something well, but it makes a lot of sense to me.

12 MS. THOMAS: The relationship between the English
13 Department and Mary Jane Moseley's courses in Native American
14 literature; are those courses crosslisted between the
15 Southwest Studies Department and the English Department?

16 MS. ORR: Yes.

17 MS. THOMAS: So do English majors then have the
18 opportunity to take them for credit toward their degrees;
19 toward their majors?

20 MS. ORR: Yes, they do.

21 MS. THOMAS: And you don't teach any --

22 MS. ORR: I teach African American literature.

23 MS. THOMAS: You're kidding. You do? I thought
24 you taught British.

25 MS. ORR: British and African and Asian, but I

1 don't teach Native American.

2 MS. THOMAS: I think these people are missing
3 something.

4 MS. ORR: But she does (indicating.)

5 MS. THOMAS: She does. She teaches all of the
6 Native American. That is fascinating. The other courses,
7 the Asian and African American, may they also be taken toward
8 English credit and toward majors?

9 MS. ORR: The reason we have the Asian, African
10 Literature course is to count more or less as the requirement
11 up at Fort Lewis. We had a rather outspoken African American
12 student last year, and he wanted Fort Lewis to offer African
13 American literature class, and I volunteered to teach that,
14 so consequently, it is being taught this year, on the one
15 hand. On the other, I love teaching the course.

16 The English Department is relatively young, and
17 they are bringing a lot of Hispanic American, African
18 American Literature, Asian American classes, and I like that
19 idea of integrating the literature. Sometimes I kind of
20 worry if the literature is segregated, and then given a lower
21 course number like a 100 level number as opposed to a 380 or
22 480, and the student gets the idea it is not as important as
23 the upper level classes.

24 MS. THOMAS: So your present situation is what?
25 It is integrated into other lit classes.

1 MS. ORR: We have multiperspective literature in
2 the senior level classes, and Mary Jane teaches 380 and 400
3 level American Native Lit classes, so I mean, seniors would
4 take it or people that wanted to have 400 or 400 level
5 credits to graduate.

6 The African American Lit is one of the classes
7 that I think English majors can take it, and a good number
8 take it, but the general college would take it to fulfill the
9 requirement of the general studies. It is a 191, and I think
10 it will end up being a 197, but it is a lower level class,
11 and I like the idea that those classes are taught in the
12 senior level courses.

13 MR. LEAL: Did you say that the student must take
14 one of the literature courses for graduation purposes.

15 MS. ORR: They need to take a nonwestern course.
16 It could be history, could be literature, it could be
17 anything, and that is one of the reasons why we have the
18 Asian African Lit classes, to meet the nonwestern
19 requirement.

20 MR. LEAL: In the humanities? Social science.

21 MS. ORR: Any student can take it. Any student
22 that wants to take it. I get math majors --

23 MR. LEAL: Just one course in order to graduate
24 from --

25 MS. ORR: Nonwestern, and it can be in lit,

1 history, political science.

2 MR. LEAL: Is there several courses that would
3 meet that requirement besides literature?

4 MS. ORR: Yes. Well, I know we teach African
5 History. We teach Japanese history. We teach Chinese, and
6 we also teach what it is down south, southwest courses.

7 MS. THOMAS: Do you want to teach African American
8 literature?

9 MS. ORR: Yes.

10 MS. THOMAS: Where is it?

11 MS. ORR: It is in the English Department, and it
12 can count as one of the literature courses that a student can
13 take, you know, as a general requirement or for the --

14 MS. THOMAS: One hundred level?

15 MS. ORR: One hundred level.

16 MS. THOMAS: Who teaches it?

17 MS. ORR: I do.

18 MS. THOMAS: You teach African American history
19 and African Literature and Asian Literature?

20 MS. ORR: Yes.

21 MS. THOMAS: That's quite a scope you got there.

22 MS. ORR: I think you realize that when minority
23 people get into positions and in colleges and so forth, we do
24 have quite an area that we can cover usually, and sometimes
25 it is to our benefit and sometimes to our detriment.

1 MS. THOMAS: I teach African American Lit, and I
2 refuse to teach anything else. My students wouldn't take it
3 anyway. I don't think we have Asian American students at
4 Metro that would let me teach them Asian. I don't think
5 Hispanic students would let me teach Chicano literature. I
6 don't think so. I am sorry.

7 MR. LEAL: Can I ask one more question? These
8 courses that you offer, are they part of the English
9 Department?

10 MS. ORR: Yes.

11 MR. LEAL: And they are at the 100 level, you
12 say?

13 MS. ORR: Some of them -- well, some of the
14 courses, like the African or Asian are 100. British is 200.

15 MR. LEAL: Do they receive priority?

16 MS. ORR: Now, the African Asian class counts as a
17 nonwestern. Every student has to have a nonwestern class, so
18 I mean, there would be people who are interested, but there
19 would be people who want to get this requirement out of the
20 way, and it is a good way to do it.

21 Then we have a literature requirement, a group A,
22 No. 1. That African American Lit class fits right in there,
23 so it will fit there for everyone, whether the person is an
24 English major or not. English, yes it is priority. It is
25 part of the English Department.

1 MR. LEAL: Well, my question was addressed to --

2 MS. ORR: It is not an elective.

3 MR. LEAL: I am referring to priority in terms of
4 funding and being offered multiple sections, prime time
5 teaching, those kinds of things.

6 MS. ORR: We don't offer multiple sections. We
7 offer like one a trimester, but prime time between 9:00 and
8 11:00; 9:00, 10:00, or 11:00, not at 3:30 or 5:30 or 3:30 on
9 Friday.

10 MS. THOMAS: Thank you very much.

11 CLIFFORD CAPP

12 ASST. PROFESSOR OF MATHEMATICS

13 ACTING DIRECTOR OF THE INTERCULTURAL CENTER

14 MR. CAPP: Do I first give my comments. I am
15 just a little bit hesitant of how to proceed because I
16 haven't had the benefit of sitting in on the entire day's
17 meeting, and I am really reluctant to cover old ground and
18 talk about all the same things people have already said, and
19 I notice for example you must be well acquainted with Mary
20 Jane, who I am the replacement for.

21 I can spend some time talking about the program
22 and discuss the history and functions, but I hate to do that
23 if that is old material.

24 What I will do is what I had prepared as
25 statements, I will cut them shorter than I would have made

1 them, and let you carry on by trying to find a way of getting
2 out of me more information that you need to have rather than
3 just what I think I ought to tell you. I am going to assume
4 that you already have pretty well at hand the history of Fort
5 Lewis College in regards to its connection with Native
6 American tuition waiver and why the population at Fort Lewis
7 College consists of a high percentage of minority and
8 particularly Native American students.

9 The history of the cultural program, it is closely
10 related to that issue, and about the middle of the 1960's,
11 around 1966, there was a Title III program. There were a
12 number of the faculty members at the same time who were
13 concerned about the fact that they could tell that even
14 though we had many Native American students coming to Fort
15 Lewis, we were getting very few of them finishing and very
16 few making it through the first year, and so they wrote a
17 federally funded -- Title III grants -- and were awarded
18 that.

19 So from that grew the Intercultural Program and in
20 that program they decided that the primary causes for the
21 students that were dropping out was related to their lack of
22 skills and preparation, and primarily, english and
23 mathematics so there original program focused on having
24 special teachers, faculty, brought in to Fort Lewis who could
25 work with the Native American students in the those needs.

1 I was hired in 1970 to teach mathematics and work
2 with the Native American students, and at that time we had a
3 quite a lot of programs; english, some science classes, arts
4 and crafts, we had counselors, we had tutors, we had people
5 who were just primarily dedicated to representing the student
6 from the standpoint of advising, working with them closely in
7 their scheduling, those kinds of things and so on.

8 That program then existed as a federally funded
9 Title III program until about 1982, at which time the State
10 of Colorado then agreed to pick up funding for the program,
11 and it became a regular portion of the college's normal
12 budgetary process where it received funding just along with
13 many departments of the college every year.

14 So the program itself dimenished somewhat in scope
15 from the heydays of the 60's and 70's when there was a lot of
16 money available. We had more money to staff it. We had more
17 money to go recruiting. We visited the schools in the four
18 corners area. We were able to spend money on tutoring that
19 we, at the present time, don't have money to provide for.
20 Right now the program is primarily just consisting of the
21 directors, the secretarial positions, some part-time people.

22 We do have a Navajo instructor, and we do have a
23 person who teaches courses on Native American culture,
24 politics, and we do have myself, when I am not directing the
25 program. I am acting director for two years while they hire

1 a permanent director for that program.

2 I am still attached to the mathematics
3 department. That is my full-time position, and I am hired in
4 the mathematics department as an intercultural math
5 specialist, but I still work with the Native American
6 students as a primary function while I am teaching my normal
7 course loads.

8 Then we also have, in the past, had a person in
9 the art department who had a similar position. That person
10 is retiring, and I don't know if they are going to replace
11 that person that has a similar attachment to the program.

12 So we, as a program, then provide what service we
13 can in the way of counseling and tutoring, advising and a
14 home for the student activities, such things as club
15 meetings, activities that they put together, any sorts of
16 social functions, guest speakers. We also have an Indian
17 choir that has been part of the college. It is not presently
18 functioning, but we have a drum club, Native American Radio
19 Club, the AISES Club. That I am sure you have heard about.

20 I guess what I am primarily interested in doing is
21 addressing what I consider to be the major factors
22 considering minority retention, and as I said, I think there
23 are two basic ways of looking at those, and the two basic
24 ways are:

25 First, those controlled by the college, and the

1 ones that are controlled by the college would be, for
2 example; whether the college itself has any kinds of racist
3 attitudes, whether the student body exhibits any racist
4 attitudes in the treatment of minority students, whether or
5 not the college has administrative policies that may be
6 working against minority students, not intentionally, but
7 just as a matter of course.

8 They may be ones that are somewhat discriminatory,
9 special programs that the college has as intercultural
10 program and many others.

11 Then I see as the other category those retention
12 factors that are controlled by the student, and the student
13 controls or at least is going to be the one who is in charge
14 of, so to speak, factors such as the students academic
15 preparation, the student motivation to finish college or
16 education in general, the student's family support, the
17 student ability to handle outside influences such as alcohol
18 or drug abuse, and that kind of thing.

19 Then I think you have to look at the factors in
20 terms of which group they fall in because those that are
21 controlled by the college are things that the college can
22 identify and make every effort to improve on to do what they
23 can to lessen their effect upon the minority students.

24 Those that are controlled by the student, I think
25 are more difficult to make any improvements on. I think we

1 can identify them, and I think that we can talk about them,
2 but we can't always have the means at our disposal to do
3 something about them.

4 Most of the students coming in off the reservation
5 schools to our school are not going to be as academically
6 prepared as those students coming from other schools. We are
7 not in a position to be able to deal directly with that
8 problem, but we can certainly make efforts to address it in
9 long-range planning to do what we can to encourage the
10 schools themselves to have the incentive to improve the
11 education the students are getting there, things like the
12 student's motivation, family support, or things they grow up
13 with in their own home, and are going to be subject to just
14 as a course of their own family situation, and we generally
15 have very little control over that.

16 We have, however, seen a lot of change in that
17 over the last year. We have seen students in the last ten
18 years or so who have far more support at home. In the past,
19 we have seen cases in which the students are very strongly
20 being asked by their people at home to come home, leave
21 school and come home, and we feel like they have deserted
22 them to go to school and that is not nearly so much a problem
23 as it used to be.

24 An example of a couple of the kinds of things that
25 the college sometimes has a policy which works to the

1 disadvantage of the minority students and maybe somebody has
2 told you about these two initiatives, and if so, you can stop
3 me, but most of our minority students are on some financial
4 aid outside the Fort Lewis College funding, and is for the
5 most part financial Tribal funding, but a lot of times that
6 kind of funding is notorious for coming late, and so they
7 begin schooling with a strike against them already, but they
8 don't have the funding source in their pocket. They don't
9 have the money to buy books, to pay rent, and they have to
10 start off already on the wrong foot.

11 In the past, there hasn't been an awful lot to
12 help them with that, but this past year, they are able to
13 initiate a policy that coordinates the financial aid
14 department or financial aid office with our college book
15 store and allows the book store to permit those students to
16 charge their books against their financial aid award, so the
17 first day they come to school, they can buy the books, charge
18 them at the book store, and when the aid comes in, it gets
19 credited to the financial aid. Used to be that we always had
20 several student who were panic stricken trying to keep up
21 with the classes when they couldn't buy books.

22 Another example is where it is a tremendous
23 advantage if our incoming freshman students attend the summer
24 orientation program we offer in the summer, and we have
25 showed that those students have a better rate of retention

1 than do students that don't come to summer orientation.
2 Unfortunately though, very few of our Native American
3 students come to the summer orientations.

4 What we are going to try this year, we are going
5 to take an on-site registration group to the reservation in
6 Arizona to a local high school, and students that intend to
7 come to Fort Lewis can attend the few hours of registration,
8 take the placement test, get the advising set up, the
9 schedule, and get registered for the classes right there on
10 site, and in the fall, they are ready to begin, instead of
11 having to begin at that point with that process. They have a
12 better choice of classes and are more likely to get what they
13 need.

14 These are examples of things that the college was
15 able to do to provide better service and better meet the
16 needs of these students, and it is just a couple of examples
17 in many, many possibilities, I am sure.

18 As far as some of my own suggestions for ways that
19 we can make improvements, I think one of the things we need
20 to do is look at a possibility of more activities like
21 student exchanges where there are students from Fort Lewis
22 College to go to school some place else and students from
23 some place else come to Fort Lewis.

24 We had a cultural diversity week not long ago and
25 a seminar, and one of the things the students kept

1 emphasizing was that they would like to see more of their
2 students, their background students, on campus. I think that
3 is something we can address over the long range, but we are
4 not going to make changes in that in the short range. We are
5 not going to see an increase of 50 or 100 students over
6 night.

7 I think we can look at the probability of students
8 that change with other schools, largely black schools or
9 Hispanic schools have them come here for a term, and our
10 students go there for a term.

11 I was in the Peace Corp for two years, and that is
12 how I got involved in the Intercultural Center to begin with,
13 and I lived in the location where I was the only Anglo person
14 for about a hundred mile radius around me. I began to know
15 what it was like to be a minority.

16 You get a feel for a person who is different than
17 yourself, to live with those people, experience what they
18 experience every day, and my own feeling is that we can't
19 really accomplish that same level of appreciation by teaching
20 it out of the text book.

21 We can offer courses, and I think we should, in
22 all of the different cultures, all of the different
23 histories, and so on, but I don't think people begin to
24 appreciate our cultures until they have had the opportunity
25 to be in that culture. It is at that point that people

1 determine to have sympathy and understanding for those other
2 people, and that is a hope that I have and maybe could be
3 beneficial in the future.

4 I think at the university, overall, we have a need
5 in our college to develop a better sense of awareness on the
6 part of every nonminority member of the college campus,
7 faculty, and student alike.

8 I think that we have enough turnover. We have new
9 people coming in every year, and I think we need to make sure
10 that those new people coming in are given the opportunity to
11 learn about the people that we have at Fort Lewis College and
12 understand what their needs are and develop the appreciation
13 for learning more about them on a continual basis.

14 I think that we need to address the advising
15 problem. At our college, we have a tremendous job trying to
16 advise all the students that we do have to advise, and
17 sometimes we don't do as good a job as needed.

18 The problem is some of the minority students that
19 have special needs or interests don't get the time they need
20 with the advisors to develop a sense of rapport with that
21 person and be sure all the needs are discussed when it comes
22 time to setting up the curriculum and study program, and I
23 think that every faculty member does as good a job as they
24 can possibly do, but I think we need to find ways of
25 improving that whole operation. I think it will make a big

1 difference for the students that need the extra time with an
2 advisor.

3 I am going to stop my comments there and see if
4 you have any questions.

5 MR. BRYANT: Who teaches the Indian culture?

6 MR. CAPP: We have Rick Wheelock. He is one of
7 the techers of that. He has been a continuing member of our
8 staff for about six or seven years, and we have had off and
9 on part-time people who have done some of it.

10 MR. BRYANT: Have you had any American Indian
11 people?

12 MR. CAPP: Yes. The lady who taught Navajo
13 language last term also taught a course on myths, Indian
14 myths and mythology. She is a Navajo lady that is not here
15 this term. We have another lady this term, and we have had
16 another student teacher who was a recent student of ours who
17 is Navajo that teaches in the Southwest courses and is able
18 to work in that area.

19 MR. BRYANT: I was interested in hearing that you
20 were in the Peace Corp. One of the things we used to do in
21 training was somebody going into the inner city, for example,
22 working in the black community, if they weren't black, don't
23 try to be black. You can't be black, and somebody that is
24 going to go to the res, don't be Indian. You can't be.

25 So I am interested to see that as an Indian

1 person, I would be very interested to see that you used
2 Indian people as much as possible in teaching the culture,
3 because you can't be Indian if you aren't.

4 MR. ARMSTRONG: You mentioned something about the
5 minority student coming in, and there was probably something
6 attributable to their attrition was the deficiencies in math
7 and english, and I don't know if you touched on that, but do
8 you teach any remedial courses in that?

9 MR. CAPP: We do, and I think that probably one of
10 the next speakers is going to address that, so I probably
11 shouldn't go into detail, but yes, we do.

12 MR. LEAL: You mentioned that the Intercultural
13 Center, what is now the Intercultural Center, was just for
14 the math department at one time?

15 MR. CAPP: No.

16 MR. LEAL: Did I misunderstand that?

17 MR. CAPP: Maybe I didn't make it clear. The
18 intercultural program itself was a full-functioning unit, but
19 we hired the people for that program who taught in fields
20 such as math, english, arts and crafts, science, and that was
21 my position when I first came here was to teach courses in
22 mathematics, but primarily working with the Native American
23 student population, and so I was a member of the
24 intercultural program, but I taught math courses.

25 We had a person who was a member of the

1 intercultural program who taught english courses, but in
2 their classes in the sessions they taught, we tried to get as
3 many of the Native American students in those sessions
4 because those students we knew needed to have help
5 understanding. We would work with them on an individual
6 basis.

7 MR. LEAL: Was there a relationship, cognitively
8 speaking, with the different opinions you are in and the
9 cultural differences that may be different around those
10 students? Is there a relationship there? I am trying to
11 draw something there. Does mathematics and the instructions
12 of math take a different approach for cognitive reasons for
13 people that are different?

14 MR. CAPP: There is some of that. A lot of the
15 very traditional Native American students brought up in
16 traditional homes sometimes have not received the type of
17 quantitative background that we do in our society, and when
18 they start working with numbers, sometimes instead of the
19 numerical conversion, you sometimes get into conceptual
20 difficulty.

21 We first saw some of these things when I started
22 the program in 1970, but right now, I never encounter that
23 kind of problem in mathematics. Those students come through
24 the same kind of courses that everyone else does, and I think
25 that, for the most part, they have not had that kind of

1 difficulty.

2 MR. LEAL: The question I am driving at is do you
3 have a requirement for successful passing of some math
4 instrument in order to graduate?

5 MR. CAPP: No.

6 MR. LEAL: What about for teachers? Are teachers
7 required?

8 MR. CAPP: Yes. People that are going to teach
9 math have to pass -- what is the test?

10 MR. LEAL: The CAT?

11 MR. CAPP: Yes.

12 MR. LEAL: Has your relationship with the
13 Intercultural Center and your personal experience in working
14 with minority student -- have you been successful in
15 increasing the graduate rate of successfully taking that
16 exam, the CAT?

17 MR. CAPP: Now, the CAT is just for those going
18 into teaching, not just generally graduating from Fort Lewis
19 College. Those graduating from Fort Lewis College have to
20 take a math or science course, but they don't have to take a
21 test.

22 MR. LEAL: Are minority students successful in
23 taking a CAT test.

24 MR. CAPP: That thing is administered out of the
25 education, the school of education, and I can't give you

1 figures in terms of rates of completion.

2 MEMBER OF AUDIENCE: I prepare the students for
3 the CAT test, and yes, the students that I work with no
4 matter minority or nonminority, 98 percent of the students I
5 work with pass the CAT test. You can take it four times, and
6 you are not allowed to take it for five years.

7 MR. LEAL: Do you have any remedial?

8 MR. CAPP: Yes.

9 MS. THOMAS: Robert Lundquist.

10 ROBERT LUNDQUIST

11 DIRECTOR OF THE LEARNING ASSISTANCE CENTER

12 MR. LUNDQUIST: I do everything from work with
13 students who are having difficulty with study skills to
14 preparing students for the Colorado Achievements Test.

15 I am going to talk primarily about three different
16 areas, two different areas really. I want to talk about
17 reasons why I have seen there is a problem with retention,
18 and I will try to focus on minority retention, but the
19 problem happens so greatly with retention in general, and
20 then some of the solutions that I see that need to be
21 considered in order to improve retention in the college
22 area.

23 I am not going to rely primarily on statistics. I
24 will have some as I go through this, but I am going to take
25 more of an interglobal approach to retention.

1 I will start talking about the reasons that
2 students do not remain in a college universities, and I think
3 the number one problem that occurs for students who do not
4 complete a college degree is lack of academic preparation,
5 the gap between high school and colleges becoming wider every
6 year.

7 Students, no matter whether they are minority or
8 majority cultures, are having difficulty to just go to
9 college. Just as an exmple of how this is showing itself,
10 in 1965, it was expected that 80 percent of freshman would
11 graduate in four years. Last year, that figure was down to
12 30 percent of the freshman would graduate in four years.

13 MR. MULDROW: Are you talking about Fort Lewis?

14 MR. LUNDQUIST: No. This is nationally.
15 Nationally, only 3 percent of entering freshman class will be
16 expected to graduate in four years. Part of the reason for
17 this decline in amount of time for students to graduate is
18 they are not prepared. The students, specifically at Fort
19 Lewis, all students who come to Fort Lewis are given math and
20 english placement exams.

21 The first is college algebra. Forty-six of the
22 entering freshman did not qualify for college algebra, and
23 that is the first sequence course. After college algebra is
24 calculus, but the students are not qualified, and that is
25 across the board. If you look at the minority, it would

1 hold.

2 Twenty-five percent of the entering freshman class
3 do not qualify for the writings exam, do not qualify for the
4 freshman comp course at Fort Lewis. These statistics are
5 fairly close to national averages right now.

6 According to national average, approximately
7 40 percent of an entering freshman class does not qualify for
8 college algebra. Close to 23 percent do not qualify for the
9 first composition. That is national statistics.

10 The average high school graduate right now has not
11 written a paper of five pages in length. The average high
12 school student has written two papers over a course of the
13 high school career, and the longest is three pages. That is
14 the average student.

15 The average high school student, right now, is
16 studying one to five hours per week maximum. That is
17 average, and that is a student getting A's and B's. The
18 average college freshman needs to study between fifteen and
19 twenty hours per week. How does the student make this
20 transition from one to ten to fifteen to twenty?

21 The high school student has no concept how to
22 manage time. They are thrown into the environment where they
23 are free to do what they want. They are in class for six
24 hours or so, sometimes in college for three hours a day.
25 What do you do with the time?

1 So students are coming to college unprepared. How
2 is a minority student who has not had any experience in
3 writing going to pass if the developmental course are not
4 there?

5 One job I had a number of years ago, I was
6 employed by the University of Colorado of Denver, and I was
7 in a semicivic position. I was in the Mexican American
8 education program, and I was teaching a writing and study
9 skills class.

10 There were 20 minutes left in the period and I was
11 lecturing, and the students were taking notes, and suddenly a
12 faculty member from the University of Colorado walks in and
13 begins writing on the blackboard. The class was made up of
14 minority students. She felt that what I was doing wasn't
15 important. She was going to prepare for her class the next
16 hour. That is the faculty attitude that you see.

17 Another campus -- and this doesn't just involve
18 faculty and administration. It involves federal and state
19 offices because they are are the ones keeping students from
20 receiving the assistance they need to be retained in a
21 college.

22 Colorado Commission of Higher Education is a prime
23 example. The Colorado Commission of Higher Education refuses
24 2- and 4-year colleges to offer developmental writing, math,
25 or study skills courses for credit for students. The

1 students don't receive credits.

2 The Colorado Commission of Higher Education want
3 to graduate more minorities, but they are going to make them
4 pull themselves up by their own boot straps. That is an
5 example of a state office contributing to lack of retention,
6 and I don't know if you have heard that today, but you should
7 have, and the federal government is the same way in terms of
8 scholarships or financial aid.

9 Now take the developmental course, and I have to
10 write a letter to the financial aid saying this student needs
11 this developmental course in order to make progress towards a
12 degree. The student needs it. He doesn't get credit for
13 it. That's a problem, and that is one of the reasons for
14 lack of minority retention.

15 MR. MULDROW: How do minorities fit into this?

16 MR. LUNDQUIST: I can't tell you, Bill. Generally
17 what I found at Fort Lewis in terms of a placement
18 examination is they are very similar to everyone else. There
19 are some Native Americans who are placed directly in
20 calculus. In fact a number of them are, but they may have
21 been placed in a developmental writing course. Others may do
22 good in writing, but are not good in math. It falls across
23 the board.

24 Our statistics don't indicate there is a problem.
25 There is a problem. There is too many people who are

1 unprepared, but it is not just a minority problem by any
2 stretch of the imagination, and I can't show statistics, and
3 I am sorry.

4 I think the second reason there is a problem for
5 students to be retained in an institution is the students
6 tend to fear to request assistance, and this problem has been
7 growing over the past few years.

8 In high school, if a student has a tutor, that
9 student is stigmatized and called dumb, and this attitude
10 carries through, I think, into college, so that when students
11 come as freshman, many sometimes know they need assistance,
12 but they are afraid of stigma that is attached to people
13 tutored in high school. They don't request assistance.

14 Part of the learning foundation is to provide a
15 central place where students can receive tutoring. They then
16 meet with them as often as he or she wants, free of charge.

17 You heard that approximately ten percent of the
18 student body at Fort Lewis is minority. Fifteen percent of
19 the tutors at Fort Lewis are minority. In other words, we
20 have more minority tutors than anglo in relation to
21 percentages.

22 Linda Rohde, she is one of the tutors in the
23 Learning Assistance Center, and the tutors have a certain
24 amount of frustration. They want to assist. They want to
25 assist other students, and yet students don't come to them,

1 and this is a problem.

2 The average person being tutored doesn't have
3 an F. The average person being tutored has a C. That is
4 what we are finding of students with C's. They want B's, and
5 people with D's are willing to be tutored, but the students
6 that are flunking are not coming. It is a problem, and it is
7 not just Fort Lewis. It is all institutions.

8 I think, thirdly, and I am going to have to zip
9 along in terms of financing. This is a reason given for
10 students dropping out of college. I think the major problem
11 with finance is money management.

12 That student will come to school. They will
13 receive a financial aid check, and it is a substantial
14 amount, and they have money there in their pockets, and if
15 you talk to the merchants of Durango, they love the first
16 part of a term.

17 Students take the money, and for the first time in
18 their life, go down and buy something really neat, but the
19 money is gone, and then what happens? They run out of
20 money. They withdraw, and no one takes the time -- and I
21 will talk about solutions in a minute -- no one takes the
22 time to help the students understand money management. They
23 haven't had to do it before. Apparently they never learned
24 it.

25 A fourth reason people drop out -- and this is

1 specifically talking about minority more than some of the
2 others maybe -- lack of connection with the college. If
3 people don't feel connected to the institution with which
4 they are attending, then what generally occurs is that
5 feelings of alienation, rejection, tend to develop among
6 students, and I think that one of the reasons that people
7 tend to leave, oftentimes, are these feelings. They don't
8 feel connected with the institution.

9 At colleges and universities, you can find a Black
10 student union and a Hispanic Club, Native American or
11 whatever, but this is a two edged sword, I think, for many
12 students. It does provide them with a place where they can
13 meet others from general backgrounds and feel comfortable,
14 but at the same time, many times being a member of this group
15 increases the isolation of students and keeps them from
16 making the connections that they need in order to graduate.

17 When I talk to minority students, the students
18 succeeding are the ones not going to the center or the
19 Hispanic Club or whatever, but they are involved in the
20 campus as a whole, in student government. That is what helps
21 them stay, develop these connections, but sometimes the
22 groups mitigate against that.

23 Well, as I thought about what we can do about
24 these problems, I'm guided by a question which I was asked a
25 short time ago. That question was, what would we do if we

1 really loved the students. What would we do?

2 I think that is a key question for all of you
3 sitting here as you consider this whole problem of
4 retention. It is not just plugging in programs. It is not
5 just doing this or doing that. I think you need to consider
6 what you would do if you really loved these people.

7 If they were your sons or daughters at the
8 institution, how would you treat them, and how would you
9 expect a college or university to treat them, and I think you
10 should look for solutions to minority problems or retention.

11 That is a question that you have to consider, and
12 I want to take the solutions that I see, and perhaps they are
13 not solutions, my thoughts, perhaps my recommendations. We
14 have to offer developmental courses and support services.
15 There is no way around that. I think we have to offer it to
16 our students, not just minority students.

17 Students are going to continue to leave higher
18 education institutions. Hartford has no problem offering
19 developmental courses. Stanford doesn't, but Fort Lewis
20 does.

21 MR. LEAL: Colorado does.

22 MR. LUNDQUIST: I think you have to have that, and
23 I think that when we have these courses, we will have to
24 consider as well, how do we convince students these are
25 necessary, and I don't have a solution for that. How do I

1 convince somebody it is going to benefit you to take this
2 course.

3 We have been relatively successful in doing this
4 at Fort Lewis. We do have a developmental math course,
5 intermediate algebra. During the fall year, an average of
6 320 students sign up for that course.

7 We do have a developmental writing course, and the
8 development writing course, 80 percent of the students go
9 through that and successfully complete it, get a C or above
10 in the composition courses.

11 It is working. It is. I think that if we are
12 going to have students in these courses, if students are
13 going to accept this, then as Cliff mentioned, we have to
14 have proper advisement.

15 Advising is the key to success in college, and the
16 advisors have to be sensitive to the students. They have to
17 be sensitive to the student needs. Changes do need to be
18 made. I think we need to change. If we are going to have
19 the course, we have to change the attitudes of federal and
20 state agencies, because if they don't change, then what I am
21 suggesting doesn't work. It won't work. We have to change
22 the attitudes of certain faculty, staff, and administration
23 at schools.

24 A lead is to offer developmental courses. If we
25 are going to solve the problem of students requesting

1 assistance, then I think that what needs to be done is that
2 faculty need to become more intrusive, perhaps change the way
3 they view their roles. They need to do more with the
4 students, and I will talk about that in a minute.

5 I think, also, tutors need to be encouraged to be
6 more intrusive to go to classes, show students who they are,
7 and we are working on that at Fort Lewis.

8 I think if we are going to have students manage
9 money correctly, administration needs to make every effort to
10 assist students in managing money. I am not saying in money
11 management courses. We don't need that, but I think one
12 suggestion that has been used at some other institutions is
13 that before any student receives a financial aid check, that
14 student has to submit a budget showing how the money is to be
15 used. If he can't do that, the financial aid office assists
16 the student in preparing it. That has cut down on money
17 management programs at other institutions.

18 Finally, I think if students are going to connect
19 to the college, college personnel need to connect with the
20 student. I think that there is certain tasks that faculty
21 need to actively undertake. The faculty needs to assist the
22 students to ask questions in class.

23 It is terribly difficult to think you are the only
24 one that doesn't understand a concept and be afraid to ask.
25 Faculty needs to be sensitive to the fact that students can't

1 ask questions in class. I think faculty needs to assist
2 these students. We can't wait in the office for the student
3 to come to them. I think faculty needs to go to the
4 student.

5 You know, we can do something, and many of the
6 faculty at Fort Lewis do. I think something that simple is
7 going to connect the student to the college. That needs to
8 be done. Faculty needs to know the student. Who is going to
9 connect with someone like, hey you, and I think that also
10 faculty needs to take the time and make the efforts to take
11 students to the proper office to receive assistance.

12 When a student doesn't do well, they need to call
13 and say, I am with the student, and he didn't do well on the
14 last test. I am bringing him to the office, and I want you
15 to work with him.

16 He took the initiative. He walked the student
17 over and set up an appointment, and he is going to meet with
18 the faculty. Then he is going to meet with me and the
19 student. He is not washing his hands of the problem. He
20 wants to see what he can do.

21 Not only do faculty need to help with the
22 connection on a campus, but I think all college employees
23 need to strive to project a care for the student. Too often
24 you hear people on a campus, faculty, administrators talking
25 about the dummies, talking about some student who isn't doing

1 well, projecting an attitude that you could care less about
2 students. Why should a student connect to an institution of
3 that type of people?

4 So whether it is faculty or a janitor or whoever
5 the person may be, I think that person needs to try to ask
6 him or herself the question which I mentioned earlier, what
7 would we do if we really loved the student. That is the only
8 way we are going to solve the problem of minority retention
9 and retention in general.

10 MR. BRYANT: I just want to say I think the point
11 you just said sums up what we needed to hear, and I think the
12 individual people need to hear it, the faculty and
13 administration, but to further confirm what you have just
14 said on the -- you used the term intrusive and the
15 relationship.

16 MR. LUNDQUIST: Very consciously.

17 MR. BRYANT: I served for two years on the Native
18 American Veterans Advisory Committee trying to help the
19 Veteran Administration to understand why Native American
20 Veterans did not come and get the assistance being provided
21 by the Veterans Administration. They were going to get
22 graded by the Congress on whether or not they deal out the
23 money or the programs for the project, and we simply told
24 them about what you just said.

25 You have got to go get them. They are not going

1 to come in and get them. For various reasons, they are not
2 sure they have earned them or that they want them. You have
3 to go get them.

4 MS. THOMAS: Your presentation was very specific,
5 and I have a lot of notes, so I am going to cut the questions
6 and go on to the next presentation.

7 Thank you very much.

8 MR. LEAL: I will submit it in writing to you.

9 MS. THOMAS: Mr. William Bolden.

10 WILLIAM BOLDEN

11 DIRECTOR OF HOUSING

12 MR. BOLDEN: My name is Bill Bolden. I am the
13 director of housing residence life at Fort Lewis, and as Bob
14 has said, I am the developmental part. When students leave
15 the classroom, they come home to my operation to my staff,
16 and I sometimes say that I am in the business of raising
17 other people's children when they don't want them.

18 My own experiences, observations,
19 responsibilities, and involvement is with minority student
20 retention, and I am the advisor of the black student
21 organization. I advise the cheerleaders. I work with
22 freshman orientation and talk with a lot of students.

23 They seek me out to come and ask questions about
24 situations happening on the campus, or if they have had some
25 negative experience, I will generally hear about that, or if

1 I hear about it and they don't tell me, I will find them and
2 say, tell me about this.

3 I think as we have heard from everybody and from
4 the students today, I think the reason people don't stay, and
5 I think I will make my comments specific to Fort Lewis
6 College, because that is where I have been for the last 15
7 years, and my own personal history is from Wisconsin via
8 Texas and then here to Durango, Colorado.

9 I think part of the reasons tha students will stay
10 in institutions and what they have told me is the reason they
11 stay is because of the comfort level. We are not trying to
12 be everything to everyone, but if the student is not
13 comfortable in the environment in which the college is set up
14 and the community as well, they are not inclined to stay at
15 that institution.

16 I think that the acceptance and appreciation of
17 being here, I think as as you have heard, the Native American
18 students are the largest minority population, and when I came
19 here, I was very surprised as I talked to Native American
20 students, because I can think of no other group of students
21 who come from an environment similar to Native American
22 students where all of their life they have only been used to
23 Native American Indian culture and people.

24 That makes for a real shock when you take someone
25 out of that environment and place them on a campus as diverse

1 and as small as Fort Lewis College even.

2 I think the personal challenge and the commitment
3 of the individual student to make it work, being in this
4 environment, is really important.

5 The president of your black student organization
6 was in my office just today telling me about an experience he
7 had in a business where he overheard her make a remark, what
8 are you doing here, and I asked him what he did about that,
9 and he said, well, I got mad. Did you say anything, no, did
10 you talk to a manager. Well, no. I said, why not. Well, I
11 don't know.

12 Well, let's talk about what you can do in those
13 situations. Let me help to empower you to go back and meet
14 that challenge, and if if you don't say it to her, say it to
15 someone else, but don't beat yourself up because this woman
16 made this remark, not to you, but the fact she said it, you
17 heard it, and it has had an adverse effect on you.

18 I think the difficulty that our students
19 experience is related very much to being made to feel
20 invisible. Bob's story about the individual who came in and
21 started writing on the board, that same thing happened. We
22 had a minority who we invited to campus to talk about
23 cultural diversity, and she talked about cantons and
24 paradigms and where people were coming from, and one of our
25 white male faculty members started writing on the board while

1 she was talking, and as she was finishing the presentation,
2 he turned off the lights and started the movie, and it
3 pleased me that several people were hot about it, and we
4 talked to the dean, and I hope as soon as I can talk about it
5 without being really angry, I will address that faculty
6 member about his behavior. Those are things that make
7 students feel invisible.

8 When I was in Wisconsin I sensed the sensitivity
9 to other cultures and other values. When I first came to
10 Fort Lewis College, I did not understand why the Native
11 American student did not look at me when I was talking to
12 them.

13 We were raised, sometimes with my parents, they
14 said, look at me, and sometimes they would say, don't look at
15 me, why are you looking at me, like, well, what am I supposed
16 to do here, but I learned, culturally, that was a type of
17 respect by not looking at me directly, so now I am a little
18 more comfortable with that, because I was raised that you
*19 look at people when you talk to them, but it was a a cultural
20 value and something I did not know.

21 I think the key to understanding other groups is
22 to realize in other groups, we don't know that we don't know
23 and that risk taking and risk sharing and trying to find out
24 information is only making their experience a little less
25 difficult.

1 The expectations of our way which sometimes is the
2 right way is the way everyone else has to be. I think there
3 is more than one truth out there, and I think that the
4 majority persons on our campus need to understand that not
5 everybody has been raised or brought up as they have, and
6 there are other parts of the United States of America. There
7 are other parts of the country. There is other parts of the
8 cities that people come from and not everybody lives like
9 they do.

10 When I have students sitting in my office,
11 students of color and also several students who are not
12 students of color who may be from wherever and describe the
13 behavior of some of the white males on the campus, they say,
14 I don't want to live around those guys, and therefore, they
15 tell me. I wouldn't want to live around them either. I
16 purposely sat here to hear what people have to say.

17 We do our diversity weeks. We do our cultural
18 awareness week, and we know that our dilemma is how do we get
19 everybody else there. How do you teach the people that don't
20 understand and haven't understood yet that one day a person
21 of color is going to be their boss, and if they don't
22 understand that, they are going to be in for a rude awakening
23 and probably a rough time at work.

24 I think that the overall responsibility of all of
25 us is to take some responsibility as we teach, as we learn,

1 as we listen, to not remain silent, to challenge the reason
2 that I do all of these committees.

3 I have learned over my time in Fort Lewis College
4 that if I wasn't there, there is certain perspectives that
5 would never come up. There is certain ideas or thoughts or
6 considerations that might never come up because of not
7 necessarily it is someone's fault, but because people are not
8 thinking in terms of the other environment residence life.

9 When you take all these people from all over the
10 place, and when people say that our campus is not diverse, I
11 have to laugh, because the kid that comes from Boston is just
12 as much in culture shock as the kid that came down from Rico,
13 the town of 89 people. He is in just as big a culture shock
14 coming to this campus, and I think when people say there
15 isn't any diversity, they are saying everyone is alike, and
16 that is not true.

17 If you don't agree, you walk down a corridor at
18 any residence hall and listen to the music, look and see what
19 people are wearing, what they respond to, who is watching
20 PBS, who is watching the Simpsons, and you will see that
21 there is a very diverse group of people at Fort Lewis
22 College.

23 I think though, once general, what can we do about
24 this. I would say hopefully that somewhere we are going to
25 learn not to make assumptions and not assume that because I

1 am a person of color or because I come from here that I need
2 some help.

3 There are students resentful of that, and they
4 tell me that. They want to help me along. Excuse me, I can
5 help myself, and if I need help, I will ask, but you can't
6 assume that from everyone. I think that sensitivity, that
7 awareness that sees the student -- I have seen them by
8 themselves. I have seen them wandering alone. Let's talk to
9 them, be they persons of color or not. Accept the diversity
10 within groups.

11 When I have your 25 black students who are here,
12 the majority of them come from Denver, and when we are
13 talking about what to do for dinner, I brought up, let's cook
14 some chitlins and have a real ethnic dinner, and two people
15 spoke up and said they would maybe eat some, and the rest,
16 oh, no, no, no, no, no, and it just drove home to me that
17 within groups there is tremendous diversity.

18 I have learned in my dealings with students about
19 the oranges and the apples and the bananas and the coconuts
20 within our own groups, that we have to find some way to
21 divide ourselves, and I think those are issues people need to
22 be sensitized to and need to be discussed openly in our
23 campuses and in our residence halls.

24 Last year, I pat myself on the back in that we
25 avoided a huge, huge mess down here because of this

1 Shaun Slater thing coming down here, and if there was going
2 to be a problem, it would be in the residence hall.

3 We started talking immediately openly about our
4 feelings, should he be here or not. There were students
5 involved in conversations that knew skinheads Klan members
6 and myself being friends in the middle of it, I still get a
7 not in my stomach, but I had to learn how to explain to
8 students that this individual had a right to be here in spite
9 of what he was going to say, even though I felt he had
10 nothing to say to me.

11 I think that, again, understanding, that ability
12 to take some responsibility and get some education and
13 information about someone before we think we know about
14 people, that is what needs to happen in the institutions and
15 probably all over the place in our country, too.

16 I sometimes say about Fort Lewis College, we don't
17 get the drum majors. We get the band members, and they are
18 going to go away and hopefully become drum majors, and we
19 empowered them, and it took maybe six years or more for me to
20 realize that Denver is not an integrated community as I
21 thought, although suburbs are sitting out there, the towns
22 around Denver, and many don't have to leave their communities
23 and get into contact with people who are different from other
24 ethnic groups than themselves.

25 I asked students at orientation. We talked openly

1 about diversity, and the students said to me last summer, I
2 have to admit, here I am coming here with prejudice and
3 thoughts about the other, and I asked him why, and he said he
4 went to a high school where there were Hispanics here and
5 whites here and the blacks over here and the cowboys -- I
6 suppose cowboys are going to become another group -- and I
7 said, and what did the school do to bring you all together.
8 Nothing.

9 Then those people come down here and that will not
10 work in a residence hall, and it will not work in a
11 classroom, and it is a shame when many of the students, there
12 first contact or conversation with a Native American student
13 is because they had to do a group project with him, and they
14 say, oh, I know so-and-so, and I am learning a lot.

15 What we need to be doing, and what I promote in
16 the residence program, is everybody needs to take some
17 initiative because no one has all the answers, and all it
18 takes is a little effort on everyone's part to try to learn
19 something and not go through life being ignorant,
20 acknowledging what racism is.

21 When I do work with people on the campus, I ask
22 students and they don't know. They know the word, but they
23 don't know what it is. I think the significant dialogues and
24 working definitions need to be used, and I think when it
25 comes to our staff at the college, when it comes to faculty

1 and administration, we all need to have a little up-dated
2 training and information because we don't have all the
3 answers, and I think that because as time moves on, the shoe
4 is slowly coming to the other foot, and I think that people
5 should understand this big dilemma.

6 Spanish and Native American culture are in the
7 southwest, in this particular area, and I think it is a shame
8 that students will come to Fort Lewis and leave and not have
9 had the experience of having learned a little bit about
10 someone else's culture, values, and where they come from, and
11 what their family is all about.

12 That is all to say, the challenge we recognize at
13 Fort Lewis, that challenge is ours, and I recognize it is a
14 challenge even bigger than anyone of us can ever imagine.

15 With regard to the mascot, get rid of it.
16 Obviously, we know where he has got the sword pointed. What
17 is the point? I suggested let's focus on the horse. The
18 Indian culture rode horses.

19 How about a compromise in the middle, but there
20 are people who don't want to make a decision about that and I
21 just feel that what is right is right, and what is wrong is
22 wrong, and what is insensitive doesn't get better just
23 because you talk about it.

24 You have to take a stand and have some awareness,
25 and I think I will -- well, I don't know -- the challenge, I

1 suppose, is that all of us are bigots, and even though we
2 don't want to think of us as bigots, there is probably
3 something that all of us think, or we have thought of,
4 considered about, that I could talk to you forever about it,
5 and you would not change your mind, and I think once people
6 realize what that is and how that works, hopefully we can
7 begin to tear down some barriers and begin to listen to each
8 other and learn.

9 My brief quick statement.

10 MS. THOMAS: I want to comment that I was
11 impressed by your making the statement about Indians not
12 looking you in the eye, because so many African Americans,
13 particularly out of the south, have the same custom, that it
14 is somehow discourteous to look someone straight in the eyes,
15 and I didn't know that Indians felt that way.

16 MR. ARMSTRONG: As director of housing, what do
17 you do in terms of -- I don't know if you have overall
18 responsibility for the assigning of rooms to students. Do
19 you strategically place some of the different ethnic students
20 together so that they have the opportunity possibly to share
21 their different cultures?

22 MR. BOLDEN: Not intentionally. All of our
23 students -- we do random placement, and the students always
24 have an opportunity to move to wherever they think they want
25 to be. It has been rather, I think, successful having the

1 students spread around so everyone gets a little taste of our
2 staffing, and I've made sure that we have minority
3 representation on our staff, and it took me a lot of trying
4 to get Native Americans to be our aides.

5 It has worked out, I think, or it seems to,
6 randomly place, and if people want to move together we have
7 given them the opportunity.

8 MR. ARMSTRONG: I know most campuses don't have
9 enough facilities to accommodate the student body, and as a
10 result of that, they are apt to seek housing off campus, and
11 the situation with minority students based on the community
12 here, which is probably 95 percent majority, have you had any
13 negative problems with trying to get people --

14 MR. BOLDEN: Yes.

15 MR. ARMSTRONG: -- people with color housed?

16 MR. BOLDEN: Yes. We have problems trying to get
17 any of our students housed sometimes.

18 MR. ARMSTRONG: It is unique -- well, you say it
19 is not unique, but is it a major problem to get some of those
20 minority students placed rather than majority students?

21 MR. BOLDEN: I think it depends on who it is and
22 what the situation is and what kind of problem they have. I
23 have heard that Native American students and blacks have
24 difficulty in rentals and white and Japanese have difficulty
25 in rentals.

1 What we have begun to do with the off-campus
2 housing people, they have begun to investigate charges when
3 students feel they are racially motivated.

4 MR. ARMSTRONG: Fifteen years ago, did you have
5 those problems?

6 MR. BOLDEN: No. I stayed on campus actually, and
7 when I have gone out in the community to rent something when
8 I did move from the campus, I did not experience any of that
9 at all.

10 MR. BRYANT: The last two speakers have kind of
11 summed up the situation for us, and I thank you for it. The
12 little expression you used about we don't know what we don't
13 know, and it is getting those people that don't know that
14 they don't know to understand, and this goes, I believe, goes
15 clear to Congress, and in many cases in Congress, it relates
16 to Indian problems. I say it is a matter of ignorance. They
17 don't know that they don't know.

18 One other thing, and I think after 15 years, you
19 probably realize this that the worst Place for discrimination
20 or for police brutality for Indian people are reservation
21 towns, not in Denver, not in Chicago, but in the towns
22 closest to the reservation.

23 I wouldn't necessarily call Durango a reservation
24 town. I would call Gallup a reservation town. I would call
25 Billings, Rapid City, and I don't look Indian, but I have had

1 it myself, in those places, when they realize I am Indian.
2 So right here in Durango, even though it is not really a
3 reservation town, it is very close to being one, so I am not
4 surprised that you have the problems that you have talked
5 about.

6 MR. BOLDEN: I am well aware of that violence, and
7 as the students have talked about the alcoholism, and I know
8 of two people who I sat down in high offices who were older,
9 who were alcoholics. I tend to get in people's faces.

10 This man was a 35 year-old Native American, and I
11 talked with him about permeating stereo-types that people
12 come here expecting to see, and he said he was listening to
13 me, and he said he understood, and I had him go over to the
14 counseling center, and he enrolled in a treatment place, and
15 later on that same year, he ended up in fatal car accident,
16 killing him and three other people, and because of that, I
17 make every effort I can, and sometimes the students don't
18 like it, but they have come back to me and said, remember
19 when you talked to me about that, thank you, and that helps
20 me to keep getting in people's faces when I think they need
21 someone in their face.

22 MS. THOMAS: Thank you very much.

23 DR. JOHN CODIE

24 ASSISTANT PROFESSOR OF BIOLOGY

25 DIRECTOR OF MINORITY ACCESS TO RESEARCH CAREERS

1 MR. CONDIE: I feel uncomfortable about following
2 these two people, and I feel they summed up everything better
3 than I can. I guess I was invited here to talk about our
4 MARC program.

5 MARC is Minority Access to Research Careers, and
6 the intention of the program is to encourage minority
7 students to enter research careers. The science is like
8 every other field, I think, and America today is concerned
9 about the small numbers of minorities that are presently
10 involved in science and in other professional activities, and
11 the MARC program is an intent to enhance the educational
12 experience for minority students in their junior and senior
13 years to guide them, hopefully, into research science as a
14 career.

15 Briefly, it is a two-year honors program, and we
16 identify students with grade points of 3 or better, although
17 we have some latitude in that, and we identify them as
18 sophomores, and we talk with the faculty in both departments
19 to identify potential students, and then beginning in the
20 summer directly following their sophomore year, we begin a
21 summer program which is not a developmental program.

22 It is an enhanced exposure to research techniques
23 and methodology. We provide them with very small math
24 classes. Just the students in the class are taught by one of
25 our math professors, again, not remedial math, but calculus

1 or statistics or whatever math they need to progress through
2 our degree program.

3 So the first month is research techniques, and to
4 give you some idea, we have four students for the program and
5 we have two full-time professors teaching these students for
6 three months in the summer, and so this is a real hands-on
7 one-on-one program trying to get them ready for research as a
8 career.

9 So that is the first summer, and by the end of
10 that period, they are involved with us in some quasi
11 independant research.

12 Research is not a priority at Fort Lewis, but we
13 try to maintain those so our students can get experience with
14 research. They participate in weekly seminar program, in
15 which one was a speaker, Don Vernon -- and this is not solely
16 for the MARC students.

17 We had a full house, and that is very unusual for
18 biology seminars, and mostly minority students, and he was a
19 tremendous role model and motivational speaker for the
20 average student. You don't have to be a genius to be a
21 scientist. You just have to have the desire, and the desire
22 to get through the program.

23 In the second summer, I guess the rising students
24 is the term we use, we try and get them placed in major
25 research instutions and research projects. We have had

1 students at University of New Mexico, University of Arizona,
2 we have had students at Stanford and other places for a
3 summer research project with an established research
4 scientist.

5 They are expected to do some independant research
6 and gather data, formulate that as a master presentation, and
7 every year there is a national MARC MBRS convention. It is
8 another minority science program sponsored by the National
9 Institute of Health. There is a lot of recruiting at that
10 conference every year.

11 Now the value to the student is, I think, of
12 course the issue. Are we doing anything of any value, and
13 especially here at Fort Lewis? We are giving minority
14 students, and especially our Native American student -- I
15 mean, Fort Lewis is the big city that grew up on the Navajo
16 Reservation, and they are not really ready for the big
17 universities, not emotionally ready, although they may be
18 intellectually ready.

19 We can give them a hands-on one-on-one education
20 in the small college, and give them exposure to our high
21 powered research in that summer program, and they do enjoy
22 that.

23 This research experience also enhances their
24 acceptance into graduate school. This has been often
25 repeated as a major criteria for acceptance to graduate

1 school, and so they get that, and the exposure to the
2 national science at that meeting every year is certainly
3 important to them as well.

4 It helps them explore the possibilities. Many of
5 these students don't think they are qualified to be Ph.D.'s.
6 One of the woman in our program wanted to be a nurse, and she
7 would make a damn good nurse, but she would also make a damn
8 good scientist, and I think we convinced her that graduate
9 school is something she ought to pursue.

10 As far as the results, and I can speak a little
11 bit about the national result, but more about our own, it is
12 very early to tell with this particular crop of students. We
13 continued the MARC program in 1989 because we had it for five
14 years in the early 80's.

15 Well, right now we had one woman who has been, at
16 least, granted an interview at a med school, and I fully
17 expect her to succeed there, although she is very nervous.

18 In early early '85, we had 12 participants. Eight
19 of those individuals have gotten advanced degrees, either
20 M.D.'s or Ph.D.'s, or in one case, a master's degree in a
21 hard science. Dr. Will Denetclaw (phonetic) who is Navajo,
22 and he grew up hearing sheep on the family farm. He is a
23 very typical Native American student, and he is now a Ph.D.
24 in microbiology and presently doing work at Stanford.

25 So the program is successful. There is some

1 question in Washington as to whether it is a valuable
2 program.

3 I presume you are familiar with this report in
4 science about the pipeline problem, and this deals with,
5 specifically, with minority in science, but there have been
6 something like 3000 students nationwide of all minority
7 groups that have gone through MARC programs and various
8 programs, and three-quarters of them have gone on to get
9 advanced degrees. It does accomplish something.

10 Now I have some reservations, and I want to share
11 them with you even though I love MARC, and I love the
12 students we have in it. It is aimed towards honor students,
13 and as far as retention goes, I expect we are not doing
14 much. These people would succeed without us. They may not
15 succeed at the same level, and I would like to continue the
16 program, because I would like to get this many past the level
17 they think they can get to, but as far as retention goes, I
18 am not sure this is doing anything.

19 It might help us attract students to see we have
20 the programs in place, but it is not doing much for the
21 average student, and that is where the problem lies, and both
22 Bill and Bob have talked about retention of these students,
23 and I don't want to reiterate most of that, but since I am
24 specifically interested in science, I will try and give you
25 some flavor for that and my views on it, and very quickly.

1 Just for example, I teach juniors in genetics and
2 cell biology, and I teach freshman in biology. I have a
3 class of 35 freshman in biology, and there are 8 minority
4 student, primarily Native American, but a couple of Hispanic
5 students. Well, that reflects the minority population of the
6 college.

7 In my senior classes, out of 45, I have 3, and
8 they are MARC scholars. I don't know if they are being
9 retained, but we are looking at a greater percentage of our
10 minority students.

11 Now we have 200 biology majors every year, we
12 graduate 35, and that is typical, I think, everywhere. Some
13 come in, they are interested in biology, and they find out it
14 is a hard science, and it is a hard road to hoe, but we are
15 losing more minority students, relatively, and the problems
16 are the same ones that we face across the college; the
17 cultural issues, the inability of those students to seek out
18 help when they need it, the inabilities of the professors to
19 recognize that and to intrude, as Bob put it, and I have been
20 guilty of that myself.

21 The Native American students have very poor
22 preparation in math and science. I talked to one of my
23 senior Navajo students today about this, and she was very
24 clear about when she came to college, she was completely at
25 sea when it came to math and science, not that it is not

1 offered in the reservation schools, but the students are not
2 encouraged to take it, and they are not expected to succeed,
3 so they come in very poorly prepared.

4 Then the problem is asking questions and seeking
5 help. So we need to deal with that problem in some way, and
6 I think we can do something at the college level.

7 Developmental courses, we are in need of that to
8 get people to take biology, and I would like to see something
9 like that introduced at Fort Lewis, and I pushed it on
10 various cases.

11 There is resistance to some of it because if you
12 put a student in a course regardless of what you call it, if
13 you call it developmental courses or whatever, it is
14 remedial, and that puts a label on the student that he or she
15 puts on themselves. I am too dumb to take freshman biology,
16 and I understand that, but I don't think we can get them
17 through freshman biology unless we do help them prepare
18 better, but I think it may be better addressed not at the
19 college level, but at the level of high schools and even
20 elementary schools.

21 I refer to this, again, the pipeline problem.
22 When you look at science and people who are interested in
23 science and elementary school, every third grader is
24 fascinated by bugs. They love science and how do the cosmos
25 work and everything about it, and slowly over the course of

1 education, we turn them off, and we turn them off, and we
2 turn them off, and it is a problem for all groups, but it is
3 especially pronounced in minority groups

4 Less than a third of minorities who express an
5 interest in science in high school make it through a Ph.D.
6 program. So I expect while we should address the issue at
7 all levels, I think that the elementary and high school
8 levels ought to be specifically examined as a place to be,
9 possibly in conjunction with colleges and possibly not.

10 At any rate, I did want to make my little say.
11 Now you have heard it all.

12 MS. KURTZ: What date is your science magazine?

13 MR. CONDIE: It is dated 13th of November of 1992,
14 so it was last fall.

15 MR. BRYANT: Could I emphasize again one thing
16 you said. Although reservation schools are becoming less and
17 less, in other words, they are going off the reservation, but
18 whether they are off the reservation in Flagstaff or
19 wherever, you used the term exactly correctly, and that is
20 they are not expected to succeed, and they are in fact,
21 expected to fail, and believe me, the students know that, so
22 somehow we've got to get to that particular, and it is not
23 anything necessarily we can do.

24 The other thing, a quick question, are you
25 familiar with the Counsel of Energy Resource Tribes?

1 MR. CONDIE: No, but Bill mentioned it to me.
2 They are friends of mine, the executive director, and it
3 means just what it says. It is 42 or 45 tribes that have
4 some kind of national resource, obviously Navajo and maybe
5 Southern Ute.

6 This MARC program is something that I think you
7 really need to get in touch with David Lester about. He is
8 the executive director. I can put you in touch with him or
9 you can contact him, but I think -- and they work directly
10 with colleges, and they have money that they raise to provide
11 scholarships for Indian students, who upon graduation, can go
12 and help their tribe in the development of their resources,
13 and they do a summer intern program to get incoming
14 freshman.

15 So anyway, David Lester is his name. I don't know
16 the telephone number, but it is Counsel of Energy Resource
17 Tribes, and I know him very well. If you want to tell him I
18 was here, and I suggested you get in touch with him, and he
19 may know about MARC. I don't know, but he is very much aware
20 of Fort Lewis, so I think it would be an excellent contact.

21 MR. CONDIE: I think Fort Lewis is in a unique
22 position to further Native American education, and I would
23 love to see us do more to help these students. You know,
24 they are not incompetent. They don't think they are.

25 I was talking to a woman today. She was talking

1 about her experiences on the reservation and all of her
2 teachers were Anglo, and that can't help but make a student
3 feel like, I can learn this stuff, but I can't teach. I
4 can't be on the other side of the podium.

5 I guess that is changing now. She took several
6 years to decide to come back, but she succeeded very well. I
7 wanted her for MARC, but she wasn't available.

8 Thank you very much.

9 TERRA ANDERSON

10 DIRECTOR OF AFFIRMATIVE ACTION

11 MS. ANDERSON: I think I am going to speak from
12 here (indicating,) if I could. I am Terra Anderson, and I am
13 Director of Affirmative Action at Fort Lewis College, and the
14 Affirmative Action office, as you know, is responsible for
15 assuring equal opportunity for Navajo students in all areas
16 of everything we do at the college in terms of working
17 conditions, in terms of education.

18 You've heard a lot today already about students,
19 so I would like to focus my comments primarily on retention
20 and recruitment of faculty, and then if you have other
21 questions, I would be happy to address those, if I can.

22 I would like to start out by giving you a snapshot
23 of where we are currently with faculty (indicating.) That is
24 a four-year chart beginning in the academic year 89/90, and
25 the orange colored bars reflect minority faculty members,

1 both tenured and nontenured, and the blue bar graph
2 represents woman.

3 So for academic year 92/93, the current year we
4 are in now, we have a total of 169 faculty members; 7 of
5 those are tenured faculty members that are people of color,
6 and 8 of those are tenured black faculty members. So we have
7 a total of 15 or 9 percent of our faculty that currently are
8 people of color.

9 For 91/92 that total was 15 again, but we had
10 smaller total number of faculty and the percentage was 9.2
11 percent, and you can see we have made some small increases
12 from 89/90 and 90/91.

13 The next table I want to show you reflects hiring,
14 and this, again, is academic faculty tenure and nontenured,
15 and this is just hiring success. In 89/90, you will see we
16 did not hire any faculty who were people of color. In 90/91,
17 we hired 2 out of a total hire of 22. In 91/92, we hired 5
18 people of color out of total hires of 17, and for this year,
19 out of the total hires of 12, we hired 1 person of color.

20 I would like to make a comment about the one
21 person we did hire this year to emphasize what Bill said
22 earlier about his involvement on all of the committees. As
23 to the intercultural committees, that one person's voice
24 makes a huge amount of difference.

25 The woman we hired this year is our only African

1 American woman on our faculty, and she has had some ups and
2 downs this year, I'll tell you that, and she is wonderful,
3 and the things she has been able to say in her department
4 couldn't have been said in any other way. So I think she has
5 had a positive emphasis, even though she may not herself feel
6 this way.

7 MR. BRYANT: She had problems with housing, didn't
8 she?

9 MS. ANDERSON: Yes. She is in the English
10 Department.

11 The last graph I want to show you is on tenure.
12 You can see in both '89 and '90 and '91, we did not grant any
13 tenure to any people of color; 91/92, we also did not grant
14 any tenure to people of color. This year we have one tenured
15 individual now who is a Hispanic who is on sabbatical now.

16 MS. THOMAS: Was he hired --

17 MS. ANDERSON: He is on tenure contract, and he
18 just received it.

19 MS. THOMAS: So we are starting to see the hiring
20 successes coming over into tenure. Just now are we seeing
21 those statistics.

22 MS. ANDERSON: In terms of total faculty
23 promotions, on this one, we have no people of color in '89,
24 '90, or '91; and in 91/92, we had two people of color out of
25 a total of 11 receiving a promotion; and in 92/93, we had one

1 person of color out of a total of 11 receiving a promotion in
2 rank.

3 I would like to share with you now just a few
4 statements from my experiences at Fort Lewis, and I would
5 like to focus some of those comments on a task force on
6 cultural diversity that we just began this year that I am
7 chairing.

8 This committee is responsible for seeing that
9 valuable programs and ideas related to cultural diversity get
10 implemented and not forgotten. In discussions with certain
11 campus employment, the task force members feel that our
12 current faculty staff is only one of tolerance for cultural
13 diversity, with the student environment even being something
14 less than tolerant. We are working to make the climate and
15 environment one that segregates, supports, and nourishes
16 diversity.

17 During the past years, the college has had good
18 results in the recruitment efforts. Woman continued to be
19 hired in all employee groups in percentages exceeding their
20 availability, and people of color continued to be hired at a
21 continued much lesser rate.

22 The commitment to locate and hire protected class
23 candidates for all positions is ongoing. Search committees
24 are increasing, utilization of professional networks, and
25 ongoing timely communication to improve success in hiring

1 qualified person of color.

2 We do need to improve our retention of faculty of
3 color. How are perspective faculty welcomed into their
4 department, or are they given clear guidelines regarding the
5 expected teaching, research, and service requirements for
6 promotion?

7 The challenge in retention of faculty of color is
8 to nourish an environment where distinct voices can be
9 spoken, and encouraged, and respected.

10 I would like to reiterate something that previous
11 speakers have said. I believe it is the education and
12 training and improving awareness of what people don't know
13 and don't know that they don't know.

14 Another thing that is optimistic to me is our new
15 faculty orientation group. This group is composed of faculty
16 that have been hired and only hired in 1990 and have about 35
17 members, and that group has done a year-long orientation
18 program and chosen different topics to work on with their
19 peers.

20 One group chose the topic of cultural diversity
21 and did some training of their peers within that topic, and
22 we are hoping that their experiences and what they learned
23 can then be generated to the larger faculty and allow ways
24 for academics to look at themselves so they can acknowledge
25 their differences and what they do and don't do well about

1 those things. I don't know how specific you wanted me to get
2 on certain areas.

3 MS. THOMAS: I wanted to to know something about
4 the grants that your minority holds.

5 Do you have any people of color which are
6 professors?

7 MS. ANDERSON: Yes, we do. We have one that I can
8 think of.

9 MS. THOMAS: That is Indian or --

10 MS. ANDERSON: Yeah; Omnia and Leonard.

11 MR. BRYANT: I wanted to make a suggestion about
12 Native American staff or potential staff. I think it is
13 pretty obvious, and somebody said this briefly, that when you
14 get to someone who has either a graduate degree or is of the
15 type that you might like to have, everyone is after them, and
16 what I wanted to suggest and maybe through CERT (phonetic),
17 even you can find the people I want to speak about.

18 I think it is extremely important, to me, that you
19 have Indian people there, and I don't think you are going to
20 find very many to hire. Once you reach that level, there is
21 too many opportunities, but you can have them on a short term
22 basis -- visiting professors.

23 I think they would love to do that, but it is just
24 that they've spent their whole life getting to where they
25 are, and they don't want to turn down their future, but I

1 think it would be very important to get them there, and one
2 way is on a visiting professors basis, and there is several
3 opportunities to access those people, and one would be
4 through CERT and another is through the Bureau of Indian
5 Affairs.

6 They know the people who have graduate degrees and
7 who are -- I just think it is extremely important, and that
8 is the only way I know that you are going to get any.

9 MS. THOMAS: Any other questions or comments?

10 MR. MULDROW: If I give you an envelope, could you
11 mail us those charts.

12 MS. ANDERSON: My report for last year to the
13 State Board includes a lot of these charts. I can send you
14 that whole report, if you would like.

15 MS. THOMAS: Thank you very much.

16 (Break for dinner.)

17 MS. THOMAS: We will start the final session of
18 this forum.

19 We are hearing from Dr. Roger Peters, please.

20 DR. ROGER PETERS

21 ASSESSMENT PROGRAM DIRECTOR

22 DR PETERS: Thank you. I'm here in my capacity as
23 Director of Assessment at Fort Lewis. The office of
24 assessment is responsible for documenting improvements in
25 knowledge and skills among our graduates.

1 What I am going to do is summarize for you, very
2 briefly, two of the eight studies we have conducted over the
3 last four years dealing directly with the issue of minority
4 retention.

5 There are approximately 330 Native American
6 students at Fort Lewis, and some of the graduate, and some of
7 them don't. So we are very interested in finding why that
8 is.

9 The first study I want to present to you compared
10 40 Native Americans who graduated during the years 19 --
11 well, what started between 1983 and 1987 and who graduated.
12 That three-year window represents the most recent group of
13 recruits that we could count on having significant numbers of
14 graduating.

15 As most of you know the time to graduate for all
16 students is much greater than the four years. In fact now,
17 nationally, it is closer to six years. So at the time the
18 study was done, we compared the 40 graduates who had begun
19 with '83 and '87 with a more or less randomly selected group
20 of 40 Native Americans who had not graduated, and the idea
21 was to see what was different between these two groups, and
22 in fact, we found a number of extremely interesting
23 differences whose interpretation I will leave to you.

24 To begin with high school performance, we found
25 that the 80 students in our sample came from about 62

1 different high schools. There weren't very many from the
2 same high school.

3 An interesting pattern emerged that the average
4 class size of the students who graduated was almost exactly
5 twice that of the class size of those students who did not
6 graduate. In other words, Native American graduates who
7 graduated from Fort Lewis came from high schools twice as big
8 as from those who did not graduate.

9 Several traditional predictors of academic success
10 prove to discriminate among these two groups. Graduates had
11 greater accumulative GPA's, higher percentile ranks, higher
12 ACT scores, especially in english where they were about four
13 points above.

14 Moving to their performance while at Fort Lewis,
15 there were several equally striking contrasts between the 40
16 that graduated and those who did not. For one thing -- well,
17 it was true across both groups. Out of these 80 students,
18 they had failed to complete about 23 percent of the hours
19 that they had attempted at other colleges. Many of them
20 transferred to Fort Lewis, and in that group of 80 Native
21 Americans, 23 percent of the hours that they had attempted,
22 they had failed to complete. While at Fort Lewis, they
23 failed to complete only 7 percent. In other words, the
24 failure to complete was much lower while at Fort Lewis than
25 elsewhere.

1 If you look at the academic performance term by
2 term, there was a very interesting pattern. If you look at
3 the grade point average, and this is again pooling both of
4 those groups. We are looking at all 80.

5 If you look at the fall grade point average, the
6 winter average is higher. The grade point average for the
7 following summer is higher yet, and then the following fall,
8 it dropped again, and that pattern seemed to be a cycle, with
9 the fall grade point averages consistently lower.

10 MR. BRYANT: Summer was higher?

11 DR. PETERS: There is some interesting differences
12 between summer courses and winter courses. The summer
13 courses are much smaller. The class is more relaxed, more
14 spontaneity, more individual attention, but whether or not
15 those have anything to do with the grade point pattern, I am
16 not willing to -- that would be pure speculation on my part.

17 Overall, the Native American performance at Fort
18 Lewis is remarkably similar to that as the college as a
19 whole. For example, the average Native American graduate
20 takes 10 trimesters to graduate which is almost exactly the
21 overall average.

22 The average Native American GPA is almost exactly
23 the average graduate GPA. In fact, the Native American who
24 graduated, their overall rank at graduation was at the
25 48 percentile, almost exactly the 50 percentile which would

1 represent an average performance.

2 The graduation rate for Native Americans is about
3 30 percent, which is only marginally less than the overall
4 graduation rate.

5 MR. MULDROW: What do you mean by the graduation
6 rate?

7 DR. PETERS: I mean by the entering class, what
8 percentages of those classes that enter in '87, and we mean
9 every graduate, and mean a span like 10 years, and that
10 number at Fort Lewis is about the same for the sample of
11 40 Native American graduates as it was for the overall
12 campus.

13 There were some, for those of us who have a
14 practical interest in trying to do something about retention,
15 there were a number of striking differences between those who
16 graduated and those who did not graduate that became apparent
17 very early in the very first term.

18 For example, the graduates which were much more
19 likely to take a full-time course load, which at Fort Lewis
20 the definition has varied over the years, but it has always
21 meant -- right now it is 8.6 hours. It used to be 12 hours.
22 That is what you needed for a full course load. They were
23 much more likely, the graduates were much more likely, to
24 register for a full load of courses than the nongraduates.

25 Graduates were much less likely to seek out an

1 advisor from the Intercultural Center and were more likely to
2 seek out an advisor in the academic department, presumably
3 the department corresponding to their intended major.

4 Graduates were far less likely to withdraw from
5 courses within the first few weeks, so there were a number of
6 ways within the first few weeks of class it would be possible
7 to get some fairly strong indication about who would be
8 likely to graduate and who wouldn't.

9 About 27 percent of those who did not graduate
10 completed only one term. Forty-seven percent went on to
11 register for an additional second term, but very few of them
12 went beyond that first year.

13 There was some interesting differences in males
14 and females which were probably not factually relevant, but
15 striking. The females were much less persistent. They would
16 drop out much, much quicker than the males. Even when you
17 looked at those with constant grade point averages and
18 constant performances, the males seemed much more likely to
19 stick with it. Why that should be, I am contemplating that.

20 That completes the results of the first study.
21 That is not all the results, just more of the interesting
22 ones.

23 The second study is really two separate studies,
24 but I have always thought of them as way to contract two sets
25 of information on the same issue. One of the thing that we

1 mentioned, we did not know very much about why Native
2 Americans drop out of Fort Lewis, so we decided to conduct
3 two kinds of interviews.

4 The first was a set of interviews conducted on
5 campus by members of the Intercultural Committee which were
6 by nature a highly diverse committee consisting of one black,
7 1 Hispanic, three Native Americans. I guess that is the
8 minority composition.

9 We developed a detailed questionnaire listing all
10 of the things we could think of that might be important
11 reasons why people would decide to leave Fort Lewis or to
12 stay. We knew enough about interview-based research to know
13 that we were going to get an awful lot of information; that
14 is, what people thought we wanted to hear.

15 We hired two Navajo woman with no connection to
16 Fort Lewis other than this project. They both graduated from
17 other institutions far away, and we asked them. We hired
18 them to conduct interviews on the reservation, making it
19 clear they were there to find out about Fort Louis College,
20 but in an atmosphere that distanced them from the college as
21 much as possible.

22 These people interviewed 37 students who had been
23 at Fort Lewis, but had left without -- I guess 2 of them had,
24 in fact, completed, but a very small fraction of the number
25 that they interviewed had, in fact, completed Fort Lewis, and

1 what we wanted to do was to pool the information.

2 The interviews were very similar. They asked the
3 same sorts of things, basically getting at factors that led
4 people to leave, and we are interested in putting them all
5 together to get a complete picture.

6 We are also interested in ways the two interview
7 situations might differ, and indeed both the pools resulted,
8 and the differences were highly suggestive.

9 The respondents interviewed on the reservation
10 were very willing to talk at length about their experiences
11 at Fort Lewis. Some seemed eager to do so. Lots of them
12 offered ways we can improve retention and completion. Some
13 gave phone numbers and asked that we would call them for more
14 information. They welcomed the interviewer. As a whole,
15 they were a very responsive group.

16 Most them had been at Fort Lewis for an average of
17 two years, somewhat longer than the average stay for the
18 typical student who could not complete Fort Lewis. There may
19 have been a secular faculty there.

20 They were averaging in their early 30's versus the
21 average 23-year age of the student we talked about in the
22 first study. So it may simply represent a different pattern
23 that people used to stay at Fort Lewis longer before dropping
24 out. All but three of those respondents were from rural
25 areas.

1 By contrast, the respondents to the on-campus
2 interviewers, and who incidentally included not just Asian,
3 but 7 Navajos, 4 American Indians of other tribes,
4 8 Hispanics, and 1 minority, who does not give their ethnic
5 background, and 1 who described himself as generic,
6 incidentally, the minority stat list came from college
7 records. The initial contacts were made on that basis.
8 Twelve of these students were from rural areas and 13 from
9 other areas, approximately equal in both samples of male and
10 female.

11 Thirty-one of the 34 former students, the 34
12 interviewed on the reservation, dropped out, and only 3 got
13 their degrees. Eighteen of those 34 transferred from
14 Fort Lewis to another institution, and 7 to Navajo, the rest
15 to Colorado State University or University of New Mexico or
16 University of Utah.

17 Nine former students said they left FLC because
18 they lacked money, 9 because they required that they get
19 jobs. There is some overlay in the groups of 9, because of
20 housing and the community they required.

21 Seven listed low grades as a reason for leaving.
22 Fourteen of the 25 students said that they considered leaving
23 Fort Lewis. Thirteen of them said they considered leaving,
24 and 11 said they never considered. Seven of those who said
25 they considered leaving Fort Lewis cited a desire for city

1 life or a larger, less isolated, school. That was the most
2 common reason given for thinking about leaving Fort Lewis.

3 MR. BRYANT: Indians?

4 DR. PETERS: No; 8 Hispanics, 1 unspecified, 1
5 generic.

6 Finally, moving back again to the sample of 25
7 minority students on campus, there were some relatively minor
8 reasons, besides the failure, the desire for a more urban
9 environment. One cited an unfavorable campus climate, a need
10 for a job.

11 For both groups of Native Americans now. Those
12 that we interviewed on campus and on the res, family and
13 tribe were important reasons that they gave reasons for
14 staying at Fort Lewis. Eight of the 34 former students and
15 12 of the current students listed family as the main reason
16 for staying at Fort Lewis, and the next most common reason
17 for staying was career.

18 These interviews lasted over an hour and had lots
19 of questions on them. Some dealt with the kinds of things
20 they experienced and had difficulty with at Fort Lewis. We
21 were surprised that 31 of the 34 former students, the ones
22 interviewed on the reservation, who affirmed the necessity of
23 maintaining their Navajo identities. Those that left felt
24 they couldn't do that and left for that reason.

25 When they did leave, they intended to go to the

1 Navajo Community College or San Juan Community College, in
2 numbers significantly greater than the numbers that we get
3 from those colleges. There is a curious reversal for what we
4 would hope for or perhaps expect. We would like to get
5 students who had cut their teeth at the community colleges
6 and then found a need for more education.

7 What we found is the opposite. They came to Fort
8 Lewis not liking it, or not doing well, or not having enough
9 money, and moving back to these community colleges.

10 Both of these studies have been culminated in the
11 formation of a task force last year, I think during the 91/92
12 school year, whose charge was to take all of these data and
13 the six other studies that we had done, digest them, gather
14 whatever information they felt necessary, and translate these
15 into policy recommendations.

16 Let me conclude by running through a number of the
17 policy recommendations that they made, all of which have been
18 either implemented or are in the process of being
19 implemented.

20 Because few Native American freshman attend the
21 summer orientation, and therefore, enter Fort Lewis without
22 advance information and early registration, the committee
23 recommended the college should organize outreach orientations
24 to take place on selected reservation areas. After an
25 abortive attempt to launch this, it failed.

1 Due to lack of transportation facilities, vans
2 become very scarce. The geology makes off with our vans.
3 This did not work last year, and the vans are reserved, and
4 this spring will be, again, conducting orientations in and
5 around Window Rock, Shiprock, and Mini Farms.

6 Another recommendation reads, because Native
7 Americans do not receive or know the information about the
8 numerous policies and procedures of the college for
9 enrollment, the CAT task force recommended that specific
10 recruitment and policy information concerning Native
11 Americans be prepared and distributed through the
12 reservation, and perhaps we have prepared a special
13 information packet.

14 The College now has a voucher program. When we
15 know that a tribal or Federal grant is available, we now, and
16 throughout last year, have made available to minority
17 students vouchers which they can use to pay college fees with
18 the assurance that the college will be reimbursed from the
19 other source.

20 Finally, because all faculty are not committed or
21 interested in the Native Americans, we recommend that special
22 advisors be appointed and that we cultivate a better
23 atmosphere and cross culture information become part of the
24 advising process and indeed part of the college culture.

25 This concludes my remarks.

1 MS. THOMAS: Any questions?

2 MR. BRYANT: I have a comment that I made earlier
3 today, and you may not be the correct person to make it to,
4 but I will, but it is just because of your report. It is
5 obvious from today and from your report that much, much more
6 emphasis is placed on Navajo than I realized before I came
7 here.

8 I have Navajo in my family. I don't have any
9 problem with Navajo, about the emphasis on Navajo, but I
10 think you are really missing the boat by -- well, first of
11 all, the two Ute tribes, and even though they are small by
12 number, in New Mexico, other than the little bit of Navajo
13 that sticks over into New Mexico, there is 24 tribes there,
14 and 20 of them are closer to Fort Lewis than some parts of --
15 I mean, you think of Navajo being close, but when you go to
16 Kayenta and Tuba City, you are getting farther away, and
17 Jicarilla Apache and all of the pueblos, although they're
18 small collectively, you have as much opportunity, and it
19 seems to me, from today and from your report, that a lot more
20 emphasis is placed on Navajo than I ever realized.

21 DR. PETERS: That is certainly true. The reason
22 that these two reports are based on Navajo is, in the first
23 case, because we started with Native American students, and
24 when you sample 80 American Native samples, you end up with
25 predominantly Navajos, and it was necessary then that the

1 second study, the follow-up, focus, on the same group, but
2 your remark is absolutely correct.

3 MR. BRYANT And for example, the Hopi
4 Reservation, 8500 members, is smack dab in the middle of
5 Navajo, and I haven't heard Hopi mentioned once, and I know
6 Hopi because I have done some work with them. I know one of
7 the places that some of their people go, and I know
8 individuals have gone to Penn State. That is a long ways to
9 go when you have Fort Lewis right here.

10 MR. MULDROW: Do Hopi students come here?

11 DR. PETERS: Not very many, but a few have, but
12 not very many. I don't know how many.

13 MR. BRYANT: If this is a question you ask, and I
14 know this would be a difficult question to answer, but even
15 if you didn't ask the question, I wonder if any of those
16 people who dropped out or were having difficulty, if any of
17 them volunteered or in any way you found out related to
18 alcohol.

19 DR. PETERS: Yes. It is a very sensitive issue,
20 and we left that for the last question of the interview after
21 we got everything else without fear of poisoning the whole
22 process. We asked the interviewers to trust their own
23 judgment, and if they felt it appropriate to ask that
24 question, and indeed, in almost every case, they did feel
25 comfortable asking the question, and we do have data on those

1 responses.

2 They were not as -- I don't have the numbers
3 before me. The results were not as alarming as I expected
4 them to be. Certainly that was a problem, but it was not one
5 of the major problems, and we are talking about, it was not
6 in the top four that they mentioned as an issue for them.

7 Many of them were quite willing to talk about it
8 and sensed it as a problem, but perhaps by the nature of the
9 processor, perhaps by the nature of the sample of the people
10 that were interviewed, did not see it as a major problem for
11 them. Now what that means -- or did not report it as a major
12 problem for them.

13 MR. MULDROW: I have three questions. First of
14 all, of these two reports, one that you provided me?

15 DR. PETERS: Yes.

16 MR. MULDROW: Secondly, I would think in
17 addition --

18 DR. PETERS: What I provided you with was a
19 summary of both of them. We did a report summarizing both of
20 them.

21 MR. MULDROW: In addition to the statistical
22 analysis that you did, I would think that the raw interview
23 reports would be equally valuable.

24 DR. PETERS: Absolutely. We felt that, too, and
25 we asked that the -- in fact, we provided the interviewers

1 with a tape recorder and asked that if they thought they
2 could do it conscionably and out in the open, if they could
3 do it. After trying a few times, they came back and give me
4 back the recorder. And said it is poisoning the whole
5 atmosphere. The whole thing was based on the people were not
6 directly connected with the college, with people they grew up
7 with, or friends, or relatives, or that they knew, and we did
8 not get a tape recording.

9 However, I did have them keep a detailed
10 transcript as best they could, and I have those transcripts
11 and one of these days, I will have the time to go through
12 them. I expect to find them an incredible rich source of
13 information.

14 MR. BRYANT: These are handwritten documents?

15 DR. PETERS: Yes, and immediately after each bunch
16 of interviews, I would go down and meet with the interviewers
17 and go over their notes so that I was sure I could read their
18 handwriting and check any interpretations on the spot. So I
19 have semi-legible transcripts of those, and you are
20 absolutely right, this is going to be a very interesting
21 project.

22 MR. BRYANT: I would be very interested in seeing
23 that.

24 DR. PETERS: It is my intention to turn those into
25 a publication.

1 MR. BRYANT: The third question, I am sure you are
2 familiar with the Colorado Commission on Higher Education and
3 what it purports.

4 DR. PETERS: Yes.

5 MR. BRYANT: In that it gives some statistics for
6 Colorado colleges, this is four-year colleges, assistance
7 rate analysis from fall 1986, first time, full-time in state
8 freshman, and for Fort Lewis College they show that in 1986,
9 twelve Native American Students in this category entered the
10 school.

11 At the end of four years, 50 percent of them were
12 left in the school. At the end of four years, none of them
13 had graduated.

14 DR. PETERS: Right.

15 MR. BRYANT: Then it doesn't, of course, go on to
16 say how many eventually graduated. You said eventually
17 34 percent?

18 DR. PETERS: Thirty percent.

19 MR. BRYANT: Thirty percent do eventually
20 graduate?

21 DR. PETERS: From this sample -- from the years
22 '84 to '87, the window that I mentioned, of all the Native
23 American entered during that period, by 1989 when the study
24 was conducted, 30 percent had graduated.

25 MR. BRYANT: So in other words, it takes them a

1 lot longer. Well, of the Anglo, of the white students that
2 entered that same year, only 60 percent still remained at the
3 end of four years

4 DR. PETERS: Versus --

5 MR. BRYANT: Fifty percent of the Native American.

6 DR. PETERS: Yeah, and that difference of 50 to 60
7 percent may or may not be meaningful given the very small
8 number of Native Americans involved.

9 MR. BRYANT: But still, I mean, even those rates
10 don't indicate where the students transferred and went to
11 College.

12 DR. PETERS: That's right, and for that reason, we
13 looked at the long-term, you know, the four-year degree has
14 been a myth now for a long time. Now, overall, it is over
15 five and a half years for everyone. So the four-year
16 graduation rate is not, to me, a meaningful number, and that
17 is why we used the span, that longer span, for your rate, and
18 I think the difference in time we allowed for graduation
19 allows for the discrepancy in those figures.

20 MR. BRYANT: Now those statistics for graduation
21 are in the summary reports you gave me?

22 DR. PETERS: Yes.

23 MR. BRYANT: Sounds like that was a very helpful
24 study you did.

25 DR. PETERS: It is enormously rewarding.

1 MR. BRYANT: And it had an impact on the policy?

2 DR. PETERS: That was the whole idea. I wouldn't
3 have done it if I didn't think it had an effect on policy.

4 There was several other recommendations which are
5 still in the process. Some action has been taken.

6 MS. THOMAS: Thank you very much.

7 DR. PETERS: It was a great pleasure for the
8 opportunity to talk.

9 MS. THOMAS: Is Debbie Nunes here?

10 MS. NUNES: Yes.

11 MS. THOMAS: Would you like to speak?

12 MS. NUNES: Hello.

13 MR. MULDROW: Tell us a little bit about
14 yourself.

15 MS. NUNES: I am a Fort Lewis student with a minor
16 in biology, and I am from Kayenta, Arizona. I am Navajo and
17 Portuguese, and I have been going to school here for
18 five years, and I am almost done.

19 MR. BRYANT: Where were you from?

20 MS. NUNES: Kayenta on the Navajo Reservation.
21 That is where I lived most of my life, and my mom is Navajo,
22 and my dad the Portuguese, and well, basically, what you said
23 was to minority in school, how to keep them here.

24 I think a lot -- there is a lot of positive
25 aspects here at Fort Lewis that give the minority student a

1 chance and a lot of help to direct them and guide them for
2 educational purposes, for employment purposes.

3 I have had some really good job offers since I
4 have been here and getting more involved. I am a member of
5 the AISES chapter here at Fort Lewis and a member of the
6 Geology Club, and I like to have a broad interest in
7 environmental issues, but I think the reason there is a lot
8 of high school or freshman drop out rates, I think, because a
9 lot of culture shock because of coming to a small town,
10 considering Durango might be pretty big to some of them.

11 This wasn't a culture shock for me because I was
12 raised border town Farmington, Flagstaff, and you go there on
13 the weekends and stuff. We had a lot of Anglos in our
14 schools, and so there wasn't much of a difference for me to
15 come over here, just an educational challenge what I came
16 for.

17 I pretty much like Durango. It is a nice town.
18 Everybody is really cool, but there is some negative sides to
19 Durango. Some shops you walk in and you're just looking
20 around, you know, and the guy will -- I have had this
21 happen -- to be down town at the place -- was the Greenery --
22 I walked in with friends of mine looking at cards, and he
23 follows you around like you are going to steal something, and
24 that is like, excuse me, and that is one real negative.

25 Another negative thing that happened to me this

1 past Monday, I was driving my car to school, and we have a
2 lot of construction up on the west side of campus near the
3 dorms and stuff, and parking is kind of limited, and it is
4 hard to find a place to park, and I went driving in there,
5 and I couldn't turn, and I hit this girl.

6 So we had an accident, and the police came and
7 investigated it, and we exchanged policy numbers and stuff
8 like that, and we went outside and kind of having like a
9 casual talk with the police and me and the other girl, and he
10 basically turned and said, it is your fault for unsafe
11 backing.

12 I don't know if that was a verbal warning or if he
13 could issue me a ticket. He didn't saying anything about
14 that, so I questioned him on what kind of law that is. I
15 never heard of unsafe backing law, and at that point he kind
16 of got frustrated and angry, and he started raising his voice
17 at me, and I was just asking a simple question.

18 I felt he was harassing me, intimidating me,
19 getting in my face, saying, I am going to arrest you for
20 delaying. I thought, I had no physical contact with the man,
21 and I don't know you could get thrown in for delay. This is
22 my first time of ever getting arrested, and this was like,
23 oh, wow. What did I do.

24 So I continued to ask him, well, maybe you can
25 explain the law to me, help me, as a Native, not a native of

1 Colorado, to understand this law. Maybe I can pass it on to
2 my friends that drive. Maybe they are not aware of the same
3 laws. I don't know if they have laws in Arizona like that,
4 but I am not aware of it.

5 I continued to ask persistently, explain, at
6 least. I just wanted a simple answer. He got really ticked
7 off at me. He got into my face and flashes the handcuffs in
8 my face, saying I can arrest you. I have powers, basically,
9 what he was saying, and I was standing there looking at him,
10 and he asked to see my license and registration, and he gave
11 it back to me, and he said, I am writing you a ticket.

12 I said, like, for what, and he said, well, you are
13 in violation of unsafe backing law. I said, well, what does
14 that mean. I don't understand.

15 So he got even more mad and then he started
16 counting from five to 1 backwards, and I was standing there
17 dumbfounded, like, why are you counting to me, and at that
18 point he grabbed my arm and twisted, and I was, like, hey, my
19 arm is hurting, and it wasn't hurting into my shoulder.

20 He was a big guy, not hefty, but a tall man, and I
21 was, like, twisting my arm, and like, what was going on, and
22 oh, the cuffs are on, take her down town to the holding
23 cell. He didn't say I am arresting you, resisting arrest. I
24 wasn't resisting him in no way shape or form.

25 So and then at the time the girl and I had the

1 accident, there was another accident that happened on the
2 other side of campus, and he had to go take care of that.
3 They drive me down to the police station.

4 MR. BRYANT: Who did?

5 MS. NUNES: I think it was a Fort Lewis officer,
6 because it wasn't the cop that arrested me. He didn't take
7 me in his car. They put me in a animal control unit that
8 they go pick up stray dogs in and sat me in the front, and I
9 said, you might as well put me in the back. I didn't do
10 anything wrong. I asked a simple question. I am Navajo. I
11 don't know laws like this. Help me, and he got mad and
12 really, really irritated, and the officer, I believe was, a
13 Fort Lewis cop because he had like a different colored
14 uniform than the arresting officer, and they took me to the
15 holding cell, and 20 minutes later, the officer came down and
16 went to the office, and he pulls out this little book.

17 You were in violation of this law, section
18 da-da-da, code number, and I looked at him, why couldn't you
19 say that up there. That is all I wanted. You didn't have to
20 go through this rigimarole, flashing your power to me in my
21 face. I wasn't asking to be arrested. I wasn't resisting,
22 and I said, explain it to me, because the cop that was
23 driving me down in the van, I said, well, what kind of law is
24 that. How can you be able to see through a solid object?

25 Well, pretty much it is a dumb law. What, it

1 means if you are backing up, you have to stop, get out, look
2 around, see if there is anything coming in your way, and then
3 get back in your car and drive back, and back out, and I was
4 like, well, somebody could come around in two seconds, be
5 there after you looked, and you hit them, and you're at
6 fault, is more or less the way it is.

7 That guy could have said that to me up there. He
8 said he decided to use his power against me and intimidate
9 me, like I was, like, wow, man. I never had a run-in with
10 cops or nothing, and I felt like I was intimidated, and so
11 they took me down, and he comes in and said, I will talk to
12 the Judge and have your sentence deferred, so I have to be in
13 court on March 15, and he said plead guilty, and your
14 sentence will be deferred, and I went to talk to legal aid on
15 campus, and she said, well, that is all that they can do
16 unless you want to pay a fine and go back to court and fight
17 the part that is resisting arrest, if you feel that you were
18 right.

19 I said but the cops stick together. I read the
20 police report, and one of the officeres wrote that she was
21 resisting him in the beginning, and the question, and he put
22 in his words that she was questioning him, why it was her
23 fault.

24 That wasn't the point of my question at all. I
25 just wanted to know what type of law it was. He could have

1 just explained it in simple terms. I could look it up in the
2 library for myself.

3 So I went down town to the courthouse to change my
4 court days, and I asked the lady there -- she was pretty
5 helpful -- and she pulls out this little book, and there was
6 maybe four sentences of that section that I violated for
7 unsafe backing, and it is not even specific about getting
8 back and going to look around or any type of deal like this.

9 I said this is really vague. I left it at that,
10 and so I have to go, and so I am guilty of whatever they say
11 I am.

12 MR. BRYANT: Did you report that to the school?

13 MS. NUNES: Yeah, I did. There is someone, like,
14 Rick Wheelock, and I confronted them about what had happened,
15 and they were appalled, really, and I talked to a lady -- her
16 name is Paula. She is a legal aid for the students. She was
17 there on Tuesday and Wednesday.

18 MR. BRYANT: This was on campus?

19 MS. NUNES: Right; across from the chapel.

20 MR. BRYANT: It is on Fort Lewis College campus
21 property, and did somebody call him?

22 MS. NUNES: Well, we had to go up to the security
23 office, the Fort Lewis security, and then from there, they
24 dispatched a policeman to come up and take care of whatever
25 he does. I don't know what he does.

1 MR. MULDROW: When did this happen?

2 MS. NUNES: Monday.

3 MR. MULDROW: This last Monday. Do you know the
4 name of the officer?

5 MS. NUNES: My ticket says Mike Higgens.

6 MR. ARMSTRONG: In the five years that you have
7 been here, have you heard of that type of harassment from
8 other students who have been here, Native American students,
9 or is this an isolated case?

10 MS. NUNES: Maybe mine is just isolated. Maybe I
11 just asked too many questions and got in trouble exercising
12 my freedom of speech.

13 MR. MULDROW: Did you identify yourself as a
14 Navajo?

15 MS. NUNES: Yes, I did.

16 MR. MULDROW: Do you think this was the reason?

17 MS. NUNES: Well--

18 MR. MULDROW: Or was it just that he was in a bad
19 mood or --

20 MS. NUNES: Maybe he was in a bad mood to begin
21 with anyway. He was kind of joking around with the other
22 girl, saying who hit your car. I had a scratch on my
23 bumper. He turns around and tells me it was your fault,
24 unsafe backing. He didn't say this is a verbal warning, or I
25 could give you a ticket, so I ought to give you a verbal

1 warning until later into the argument, or whatever he called
2 it.

3 He said, well, I already gave you a chance for a
4 verbal warning. I said, well, what was that. I had no idea
5 that he was stating a law to me

6 MR. ARMSTRONG: In your five years, I guess, and
7 I am trying to get to some type of problems that there have
8 been problems with Native Americans, as well as Hispanic and
9 African Americans. Have there been any that you have talked
10 with the other students about, who are no longer here, that
11 they have dropped out, as to why they dropped out, that it
12 may be some common problem?

13 MS. NUNES: I know this one girl, like my second
14 year up here, she was a Navajo and living with an Anglo girl
15 in the house, and some reason, I don't know, they didn't pay
16 their rent, or she can't, her part, and I guess you are
17 supposed to, like, get 30 days notice from the landlady.

18 She came out one night and said, I want you out of
19 here by noon, and she had nowhere to move. She was in
20 school. It was like mid terms, no where to live, all this
21 stuff in her little place that her and the girl were renting,
22 and she was saying to her, she didn't have the money yet.
23 The money takes a long time to get here from the
24 reservation. It takes like five days.

25 Mom sends me money. It takes like five days to

1 get here, and I assume that was part of her problem that she
2 didn't have any money. So she just totally withdrew from
3 school and hasn't been back.

4 I see her now and then. I said how come you don't
5 want to go back to school. She doesn't want to go to
6 Durango. She felt this was a prejudice town, a lot of
7 discrimination against the Indians, she was saying.

8 I know some instances that the students will say
9 how come you get tuition. We don't. Wasn't my law. It was
10 like it was not my law. It was written before we ever came
11 here.

12 MR. BRYANT: Did anyone ever explain it to any of
13 the Indian students, why that is the case?

14 MS. NUNES: You mean like from the school or
15 something?

16 MR. BRYANT: Did anybody ever explain to you why
17 you get free tuition or free tuition waiver?

18 MS. NUNES: Just that the school is on our land.

19 MR. BRYANT: Actually it was on an Army post when
20 they gave the land, and they gave the land to the school on
21 the basis that Indian people would be given free tuition, so
22 it is part of a treaty. You don't have to apologize.

23 MS. NUNES: I don't.

24 MR. BRYANT: There is no question why you get
25 tuition waiver.

1 MS NUNES: I guess some of them don't
2 understand, and they say, well, it is just that way.

3 MS. THOMAS: You all are entirely to nice. Why
4 don't you tell them that it was a smart Indian that got this
5 land from the white folks, and they kept it for us. I
6 can't understand why people don't assert that.

7 MR. BRYANT: There is not any literature in the
8 school?

9 MS. NUNES: There is a paragraph in the admission
10 book that they mail you.

11 MR. BRYANT: Is it clear at all?

12 MS. NUNES: That was one instance that I knew a
13 girl because she felt everything was so negative, and she
14 just went home, and she is still at home.

15 MS. THOMAS: You are much to nice to these
16 people. I wouldn't let them say that to me.

17 MR. BRYANT: Your position -- I don't remember the
18 job offers that you had or interviews or whatever you
19 referred to, those are because you are in engineering -- or
20 not engineering student -- but you are in science?

21 MS. NUNES: Science.

22 MR. BRYANT: Or science major because there is
23 more of a scarcity of science majors because I just -- I
24 can't believe that all graduates have that many job offers.

25 MS. NUNES: The jobs I have been offered -- I was

1 offered a co-op job, and that was a whole year. You get six
2 credits. It's a semester, and it works in with school, and
3 you write a paper, and you don't get a grade. You get
4 credits or pass and fail, and so I went to that one year, and
5 that led to a summer job with the same company, and now I go
6 to school here, so I went for that, and I got there, and they
7 asked me if I wanted to come back this summer and work for
8 them, and I said sure, and I applied for another job with the
9 NAPI in Farmington, and I had no idea that I was hired.

10 There was a little misunderstanding between our
11 AISES director and me about a name that I used. I am called
12 Debbie, and my first name is Antoneta. She knew me by
13 Debbie. She told me last week you were hired for a NAPI
14 job. I said, no, so I had to make a choice there, and then
15 today one of the professors came up to me, a geology
16 professor, and presented me with a summer internship with
17 room and board paid in New York to work with some Ph.D.
18 scientists.

19 There is about eight of them, and they have
20 different specialties that you can go into. I don't know if
21 they pick or choose. They say you are a perfect candidate.
22 At the same time, it never hurts to try, and I pass it along
23 to my friends. We get to go to New York for ten weeks.

24 Part of it is you have to be assertive. It is
25 not going to come to you. You have to go out there and find

1 it, but it is really neat that somebody grabs you in the
2 hallway, and hey, I got you a job. I think you are really
3 good for it. That made my day today.

4 MS. THOMAS: I have one more question. Will the
5 school later go with you to court?

6 MS. NUNES: No. I go by myself. There is no
7 lawyer there unless I get a city appointed attorney.

8 MR. BRYANT: It is probability not even before a
9 court. It is probably before the city attorney, but you
10 know, I don't know what you were going to say, but you don't
11 want to have something on your record.

12 MS. NUNES: He said it would be deferred, and it
13 won't be on your record. I said, yeah, that is cool. I felt
14 he was in the wrong. He didn't have to harass me like he
15 did, put the cuffs in my face and say, hey, I can arrest you
16 for talking to me.

17 MR. LEAL: Can I ask you a question? You get a
18 voucher on tuition waiver?

19 MS. NUNES: Our bill waiver, our bill is paid. It
20 is on our bill.

21 MR. LEAL: Who pays for that?

22 MR. BRYANT: The State reimburses Fort Lewis.

23 MR. LEAL: Fort Lewis to the tune of a hundred
24 percent of the cost?

25 MR. BRYANT: Just the tuition, but a hundred

1 percent of the tuition.

2 MS. THOMAS: Thank you very much, Ms. Nunes. You
3 are very interesting.

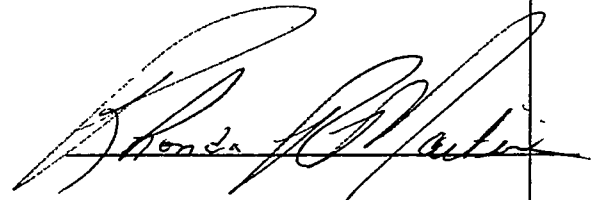
4 (Forum concluded.)

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I, Rhonda R. Martin, a Registered Professional Reporter, do hereby certify that the foregoing is a true and accurate transcript, taken and transcribed at the best of my ability by computer aided transcription, of the proceedings as taken stenographically by me at the time and place aforementioned.


Rhonda R. Martin, RPR

Dated: March 30, 1993.