

ACCESS NORTHEASTERN

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21ST CENTURY NU ACCESS

By Leonard Brown, Associate Vice Provost of Academic Opportunity

Since its founding in 1898, Northeastern University has made providing access to higher education for underrepresented populations a central part of its mission. As the University evolves to meet the educational needs of 21st century American society, its commitment to keeping the gates of opportunity open for all students, regardless of race/ethnicity, gender, economic status, physical challenges or sexual orientation, remains an integral part of its legacy.

With a special focus on Boston students and a scope that extends nationally and internationally, Northeastern's access mission seeks to recruit and retain members of underrepresented populations who have the potential for success in higher education.

Access at Northeastern University includes both external recruitment and internal support efforts that identify, inform, cultivate, support, and encourage students from historically underrepresented populations. Access at Northeastern involves:

- Programs that identify potential in Boston middle and high school students and support their academic and personal development.
- Commitment to institutional policies and procedures that attract and admit students from underrepresented populations and provide them with financial support necessary to complete an undergraduate degree in their chosen field of study.
- Commitment to integrated and coordinated academic support systems that provide counseling and strengthening of learning skills, as well as academic monitoring and intervention, from the freshman year through graduation.

This publication will strive to promote awareness of the Access mission within the university and its surrounding community, and clarify the important role access must continue to play in the university's aspirations. It will define Access and its history at NU, highlight the current efforts underway in school partnerships programs, admissions, financial aid and campus support activities, and recognize the contributions that the people who run these programs have made, and continue to make, to the university.



Provost David Hall presents an award to Ujima Scholar Bianca Barboza.

UJIMA SCHOLARS FALL ACADEMIC ACHIEVEMENT

The Ujima Scholars Program has set an academic achievement standard that promotes and encourages Ujima Scholars to achieve excellence.

The program holds a special meeting at the beginning of winter and spring quarters to recognize the outstanding achievements of Ujima Scholars freshmen each academic year. This year, 42% of 70 Scholars received certificates of award for achieving Dean's List and/or Honorable Merit Status fall quarter 2001 (3.0 and/or 2.6 or above, 16 quarter hours with no grades below C-); 15% of Scholars received certificates of exemption from ED1004 Part II for winter quarter 2002 for achieving an A/A- for ED1003 Part 1 and an 85 score on a supplemental exam.

Provost David Hall was special guest and presented an outstanding motivational message to students which focused on his identification, understanding, and support of Access programs at Northeastern. His message enlightened students about what Access means by sharing his similar educational experiences, defining his role as Provost, and articulating his philosophy about how he views Access as it relates to the Ujima Scholars Program and other Access programs at Northeastern. Students expressed that his message was extremely encouraging and motivating. Provost Hall was recognized for the significant contributions he has made to Northeastern's Access programs. The Ujima Scholars Program Coordinator extended special thanks to Provost Hall for providing the necessary support and leadership to move the Ujima program from a one-year program to a five-year program effective fall quarter 2001.

Access Northeastern

NU ACCESS PROGRAMS

Balfour Academy

Carla Oblas, Director: 617.373.2328

Originally named Northeastern University Academy, Balfour Academy was created by Dr. Joseph Warren in 1983 and endowed by the Balfour Foundation in 1989. The program aims to address the problems inner city students of color face in college by reaching them early. It provides academic and personal enrichment opportunities to Boston Public School students in grades 7-12, strengthening their academic skills and motivation, and helping them feel comfortable on a college campus. During the summer, students study enrichment topics in core subjects including Math and English and participate in sports and cultural events. Upperclass students sit in on NU classes for six weeks, and are assisted with the college selection and application process. Participating students attend their regular high school during the academic year, coming to Balfour twice a week for tutoring, counseling and enrichment activities. Students are tutored after school in one-on-one sessions with NU students.

Balfour Academy only accepts students before they enter either the seventh or eighth grades. The pre-college scope and length of the program allows students to develop confidence necessary for success, develop a learning community, and establish close relationships with Balfour staff. Presently, Northeastern offers five-year full-tuition scholarships to eight of the Balfour students who are accepted into the University.

Boston Housing Authority Scholarship

Coordinated by Melissa Mohammed,

Admissions: 617.373.2200

The BHA scholarship was originally established in 1984 as the Alice Taylor Scholarship, for the residents of the Mission Hill Extension. The BHA grant was generated from the hypothesis that individuals from these housing developments could achieve at the level of other students if they were given special support services. The grant was originally for transfer students and college freshmen and reached its peak with 40 to 50 students per year in the late '80s. With the goal of helping BHA residents gain access to col-

lege, in addition to forging links between NU and its surrounding community, the initial program offered 100 full-time and 100 part-time scholarships per year. After declining over the past decade, the program currently is being restructured.

Disability Resource Center (DRC)

Ruth Bork, Director: 617.373.2675

Created out of efforts in 1973 to recruit more students with disabilities to Northeastern, the DRC strives to develop increased awareness and support for the University's disabled and Deaf student populations. Its staff provides services such as textbooks and class materials in Braille or on tape; exam modification; ensuring classroom

Landon Hundley
Ujima Scholars Program
Freshman journalism major

"I have benefited quite immensely from being in the Ujima Scholars Program. The program helped me make new friends in a place where I knew no one. The program also helped me grow more as a person when it came to my culture and my heritage. I think the most touching moment was the Black History program in February. Everyone was great. I've also benefited academically because my instructors and advisers have always had my back."

accessibility; obtaining the assistance of readers, scribes or interpreters; using various auxiliary aids available on campus; general information and referral; and counseling.

The DRC also monitors Northeastern's physical plant (including renovations and new construction) and guides the University on compliance with federal and state disability legislation (including the development of disability-friendly policies and procedures). The staff provides services such as training for Admissions counselors and peer tutors, and guidance for faculty on making course modifications for students with disabilities in their classrooms.

Health Careers Academy (HCA)

Al Holland, Headmaster: 617.373.7850

Created in 1995 as a college preparatory

high school for Boston students who aspire to careers in the health professions, Health Careers Academy relocated to NU in September of 1998. The Academy emerged from the work of the Center for Community Health Education, Research and Service, which has been part of the NU community since 1991. As a Horace Mann Charter School, the HCA offers an academically rigorous learning community where students experience their high school years within an urban college environment. Students pursue a four-year sequence in science, integrated mathematics, history and English and complete foundation coursework in technology and world language. A unique four-year health and health careers course sequence has been developed, and health and health careers content is woven into core disciplines. Students participate in internship and job shadowing experiences with health professionals across the city. They have important opportunities to connect with and learn from NU students in their roles as mentors, tutors and teaching assistants, and access to NU science laboratories, physical education facilities, library resources, and student activities meeting space. HCA desires a closer relationship with NU and is pursuing agreements that allow qualified HCA students to take NU courses for college and high school credit.

Legacy 2000 Mentoring

Ella Robertson, Director: 617.373.2787

The Legacy 2000 Mentoring Program is designed to improve the retention of Black and Latina/o students by providing them with a faculty/staff and upperclass student mentor of similar or same ethnic background and academic interest during their freshman year. Begun in 1995, it evolved from an earlier PEWS Foundation-funded mentoring program targeted for Boston Public High School students entering NU. Legacy is now funded by the President's Office.

Students are organized in groups of ten and then assigned to a mentor pair composed of faculty/staff and an upperclass student. Incoming freshmen are recruited over the summer through a letter of introduction to their parents and a survey gauging their interest in the program. Participation is voluntary, and open to all Black and Latina/o students accepted to NU.

Upperclass students who participated in the Legacy program as freshman can become student mentors. They receive small stipends



SGS students and peer tutors at work on a holiday volunteer project.

and are required to make at least six contacts per quarter with their mentee group.

NUPRIME/NU-ME

College of Engineering: 617.373.5904
Established in 1976, NUPRIME/NU-ME works to recruit and support minority students pursuing an undergraduate degree in engineering. The program has provided over 1000 students of color with academic services along with financial support and solutions to help them prepare for challenging and rewarding careers. NUPRIME/NU-ME strives to strengthen first year students' mathematics and physics skills; to give personal attention to students' academic, financial, or personal problems; and to diagnose and correct deficiencies in study skills. It also aims to educate the university community on the benefits of promoting diversity within the College of Engineering, and establish that students of color can be successful in engineering at Northeastern.

School of General Studies (SGS)

George Atkinson, Director: 617.373.4434
The School of General Studies originated as the Alternative Freshman Year more than 20 years ago. In 1997, the name was changed to more appropriately reflect this program's scope and purpose. SGS is designed as a "freshman year only," full-time academic day program serving students who do not meet traditional entrance requirements but show potential for success in higher education. The curriculum prepares freshmen for the educational demands of the upper-class years by strengthening basic skills—critical reading and writing, mathematics, and study habits—in small class settings with qualified faculty. SGS students also take Integrated Language Skills (ILS), a mandatory study-skills/adjustment to college course unique to the program. The course is taught by the student's academic advisor. SGS advisors help students with academic progressions

and registration, as well as all personal issues that the student may disclose. Students in SGS are full members of Northeastern's freshman class, and take advantage of all NU opportunities. Currently more than 80% of SGS students matriculate to the sophomore year at NU.

Due to new recruitment and retention efforts by Enrollment Management, SGS is playing a more active role in the ethnic diversity aspect of the university's Access mission and exploring ways to work with freshmen who have been identified by their college as needing academic help.

Tobin Scholars

Veronica Whycoff, Coordinator: 617.373.8603
In 1991, NU's then-president, John A. Curry proposed a long-term partnership with each member of that year's sixth-grade class at Mission Hill's Maurice J. Tobin Elementary School. The Tobin Scholars were promised full tuition scholarships to NU if they earned a high school diploma or GED and were accepted to NU. The offer was also extended to the sixth-grade cohorts of '94 and '97, bringing the total of students eligible for scholarships to 108. Each student signed a contract promising to work hard in school; in return, NU would not only provide the scholarships, but also support to them and their families while they were on the road to college. Students were matched with NU undergraduate students who served as peer mentors. Other services offered to the students included parent support, academic enrichment, counseling, SAT prep, internship opportunities, assistance with the college admissions process, and recreational and cultural events. Students from the first two cohorts entered Northeastern in 1998 and 2001, with the third cohort entering in the fall of 2004.

Ujima Scholars Program

Carrie Boykin, Coordinator: 617.373.4912
The Ujima Scholars Program, formerly known as Project Ujima, was founded in 1972 at Northeastern's John D. O'Bryant African-American Institute. It was the University's first access program for students of African origin. Ujima, a Swahili word meaning "collective work and responsibility," represents a guiding principle for the program. The success of the Scholars rests upon their collective efforts, as well as those of the African-American Institute staff and other members of the Northeastern Community.

Access Northeastern

Ujima Scholars was originally a "freshman year only" program for students with academic potential who do not meet traditional criteria for admission. Now a five-year program, it provides students with course advising, free tutoring, personal and career counseling, cultural and educational activities and access to a special library collection of materials on Africans in the Diaspora. The program places heavy emphasis on academic excellence, role modeling, mentoring and developing self-esteem and cultural awareness.

The Ujima Scholars Program enrolls students in regular courses based on their selected majors, and strives to have them accepted into their major in their sophomore year. A Reading, Writing, and Study Skills course is required. Students are expected to sustain good academic standing, and participate in mandatory summer orientation, supervised study sessions and biweekly group meetings covering topics such as career decision making, co-op and choosing a major. They are encouraged to engage in undergraduate research and community service projects.



Ujima Scholars 2001 Entering Class presented the 2nd Annual Black History Month Program on February 21, 2002. Pictured from left to right: Siobhan Peters, Toyin Yayo, Deena Joachim, Ideline Delva, Hachley Kenol, and Nichole Shelby, define the 2nd principle of Kwanzaa called Kujichagulia (self-determination).

Focus on Ujima Scholars Program

It's been a busy year so far for the Access programs, with staff organizing many activities to enhance their students' academic, career, personal and cultural development. Here's a look at how the Ujima Scholars spent their fall quarter.

Welcome Week Meeting, September 18th.

Facilitated by Dr. Marcus Cherry of the Center for Counseling and Student Development, the meeting addressed the September 11th tragedy and its impact on students.

Group Meeting/Discussion, September 27th.

The first meeting of the year reinforced program expectations, assessed college adjustment and needs, explored cultural backgrounds and introduced students to tutors and mentors.

Eyes On the Prize Video Presentation, October 4th.

Facilitated by Sharon Hinton, the video was designed to enlighten students to the impact of racism and oppression and to inspire them to uphold the legacy of the Civil Rights Movement

Ujima Scholars Freshmen/Upperclass Connection Meeting, October 11th.

Ujima Scholars upperclass students met with freshmen, shared some helpful tips on how to survive college life, and established mentoring relationships.

Financial Aid/Bursar Workshop, October 18th.

Facilitated by Renee Ellis and Maryann Gorrie of the Customer Service Center, the workshop provided students with information on financial aid planning and procedures, bursar blocks, and the link between financial aid, coop, and academic achievement. Upperclass Ujima Scholar offered financial aid tips.

Meet-The-Majors-Information Session, November 1st.

College representatives met informally with students and shared information about their respective majors, transfer requirements, course curriculums, and study abroad programs. Upperclass Ujima Scholar encouraged students to meet colleges' expectations.

Ujima Scholars Academic Connections Committee (USACC), November 15th.

Appointed by Office of the Provost, the USACC met with students to establish mentoring relationships and speak about their roles in their respective colleges, major and career options and faculty expectations, and to challenge them to strive for academic excellence.

AAMARP/Ujima Cultural Event, November 30th.

Ujima Scholars spent an evening at the African American Master Artists-Residency Program (AAMARP) in Jamaica Plain viewing African art exhibitions, learning about the rich legacy of AAMARP, listening to jazz performances and poetry readings, and networking with African American artists.

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