1973

Various Interviews with Different Departments

Commission for Blacks

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Recommended Citation
1. ** Advising (academic):**
   
   a. No. students advised per advisor
   
   b. Advising process in colleges and/or department
   
   c. Special advising programs
   
   d. Extent to which students (graduate or undergraduate) are employed in advising
   
   e. Tutorials?
   
   f. How do we advise of the relationships between academic programs and careers? accreditation?

2. ** Matriculation:**
   
   a. Progression in academic programs
      
      (1) Time to complete degree/by field
      (2) Drop-out rate/by field
      (3) No. graduated - past 5 years
      (4) Failure rate/by field (University-wide Blacks)
      (5) Probation rate/by field (University-wide Blacks)

3. What efforts are made to recruit Blacks for undergraduate study, graduate study, athletics, part-time (Evening School) study and continuing education?

4. What are the criteria for awarding scholarships, fellowships, assistantships, loans and work opportunities?

5. How is financial aid information transmitted to students or potential students and faculty?

6. What are the criteria for admission to colleges and/or degree programs? What problems do Black students encounter in meeting these criteria?

7. Standards for admission/uniform vs variable policies (Graduate Undergraduate)

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10. Criteria employed in GA/GTA selection and appointments - grants non-service fellowships
11. Need for compensatory program(s)

12. Communication with persons responsible for faculty, administrative, and non-academic personnel

   a. Ascertain whether or not affirmative action is established as a standing policy. To what extent is Knoxville an "open society" to receive minority employees of UTK, e.g., in residential areas, in community, civic and social activities and organizations?

   b. What efforts have been made to invite and attract Black faculty to the college/department? What problems have been encountered? How many have been offered employment/have not been offered employment?
Specific Questions for Deans by Interviewers

1. Have any special problems surfaced in advising Blacks? If so, how were they handled?

2. Is there any mechanism in your college for special communication with Black students?

3. Item 2 on the questionnaire to Deans to be handled in a discussion manner, with any policy implications or insights the Deans may have.


5. What kinds of problems have any potential Black faculty encountered in the community, including spouses and family.

6. What effort has your college made to bring in special Black lecturers for faculty and/or students?

7. What responsibility, if any, does the college have in placement of their majors.

8. In what specific ways do you as an academic administrator see the Equal Employment Opportunity policy at work at The University of Tennessee? Would your response to this question be different if it were related only to the organization of which you are the chief administrative officer (your college or department)?

9. As an individual, what specifically does the concept of "Affirmative Action" mean to you?

10. What actions in your college or department have been taken as a recognition of or a response to those concerns that might be identified specifically with Black students or employees.

11. In addition to you and those members of your staff who attended this interview, what other members of your staff would you suggest that we contact in order to obtain the best possible insight into the problems related to the charge of the Task Force on Blacks.
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Fall 1973: 25 FTE will make contact through county agents to have relatively little input to develop more contact of prospective students.

2 new appointments in last 2 years
— Chuck Cheadle
— 1 Forestry professor
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Memo to: Task Force on Blacks

Re: Interview, Dept. of Archit., on Above Date

From: J. Phillips

Present: Jim Patrick, Acting Dean; Tom Davis, Admin. Asst.; Don Hanson, Dean-Elect; Barbara Reid, Hardy Liston, Roy Knight, Jerry Phillips, Committee Members.

Dean Patrick Stated that the school has 12 black students out of a total enrollment of 530 full-time students. One black has graduated to date. The school is relatively new, having been in operation for 7 years with its first graduating class in 1969. The program as presently constituted is for 5 years, leading to a bachelor's degree in architecture. There are not at present any graduate programs.

The main portion of the program is for the last 4 of the 5 years, the first year being a kind of pre-archit. course. Approx. 200-225 enrol in the 1st year program each yr., and the attrition rate is approx. 50% bet. 1st & 2d years. Mr. Davis said he felt the primary reason for this high attrition rate was the difficulty of 1st year calculus and engineering science, which are required courses. Dean Patrick stated that he would like to see the attrition rate decreased, perhaps by means of 1st year counseling or tutoring. He suggested an attrition rate on the order of one-third.
Once the students enter the 4-year program, Dean Patrick said, the attrition rate is nominal. The Dept. has a policy of retaining anyone who genuinely wants to stay in the school. This policy is facilitated by having students re-do unacceptable work until it is acceptable. In effect, the policy amts. to an informal tutorial program.

Dean Patrick found that the blacks enrolled in archit. were partic. in need of indiv. attn., due to inadeq. prepar.

The Dept. has an academic advising program, with approx. 15 advisees per faculty member. In addition, 5th year students instruct 1st year students.

Two years of algebra and ½ yr. trigometry are prerequisites for entering the undergrad. archit. program, in addit. to the Univ. req'd. 17 ACT score and 2.0 average from an accredited high school. Dean Hanson hopes to initiate a high school preparatory program, with particular emphasis on blacks, similar to the one presently in effect at Chicago. He believes that such a program can largely be funded by federal monies, such as HEW and Labor Dept. grants.

There has been a concerted effort this past year to recruit black students, primarily by high school visits in Tenn. & Miss. (The latter state has no archit. school, and pays tuition of residents studying in colleges outside the state.) There is a minimum of scholarship funds available to the Dept. - roughly 7 or 8 $600 scholarships. These are awarded on the basis first of need and then scholarship, except in the instance where
the award is made solely on the basis of scholarship. Next year there should be two freshmen students on TVA scholarships. There is no work co-op program in the archit. school.

Job placement for archit. bachelor's degree graduates is good. There are more job openings then can be filled. Dean Patrick hypothesized that blacks would presently have difficulty in placement in the more "established" firms in Tenn., due to control of "old-timers," but that this problem would disappear within the next 15 years. He believes there is no such problem presently in Knoxville.

There are presently 21 faculty in the archit. dept. Three new members were hired this year, and it is anticipated that 9 more will be hired next year. None of the present or in-coming members is black. Dean Patrick admitted that he had not placed high priority or proper emphasis on recruiting black faculty. His efforts consisted of contacting various grad. school deans for leads. One name of a recent black graduate was suggested, but the graduate did not respond to a letter of inquiry.

Dean Hanson states that he intends to place high priority on obtaining black faculty recruits. He believes there will be several available in the near future from Chicago, where Dean Hanson was formerly located.

There are no present non-faculty black staff. There are five secretaries in the Dept. The Dept. would welcome black secretaries, but none have been furnished for interview by the personnel office.

Dean Hanson envisages a shift to urban problem-solving as a
developing emphasis of the archit. school at UTK for the future. He believes the Southeast will soon stand in great need of such expertise. He states that blacks and other minority group archit. professionals are already very active and dedicated in this area of work, and he anticipates that their interest and expertise will contribute to the growth and improvement of the archit. school's contribution toward affirmative action in the future.
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6. What are the criteria for admission to colleges and/or degree programs? What problems do Black students encounter in meeting these criteria? (Example in Algebra).

7. Standards for admission/uniform vs variable policies (Graduate/Undergraduate)

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BUSINESS ADMINISTRATION INTERVIEW WITH TASK FORCE ON BLACKS

THOSE PRESENT: Dean John Ross

Have any special problems surfaced in advising Blacks? If so, how were they handled?

I am not aware of any special problems we have had in advising Blacks. As indicated earlier, we do have the Student Advising Center in which advising is centrally located throughout the first 85 hours of the student's program in this college. We are fully capable of handling special problems as they arise particularly those involving academic matters in that we have a tutorial program which we offer service of five tutors, and as I indicated earlier, three of those tutors are Black. So, what I am suggesting is that we do have the capability of establishing a rapport with our Black students and their problems.

Perhaps, that also speaks for the second question - the question of is there any mechanism for special communication with Black students, do the Black students in the college make good use of the Advising Center in the College, is there any reason to believe that they are not making full use of the Advising Center?

I'm not aware of it, because again, we have advisors that are very dedicated in carrying out this responsibilities, and as indicated, we have made special effort to identify the Black students who are majoring in the various business fields. We know who they are, and during the first two years, they are really, through our centralized advising, they maintain a closer
contact, I suspect, than they would in other colleges where advising isn't centralized.

I might add to that, with respect to graduate students, which we have so far only one in our MBA program; we have two who will begin in the fall. So then there really hasn't been an opportunity to observe any particular problems. The problem is not a problem of communication; it's a problem with this one Black student who may not be academically qualified to pursue the program. We recognized that and you might call this a special means of advising, but we've given a great deal more attention to him.

Normally, a graduate student in the MBA program is advised by the department head in which he has his area of concentration. In a case of this sort, as Assistant Dean for Graduate Programs, I, more or less, keep track of the progress of the student of this sort. I must say not only a Black student, but any student who is having unnecessary difficulty. We are particularly sensitive in this area, so that I guess what we could say is that we are very cognizant of the need to maintain continuing communication with any Black student to be sure that he avails himself to any assistance or help that may be available.

Let's see if we can summarize what we've just said. You have now one Black graduate student—full time—and two part-time graduate students. Your experience with this one student has been that his background was not what it should have been for the MBA program. He had some difficulty with quantitative courses.
We would have to say considerable difficulty.

But through some special attention from his mathematics teacher and some close advisement — advisement with regard to the basic courses that he would need to build his background to the level that is needed. It is possible for him to be successful in this program.

Yes, I would have to say that my advice to him was to withdraw from the program, attain the remedial work in math and come back. He chose not to do that. I think that if he did start down at the level that he is capable of handling — the quantitative area — and obtain that background, that he could probably be successful.

Now the two students who are now at Oak Ridge or who will enter as students in the fall — graduates of South Carolina State — having quite respectable undergraduate records but low entrance test scores -- you don't know yet what kind of performance they'll be capable of, but have you admitted them in recognition of perhaps that standardized tests are sometimes culturally biased?

Yes, in fact, had we not recognized that, we would not have admitted them.

Well, I was wondering if this was the reason that you had admitted them to the program.

Yes, very definitely. We're not, well let me put it this way. We have serious questions about the tests and what it tells us about the probable success of a graduate student.
The correlation of a test grade and later success is extremely low.

Is this true of other racial groups? The whole population of students?

Oh, yes. Well, I would say the best at the University of Tennessee, the best graduate student I ever had, came to us with such a modest ATGSB score, that on the first go-round, I rejected him and denied him admission. This was Shriver. Then he came back to us on some personal interview, that I decided I should take a chance, and he turned out to be the best student we had ever ran through our graduate program, and he took, because he had a background in an undergraduate program in psychology. He had to take a lot at this time. We didn't have a full MBA program. He had to take a lot of undergraduate courses with undergraduate students, and he just knocked the top out of everyone.

The extent of our recruiting and beyond of that, we would have to hit the road and get out of state, and I'm not sure how far we should go.

Well, let's summarize this. You do not recruit undergraduates except as members of the College of Business faculty join teams headed by someone by the admissions office to visit high schools. Your recruitment efforts are primarily for Black graduate students and you perceive this by visiting the Black colleges in the state and this has been a recently inaugurated effort within the past year. So the fruits of that effort are not yet ready for harvest.
I might add, Hardy, that probably the activity and non-
activity is at least in part a function of size in program;
in other words, we never worried about the size of our
undergraduate program of being under-enrolled. If anything,
we worried about the large number of students. On the other
hand, on the graduate level, I would see lots of room. We've
made a more conscious effort to expand our graduate programs.

Well, now prior
of last year, was there any on-going formal
recruitment for any graduate student? It was quite informal
and responsive, wasn't it?

So your recruitment efforts to attract Black graduate students
has emerged at the same time that you have begun to attract
more graduate students, generally. In doing so, you have
from the Educational Testing Service these printouts of
graduate of undergraduate colleges who are interested in
Business; you have a good deal of data on these students-
their GRE test scores; their undergraduate academic credentials
or a summary of these; and you have written to 75 Black pro-
spective students about the country. And again, this is a
recently inaugurated effort. So we cannot tell yet what the
harvest might be.

I should add one more point. We receive inquiries from people
every day about the MBA program and also about other
graduate programs. They write to us as a result of reading
about the program in the ETS program book of graduate programs,
or they see a bulletin on a bulletin board that we sent out to
about 1,000 institutions of higher learning within the past
year. When we can identify a Black inquirer, we enclose in our packet of materials a new brochure – I forget what it is called; it's on Black Orientation, so it's an effort to draw attention to Black applicants that some thought is being given to his welfare here on this campus.

I think we should also add your mention of the ATGSB and the fact that ATGSB does not presently identify the Black student or the Black prospective student who has taken that examination.

It serves as a barrier too for entrance.

I might also add this is going to benefit the college by giving us a better contact with the college by helping us identify talented young men and women for our graduate programs in Business.

What is your response to the 5th question – problems potential Black faculty have encountered in the community.

I hear your response – you really have no background from which to base a response to this question as the College of Business has not had a full-time Black faculty prospect to this point in time. Would you repeat your statement about your plans for executives and residents program?

Yes, one of the things that we want to establish as a result of this capital gifts program is a executives and residents program whereby prominent businessmen and prominent people in the professions, such as the accounting field, will be invited in for varying lengths of time up from a day up to perhaps several weeks to spend on our campus and to establish
dialogues with our students, our graduate students, in our
generate programs to participate in courses.

To what extent do your students make use of the Placement
Center?

Well, they make great use of the Placement Center, and we work closely with the Placement Center - by closely I mean that virtually all of our staff will respond to requests from the Placement Center to meet with the prospective employers at luncheons. It's just standard procedure, particularly in the fall when they are in here; and certain staff members develop reputations of being very good in helping the student. Aggressive employers, Hardy will come here two or three days before usually sending up a young man, preferably a woman, preferably one who has just graduated in the last year or two from our program and they will bird-dog for the company and go around and identify very promising students and invite them to sign up.

Do you have recruiters asking specifically for Black graduates?

Oh, my yes.

Approximately how many Black graduates do you have in the undergraduate program? Has there been a rather uniform number?

I have a list of all of our graduates here today. I'm guessing right now that there probably wouldn't be more than 10 a year based on our current enrollments - 10 or 15.
We account for about 25% of the traffic in this college. I can think of only two who have gotten degrees from us. Is that right?

That would mean that the Black students go into other areas in larger numbers.

Accounting is probably the most attractive field. I would say that insofar as opportunities are concerned, there are more opportunities for Blacks with the larger accounting firms than any other field. This means that we are getting through to the Black students.

What does Equal Opportunity Employment and Affirmative Action mean to you?

I think they're often used interchangeably or together that they probably mean two things. Insofar as Equal Employment Opportunity is concerned, I would take that to mean that we must not discriminate in our employment practices between women and men and Blacks or people of any other minority. I think the Affirmative Action Plan to me means that we must be careful not to discriminate in favor of the loss which is in the predominance as far as numbers is concerned in the University. In other words, it's more than just a matter of being equitable. I think that we have to take into consideration that there has been discrimination in past years and therefore, we have to make a special effort in this Affirmative Action Plan to see to it that what limited positions we have go to women or Blacks in years ahead; what we can develop
these leads on these people. So I think implicit in the Affirmative Action Plan is discrimination, if you want to use that term.

Would you see it as a reverse discrimination?

I hate to use the word discrimination. I think we've got to correct inequities which have existed in the past. We have to see to it that we get more balance in our staff.

There's a phraseology compensatory hiring - what does compensatory hiring mean to you.

A couple of things. First of all, it means that we have to make special efforts to identify people in the minority groups - women and blacks. And secondly, once they have been identified, we have to make special efforts to attract individuals to our campus as opposed to other schools and that means that in some cases, we are going to have to offer salaries that carry a premium above what you might offer.

Are you saying that some lesser qualification - I haven't heard you say that a lesser qualification would be accepted for a minority, but I do hear you saying that some greater compensation might be offered to attract. Am I hearing you correctly?

I think you are. We really haven't considered this; when I say we, I mean the College. The matter of attracting and adding to our staff people of qualifications which are less than those normally by other staff and by that we would be talking about degrees or schools. I think an ideal standpoint, we would
be reluctant to do this until we determine that qualified people - Blacks and women - are just not available.

Do you have anything to add or would you take issue?

I think I would agree generally with what John said. My view of these two terms might be stated in a summary fashion by saying that Equal Opportunity Policy is somewhat of a passive policy whereas Affirmative Action Policy denotes a very active policy. In other words, in Equal Opportunity you have a policy that whoever comes along applying for a job, your not going to discriminate because of these factors. On the other hand, Affirmative Actions means you're going to get out and do something in order to bring in these candidates in minority groups, etc.; and then beyond that, what John was saying, whatever you do to attract them and put them on the staff - I must admit personally, I find it very distasteful to have to acknowledge that we must offer a higher rate of compensation to a person of equal qualification; but it might in the end be justified in order to correct the inequities that exist there. Now how long this will have to go on is very questionable. Now another point is too - I think that in the question of qualification, there's been a lot of talk about the HEW and others attempting to correct these inequities of requiring an institution to accept anyone who meets the minimum qualifications.

Well, if this is carried to a conclusion, you eventually gravitate down to the very lowest level of qualifications
in a University faculty, and I don't think we can ever afford that sort of thing—nor is it necessary. On the other hand, if you have two candidates—let's say one is white and one is Black—and the Black candidate is in all respects qualified to teach and research at the University level; but on a qualitative basis, you may not judge his qualifications quite up to the other fellows, but I think you would have to go ahead and hire the Black man in order to meet your other objectives. What that says is there is a certain minimum level of standard you have to adhere to— it doesn't mean necessarily that its lowest a very level that you might be forced to take into the faculty, but you've got to give consideration to the fact that the inequities have got to be corrected.

How would you classify that hypothetical situation that you just gave us? Now if you hired the Black, whose qualifications were respectable, adequate, but perhaps did not rest on the parallel with the white, would you call that an Affirmative Action, would you call it a compensatory action?

I don't know that I understand the term compensatory action. This is the first time I have encountered that term, so I really don't know what you're talking about.

Doesn't that imply past inequities on discrimination? Your correcting in order words.

Compensatory hiring implied what might be looked upon as reverse discrimination—that is a deliberate oversight of the imbalance in the two respective candidates; the hiring of
a minority to achieve the goals of the Affirmative Action Plan.

Any time an administrator makes a choice or makes a decision between two alternatives whether its hiring people or anything else, he is exercising discrimination. It's not a dirty word. One must discriminate between the two alternatives presented to him. What I'm saying is that would we take in all the considerations that we must in this situation, and we discriminate between these two choices that we have, and I choose in favor of the Affirmative Action case here, whereas without the other problems we have

There have no flare ups.

But you recognize that this could be due to a lack of communications and that there could be some concerns that have just not emerged?

Yes, no questions.

Do you think that there are others of the College of Business staff that we should talk with? Would you suggest others in the College of Business that we should talk to, now that you have an idea of the general.

I think that it would be worthwhile for some members of the group to talk with Dick Baxter and also Liston Fox and perhaps some of the department heads.

What kinds of information could they give us?
Well, I think in this area of the problem that you just mentioned of problems that may have arisen amongst our Black students, our employees; problems of communications; financial problems of students; granting of assistance through scholarship funds which are administered through the individual departments and which may carry different criteria in awarding.

The departments themselves handle the awarding of graduate assistantships, fellowships?

This is worked out jointly. I was thinking of funds that had been given to the departments by private donors, whether the donors have set up certain criteria to be used, and these are administered by the departments.

Some of these are discriminatory - I believe there are some that require white male, resident of Tennessee or some such thing.

I remember a number of years ago, Hardy, that we had a grant from one of the larger accounting firms which was to go to "that undergraduate student most likely to succeed in Public Accounting". I remember this was about 10 years ago before any of this matter of affirmative action plan or the EEO policy came into being. We had a woman who was far away the best student in the Accounting. I can remember how members of the department agonized over "most likely to succeed in accounting". There aren't any women in accounting. So finally we got our courage up and said by gosh it ought to
go to her; so we called the partners of this firm and asked what would your partners say if we awarded this to a woman. Fortunately, they said this was fine.

We will perhaps, John, ask you to schedule meetings with other members of your staff for us. Are your department heads here in the summer months? We could do this beyond this quarter. Our time is getting kind of tight, and certainly some of our interviewing will have to extend into the early weeks of the summer.

I've listed about 4 problem areas which we have talked about - some of which we've got to strengthen and increase our efforts in. First (taking these in chronological order) recruiting - I think we are doing well at the graduate level and it's going to pay off; but the undergraduate level, we are doing virtually nothing insofar as going out and recruiting young Black men and women specifically for our college. We need to increase our efforts there. The second area is once you've got the Black student enrolled in our college, it's a matter of communications. So we are aware of the problems that they have that fall into the social realm, academic problems, and then you had a question concerning financial support. Now most of that information comes from financial aids. We need to improve our communications system here. Next, is placement. I think we are doing an awfully good job right now in placement in all of the areas. And then the fourth area is after the student leaves, how can we improve his desire to identify with UT. How do we maintain that good relationship with that young man or woman?
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Abstract of Notes Taken at Task Force on Blacks Interview
with Dean McComas on June 1, 1973
Recorded by N. E. Dittrich

The College of Education has a central advising system. There are approximately 4,000 students in degree and certification programs. Three part-time staff advisers work mainly at registration and at the undergraduate level. Each Education student has his/her own adviser who is a faculty member. Recently, they have established a summer program advising center with Frank Benson [a black] and one other staff member. The advisee-adviser ratio ranges from 107:1 to 10 or 12:1, with probably the average being 40-70:1. During the last three years or so they have graduated approximately 80 doctoral, 300 Master's, and 900 Bachelor's degree candidates. They have had four or five black doctoral candidates.

Regarding the ratio of black students, they made a count in summer school approximately one year back and estimated that 220 of the 400 black students in the University were in the College of Education.

Regarding special problems related to the blacks, they indicated they were aware of none.

Apparently, a Sammy Wynn and a Nancy Foster (?) participated in a tutorial reading and study program for all students. They don't know how many blacks availed themselves of this service.

Regarding matriculation rates, as far as they know there is no difference between black students and other students.

Special recruiting efforts for blacks include a follow-up on all known black applicants; have paid some transportation cost for promising black students. In addition, some special assistantships are designed specifically for blacks.

Regarding special problems of black staff, special efforts have been made to accommodate black staff in every situation. Admission was made that some fleeting questions by selected staff members were evident at the outstart of their Affirmative Action Program.

The general feeling was expressed that compensatory hiring actions were justified and were taken and that the selection of personnel must go beyond the evaluation of mere relative competence.
Each Department recommends hiring of individual new faculty members.

30 to 40 student advisees per faculty member.

Engineering now has co-op program involving 500 students with a full-time program adviser (very few blacks, if any). Background: 40,000 engineering baccalaureate graduates nationally in 1973. Only 407 blacks included. U.T. graduates approximately 1% of national output. Only black in College of Engineering is H. Liston. Recruiting black faculty deemed impossible in spite of extended efforts.

Departmental goal is to increase number of black candidates from 4 to 60 in the coming decade. There are very few blacks in most engineering schools currently. Principle source of new faculty is industry (practicing engineers). Four new in 1973, all of which are white.

As of March 1 of this year, a new full-time staff assistant (Fred D. Brown, who is a black) was hired to recruit blacks for the engineering program. As of the date of the interview, he had 26 acceptances for this program for the Fall of 1973.

Regarding entrance requirements, in spite of the U.T. minimum ACT of 17, Engineering is taking a risk and is accepting applicants below this, concentrating mainly on high school grades and additional information on individual motivation.

They have no statistics on relative dropout rates for blacks. There are probably too few to make the data significant.

Regarding tutorial efforts, they now have four blacks in a special tutorial program financed primarily by TVA funds.

Engineering uses the University of Tennessee Placement Office for placing its students.

Regarding non-academic personnel, they use the U.T. Personnel Office but to date have very few blacks referred to them through the University Personnel Office.

They are still trying to get a black Visiting Professor.

The Dean said that in his mind, EEO was the ultimate goal but affirmative action procedures are necessary to get to that goal.

Regarding compensatory actions, they are doing this in recruiting of students but they are very hesitant to do it in the location of faculty or in the grading of students. They feel that their students must stand equally prepared to perform in spite of any compensatory admissions program.
INTERVIEW WITH DR. HART  MAY 23, 1973

#1: Barbara Reid assigns students to full-time faculty; Clinical work keeps contact with students minimal; Don't encourage self-advisement, in order to keep with progress of advisee! Doubling faculty next year to help relieve burden of teaching and advising Enrollment=350 Number of Blacks: 2 Juniors; at least 8-10 Sophs.; 17-19 Freshmen---Total # Blacks 28-31 out of 350.

#2: No special mechanism, but faculty advising and interest in advising each student is excellent; they discourage self-advisement

#3: N/A due to newness of school of Nursing

#4: Black students recruit other Blacks effectively

#5: Dr. Hart has contacted faculty members of Buffalo and NYU in order to search for Black faculty; also going to Nashville to interview Black candidate

#6: N/A due to newness of school of Nursing

#7: School of Nursing does help line up part-time and summer work for its students; Job market is excellent in health field

#8: Dr. Hart sees EEO policy as being honestly tried and from her perspective, it is fairly effective

#9: Did not record response!!!!!!

#10: Did not record response!!!!!!

#11: Barbara Reid should also be contacted, as she normally handles student problems
INTERVIEW WITH DR. HART  MAY 23, 1973

GENERAL COMMENTS DURING INTERVIEW

50% of teachers teaching in preparation of nurses hold less than a Masters degree.

Classroom lectures at UT include at least one lecture on Black history, as well as other minorities, such as the Indian.

Dr. Hart doesn't feel Black students are comfortable on campus and more Black presence and more integration can help ease this situation.

Blacks should interact with white students more to learn more of the world and society, according to Hart.

Blacks need to strengthen identity and self-concept; this could be effected by a Black Cultural Center. On the other hand, the Black Cultural Center could cause Blacks to close themselves off from the White students even more so than now, which would be very bad.

Nursing textbook literature has a lag, such as noticing signs and symptoms of a patient. Most of this textbook presentation is only for a white patient.

The UT instructors attempt to supplement and correct this lag by explaining how to notice these signs in Blacks, Chinese, etc.
TASK FORCE ON BLACKS

College of Law Interview: May 29, 1973
Kenneth Penegar - Dean of College of Law
Carl Pierce - Assistant Dean - Handles Advising and Admissions
Advisor to Black Law Caucus

Advising: recommends no first year students work devoted to studies; did arrange employment for minorities who needed assistance
Pierce acted as vehicle for tutorial assistance
Individual tutorial program is effective for minorities
9 Blacks out of 606 students in Law School
12 students each assigned to 15 faculty members
Special problems in advising - Pierce has had trouble communicating with Black Law Student Caucus
Financial obligation
Writing skills and academic performance are problems as is evident by 4 on probation and 2 very close

Consideration for admission: faculty proposed 1000 point minimum; out of 27 minorities admitted, only 3 were above minimum - 2 were competitive and 1 was not and 11 tentatively accepted if go to CLEO (Council for Legal Education Opportunity); summer workshop is used in lieu of LSAT
For 1973, 33 out of 1100 were Blacks (24 Tennessee residents, 9 out of state)
Made contacts to Black schools and white to inform of UT opportunities
Don't have funds for recruitment trips
Problems in waiving fee for CLEO students
Analyze the minority transcripts evaluation and waive fee for this
Also waives LSAT fee for minorities (Black)
Need wide-open admission program and complete expenses paid for is necessary to increase Black presence in Law College

Faculty is favorable towards advising and tutorial, but will require more funding due to present work load already on faculty
Desire to increase minorities is due to great need for more minority lawyers
ALA and ABA has taken affirmative action towards increasing minorities in law profession
84 women applied - over 50% acceptance
32 women accepted
No special admission program necessary for women
Council for Legal Education Opportunity (CLEO)

Funds for scholarship come from:
- for 1973-74 - $18,000 from Law College
  - $9,000 goes to highest GPA
  - $9,000 goes to students on scholarship and need

Essentially no scholarship money from University
CLEO is most viable vehicle for funds
Earl Warren Fund for Southern Blacks
Law Students Civil Rights Equalization Council - LSCREC - may provide funds
Alumni support is poor
3 Black alumni in Tricities area

Faculty prospects:
Look for good academic record, subject matter interest, personal strengths determined by interview, and scholarly evidence (such as publications)
Looking at national distribution of faculty
Made special contacts to women and blacks from lists obtained from AALS (American Association of Law Students)
Also searches are made through ABA Journal and the Chronicle of Higher Education

Written to Deans of Colleges across the country for names
Rate of success not great, but effort is considerable due to small number of minorities available

Non-Academic Personnel:
Don't always get people from personnel office to interview for positions
3 out of 14 Blacks presently employed by Law College

College does have placement office and is of great use for students
Blacks help each other locate jobs
I filled out so that in three years each member will have approximately a set of advisees. This year, for example, we started with 8 or 10 faculty members on a volunteer basis to take about 12 freshmen each to be responsible for them as academic advisors as well as advising in any way in order to use them reasonably. Of course, it varies the effectiveness of from group to group and person to person. Mr. Pierce, this year undertook himself to take as a special Admissions Officer interest in our new minority enrollees and can be described as that process most of which is informal but nevertheless I think effective.

The basic task initially was to enable them to enroll period and that basic form of advising was in terms of securing financial assistance and adjusting a work schedule consistent to academic of the Law School. Our policy is that we recommend that no first year student work feeling that it really is a transition period in which they should devote full time to their studies. Both the minority individuals who enrolled during the fall, we had to arrange employment for because of lack of financial assistance. That was at which time my instarted with formal contacts them.

This means that you had two entering in the fall?

That's another subject. But, this was why it was possible for me to take it upon myself. Basically, what I did was act as a vehicle for helping them make contact with other faculty members.
for tutorial assistance which is not normally available on a regularized basis, but I think there is very much an open door basis in terms of faculty members. The response to this was a hesitancy to use xk by both individuals until they got in academically, and after they got in academically to attend the first quarter, we then had a more extensive and more utilized tutorial in which they actually made contact. One faculty member, for example, Eric Holmes, was working with both individuals in terms of exam taking techniques for the Law School exam being just that sort of skill a peculiar creature in that. It really has been informal within that . Out of this in terms of additional advising because of my work with minority student, I became the advisor to Black Law Students Caucus and that has really not involved academic advising. Essentially our numbers the individual are so small in terms of minority students that advising tutorial approach is very adequate.

What number of black students have you?

Presently enrolled in the Law School, we have 9 out of an enrollment of 606. In the first year class which would include summer quarter and fall quarter enrollment by our definition, it would be out of 203. In terms of our historical picture, I have only been able to get the data . There have only been three black graduates from the Law College in the last 5 years to the extent that I have been able to detect from the records. As three graduates - one in 1970, one 1971, and one in 1972 - don't know is the number who were
make
enrolled and didn't know it. That is something that we would like to know.

We would. This would involve a longer search. We only have one person in our student records office, and we have records of over 2,000 graduates and this would take a little time.

We have asked the Institutional Research to search the data for the past 5 years, and they tell me that they identify the students by race, with the understanding that of course that 10% of our students don't indicate race. They will not indicate their racial background. But insofar as the records that have that information, I think that that information, that they supply to us, may be helpful to you, and of course, much of it will no doubt, become a part of our report, so we hope that our efforts will be helpful to the colleges in answering some of their questions.

I expect we won't have any prior to 1950 as there was a law that year against the suit filed against the Law School. That was the part of the University that got attacked first.

As I understand it, you have no structured advisory program in the College for any of your students?

Yes, for the first year, we do. I have 12 student assigned to about 15 faculty members for miscellaneous purposes. They go to them for advice.

Plus, I was an additional advisor for the minority groups. They got to know me then would

Our question about special advisory programs be
give
responded to by your efforts to give some assistance to the minority students.

Now, another development in this area that we are presently pursuing and I don't know whether it will produce anything - The Law Students Civil Rights Research Council. It's called LSCRRRC for short. It does sponsor a tutorial program where they will pay students to tutor minority students. Now the question at this point is whether we have enough demand for it in terms of the number of minority students we have in the Law School to encourage LSCRRRC to send some of their money to us. But it is a possibility that we are pursuing. The other problem here would be - I think it's related in terms of who's going to do the advising, talking to some of the minority students. I think there was some concern as to having a white student advisor. And really, in terms of academic records in the Law College, and presuming that's the variable that we are going to look for in terms of people advising, we really don't have an available group for black advisors. The for black students. The for black advisors that would be the strongest are all going to be graduated by August. I think that our direction to the extent that the LSCRRRC program doesn't come through in terms of my projected numbers for next year in terms of minority enrollment, the individual faculty program will be more than enough.

Have there been any special problems that have surfaced in advising the black students that you have –
been communications problems?

Basically, I have had communications problems with the Caucus just because of non-communication. They haven't let me know what they are doing. And understandably so, I am concerned with that. I think I was more an advisor, and I think that was what they intended. I have been trying to remedy that. In terms of basic problems, I perceive it to be a communications problem in terms of the written skills. I think that's been the biggest academic problem in terms of performance for exams. I am witnessing it now in terms of evaluating applications for our minority students plus the students have had problems academically. I think the greatest problem has been academic performance. At present, we've got 4 who are effectively on probation and the others are fairly close to 2.0, which is the minimum, so we do have an academic problem.

So that means 4 out of 9 - there are 9 in the Law School. I think that's terrific - you've got them organized anyway.

This is a self-moving group - I'm very impressed by them.

The other problem is financial. I think there is a difficulty in academic performance here. I think this is my perception compared to the rest of the University, this is one of the more difficult colleges to stay in.

Carl, did you take a look at the backgrounds of the nine as to their preparation scholastically? My impression is, I don't
know this for a fact, that their performance in Law School may have been predictable. What I am trying to say is that we are not getting as wide a cross-section of abilities from the black as we are from the white student community as a marginal student.

This is becoming a more serious problem because the quality of student body is improving— as a result the competition is more severe. In terms of morale as a problem, I think it is very much connected with the academic difficulties. I think that they are fighters. I think that we need that really at this point in time—that type of personality is necessary. They really are working. I think they are going to make it. There are none in trouble right now. I think they have gotten a great deal of encouragement from the faculty. I can't speak as to the student body as to what encouragement.

Perhaps their comradeship through their caucuses to give them that support that they need.

The three fellows who will be graduating by August are all very solid academically standing—not superior but they're in good solid. I think they have been a good influence.

Now, on the matter of the caliber of black student that we are getting, how do they show up on LSAT?

LSAT by itself—it's got about a correlation
for coefficient \( \sigma \) this Law School of about .35 which is not that good. The combination of LSAT and grade point - that is the reliable predictor - it produces .5 correlation coefficient for U.T. which is one of the highest in the country. I think maybe just to give you an idea of where we are now right now, our general admission policy establishes as minimum credentials a 2.3 grade point index undergraduate. A 475 on the Law School Admissions Test is 200 to 800 scan and then a 1000 combined score which is 200 times the grade point plus the LSAT. These were new minimums that were proposed by the faculty last spring and were approved by the Board of Trustees in October. Right now of the 27 completed applications from black applicants, only 3 are above those minimums. Once you're above the minimum, you're into the competition - it's not automatic. Right now, the lowest person admitted had an 1115 admissions index which would be approximately a 2.8 grade point and a 560 on the Law School Admissions Test. So the competition has become quite severe. The time the faculty adopted this new policy, they recognized that it would exclude most of our black applicants. As a result, at that time, the faculty adopted a special admission policy for black students.

Essentially, that went over in a package and the minimums were approved and the special policy was tabled. One of the reasons that it was tabled was that a law suit had been filed against the University of Washington Law School challenging preferential
admissions as diverse discriminations. Essentially, this left us with minimums in the admissions policy which has resulted in us having only two black applicants competitively and no where to go. Now as of this date, we have informed 11 individuals that if they participate in the Council on Legal Education Opportunity summer institute, and successfully complete it, we will admit them to the College of Law. There were two parts to our special admissions policy. One was that we would accept completion of this Council on Legal Education Opportunity Program in lieu of the LSAT for an unqualified admission. The second part of the progressive policy was really more . It had some problems though. More controversial. Essentially, we would be able to admit a number of minority students without regard to the normal admissions policy through a probationary quarter. If they got above a 2.0 during that quarter, they would be admitted to the regular program. There were some problems with the policy, but it certainly would have given us greater prospects for increasing the enrollment, but obviously that one didn't go through either. We have now gotten a tentative agreement that we can go ahead with the CLEO and we have proceeded on that.

Where is the CLEO? But it's not a program on this campus?

No, it's not a program on this campus. Though last year we did participate in a with 5 other Ohio Valley schools and sponsoring one at the University of Kentucky. We committed ourselves to take 5 graduates from
that program but we only got two and we spent some money on it. We made an investment to support the program along with the 5 other schools.

What about the support of the students in that program?

It's federally funded programs. Essentially, what they do for the students is that they pay all expenses to the summer institute in terms of transportation, living expenses for the seven or eight weeks that the student is there, and then if the person successfully completes CLEO, he gets a $1,000 a year stipend for each of his three years. Now, there is also another audit version of CLEO in which an individual gets his summer expenses paid but would not get the $1,000 year stipend. That's just determined on the basis of resources. Our problem is that competition to CLEO has now become severe. And we have at this point told 11 individuals if you can participate in CLEO, we will admit you. And, I only know of one of those eleven has certain CLEO participation, and I know of several of those 11 who definitely don't have CLEO participation. And as a result, it's a limited help in terms of increasing the number of minority students. I think at this present point in time that our only realistic vehicle cause it is the only one that carries

In terms of our general admission situation for minority students this year, we have three individuals who are below our present minimums who were admitted last year, and we felt to do anything other than to honor their
admission. We encouraged them to apply last year at a late date, and then they could not enroll because of a lateness problem. We guaranteed them a place in 1973 although they would not have been competitive for admission this year.
Of our 1973 applicants, we have 33 black applicants out of an applicant pool of about 1150. Six of those are still incomplete. We have never received the admissions credentials. Of that 33, 24 are Tennessee residents – 9 are out of state. As I indicated before, only three of those individuals were above the minimum new minimum of admissions standards. 24 were below and 6 we still don't know about.

Do you know if those 3 who were above the minimum of admissions standard were Tennessee residents?

Two of them were admitted competitively on their own right. Their grade point and LSAT were high enough to compete without any special treatment whatsoever. The third individual was above the minimum but was not competitive in terms of the competition above the minimum. He's the one individual I really feel sick about because I know he hasn't applied to CLEO which means he's one of our best and we're not going to be able to admit him. He's a U.T. graduate – he'll be graduating from U.T. So at this point, we have two admitted competitively. I've admitted 11 conditioned on CLEO and rejected 14 and still have 6 that haven't been completed yet. Of the 5 who have presently been admitted I expect that we might only enroll 2. 2 of the ones from last year have never responded to an updated
admissions letter which indicates to me that they are not going to come. A third one has been admitted to Georgetown and has been offered $2500 in scholarship. Of the 11 CLEO admits, I only know of one person who's certain; I hope maybe 2 others might be realistic.

How many have applied to CLEO?

That's what we don't know. Everyone has been advised of the very first contact. I do know of one who has been turned down by CLEO; I know one who hasn't applied. I'd expect the maximum realistic enrollment for blacks next year to be 5 and I think we'll be lucky if we get them.

Are most of these applicants U.T. students, U.T. graduates?

They come mostly from Tennessee schools - LeMoyne, Tennessee State and U.T, Fisk. You may have detected a sense of frustration. This has been incredibly frustrating. As I said before, I am personally committed to this. One of the problems in terms of admissions right now - Let me just read to you the LSAT scores of our minority applicants. This is where we are talking about a median for this year's class of probably 600 where our minimum is 475. Our range is from a 286 (200 is the lowest you can get) to 542 which is the highest black LSAT performance of any of our applicants.

Whereas, we have a wider range of grade point average of the same candidate.
Now we're talking about 325, 319, 402, 417, 323, 430, 433, 329, 368 - the allegation has been made that there's a cultural bias in the LSAT, it is racially discriminatory. The studies that have been done indicate that test items themselves are not - probably it's very reflective of the basic bias that might exist in the culture of the Law School. It reflects performance pretty well. It was this type of records clearly documented that move the faculty towards the special admissions policy that could waive considerations. To give you an idea - I've broken it down - those individuals who have been admitted conditioned on CLEO or otherwise - of the 2 that were admitted competitively above 3.0 grade point (right around 3.0) plus a above 500 on LSAT and that good for our Tennessee applicant. But then I've got a 3.41 grade point with a 437 LSAT - substantial academic achievement. A 3.58 grade point and 319 LSAT and essentially what is happening is that some special admissions policy, I am really raising expectations by trying to expectations that I am not going to in terms of statistical records indicate that people are not going do well on these.

I have the impression that we generated more applications for one reason or another this year than a year ago.

Basically, every time that I get an inquiry from a minority student, it is followed up personally rather than institutionally as most of our mailings are. That was one way - the other was through a minority in the Law Day that we have here at the
College of Law. Basically, for UT-Knoxville and Knoxville College. I have also had contacts directly with Knoxville College and had groups over here. Initially I sent letters out to all the black schools in Tennessee – I received responses from none.

In that letter, we indicated that we would desire a visit to the campus by our admissions people accompanied by students to describe what was available at U.T. by the way of study of law, to answer questions about preparation for law study and encourage them to visit us and talk with us personally about the possibility of coming here to Law School.

To whom did you address that letter?

To the Law Advisor indicated through the Law School Admissions Council list of pre-law advisors.

Do the black colleges in Tennessee have pre-law advisors.

Yes, they are listed. Now the problem was that I sent it to pre-law advisors to all schools in Tennessee as well in trying to make an initial contact, because I was new to this state. I didn't even know what schools existed, much less who was there. Normally, even where hadn't I addressed to the right person, I got a response; and out of this, I sent a second letter and still no response. Finally, what I did was through the help of the black law students, tried to make informal contact with the students and get it set up for a visit so we would at least get there. We ended up getting essentially one trip to Tennessee State which
was very disappointing. Three black students and myself went up - we took a University car - and a saw a total of 7 students in an entire day that we were there and none of had LSAT's above 300. Now, what we're going to do as far as recruitment - (1) we don't have funds for it; we are also trying to get funds from LSCRRRC again to finance the recruiting trips. We are not going to give up in any sense of the word, but I am very concerned, and I've spoken to Dean Penegar about it, about raising false expectations and false hopes that are not going to be realized and (2) we need relief in the admissions area and we need relief in the financial aid areas

You essentially wanted to waive tuition, and this was a condition of participation in the project.

One of the things you have to do is agree to pay a share of the cost of maintaining the institution other than what funds are provided for direct support of the student. This means providing the staff to teach the course, logistics, paper, materials, etc. So we pay roughly $2000 out of our operating budget to support that project. One of the things that they require us to do is make some institutional continuing commitment to the financial support of the student who successfully completes that program and enrolls in our College of Law. The hang-up was making a commitment that we would financially support the student. It would have been sufficient if we could have promised a waiver of tuition but we couldn't do that.
Still another similar phenomenon is last quarter's admission test. Me to waive the fee for a minority applicant where they cannot pay $10.00. We're supposed apply pretty rigorous standards.

What efforts have been made to identify prospective minority faculty prospects? What problems have been faced in identifying them? Attracting an interest in the University and your perspective, if any, of the problems that Knoxville as a community represents in attracting black faculty to the University.

I'll respond to that. Hardy, as you may be aware, I have the primary responsibility as chairman of our faculty recruitment committee for identifying candidates for the faculty selection and it's not an exact science by any means. It's not even a well developed . One starts with the watering holes that he's familiar with, people whose judgment he trusts and respects in the profession who is contact with people who are likely to have indicated an interest to go into teaching. Now to the extent that there is a national marketplace - it's in two places. (1) in the prestigious law schools with graduate program where the young would be law teacher, if he hasn't been a graduate of that school himself, is likely to a little lustre to his vita.

What credentials do you look for?

At any level we look for, whether it is for full professor or associate assistant, we are looking for people who themselves
have demonstrated a high capacity for scholarship with an outstanding record in law school, evidenced sometime by membership on the Law Review and/or rank in class, recommendations by faculty who have known them in the academic setting. And beyond that, we look for subject matter interest to try to fit the particular curriculum staffing needs that we have in the college. And then the basis of those two sets of criteria look at the individual — interview him for personal strengths giving promise for classroom performance of superior quality interest, maintaining an interest in the subject matter and ability to communicate. And some indication of scholarly inclination other by writings at student level or publications since graduation sometimes briefs or other legal documents prepared as a practicing lawyer. We also are looking for national mixture of people — different people from different regions or different schools. Although our recruiting has been confined in terms of my personal visitation in schools where we have established some contact where they have significant numbers of graduate students or others who are interested in mostly teaching and these are principally Harvard, Yale, Columbia, Michigan, From time to time, I occasionally pick them up from other places, which brings me to my other major marketplace for would be law school teachers. There is annually a convention of the Association of American Law Schools. Most often it is held in Chicago or New York. Occasionally it is held in New Orleans or San Francisco. Prior to the assembly of that meeting in late September, there is published a register of applicants for law school teaching
positions, and this year I went through that (it's published in October) in addition to receiving vitas from graduate counsellors at the main schools. I went through a whole file of applicants registered \( i \) from the AALS. The whole committee went through it and indicated the likeliness of someone being a good candidate for us either in terms of his subject matter interest or in terms of his/her status as a minority in terms of legal teaching career profession. We earmarked each one that we could identify as either a woman or as a black and sent them telegrams in advance of the meeting in December and asked them to interview with us. Some responded that they had made other plans already or some responded that they wouldn't be interest and some responded affirmatively and talked with us. We succeeded in talking with a number of women at New York this time and in talking with three black applicants, all of whom it happened from were enrolled and I knew about them other contacts at Columbia and had previously interviewed them at Columbia; two of them had interests that were really, subject matter-wise a little bit alien for my needs. One was an area that we were particularly interested in, and we made an indication to him to visit with us here on campus which is an almost next to the last step for an offer to be made. I can't say positively that we would have made an offer, but I am sure that they would have since a good share of the people on that end had met him in New York. He withdrew his offer. He wanted to stay on at for another year, so
there's a chance we'll have another crack at him next year.
I've also looked fairly routinely at all advertisements and
two major professional programs. One was the American
Bar Association Journal which carries a person
unsigned but descriptive. I have written letters to those
people where it was indicated they were minorities to see if
they would be interested in teaching. Many times they wouldn't
disclose in the ad that they were but I thought I might
entice them. Most of them wanted to be in firms. The other
journal is the Chronicle of Higher Education. Occasionally, some lawyers advertise. Also I have written to
the Deans of regional law schools (leaders of every region of
the country - Texas, Florida, California, Iowa,
Indiana, Ohio, Michigan, Wisconsin, Minnesota, Pennsylvania) asking for names of people
who were in a minority group who would meet our general qualifications. They might be interested in teaching whether or
not they knew in fact if they were to let us know. Again
there is a shortage here in that register of several hundred
applicants for law school teaching position where
only a handful of a minority clearly identifiable as minority
candidates. Our first black law teacher will be a visitor
this summer. Someone that I know personally. He's been
on the faculty of Georgetown - he used to be on the
faculty at Howard, and we are trying to interest him in a
visiting year long position. I doubt that he would want to
leave Georgetown, but I thought he might visit with us for a year and maybe we could entice him away, but he's committed to visit Rutgers next year, but he was willing to visit with us this summer, so he's coming down to teach legal accounting with us. So our rate of success is not high, but our rate of effort has been considerable. I am encouraged to believe that we may be able to add one full time next year. We keep our contacts with one young man.

Well then, this high numbers available, I would imagine, when writing to other institutions, your response might be if you find any, let us know. I am sure that this might be true of many of the professional schools.

I think there is an inclination, which was in my own law school group, black law students were not pursuing law review, the normal scholarly - they were out working in the community. I think a lot of them really have the community inclination toward practice initial whether in the legal services or corporate. A certain amount was economic in terms and unjustifiably so. Within the three years of my law school group at which the school was close to 20% minority - a school that turns out a lot of teachers - there was none who really got interested. Now whether at some point after a couple of years of practice, they were turned back towards the academic, that may be.
There really wasn't much interest.

I agree that this interest would perhaps be rare on the part of the average minority student.

Well, it's fairly rare considering the minority population of law school students.'

I should mention one other source as a feeder possibly. I have no hope of luring him away, but he's a man of some fame over in Charlotte. He has a fairly extensive practice in Charlotte. I've asked Ken to keep his eye on the southeastern terrain of lawyers — the pick of minority who may or may not have the credentials that we're talking about but who may make up for in substantial practice who we might lure away.

Ken, just a suggestion — I think that the appearance of the judge from Nashville at the Black Caucus brought here was a stimulating experience for the students who were here. I would expect that the judge went back to Nashville with somewhat of a different impression of the University and the College of Law than he had before he came, despite the fact that he has had some contact with the University in the past years and the fact that you bring a man from Georgetown for the summer, he'll go back to Washington with, I am sure, a different impression of U.T. To College of Law than he has presently. The extent that we could invite for brief periods, however brief they might be, for a few days, a week, a seminar even, people of the caliber
of Chambers or Frye. But visits by these people, and well, I would hope not so what was happening on this side of the hill. But these people can be very good emissaries for us, not only in saying to other colleagues in the field that U.T. is not the place you might think it to be but in saying to perspective students that you can not only look at UNC or Duke but there's a good school across the mountains.

We have issued a tentative oral invitation to the deans of Antioch Law School in Washington, one of whom — well it's man and wife. They are James James is black. We have invited them to be our guests this fall for part of the celebration of the 25th year of the Legal Clinic. They've been into this in a very significant way since their school is probably entirely the first clinical law school in the country. All of the teaching is supposed to be out of doors.

I notice the question about Knoxville being an open society. Has there been a problem in terms of new minority faculty coming in finding housing, say in west Knoxville.

Well, we'd like to know your experience. I know your experience is limited.

I've only had 2 experiences. One was my landlord who sort of told us that he didn't hold anything against blacks, but he didn't want to rent to one. A student who came in two days ago and said that if we know of a real estate agent who would if
not take affirmative action would at least abide by the civil rights act and both of those have raised questions in my mind. Obviously I'm very much of a newcomer here. I have three conceptions of it being very closed and I was wondering if -- For example, one of our faculty members is coming here and has a racially mixed family - he's adopted. Are those children going to have trouble here. That's a particular family that's strong enough from what I know. But is this something that we have an obligation to warn prospects about.

Well, I'm not sure what we would say in that particular point. We raised this question because we wanted to know what the reaction were of the people that we talked with.

Well, you can talk with members of

We have not talked with relations council yet.

They're on our list.

I don't think you'll find every realtors ready, willing and able to show houses in every neighborhood.

Yes, I'm sure of that.

I'm wondering if the department head in each case where they had an applicant down who wanted to look at houses - if the department head or some other university official went to the realty agents and said "Now we want this man to be shown, if necessary we'd like to go around with him to
see the houses" - would this act as a means.

instance

The only concrete instance I can give you involves a young man that we working out for reference library.

I know of him. Is he going to accept?

Well, I hope so. But when he was here for his second visit, the girls and Dick Boss didn't leave it to chance. They picked a man whose reputation was

They picked a real estate firm who wasn't interested in making a test case out of the first black qualified he ever had. He wanted to get him house. But the implication was that they knew that this realtor was safe but they didn't know about just any realtor.

Well, I think when we have to pick the realtor, Major Carey in the Army ROTC two or three years ago spent some time on his own shopping. I think he was looking for a house to rent and houses to rent are difficult to come by. He had a number of negative reactions. He rented a home - a very nice home - good neighborhood - and he's been very comfortable there and I think has related to his neighbors quite well. Certainly they're pleased with this. There have been one or two black persons who have bought in West Knoxville but we're not there in any substantial numbers.

I think this is the key. This man from Atlanta - his only negative comment was over the total environment of Knoxville. He hadn't experienced a great deal, but he was especially
concerned with the fact that there was only 12% black population in the whole city.

And they're concentrated in the east and the north.

I've got a question concerning this business about tuition waivers that you had asked initially. Do you feel that the administration - I don't know whether this was a function of UT-Knoxville administration or a function of UT policy system type thing - but do you feel that the administration has aggressively gone by an affirmative action plan whereas the difference between or is there a difference between UT-K in relation to this and the system.

I don't know Mary Rose. I really don't. As far as I took it was the vice-chancellor.'s level. I'm sure it was not possible but it was not completely discouraging.

You know let's try some other way, but that way was foreclosed. I don't know why or whether it was a matter of board action or some accountant sitting over in a corner looking at a rule book.

The question is have you in the same way to be waived

We say that we waived fees for graduate students. We say that we waive the fee but in fact we pay the fee in their behalf.

That's what they do with undergraduate applications. Now there's another possibility, of course, which is we do
not admit charge a fee until we admit the person. Then in order to make the computer compute, he has to then put in the $10.00, but if we don't admit him, the computer never computes. We handle it that way, but I don't like the below board.

sort of Is some of this in relation to the strange and wonderful position of law school in relation to all the rest of the university. Law school is not like a college, it's not like the College of Engineering, the College of Home Economics, it's not a college - it's not a part of the graduate school in the same way - isn't it strange. Whether some of what you're talking about is because it's outside this little fence here in relation to some of this fee business.

Your suggesting that we just haven't pushed the right button.

I don't know what I'm suggesting, but that this helps to explain some of the difference - the total administrative difference of the Law School.

The Law School handles its own admissions and the admissions fee theoretically covers the cost of processing. The money goes somewhere else. The money comes from somewhere else to support the staff time that performs that function in the Law & College.

I'd hate to have to get on a

If we have to pay our salaries out of our fees for example.
Although the money doesn't come to the College for its own use, that money goes to someone else — that in fact it comes back to the College to the general fund from which support comes to the College.

problem
One particular example — this is a personal impression — not institutionally linked. I honestly question commitment. This is a personal reservation. I feel that there's been some nice rhetoric but there has not been much converted to for special programs action in terms of money and I think that maybe Tennessee is not ready for it. Let's get us to stop discriminating against before we start discriminating in favor, if that's the type of argument you're going to get.

I detected at Board level, very informally, at least in membership of the Academic Affairs Committee which heard the presentation from our proposed policy including the part, special part, on minorities. Considerable sentiment there for affirmative action plan for professional students. Trustees walking out, coming up and saying that no we can't but do this or that. You know a genuine personal expression of concern and a similar frustration on their part that the legalisms somehow had I'm not saying that that was the majority, but there was enough there to be encouraged.

We on the Task Force, of course, are hopeful that our report, our recommendations, are going to help the progress on the
these
dimension of some of \textit{max} problems. Now we can hear it \textit{fm} from
the Law College, we can hear it from the black students -
I think the administration has heard what the black students
have said and that's one of the concerns the black students
have expressed. Everybody listens to us, but nobody does
anything, so we hope that the Task Force report is going to
focus attention on those obstacles that have prevented us
at the operating levels from doing those things that we \textit{fm}m
feel are necessary to be done to improve opportunities
in quality of campus \textit{m} life for blacks. Maybe we can be
supported \textit{m} of your interests in adding a little substance
in terms of background, in terms of what the generals are
saying about admissions policy, what other institutions are
doing, in support \textit{m} of law students. I was interested in
having whatever background you have with regard to other
schools.

This is part of my concern about the rhetoric as opposed to
action. I definitely know that there are students in the
Law School that are concerned about it. I have been con-
cerned, in terms of my role - in terms of going out and
raising \textit{maxmaxim} expectations and nothing being produced
because I'm very conscious\textit{m} of the role as well intended.
My law school background was one that charge was directed
to, \textit{max} many times, the Legal Services and working in that
area. That was why when I \textit{m} indicated my frustration and my
questions as to whether we should go recruiting until we have
something to offer. That's what I'm concerned about. On the
other hand, I don't think we can stop to the extent that all
this produces five minority students in the Law School at this point. We've got to pursue that number.

We might not have had that.

Right, exactly.

Your entering class will be 200.

Combining summer and fall quarters.

Right now, we **have** 223 people who have indicated that they are going to enroll.

About 20% of the applicants. 223 out of 1100.

As far as enrollment, we have admitted substantially more than that.
LIBERAL ARTS COLLEGE INTERVIEW WITH TASK FORCE ON BLACKS, May 21, 3:00 P.M.

THOSE PRESENT: Dean Alvin Nielsen, Assoc. Dean Ralph Norman, Asst. Dean Lorraine Burghardt, Asst. Dean Charles Jackson; Barbara Reid, Jerry Phillips, Arthur Ford, Hardy Liston, Jr., Task Force Members.

Have any special problems surfaced in advising Black students? If so, how were they handled? What I heard you say is that there have not been problems that you can clearly identify that Black students face in contrast to any other group of students in the College of Liberal Arts. Let's pose the question "how do you feel about the calibre of student that has been coming to the College of Liberal Arts, those you have been personally in contact with and have these students sought and responded to the advisory services that are available"?

My reaction is that I came here after five years in a women's college in middle Georgia, and so as a result, I think the students are pretty good. I really do find them pretty fair students. I find them average students. In my own experience with the students, they have been very receptive to advising. I think all of us here would like to believe this is the case.

Don't you find that you tend to be in conversation with two types of students -- the students who are having some severe academic problems and therefore need and seek out/Advising Center or some officer of the college. And the competent other type of student is the advanced, a usually student, whose needs in another way bring him into contact with the college office or the Advising Center. A great body of students finds its way through here without heavy use of the special services that are available to them because they can't generally read the Catalog and they haven't learned by way of conversation with students as to what they need.

You said there were/advisors on hand at any given time of the day, five days a week, and as far as you know, they are able to meet the needs? The only time
there are difficulties ever is at pre-registration. That means that people have to wait a while, but on other occasions, they very seldom have to wait at all. There are more than two then? Yes. We have everybody that we can get.

University campus

What you have to recognize, I think, is that the way this is set up, the basic student services which are in some way not directly related to academic programs are administered through Student Affairs, rather than the academic colleges, so that the kind of contact that we have, basically, is with students, and has to do rather specifically with academic matters and only secondarily with problems that students may have by way of adjustment, emotional and otherwise. That's not a mandate given to us by the University at large, but it is reflected in the way that all the University offices are arranged. Academic colleges are given the job of relating directly primarily to the student emotional, housing, and other kinds of needs.

The next question has to do with communications. Is there any mechanism in the College of Liberal Arts for special communication with Black students? The college doesn't have any formal program directly specifically to Black students. Indirectly, its effort to communicate information about certain programs that tend to be of more interest to Blacks.....

As a little background to that particular question, roughly what is the population of Black students in the college. Do you have an estimate? I might have brought enrollment statistics. We have them by colleges. I don't know them off-hand. That can mean two different questions -- what percentages we have in the classes, and what percentage are Liberal Arts majors. I suspect that we have a much larger percentage who are in Liberal Arts classes and a smaller percentage who are majors in Liberal Arts, although I may be wrong about that.

In the Advising Center, are there any Blacks on that staff? No there are not. I believed that we discussed this at one time in a staff meeting and at that point,
there just didn't seem to be anybody that we could get loose. We have been able to add some additional women. You have not had Black professionals in your college. Was John Morrow the first? He may well have been.

Do you use any students in the Advising Center? No, we don't. This has come up on a number of occasions from student groups who wanted to know about the possibilities of doing this and I think that Boyd Daniels' attitude is that he would rather not. That he could be reasonable assured of a degree of professionalism with our faculty people that we maybe could not with students, although I think that they are used to some extent in the College of Business. The closest that we have come to that was a discussion a while back relative to two points: I talked at one point to the Liberal Arts representatives to the Academic Council about it and they wanted to know whether we would back them in a formal kind of advising program, and I asked Boyd to come in and we said "yes", and that we would train them to do this if they wanted us to. It would take a couple of days. We also talked to representatives of the graduate students who considered the possibility of putting tutors and advisors into the dorms to be available to students at night and their compensation was to be their rooms, but I have not heard any more about that and as of now, we have no students in an advising function in the Center. Were these graduate students that you were considering using? In the dorms? No, in the Advising Center. We did not consider using any of them. The Student Activity Council wanted to know if they couldn't have them at registration time in kind of a booth that they could feel questions and the ones they couldn't, send to us. Their idea was that a lot of time, students didn't need an awful lot of consultation. All they really needed was a quick question or a drop slip. We have agreed to that. They just haven't come back.

The Black Studies Committee has made use of some Black students in courses in the Black Studies program for the purpose of making it easier for students to address themselves to the questions that arise. More as a resource person in the course than in an advisory capacity.
The next question has to do with student matriculation. Maybe Boyd would have these statistics if they are in the college at all. On the sheets that we gave you, we were interested in students' progression in academic programs here. Average time required to complete a degree in the college by field, the drop-out rate, number graduated, failure rate, probation rate. Do you know if there are such statistics anywhere in the college? Again, these are things that the Admissions and Records Office keeps. We have asked this from Admissions and Records and they have Institutional Research working on it. Some colleges keep this kind of information and I thought if it were available here, I could just pick it up here rather than depend on Institutional Research. Their data is not always as accurate as it might be in the college. The only thing that we do know, and this became sort of essential to our curriculum was that it was something like 28% of the students coming through Liberal Arts actually got out in four years. We are trying to cope with this by reducing the student load. By four years, you mean 12 academic quarters? Right. You would have no feel for any of these other areas? I am sorry. We fully realized that the information might not be available to the college.

What does the College of Liberal Arts do in recruitment. Do you make any efforts to recruit students. Do you make any efforts to recruit Black students? In-state? Out-of-state? Because of the fact that we are not a professional school, we have not been in this business of recruitment. We haven't a recruitment program for anybody, only for honor students or a special kind of students. Do you make specific efforts to recruit graduate students? Yes, as a part of the Graduate School general University program. But not by department? The History Department would not visit other colleges to attract graduate students? No, none of the departments have made that effort, particularly so in the past year or two. Most of the programs do provide brochures of one kind of another on the nature of their staff and the nature of the programs that are available, and they would, of course, provide information to anyone that would be interested.
Has the college or the University ever endorsed an Affirmative Action policy? I have heard that term used quite a bit and I fail to see how it is being implemented. In what way? In recruitment of students and faculty. The campus has adopted an Affirmative Action plan. There is an Affirmative Action Committee. The coordinator for this is in the Personnel Office. His name is Joe Robustelli. That plan deals primarily with faculty and other employees. What is the charge to that committee? No charge, other than what is written down in the Affirmative Action Plan. What is the essence of the plan? The plan is to avoid in all ways possible discriminatory activity relative to sex, minorities, and to make a positive effort at all levels to recruit minorities and women -- again, primarily employees as opposed to students. In the matter of student recruitment, I don't think there is a central University office directly concerned with having that. No doubt, the pamphlets that you have probably seen had to do with the life of the Black on the campus came from offices like that of Ralph Boston. Here again, the pattern of University life is that that kind of thing gets handled by a central campus office, rather than through the academic colleges. If we're speaking in terms of students, but if we are speaking in terms of faculty and other personnel, the individual colleges would be more active. Yes, every college has to do live up to the Affirmative Action Plan and this is one of the roles of the Affirmative Action Committee that really reports to Dr. E E Ebersole. Every academic department, for instance, has records on the number of minority faculty .........., kinds of institutions contacted before filling the positions, offers made, what kinds of people, what levels, over the past several years. Records are kept on that score. Any allegation that a college or department is not living up to this would go to Mr. Robustelli and through the Affirmative Action Committee, an investigating team would be asked to support looking into Mr. Robustelli by going out and investigating this particular case and delivering some judgment on it.
In the fall of this year, there were eleven full-time Black faculty on this campus and seventeen part-time Black faculty. Of that seventeen, there were a number of graduate teaching assistants. They were student part-time academic types. This comes from a Faculty Activity Analysis that we did last fall. How many of those full-time faculty were in Liberal Arts? I guess there were two in Liberal Arts. What does the picture look like for the fall of 1973? Do we have any new Blacks hired that we know we are going to have? I thought there was something tantamount until it could be demonstrated that we had made an effort to hire minorities. In the psychology department, they have hired two or possibly three new people.

The moratorium, Art, was that we would not fill new positions except with blacks or women until we saw that there was evidence that a proper search had been made. Now women have made larger gains than have blacks. This is my own feeling.

How many of the applicants were black. I can't think of very many. It's just not that we turn down black applicants.

We can't go to department to department here, but many departments do that. We talked with one rather extensively - Bill Jones. He turned us down.

How many blacks have been invited to be interviewed by the English department? One. As far as I know, I can only think of one. Well, that's what we're saying - that in this discipline, the field of candidates is substantially large.

Our English department recruited anyone specifically in the time that our applications have come in.
We have records here - we did a report in December - the end of the year report. And we'll do another one the first of July.

We put together a report. We presented the names of people who had been active candidates for positions in every department, with all of the specifications concerning them.

We have candidates department by department. That's available in the central university office.

Hardy was asking what gains we had made for next fall in black faculty here, and I said that we had made several places, there have been offers made, but we have not been successful as far as I know. Is this correct? There some in Religion and Philosophy. There are some in English, too. Because the number of new positions allowed are small. I take it with reference to this moratorium that in all cases where hiring was done, the department were satisfied with the efforts.

What did that amount to? The question was that those who did hire a black or female satisfied.

They made their position availability known, places where you who would have ample opportunity to make their would find those people applications known.

In some cases, it was rather active. In the case of Dr. Jones, it was very active. Chemistry was active. There were at least two people I know of who we had correspondence with them and then both cases,

What level were these positions? Assistant Professors
I can't say that I've seen too many women, but I have seen a few blacks, but I've received many more whites in all areas. Before anyone was permitted to bring someone in for an interview, I suppose

I have to admit that I've not done it that way. I've done it on the basis of making it clear to departments that we are functioning

they to make every effort to advertise a position that is available and bring here for proper interview people, whose qualifications are of such that we would consider.

We want to look at the total number of people offers were made this year.

What's the period of time that the Affirmative Action Policy has been operating here?

There are a good many departments that in the college. Actually, there are some thirty that we will be hiring. So to have 12 new positions, it figures out to, roughly speaking, to between 1/3 and 1/2 of the persons we would normally be hiring. Some of these you can discount almost immediately.
There are several other areas where they have been demonstrating that they are revenue producing and so if they are revenue producing and they don't complete credit hours, then they don't get any people either.

I think you have the academic area where the group gets credit hours. In those areas

In other words, there aren't very many people being hired, and there will probably be some people for the next year.

Well, I don't know what to say other than what I've said. I'd be repeating myself. I think a reasonable effort has been made to alert the needs to seek people in minority groups and short of taking over in this office and hiring everybody in the college, that is to say searching for people, I have to defend the 27 department heads assuming that they are following the procedures seeking people by advertising that so far they are bringing people here.

I think all of this leads to another question we want to pose, and that is, what specifically does affirmative action mean to you?

Well, I'll tell you what I think it means to me. I think it means that we made a deliberate effort to find people qualified to hold down a post in the University. I think it means that a person ought to be capable of doing every thing for a department or an area in which he is hired in
the University in some form. We don't have anybody who doesn't have a Ph.D. in the College of Liberal Arts with the exception of a couple of areas - areas in which I would make exceptions are in Art, where generally speaking the terminal degree is the Master of Fine Arts or some equivalent, and music where frequently the equivalent degree is the Master of Music. In the college of Liberal Arts, we have twenty-seven academic departments. All but three are Ph.D. programs. The ones that don't are Art, Music, and Religious Studies and Anthropology. So it seems to me in order to satisfy the demands of the departments whether that's good or bad is not the question, but who should be serving in their department ought to be more level, and over the 6,000 level who are capable also of earning Ph.D. degrees, and that is one of the reasons that we have not to people in the college, because it was transmitted in the departments in question and the person could not or did not those for one reason or another carry on responsibilities, As a consequence, I think at this point the college is probably 65% of the faculty, at this point, which is considered 8 years ago in this office.

So, in other words, I think affirmative action, as far as I'm concerned, it's nothing in the world to do with
And, I think on which we ought to try to keep people.

Would you add anything to that?

Well, I suppose you could make a distinction between affirmative non-action on the, you might call it, policy of discrimination and I suppose the difference between affirmative action, as I understand it, there is a subconscious effort to make the availability of positions known to members of the minorities and to other people who have suffered from discrimination in the past, so at least to make it possible for the college to bring entrance of total representation almost to something more nearly approaching some representation of society at large. The difficulties that you have in trying to accomplish that are the ones that often but I think it does mean more than waiting to see who or why. I think it has benefited as most of our department heads care to make sure that available positions are known. People at all kinds of schools and particularly is known by members somewhat of minorities. It means more aggressive than universities have been in the past.

I think that it means that we've got to be willing to take a rather sophisticated look at the conditions under which they operate - that we've got to be very careful about things like well, for example or things of this sort - from becoming
I guess maybe, particularly, non-academic people. Maybe at first glance in the past, we would have shrugged off that it doesn't mean anything. I think now we've got to sort of look anew of this with hopefully a very sophistication about things like symbols than we have done in the past.

A short time back, I, along with another faculty member who was involved, in this sex discrimination case on campus, I don't believe that this woman was really discriminated against. I do believe that certain things went on which she understood, which in a sense really were. They had to do with small things like not having the title of other members of the staff had when no one else was around. This woman didn't. It had to do with things like having to utilize someone else's secretary. She had secretarial support, but it was not her secretary. I think these are things that we are having to look at fresh. I think 5 years ago this kind of thing would be shrugged off — well that's meaningless. But it does seem kind of to develop a sophistication about what's troubling people and what is troublesome.

You were speaking of some offers that have been made to blacks and they have not been accepted. You mentioned a man in English, Alvin, a man who was offered a two term appointment.

What were some of the reasons, and not only with regard to offers you made this year but in other years — what are some of the reasons that prospective black faculty have given for not accepting employment here? We had one question that relates
to what kinds of problems has potential black faculty encountered, including their spouses and their families.

What do you see as problems in communities that might to some degree have an influence on the ability of the University to attract blacks?

Well, I can only say I think that who came here with his wife. took them about may well and I think they have gotten the brush-off from these places, but I think was persistent and he was able to show them the real estate people who had shown them places which were acceptable or would have been acceptable to anybody, and I can't say specifically, but I think think that they are all settled. But I would suppose that that might be one of the most difficult. I happen to know that there are number of members of the faculty who go out of their way to be helpful in regard to white faculty who live in a section of town in which anyone can live.

I know that this is true. But I suppose that is probably that we might one of the most difficulties have here.

Do you think housing is a real problem in this town?

I think housing is perhaps the most fundamental. I certainly do not know of any personal relationships in the University between members of the faculty or at least in ours - I guess that's the one I know best. I simply don't know anyone who doesn't include among their social friends or relations both blacks and women. I doubt seriously that that would be a
problem of well - you know, I don't want to say categorically that it doesn't exist - but I just don't believe that it exists to the degree which would make it difficult for a black person to find friends any more than it would be for me to find friends. You know, everybody doesn't like me either. When I get through with the budget business, there are 27 who aren't going to like me.

There's the way it is and there's the way people perceive. I think that we suffer - not only blacks - but also a lot of other people, whose experiences have been in some other part of the country and whose initial reluctance to people in Tennessee and this part of the country, that's what I say about the significant portion of their lives. Frequently, we've won most of the battle if we can get

There are an awful lot of people who simply just out of hand dismiss an inquiry from here on the basis of where it is.

I remember, and it wasn't terribly long ago, I was still department head in physics and I had to go up physical society meeting - we were looking for faculty strongly - and I set up a little station and physical society published a booklet each year to people who wanted to change jobs and people who wanted jobs, etc. and so I bought one of those books every year. I would sit there and thumb through these pages - I'd start at the top - I'd come down to the bottom of the page and it would say geographical region you prefer and it would say anywhere but the south. Well, I finally got wise and I didn't
start at the top and read down in my book, I started at
the bottom and read up, because it saved me a great deal
of time if it said anywhere but Tennessee or anywhere but
the southeast etc. There wasn't any point in my trying
to interview these people.

I do think it is a problem.

So
Housing is one of the things that the prospective faculty
that was interviewed stated as to why they do not accept
a position.

I can't speak for that. No one I suppose could. I know
this has been a major concern.

I was wondering about the man in English or any others.
There have been a large number of offers made by the College
of Liberal Arts to Black faculty, and I wondered if you
could give us some on this.

after getting past
It's been my impression is that initial contact, a person
more frequently declines.

We came to Liberal Arts first because we could slay the
have
dragon, then we knew we had this Task Force, but I'm not
sure we've been able to do it.

What about salary, tenure and promotion? Do these come up?

I think we've made very competitive offers.

Another problem is that you have to find frequently an appoint-
ment for a faculty member but for his spouse also.
Is this something that is kind of a tradition of yours?

This is something that we've been facing for the past several years. With more and more people, and two people in the family who are both academic professionals - somebody in Sociology is just dying to hire, and she's married to somebody who's in the field of Industrial Management; although he's a good candidate, he's not high on their list. How do you juggle these things?

I know of one case in which Dean Odland was interested in a Black woman - very able - and wanted to offer a position in an administrative post - her husband was a Chemist, Ph.D., Chairman of the Department. Dean Odland wants her, but the Chemistry department doesn't need him. He's Ph.D., active in research; but it was either a matter of their being heavily loaded and the type chemist he is or they didn't weigh his work - well, I don't know who they hired, but this is a man who held professorial rank and certainly he would want to come into the University with a professorial rank. I doubt that they would fill the position at that level in the last few years. Dean Odland, since she learned shortly after I came here three years ago that I knew this couple, she has leaned on me ever since then - when have you heard from them, tell me how to get them here. She wrote to Allen Weinberg in behalf of this man offering him a good chemist, but Allen's staff was being cut back. He couldn't use another Chemist - he had them already everywhere.
We had one case where a woman was eager to accept an appointment only on the condition where her husband not be offered a job.

If in the situation of this Home Ec and Chemist, did a position vacancy exist in Chemistry department for which his qualifications would fill? This is where I look at affirmative action.

I'm not sure that a position existed at that time, but as I said before, I think if a position had existed, this man was over qualified for it.

One of the problems you get into is the University people are such specialized people, particularly this kind of University, you can say that there is a vacancy in such and such department, but if the vacancy is for a guy who teaches trombone in the Music department and the guy who plays the cello is just not the one you want.

It's a whole matter of priorities. In trying to persuade departments and faculties, they or some other departments should signify what they want. They really have a larger obligation to the institution now.

The other question I want to raise concerns that might have been identified by black students or black employees. It take it you have some non-faculty staff. Have there been any concerns expressed and what actions have been taken about these concerns? Have there been any personnel problems, relations problems involving Black non-faculty employees and/or students?
We have one person who is Black who is working for a college office. I don't myself just see in the regular faces the staff of the departmental offices.

But you don't know of any particular concerns or problems arisen? Do you feel that other members of the staff that we need to talk with or people with the organization of the college that we need to talk with? What about department heads. I don't know how other members of the Task Force feel, but I would like to *** hear from other department heads more specifically what they have attempted to do in the way of identifying black faculty, inviting them to assessment the universities, their *** of the problems that they have encountered, and the reasons that we haven't been more productive in this area.

I think that would be very critical. I would suggest that you do it two different kinds of people - one would be those fields that are very conspicuous

Does this middle-man operation have any kind of placement, and if so,

The departments, of course, are usually involved in people going on to other schools. In terms of placement in *** industry or placement in academic positions what is done is done through the departments in the college office, which is primarily *** graduate students.

I have an observation and may be erroneous that I still gather
that department heads when they make recommendations of people for positions, the support that they give of complying with affirmative actions is verbal. They don't have to commit any supporting documentation of efforts exhausted. They just say yes I did this, I tried to find somebody, and this is what I came up with. I'm getting that this a verbal expression rather than any type of supporting data.

They keep records on all contacts that are made. We do work, as you say, on a very verbal basis, not only on this matter, but on almost everything else that is done.

This is a weak link, really, to some of the problems we are concerned with.

of certain procedures that might be detrimental to what we are all about.

I think you may be right. When the Affirmative Action Committee met for the first time, I read the report and went to the meeting, I brought this up. It seemed to me that with non-academic people, a lot more was required. It was not so true of faculty members. It does seem to me that really more recently

Again, it's not a matter of specialization. It's how you do it. of a vacancy specialize enough, you are not going to find more than two people of any race, sex, or creed who'll work there. How do you handle that with respect with to these other the University has got to have. I don't have the answer to it.
How do you evaluate that? Is it a kind of persistent indifference? Well in some cases, that's true.

Another problem is have you made serious efforts to contact Blacks?

The attitude is almost the same as some department who have one black that feel all right we've done our part, and when a department that traditionally hires males and they hire a woman, then they feel they have done it. We didn't go the black way, we hired a female.

We were talking a little earlier about reality and one's perception of his own needs. I think getting Blacks isn't just going to benefit Black students, but I think it will benefit white students as well. The only contact white students have had with Blacks has been in some kind of meanial kind of relationship - a babysitter, a gardner, etc.

I think there needs to be more blacks in the system to give them a better sense of what it's all about.

Many of our students come highly sheltered, and they are being trained to return to a sheltered existence.

Another controversy is where the person paying his tuition isn't entitled to a bachelor's or master's degree. This used to come up in our department, partly because we bit off too much. I think the University's introductory course is taught by the best guys in the department.
There's one office on this campus where a young black was head of the hired, and the office said now look, I've called all my boys "boys" and if it's going to bother you, I'd advise you not to take this job.
1. Advising (academic):
   a. No. students advised per advisor
   b. Advising process in colleges and/or department
   c. Special advising programs
   d. Extent to which students (graduate or undergraduate) are employed in advising
   e. Tutorials?
   f. How do we advise of the relationships between academic programs and careers? accreditation?

2. Matriculation:
   a. Progression in academic programs
      (1) Time to complete degree/by field
      (2) Drop-out rate/by field
      (3) No. graduated - past 5 years
      (4) Failure rate/by field (University-wide
          Blacks
      (5) Probation rate/by field (University-wide
          Blacks

3. What efforts are made to recruit Blacks for undergraduate study, graduate study, athletics, part-time (Evening School) study and continuing education?

4. What are the criteria for awarding scholarships, fellowships, assistantships, loans and work opportunities?

5. How is financial aid information transmitted to students or potential students and faculty?

6. What are the criteria for admission to colleges and/or degree programs? What problems do Black students encounter in meeting these criteria?

7. Standards for admission/uniform vs variable policies (Graduate
       Undergraduate

8. Standards for progression/uniform vs variable policies (Graduate
       Undergraduate

9. Enrollment limitations in some programs

10. Criteria employed in GA/GTA selection and appointments - grants - non-service fellowships
11. Need for compensatory program(s)

12. Communication with persons responsible for faculty, administrative, and non-academic personnel

a. Ascertaint whether or not affirmative action is established as a standing policy. To what extent is Knoxville an "open society" to receive minority employees of UTK, e.g., in residential areas, in community, civic and social activities and organizations?

b. What efforts have been made to invite and attract Black faculty to the college/department? What problems have been encountered? How many have been offered employment/have not been offered employment?
THE UNIVERSITY OF TENNESSEE, KNOXVILLE

COLLEGE OF HOME ECONOMICS

College Responses to April 1973 Inquiry - Task Force on Blacks

1. Academic Advising:

A. Number of students per adviser:
This varies according to the number of faculty and the number of majors in each department. The range during Winter 1973 was 4 to 69 advisees per adviser. \( \text{Avg} = 17 \text{ UG} \)

B. Advising process in College/department:
Primary responsibility for advisement of majors rests with departmental faculty. The Dean and members of the administrative staff are available to assist students with special advisement needs.

C. Special advisement programs:
The College has no special advisement programs. All new students, both freshmen and transfers enroll in Orientation 1010 in order to learn of the philosophy and scope of Home Economics and career opportunities within the profession. Special career advisement is provided through this course and through orientation sessions conducted for new students during each registration period and through the University-wide Summer Orientation program. At the end of Winter Quarter 1973, a special advisement effort was made for minority students with academic deficiencies. Each black student with a cumulative GPA below 2.0 was contacted by his/her adviser in order to identify problem areas and recommend courses of action to better enable each student to achieve his/her academic goal.

D. Extent to which students are employed in advising:
All student advisement is done by faculty. Because of the large number of undergraduate majors, the Department of Textiles and Clothing, however, does assign one graduate teaching assistant to the advisement of new freshman majors.

E. Tutorials:
A compensatory freshman level course in Textiles and Clothing (1149) is offered without credit for students with inadequate clothing construction background. A number of lower division courses, particularly in Textiles and Clothing and in Food Science and Food Systems Administration provide audio-tutorial facilities to assist students in the learning process. Although the College has no formal program for person-to-person tutoring, past efforts have involved coordination of special student tutorial programs for the freshman chemistry series.
F. How do we advise of the relationships between academic programs and careers?
   See 1 C. - above

Accreditation?
During both the Southern Association of Colleges and Schools and American Home Economics Association accreditation reviews of the College of Home Economics, students were actively involved in the review process with opportunities provided for open hearings between students and the accreditation reviews regarding matters of profession and academic concern. Additionally, students have continuing input into the development, evaluation and revision of academic programs of the College through open and voluntary membership on all College councils. Councils having over-all responsibility for College academic programs include the Dean's Student Advisory Council, the Undergraduate Council and the Graduate and Research Council.

2. Matriculation:
A. Progression in academic programs:

   (1). Time to complete degree by field:
   All undergraduate programs are designed for completion within four years of three quarters each. Master's degree programs are designed for completion within one year; some two-year assistantships necessitate two years for program completion. Doctoral programs are designed for completion within a 3 year period.

   (2). Drop-out rate by field:

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<tr>
<th>Black Student Enrollment</th>
<th>1970-71</th>
<th>1971-72</th>
<th>F '72, W '73</th>
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<tr>
<td>Undergraduate</td>
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<td>29</td>
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<tr>
<td>Graduate</td>
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<td>4</td>
<td>6</td>
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<td>Total</td>
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<tr>
<th>Black Student Drops</th>
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<tr>
<td>Undergraduate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Child Development and Family</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
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<td>0</td>
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<tr>
<td>Textiles and Clothing</td>
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</tr>
<tr>
<td>Home Economics Education</td>
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<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Food Science and Food Systems</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
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<td>1</td>
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<td>Related Art, Crafts and</td>
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<tr>
<td>Interior Design</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Undecided</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total (Excludes changes to other colleges)</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Graduate (None)
THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF HOME ECONOMICS
College Responses to April 1973 Inquiry - Task Force on Blacks
Page 3

(3). Number Graduated - past 5 years:

<table>
<thead>
<tr>
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(4). Failure rate/by field (Drops due to low GPA)

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<td>Home Economics Education</td>
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<td>0</td>
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<tr>
<td>Textiles and Clothing</td>
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<tr>
<td>Undecided</td>
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<tr>
<td>Total</td>
<td>3</td>
<td>4</td>
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(5). Probation rate/by field - Winter Quarter 1973

<p>| | | | |</p>
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</thead>
<tbody>
<tr>
<td>Child Development and Family Relationships</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics Education</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Home Management, Equipment and Family Economics</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Art, Crafts and Interior Design</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textiles and Clothing</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What efforts are made to recruit Blacks for undergraduate study, athletics, part-time (Evening School) study, and continuing education?

Each year during spring break, special efforts are directed to the recruitment of black undergraduate students through a week long visit to predominately black high schools in the Memphis area. The 1973 trip coordinated by Elizabeth Rhodes, Administrative Assistant to the Dean and accompanied by Robert Netherland, Counselor in the Office of Admissions and Sherry Irby, a black College of Home Economics student from the Memphis area involved visits to nine high schools and contact made with approximately 300 students.

Other recruitment efforts focusing on blacks include College participation in the annual Careers Festival sponsored by the Knoxville Urban League. The 1972 program, coordinated by Elizabeth Rhodes resulted in contact with approximately 200 individuals.
Open invitations for College visits by secondary and junior high school teachers and students, most recently resulted in a visit to the College by approximately 45 predominately black students and two black teachers from Beardsley Junior High School in Knoxville. The visit included a special career advisement program by Assistant Dean Virginia Anagnost and a tour of the College’s facilities.

Recruitment at the graduate level is focused on strong working relationships between College of Home Economics faculty and administrators and those of predominately black colleges and universities in Tennessee and the southeast. Most recently these have included visits by College of Home Economics faculty to Meharry Medical College, Tuskegee Institute, North Carolina A & T State University, Emory University and Howard University. In Tennessee, cooperative efforts between Tennessee State University, particularly through the Tennessee Home Economics Administrators Association whose organization was spearheaded by Dean Lura Odland in 1964-65, and faculty contacts with Morristown College and Knoxville College serve as sources of graduate student referral.

During 1973, use was made of the Minority Graduate Student Locator Service of The National Education Testing Service in identifying black potential graduate students. Personal letters from the Dean and materials on graduate programs of the College were sent to all students indicating interest in Home Economics graduate study.

In recruiting students for graduate study, invitations to the College of Home Economics annual Graduate Day are sent to all Home Economics students in the southeastern region identified by their colleges or universities as eligible for graduate work. These include all predominately black schools in the region. Additionally, letters and flyers were sent to all Administrators of Home Economics College programs in the nation, including those of predominately black institutions. These letters provided information concerning doctoral programs of the College, including the new interdisciplinary Doctor of Philosophy degree program, and solicited referral of potential doctoral students.

Additionally, it is worth noting that the College was the first University of Tennessee Unit to offer a black studies course, Afro-American Families, which also served to identify and attract black potential students to the College. Identification and recruitment of black potential graduate students have resulted from enrollment of some black students in graduate level courses offered off-campus in Nashville and Memphis.
4. What are the criteria for awarding scholarships, fellowships, assistantships, loans and work opportunities?

Scholarships, loans and work study opportunities, particularly at the Undergraduate level are awarded and/or made available largely through the University Financial Aids Office according to University criteria or those stipulated by the scholarship sponsor. Graduate assistantships are awarded departmentally on the basis of scholastic achievement, professional achievement and future goals of the applicant.

5. How is financial aid information transmitted to students or potential students and faculty?

Financial aid materials are sent in response to all student inquiries for undergraduate or graduate admission. These are also included in all recruitment packets used in various recruitment efforts of the College. Departmentally developed flyers describing graduate assistantship and fellowship opportunities for majors are distributed to all prospective graduate students.

6. What are the criteria for admission to Colleges and/or degree programs? What problems do black students encounter in meeting these criteria?

For undergraduates, the College has no admission restrictions beyond those of the University. Admission at the graduate level is dependent upon criteria of the Graduate School. Admission into the Interdisciplinary Option of the Doctoral Degree in Home Economics Program is subject to departmental and the Interdisciplinary Ph.D. Admissions Committee approval, based on scholastic standing, academic and professional background and future professional goals.

The College has no data concerning denial of admission based on race.

7. Standards for Admission/uniform vs. variable policies. Graduate/Undergraduate

University policies are followed in determining student admission at both the graduate and undergraduate levels. For undergraduates, students not meeting University criteria may be admitted conditionally during summer, winter or spring quarters. Children of alumni who reside out-of-state may be admitted on the basis of standards effective for in-state students. Students interested in graduate study who do not meet Graduate School admission requirements, may demonstrate capabilities by enrolling as post-baccalaureate students. This status permits a student to register for 12-15 hours of upper-division undergraduate courses which if completed with grades of B or better will enable the student to register for graduate study.
At the undergraduate level and under special circumstances, the Dean of the College may recommend the Director of Admission's consideration of the admittance of a provisional student.

At the graduate level, exceptions to Graduate School criteria must be approved by the Graduate Council.

8. Standards for Progression/uniform vs. variable policies

Graduate/Undergraduate

University criteria determine academic progression at both the graduate and undergraduate levels. Policies are uniform for all students.

9. Enrollment limitations in some programs

There are no enrollment limitations in any College programs, although applicants for doctoral study undergo careful screening to insure potential for completion of doctoral study programs and that academic interests of applicants can be fulfilled with current resources of the College.

10. Criteria employed in GA/GTA selection and appointments

Grants/Non-Service Fellowships

Graduate assistantships, teaching and research assistantships are awarded upon departmental recommendation on the basis of scholastic standing, academic and professional background and future professional goals of applicants. Non-Service fellowships are awarded and administered by the Graduate School.

11. Need for compensatory program(s)

An assessment of such general education lower division courses as Chemistry, Zoology and Economics which are taken by large numbers of students across College-lines to determine failure/low grade rates may serve as a basis for definitively identifying need for compensatory programs. Audio-tutorial laboratories as successfully used in the freshman biology series, and in other lower division courses can effectively be used to assist large numbers of students in the learning process while permitting each student to progress at his/her own learning rate.

Although the need for compensatory programs may currently be greater for blacks than non-blacks, it is strongly recommended that any such programs as may be developed, not be limited by race, but be available on a voluntary and/or instructor referral basis to all students with demonstrated needs.
The development of compensatory programs should be on a campus-wide basis with direct University support.

12. Communication with persons responsible for faculty, administrative and non-academic personnel.

A. Ascertained whether or not affirmative action is established as a standing policy. To what extent is Knoxville an "open society" to receive minority employees of The University of Tennessee, Knoxville; e.g., in residential areas, in community, civic and social activities and organizations?

The University of Tennessee, Knoxville Affirmative Action Officer met with the College of Home Economics Assistant Dean, Department Chairpersons and Administrative Assistant for Personnel on March 6, 1973, to consider the UTK Affirmative Action plan, its goals and commitments. The University's Affirmative Action Plan and problems related to its implementation were discussed. College liaisons also are maintained with other University staff involved with black student and faculty recruitment (Robert Netherland, Marvin Peek, Hardy Liston) and with such contacts outside the University as Knoxville College, Knoxville Citizen's Advisory Council and the Knoxville-Knox County Community Action Committee.

Although Knoxville is generally more cosmopolitan than most Southern cities, de facto segregation does exist as a result of long-established racial demarkation of residential areas. The University community, however, is very much an "open society".

B. What efforts have been made to invite and attract Black faculty to the College/department? What problems have been encountered? How many have been offered employment/have not been offered employment?

The problem of recruiting faculty in Home Economics areas is critical due to the low productivity of doctoral candidates in relation to the demand of positions available, nationally. In 1971, for example a total of 128 doctoral degrees in Home Economics were granted nationally to meet a demand of 508 budgeted college and university positions. Because of the scarcity of personnel, the College does not have a special program focusing solely on the recruitment of black faculty. Academic and professional qualifications, rather than race, are the principal bases for assessing potential of prospective faculty. However, special efforts have been made to identify potential black faculty for positions available within the College of Home Economics. These have included the following:
1970
Dr. Grayca Goertz, Chairperson of the Department of Food Science and Food Systems Administration initiated contact with Dr. Norge W. Jerome of The University of Kansas Medical Center, a black prospective faculty member. Continued efforts through 1971 to interest Dr. Jerome in a position available in the department were terminated at Dr. Jerome's request.

Dr. Arthur Gravatt, Chairperson of the Department of Child Development and Family Relationships visited Howard University during November 1970 for the purpose of discussing our programs with Dr. Flemmi Kittrell, Chairman of the Department of Home Economics at Howard University and other members of her staff. His purpose was to recruit graduates of Howard University to our staff and investigate the placement of our graduates in positions concerning black family and community affairs. Because the campus was closed during the time of Dr. Gravatt's visit, due to Black Panther disturbances, the effectiveness of the visit was curtailed. However, through subsequent contact with Dr. Kittrell the recommendation of Dr. Ruth Jefferson, a prospective faculty member was received.

In addition, Dr. Gravatt wrote to every college affiliated with The United Negro College Fund and every predominately black State school in the southeast in order to gather data concerning programs and staff, the recruitment of staff and the placement of our graduates.

Beginning January 1, 1970, nine predominately black participants of the Knoxville-Knox County Community Action Committee New Careers Training Program, upon completion of their program, undertook on-the-job training in the Infant Laboratory and Golf Range Day Care Center of the College. Three of these trainees served as teacher aides on the College staff of the Nursery School and Day Care Center.

1971
Dr. Lura Odland, Dean, initiated contact with Dr. Cecile Edwards, a prospective faculty member for the position of Associate Dean for Graduate Programs and Research. Because consideration of an appointment by Dr. Edwards was contingent on an appropriate employment opportunity for her husband, Dr. Gerald Edwards, inquiries concerning such opportunities were made by the Dean of the College of Home Economics with Dr. David A. Shirley, Chairman of the Chemistry Department, The University of Tennessee, Knoxville; with Dr. Alvin Weinberg, Director of the Nuclear Division of the Oak Ridge National Laboratories and Mr. Hardy Liston, Assistant Vice Chancellor for Academic Affairs, The University of Tennessee, Knoxville, and then interim President of Knoxville College. These contacts failed to identify an appropriate position for Dr. Gerald Edwards. Contact was continued with
Dr. Cecile Edwards through February 1973. The position was filled by a non-black in April 1973, who was the only individual to apply for the position in response to its listing with the job exchange service of the American Home Economics Association.

Dr. Anna Jean Treece, Chairperson, Department of Textiles and Clothing, initiated contact with Dr. Emogene Ford of the Department of Home Economics at The University of North Carolina at Durham regarding a position for her and her sister, Dr. Carmen Morrow, of Gambling College in Louisiana. Insufficient strength of publications and research to support graduate programs and research needs of the College precluded offer of appointments.

1972

A total of 84 letters were sent by Dr. Arthur Gravatt, Chairperson, Department of Child Development and Family Relationships, soliciting help in the recruitment of faculty and staff. Of these, 33 letters were written to women professors in positions and/or departments likely to have contact with potential women candidates, 21 letters to universities likely to have black or other minority doctoral students and nine letters were sent to predominantly black universities, black professors in other universities and professors known to have at least one black doctoral student. One black woman was asked to apply for one of the two positions available in the Department; however, a position in a predominately black institution was accepted by the candidate.

Referral by Marvin Peek, Coordinator for Black Students, The University of Tennessee, Knoxville, initiated contact between Nellie Kanno and Dr. Grayce Goertz, Chairperson of the Department of Food Science and Food Systems Administration. Ms. Kanno visited the campus on September 25, 1972, for interviews. Ms. Kanno subsequently requested withdrawal of her application due to difficulty in accepting responsibilities for black student recruitment and special advisement and black faculty recruitment as part of her role in the College.

Listing of available positions with job exchange services of such professional organizations as American Home Economics Association and The National Council of Administrators of Home Economics were unproductive in identifying potential black faculty.

1973

The Directory of Minority College Graduates 1971-72 compiled by the United States Department of Labor Manpower Administration, Office of Equal Employment Opportunity was used to identify black prospective faculty for positions available in the College. Contacts made by Associate Dean Margaret Perry indicated that those listed were no longer available in the job market.

VSA: jv
5/21/73
TO: Hardy Liston, Chairman, Task Force on Blacks
FROM: Mary Rose Gram
DATE: August 6, 1973
RE: Interview with Tennessee School of Social Work, Knoxville Branch, July 12, 1973

Dr. Edward J. Pawlak was interviewed by Roy Knight and Mary Rose Gram.

I. Faculty - three members of the University of Tennessee, Knoxville Branch of the School of Social Work are black. The social structure of East Tennessee and the quality of the social life for black faculty is such that there has been difficulty in recruiting. For this reason, the School of Social Work would see the need for paying premium salaries to get black faculty to come to this area. The School of Social Work is unique in that there are branches in Memphis, Nashville and Knoxville. Given a choice, the black student or faculty would probably choose either Memphis or Nashville where there was a larger black population for interaction. Of the members in the National organization in social work that have a Ph.D., there are about 500. However, of these only about 35 are in the Southeast.

II. Students - in 1972-73 there were approximately 100 students in Knoxville, both full time and parttime. Of these, about 20 are black or about 20%. The forecast for 1973-74 is that out of about 100 students there will only be 10 black. This is partially the result of a cut back in stipends and federal support for graduate students. Inasmuch as social work is a two year program, it means that especially for students with dependents, financial support is very critical. At a minimum of $2,500.00 yearly stipend for a student, this would mean $5,000.00 would be needed for stipends for two years.

A comparison of the professional and social opportunities would be indicated by the fact that there are approximately 150 social workers in Memphis (both black and white) whereas in the Knoxville area there are about 50 to 70 social workers. Of this number about 5 are blacks with their Master of Science in Social Work. Therefore, it is very important to try to get more of the local black community to come to school to obtain their masters degree in social work. This is important not only for the black community, but to try to build the local professional organization.

If we consider the level of intervention at which social work operates, considering first - clinical, second - administrative, third - communal, and fourth - policy levels, most of the black students are going into the clinical level of intervention. Few have chosen the administrative, communal or policy levels. It is hoped that in the future more will consider these other avenues.

It is recognized that students will organize when a larger group are together and can identify with black faculty. A curriculum conference was held this year sponsored by the black students.
III. Needs - needs which Dr. Pawlak sees are first - for stipends for students, especially for local students who would stay in the Knoxville area and secondly - adequate money for salaries to attract and retain well trained black faculty.

IV. Other Information - Dr. Pawlak will send Hardy Liston a copy of the enrollment report by branch of the school. This should give some indication of the relative attractiveness of the University of Tennessee, Knoxville for black students vs. the Nashville and Memphis branches. Attached to Mr. Liston's copy is a copy of portions of the accreditation report of the School of Social Work as of April, 1973 as well as a course outline for Social Work 5090 called "Social Work in Minority Communities".
MEMORANDUM

TO: Commission on Accreditation
   Council on Social Work Education

FROM: Sue Spencer, Dean, and faculty of the School of Social Work

RE: Questions raised by the Commission on Accreditation in June, 1971, and one or two other requests for information in Chairman Kindelsperger's letter of June, 1972.

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#299-73 Appendix A. Minority Content in Curriculum (See also #302-A, B, and C—Indexes for Special Volume on Minority Content for Nashville, Memphis, and Knoxville Branches.)

#280-73 Appendix B. Student Evaluation Policies and Procedures
April 5, 1973

PROGRESS REPORT TO THE COMMISSION ON ACCREDITATION COUNCIL ON SOCIAL WORK EDUCATION, IN RESPONSE TO THE JUNE 17, 1971, LIST OF PARTICULARS SENT TO PRESIDENT EDWARD J. BOLING THE UNIVERSITY OF TENNESSEE

It is the belief of the faculty of the School of Social Work and the administrative officers of The University of Tennessee (including, particularly, Vice Chancellor Hilton A. Smith, under whose direct supervision the School of Social Work operates) that a great deal of progress has been made in the areas specified in Chairman Kenneth W. Kindelsperger's letter of June 17, 1971, to President Edward J. Boling. In some areas the progress can be counted numerically and/or is highly visible and quite tangible. In other areas, particularly in view of the tripartite Branch structure of the School, it would require extensive illustrative and supporting documents to respond fully to the suggested list of improvements.

I. FACULTY

1. During the interim since the May, 1971, Review by the on-campus Team the number of faculty with doctoral degrees has increased from two (as of 1971) to seven. The five additional doctor's degree holders are:

   C. Thomas Cruthirds, D.S.W., Tulane University, in Social Policy, granted May, 1972, who joined our faculty January 1, 1972.

   Diane P. Weis, D.S.W., Columbia University, with major emphasis on Human Behavior and Social Casework Research, granted June, 1972, who was appointed to our faculty in March 1972.

   Eldon K. Marshall, Ph.D., St. Louis University, with major in Counseling and Guidance and minor in Social Work, granted May, 1972, who came to The University of Tennessee on September 1, 1972, following five years of social work teaching on the St. Louis University School of Social Work faculty.

   Edward J. Pawlak, Ph.D., University of Michigan, with a major concentration in Administration, granted November, 1972, who was employed as Knoxville Branch Director in September, 1971.

   Robert C. Bonovich, D.S.W., George Warren Brown School of Social Work, Washington University, who has accepted appointment to the Nashville Branch Directorship, effective July 1, 1973 and will begin participation in decision making on April 26. Dr. Bonovich comes to this position from the faculty of the School of Social Work, Wayne State University.
2. In addition, the following persons are in process of doctoral study while carrying full-time or part-time teaching responsibility in the School of Social Work:

Claire C. Lanham, who is responsible for the Administration career program in Knoxville and continues to serve as School chairman for the Administration sequence, joined the faculty September 1, 1969, and hopes to complete the dissertation sometime within 1973, and receive her doctor's degree from the University of Michigan School of Social Work.

Roger A. Lohmann was appointed to the Knoxville faculty in the fall of 1972, and is well along on his dissertation for a doctoral degree from The Florence Heller Graduate School for Advanced Study in Social Welfare, Brandeis University.

C. Patricia Theimer was appointed on September 1, 1972, as Director of Professional Development in Social Welfare (Continuing Education) and is in process of writing the dissertation for her doctoral degree from the University of Denver, with major concentration in Higher Education, particularly curriculum development. She has also had six or seven years of prior employment in graduate social work education.

Patricia F. Whitmore is on half-time leave and expects to complete the doctoral degree requirements in the Department of Psychology at George Peabody College for Teachers no later than August, 1974, and probably in June, 1974. At this point she lacks one required course and the doctoral dissertation.

James D. Orten is involved in doctoral study on a part-time basis in the Sociology Department at Vanderbilt University and is making substantial progress toward completing the course work for the degree.

3. The School presently has in its table of organization a position in Administration in Nashville and two positions in order to make possible the addition of the second-year program in Memphis. All three of these positions will be held for persons who have either completed their doctoral degrees or are in the process of completing the dissertation, preferably the former. We believe we have a good chance of filling these three positions with persons with this level of post-master's education.

4. The School has also been fortunate in having available to it the following persons whose major appointments are in other universities or community service agencies but who hold faculty appointments in our School, and who have a doctoral degree and are participating in the committee work of the School and also carrying some teaching responsibilities:
Dr. Arthur Robbins, former Dean of the University of Missouri School of Social Work and currently Director of the Center for Advanced Study and Continuing Education in Mental Health (headquartered at Vanderbilt University Department of Psychology).

Dr. Joe C. Eades, who has a Sociology doctor's degree from Southern Illinois University and a M.S.S.W. from this School, is Associate Chief for Education and Research, Social Work Service, Nashville Veterans Administration Hospital, following ten years in undergraduate education at Southern Illinois University. He has been most helpful and effective as chairman of our task force on admission with advanced standing in the M.S.S.W. program, and has also taught two courses during the current year.

Dr. Charles Kenny, from Memphis State University Department of Psychology teaches the first year research courses in our Memphis Branch.

Dr. Janet Wallace, a clinical psychologist, is now a regular part-time faculty member in the Knoxville Branch, covering the units in behavior modification in the Social Work Methods sequence.

Jeanne Spurlock, M.D., Chairman, Department of Psychiatry, Meharry Medical College who regularly teaches one course in Human Behavior Sequence each year.

In addition, each Branch uses a large number of lecturers from the social sciences, as well as medicine, education, and law, who hold doctoral degrees in their own fields.

5. Our present faculty, including three persons on half-time leave, numbers 36. In addition to the seven persons referred to above who already have their doctor's degrees, it is anticipated that only a person holding a doctor's degree will be selected to fill the Dean's position, which would bring the total number of persons with doctor's degrees up to eight sometime this summer. It is also hoped that two of the persons involved in writing their dissertations will complete them by the end of August, 1973. Should this be the case, the School would then have a total of ten persons with doctor's degrees, out of a full-time faculty of 36.

II. FACULTY DEVELOPMENT

The faculty development program of the School includes the following:

1. Assistance by the Branch Directors and by the more experienced faculty to the less experienced faculty in the development of teaching materials. Branch Directors, with some consultation from the Dean, also help faculty establish for themselves a plan of individual professional development, including taking of courses or degree programs for credit; attending selected professional seminars, institutes, and regional or national meetings; and individual study.
2. Provision for use of School funds for expenses involved in attendance at institutes, seminars, et cetera, which are anticipated to offer content and/or methodology which can be shared with other faculty members and thus make a contribution to the total development or maintenance of currency of the School's program. The Dean has the final responsibility, with the recommendation of one or more Branch Directors, as to which such faculty requests get funded. All faculty using School money are expected to prepare and circulate to all other faculty members a resume and selected materials from the programs which they attend.

3. Encouragement through scheduling and in some instances a somewhat lighter load for a limited time for persons on full salary who are taking advanced degree programs.

4. A regular annual evaluation of each faculty member by the respective Branch Directors and subsequently by the Dean, and a conference between the Branch Director (and, when desired, also by the Dean) with the individual faculty member in which each aspect of his work is discussed and the faculty member has an opportunity to make an input into the determination of the rating which he receives. This is a part of a University-wide system, and salary increases and promotions are based on ratings so obtained. Any faculty member may petition to be considered for promotion and/or tenure, and, in addition, the Branch Directors are expected to recommend those persons for whom they think such action is appropriate. The Dean uses a committee, which includes those of professorial rank, the Branch Directors, and elected faculty members from the associate professor rank, as an advisory committee. The University System requires that the Dean have freedom to accept or reject the Committee's recommendations, but the Dean in each case reports the Committee's recommendations to the University administration. Every effort is made to assist faculty in improving their performance on a year-round basis and to help persons who do not make adequate progress or achieve the desired performance standard to find other employment. The University is currently midway in the process of moving to setting a time limit for retaining persons in the assistant professor rank who are not believed eligible for promotion or tenure. Meanwhile, faculty being brought on at the assistant professor level without post-master's degrees are put on notice that they should expect to move into doctoral study by the end of the third year or vacate the position.

To return to the matter of School-funded faculty attendance at professional meetings, it is estimated that at least ten to twelve faculty have attended such meetings, primarily those sponsored by the Council on Social Work Education, each year. In addition, workshops are held annually for field instructors, the two most recent being in March in Knoxville and in Nashville on the general subject of minority content in field instruction.
III. CURRICULUM DEVELOPMENT

A great deal of improvement has taken place in the construction of individual courses, the updating of content and assignments, and in the addition of new courses as electives. Of specific concern at the time of the 1971 Review was the need for attention to the Social Policy and Welfare Services sequence. Dr. C. Thomas Cruthirds joined the faculty on January 1, 1972, with a doctoral degree with major content in social policy and business administration. During the spring of 1972, he developed a three-quarter sequence for first-year students in Social Policy and Welfare Services and designed six or eight additional policy electives for consideration as additions to the present curriculum. Because at that time the knowledge concentration for persons teaching in the policy and services areas differed in the three Branches, Dr. Cruthirds used his design in the Nashville Branch; also offered help to faculty in the Knoxville and Memphis Branches.

All three Branch Directors have worked with their faculties and students in determining content areas not currently covered adequately, or as desired, in extent, and have added substantially to the range and variety of electives available in each Branch. In some instances this required the employment of additional faculty. The present Task Force on Curriculum Revision is in the final process of selecting and recommending to the Graduate Council the addition of a number of these courses so that they can achieve visibility on student transcripts as well as in the University catalog should other departmental students wish to enroll. (At present, electives may be developed and offered without going through the Graduate Council as sections under the following course offerings: Social Welfare Seminar, Human Behavior and Social Environment (Second-year level), and Special Problems in Social Work.

The career sequence in Social Work Administration was reopened in the Nashville Branch in the fall quarter of 1972-73, and some additional courses are being offered both in Knoxville in this sequence and in Nashville in order to round out and make visible additional content to the basic courses.

Dr. Cruthirds has also added to a program initiated before his arrival, which provides for a practicum in work with the Tennessee legislature. This practicum may be elected by either first- or second-year students in addition to their regular field placement. This has proved very popular and very useful to students with a variety of career goals and has achieved major visibility for the School of Social Work within the State legislature. Ten students were involved in this program in 1971-72 and twelve are currently involved in 1973.

In the fall of 1972, the School initiated a major curriculum study and revision effort, with an over-all Task Force on Curriculum Revision and four Sub-Task Forces in the following areas:

1. Admission with advanced standing to the MSSW program
2. In the MSSW program—all parts of the curriculum needed by persons preparing for direct service or supervision of service to individuals, families, and groups

3. In the MSSW program—all parts of the curriculum needed by persons preparing for the administration of community service agencies, middle-management positions, and/or community social work practice

4. The desirability of and specific focus in a post-master's program

Sub-Task Force on Advanced Standing has completed its assignment by designing an accelerated summer quarter for selected bachelors degree holders geared to their being admitted on successful completion of the summer quarter to full second-year standing. All of the necessary approvals have been received, the funding is in hand, and sufficient applications have been received to make it virtually sure that we will actually carry out the program during the summer of 1973.

The two Sub-Task Forces working with the MSSW program have been primarily concerned with major issues in terms of the point of division between the two "tracks" assumed by the identification of these two sub-task force assignments and the extent to which present offerings should be accelerated or changed. It is not known at this time whether this revision will be far enough along at the end of the 1972-73 school year for its outlines to emerge, but it is hoped that these can be finalized and presented to the administration of the University for approval during the fall quarter of 1973-74 and announced for implementation in 1974-75.

The Sub-Task Force on the post-master's curriculum has recommended that the University move toward the establishment of a doctoral degree as soon as faculty with adequate preparation are employed and as the necessary preparation can be made for the development of such a program. The recommendations also included the provision for persons wishing individualized study and practice programs without a doctor's degree to be assisted in carrying out such programs at The University of Tennessee School of Social Work.

IV. CURRICULUM CONTENT RELATIVE TO THE BLACK COMMUNITY

A special report on this area is being attached as Appendix A (mimeo 249-73) to allow for more detail than is deemed necessary in the body of this report. At this point, however, note should be taken of the fact that during the two years since the May, 1971 CSWE Review constant and full-scale efforts have been made in all three Branches to add to the content then available in relation to working with minorities, particularly the black minority, and to make such content, both in class and field instruction, more visible and apparent to all students. It is our belief that we have greatly enhanced the coverage, the range, and variety of ways in which this content is learned or absorbed by the students and that we are doing quite well in this area.
The fact that we now have black full-time faculty in all three Branches (two in Knoxville, two in Nashville, and one in Memphis) and a highly visible group of black students in all three Branches, totalling 47 out of the 247 students, means that the nonblack students and exposed to both black faculty and black students throughout their two-year program and that there is a great deal of interchange in class and field in terms of concerns and points of view. (See Section VI for further details.)

V. THE DEVELOPMENT OF A FACULTY RESEARCH PROGRAM

Although not specifically listed in the June 17, 1971, letter to President Boling, note was made by the Review Team of the lack of faculty activity in research. The School has addressed itself to this in two ways. First, encouragement has been given to faculty to produce papers for publication and to work individually or with others on a joint research approach. It may be noted in the section having to do with doctor's degrees that during 1972 and 1973 several of the faculty have been involved in completing or in continuing their work on their doctoral dissertations. A group in Knoxville is working on a study related to the effects of the Gault decision on the process of juvenile justice, under the leadership of Dr. Pawlak. Dr. Weis is highly motivated and deeply interested in research concerned primarily with child development, has formed a working plan with an interdisciplinary group at Middle Tennessee State University to pursue some of her interests, and has submitted a number of papers for publication and has abstracts for a good many others which she is ready to develop if she finds a market for them. She is one of a panel presenting research findings at the Southeastern Regional Meeting of the American Psychological Association in New Orleans. Mr. Orten has had four papers accepted for publication by social work journals or in related fields, at least two of which have been published by Public Welfare and Social Work, respectively. He and Mr. William J. Bell, of our faculty, are presenting a joint paper at the Southern Sociological Society conference in Atlanta this spring. Mr. Kenneth J. Badal, a recent Knoxville addition, is co-author of a paper which appeared recently in Public Welfare. Dr. Pawlak's paper on "Labeling Theory in School Social Work" is included in The School in the Community (Rosemary Sarri and Frank Maple eds.) Washington, D. C. NASW, 1972.

In each of the Branches individual faculty members are making major contributions to community, state, and regional professional organizations as consultants or through the presentation of professional papers.

The Ad Hoc Committee on the Development of Increased Faculty Research recommended that the University provide in its faculty funding for some faculty time which could be devoted to research without being supported from outside sources. This request was incorporated in the 1973-74 budget request which has been presented but on which the administration cannot give final answer until the legislative appropriation is passed in May. The Ad Hoc Committee also recommended allocation of the time of an administrative assistant in the Dean's office and several part-time graduate research assistants in order to facilitate the work of any or all faculty members in research. Request for this funding was also included in the School 1973-74 budget.
VI. CULTURAL DIVERSITY

Effective with the fall of 1971, the black student enrollment went up to 19.2 per cent of total enrollment, and in 1972-73 47 black students were enrolled out of a total of 247. It is ironic and tragic that for the fall of 1972 we recruited and accepted for admission 70 black students in our first-year class, only 28 of whom were able to enroll, due primarily to a lack of the School's financial assistance or their own limitations financially. This proves the School's good faith in carrying on an extensive recruitment program throughout the Southeast and elsewhere, and in allocating approximately 75 per cent of its School-administered stipends to minority students. According to the 1970 census, 15.8 per cent of the population of Tennessee was Negro, while 19 per cent of the School's enrollment in 1972-73 is black.

The faculty now includes four full-time black persons and one who is essentially full-time but who is on less than 100-per cent time due to the age of her children. The present black full-time faculty are as follows.

In the Nashville Branch, Mrs. Whitmore is currently completing her third year as a member of this faculty and is nearing the final phase of her doctoral program at George Peabody College for Teachers. Mrs. Louie Beasley joined the Nashville Branch faculty in the fall of 1971 and continues to be a full-time faculty member. Her principal national contributions are being made through the Family Service Association of America; the Child Welfare League of America; and the National Association of Black Social Workers, where she serves as national committee chairman concerned with the adoption of black children. She is one of two members of this committee invited to Switzerland for an international adoptions conference this summer. She is also coordinating a group of workshops for the annual meeting of the National Association of Black Social Workers in New York City in April, 1973. Both Mrs. Whitmore and Mrs. Beasley are very effective faculty members in their own areas of specialization and offer courses and/or content specific to the black community. They are to some extent a sounding board and rallying point for the Nashville black students.

Nashville also has two Asian-American field instructors, one from the Philippines and the other from Korea.

Knoxville Branch recruited as of September 1, 1972, Mr. Jowel F. Hysmith from the Detroit area, who holds a master's degree both in public health and in social work from the University of Michigan. He was previously associated with the Cook County (Illinois) public welfare program. In addition, Mrs. Anne Ford, formerly a full-time faculty member at Michigan State University, with an additional ten years of practice and supervision in a family service agency in Detroit, also joined the Knoxville staff on a 60-per-cent-time basis. As soon as her family responsibilities permit, she will become a full-time member. Both Mr. Hysmith and Mrs. Ford are making specific contributions as leaders and sounding boards both for the black students and for their faculty colleagues and white students.
Added to the Memphis faculty, in the fall of 1972, is Mrs. Nellie P. Tate, a University of Tennessee M.S.S.W. with approximately ten years of public welfare and mental health practice and supervisory experience. Her contributions are detailed in Appendix A (mimeo 249-73), and she has made a great contribution with the School, as a student recruiter, and as a liaison for the School with the total social work community in Memphis.

Present black faculty compose 13.8 per cent against a Tennessee population of 15.8 per cent in 1970. We are continuing to recruit for black faculty including the directorship and the Nashville Branch directorship. There is very little turnover in our faculty and we are attempting to hold the new positions and the one vacant position for persons involved in doctoral studies or who already have the doctor's degree. In the search for the new Dean and the Nashville Branch Director, every effort was made to find black persons who might be interested in being considered and who could meet the criteria, but these efforts were unsuccessful.

VII. STUDENT EVALUATION

A separate Appendix B, (mimeo 250-73) presents a resume of the policies which were in effect when the Review Team made its 1971 visit. These are in written form; they had been distributed to students as well as being covered in the initial orientation program. Additional attention is being given in all three Branches to get students to maintain knowledge and awareness of these policies and procedures.

VIII. BRANCH OPERATION

We believe that considerable progress has been made in regard to the allocation of responsibility and authority on the part of the Dean to the Branch Directors and the Branch faculties to set priorities for their respective Branches and to utilize the machinery of the School Policy Council to present these priorities and to provide a School-level discussion of resource utilization, programming, and long-range planning for the Branches. There is some inevitable competition between the Branches for additional faculty and for the establishment of new programs.

The Review Team and the Accreditation Commission appear to have failed to recognize the fact that the purpose of establishing the Branches is primarily to make it possible for students wishing to work in a given location to complete as much as possible of the master's degree program. An equally important purpose is to utilize to the maximum the educational as well as the practice resources available in each of the three locations. Therefore, it is the expectation that all three Branches will eventually offer both "tracks" (the direct service and the administration-community social work tracks). To this end the administration sequence has been reopened in Nashville in 1972-73 in order to take advantage of the excellent course and field practice opportunities available for this purpose.
The University has also authorized adding the second year of the Masters curriculum in the Memphis Branch, with the 1973-74 addition being limited to course and field programs of interest to persons preparing for direct services to individual families and groups or for supervision and consultation in direct services. Special opportunities for field practice and curriculum concentration in the medical care and health services associated with the University's Medical Units campus and the hospital and research complex will provide an area of specialization. It is anticipated that the administration and/or the community social work concentrations may be added when the need is apparent and the resources permit. Meantime, students wishing to concentrate in these latter areas would enroll or transfer for the second year either to Nashville or Knoxville. At the present time the demand for the community social work practice concentration seems to be decreasing rather than increasing, and it is believed that for the time being these students can best be served by having their course work in Knoxville where Schools of Planning, Public Administration, Architecture, et cetera, are available and where we already have a well-established social work faculty and field facilities in addition to those that can be used elsewhere through the block field placement plan.

As the respective Branch programs have emerged and continue to develop, the opportunities or special community or regional characteristics will increasingly differentiate the three Branches. Certain community services are well distributed throughout the state as for example: mental health, family service and public welfare. Knoxville is primarily at a stage in which many new services are emerging or expanding. Nashville offers special opportunities at all levels in state and metropolitan governmental agencies, including the voluntary agencies and citizen action groups, and provides especially good opportunities in career preparation for social work administration. As already indicated, Memphis has a rich concentration of social services in the health field as well as a black population of approximately 47 per cent. With the second-year block field placement plan, it is possible for students in any Branch to do their field work and commute 50-75 miles to rural areas or to move from one branch to another for the 6 months second-year block plan. Some utilization of faculty across Branch lines is taking place and it is expected that this will be increased with some faculty having as a part of their employment agreement the willingness to carry one course a quarter in another Branch.

IX. COMMUNICATION BETWEEN THE SCHOOL AND THE COMMUNITY, PARTICULARLY THE BLACK COMMUNITY

It is believed that the addition of black faculty on all three of the campuses and the participation of these faculty members in the black social work communities has brought about an improvement in communications through planned activity which was directed toward this goal as well as being concerned with the giving of services. The greatly increased number of black students in each of the Branches has also provided for feedback to their friends and of black graduates to their professional colleagues.

An example of the improved relationship occurred in Memphis with Lecoyne-Owen College. By contrast with previous years, several of their graduates are currently enrolled in the Memphis Branch and these
students are actively recruiting the 1973 graduates. The Chairman of the Lemoyne-Owen Sociology Department, Dr. Martell Trigg, participated actively in the committee to study the feasibility of a second-year program for this Branch and is also a member of the Memphis Branch Ad Hoc Continuing Education Committee. Dr. Trigg was instrumental in the plan for LeMoyne-Owen to co-sponsor with the Memphis Branch two Continuing Education Workshops held in Memphis this Spring. This included financial sponsorship as well as participation in planning, promotion, and attendance. The appointment and activities of Mrs. Nellie Tate in the Memphis Branch faculty was undoubtedly an asset.

The School continues to publish a Newsletter, which is issued four to six times a year and summarizes major activities and concerns of the School. Currently, very little use is made of the public news media, and it is hoped that the new Dean, whose office will be located on the Knoxville campus in close proximity to the UT System's public relations department, will find it possible to provide regular news releases about the School to the media across the State. However, in general it is believed that this School has good support throughout the Southeast and that increasingly our students and graduates are pleased with the progress being made and have greater understanding of and recognition for the difficulties which must be overcome in order to bring about the changes which the School as well as its public would like to make.

X. IMPLICATIONS OF THE NASHVILLE BRANCH MOVE TO THE CAMPUS AT TENNESSEE STATE UNIVERSITY

First, it should be noted that this is a change of location and in no way changes the relation of the Nashville-based School of Social Work program to The University of Tennessee System. All three of the Branches of the School of Social Work are administered under a Dean and within The University of Tennessee, Knoxville budget and over-all supervision. Faculty appointments, the provision of resources for the program, and the degree requirements and degree granting for all three Branches will continue to be within The University of Tennessee, Knoxville.

A special State appropriation was made in order to modify approximately half of a relatively new building on the TSU campus for the housing of the Nashville Branch faculty and the provision of classroom space, lounge facilities, and clerical space. Negotiations as of April 5 are in the first phase and project the movement of the School's approximately 4,000 volumes assembled at UT-Nashville library and maintained as a separate collection there to be moved to TSU and kept as an identifiable collection but housed in the TSU library. The Nashville Branch Social Work students will receive their library service at TSU.

The decision to make this location transfer of the Nashville Branch of the School of Social Work was a part of the package developed by the Commission on Higher Education in an attempt to meet the demands of a court suit seeking to further desegregate and provide for racial integration of the respective Tennessee State University and UT-Nashville
institutions and campuses. TSU was formerly the State's black institution and is on a separate campus approximately three miles from UT-Nashville, which has been open to black students since 1953 and was built with a State appropriation to provide both a "working man's university" and a government training and conference center for the State of Tennessee. A good many other specifics which would bring about a larger number of white faculty and students at TSU and a larger number of coordinated programs jointly sponsored by the two institutions were included in the proposal to the Federal Judge in response to a suit brought by four individual plaintiffs approximately five years ago. During the 1972-73 academic year the Nashville Branch is teaching all of its classes on the TSU campus. The library is to be moved in the summer of 1973, and the building School's Branch headquarters is to be ready for occupancy by the Nashville Branch by the end of the fall quarter of 1973. One or two activities have already been carried out for interchange between the social work students and groups at TSU, and it is anticipated that more of them will occur when the School is headquartered there.

The candidates for the Nashville Branch directorship have indicated that this action by the University was not viewed by them in a negative way but was seen as a part of fairly typical politically oriented means taken to meet legal requirements. Branch Director candidates and the faculty and students are interested in the potential for greater sharing across racial lines. Dr. Robert Bonovich who has accepted appointment as Nashville Branch Director was very interested in the positives which he believed were partially available in the new location.

XI. DEVELOPMENT OF AN UNDERGRADUATE PROGRAM

Effective with the 1971-72 academic year the College of Liberal Arts of the University of Tennessee launched a bachelor's degree program with a major in human services. Dr. Robert Kronick, a 1971 Sociology Ph.D. graduate was chosen as director and Dr. Gideon Pryer and Prof. Larry Gangaware have participated actively in the teaching and policy making in this program. Branch Director, Dr. Edward Pawlak has given consultation. Faculty from other departments taught in the program and additional full-time social work faculty were employed for 1972-73. Dr. Kronick and the College of Liberal Arts have requested information from the Council on Social Work Education looking toward the possibility of official CSWE membership for this undergraduate program. There are approximately 165 majors registered in this program. Every effort is being made to provide for coordination and collaboration between the Human Services undergraduate program and the Graduate School of Social Work.

XII. ADDITION OF A STATE-WIDE CONTINUING EDUCATION PROGRAM

Through a new Social and Rehabilitation Service grant Miss Patricia Theimer, who is completing the doctor's degree at the University of Denver School of Social Work with a concentration in Higher Education, joined the faculty in September, 1972. Working with representatives in the five major metropolitan centers of the state,
programs tailored to the respective needs have been initiated across the state and a special one-week summer program offering four week-long seminars is being offered on the Knoxville campus. Increasingly, agencies ranging considerably as to type and size are seeking out Miss Theimer to assist them in planning and, in some instances, in actually putting on the programs which these agencies need. The University of Tennessee Division of Continuing Education is handling all of the physical and fiscal aspects of our program of continuing education as well as taking care of the publicity. The addition of this program is one which the school has wished to implement for the past 10 to 15 years but has never had the resources to initiate or to carry out.

XIII. SUMMARY

The School has made many and significant advancements since the May, 1971, Review. The Director's position has been elevated to that of Dean, and the present incumbent was promoted to the position of Dean in January of 1973.

The faculty who have been added during the past two years have brought with them in most instances doctoral degrees or they are fairly close to completion of their doctor's degrees. A major curriculum revision process is now well along and expected to provide us with a much better curriculum. The accelerated summer program planned for 1973 will provide direct admission to second-year standing and completion of the total master's degree program within a twelve-month span of time. It will be launched this summer if students who have applied can find ways of financing their education. Teaching resources and funds are available to support this program, and it has all of the necessary approvals as an experimental program.

The search for a new Dean is well along and has been carried out with care by the administration and with full participation in the evaluation of candidates by faculty and students in all three Branches. A new Nashville Branch Director has been selected and appointed, again, with participation of faculty and students.

The School has presented a budget which involves the incorporation on University funds of five NIMH positions, two new positions for the expanded program in Memphis, and the return of one or more faculty whose salaries have previously been paid from other sources. Over-all, the School is asking the University for from $150,000 to $200,000 in excess of the 1972-73 budget, exclusive of funds for salary increases. There is real evidence that the University will support to the maximum the retention of teaching faculty formerly on long-time federal grants, as well as the costs incident to the TSU relocation of the Nashville Branch and the addition of the second year in Memphis.