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Memo to Task Force on July 30, 1973 Regarding Law Faculty Forum with Jerry Shuman

Commission for Blacks

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THE UNIVERSITY OF TENNESSEE
COLLEGE OF LAW
1805 WEST CUMBERLAND AVENUE
KNOXVILLE
37916

July 30, 1973

Memo to Task Force

Re: Law Faculty Forum with Jerry Shuman

This summer the Law College has a visiting professor named Jerry Shuman, who is teaching legal accounting. Mr. Shuman, a black, has taught at the law colleges of Howard and Georgetown, and is presently on leave from Georgetown to head up the equal employment division of the U.S. Dept. of Agric. He spoke to our faculty at a forum held on 7-27-73, and discussed problems of equal employment and student motivation.

I.

I asked him about the legality of openly advertising or looking for "black-only" personnel in universities, and he said that this practice would not be permissible under present laws. Nor may one legally conduct an employment search based on an announced "blacks-preferred" policy, he said.

On the other hand, the federal government is much concerned about civil-rights-covered employers (such as the University of Tennessee) which have large blocs or departments that are substantially or entirely "lily-white" in makeup. Where this situation exists, there may be a presumption of discriminatory hiring practices. Such discrimination, whether intentional or unintentional, is ~~not~~ acceptable.

How, then, does a "lily-white" university or department rid itself of the onus of past or present discrimination^{by} hiring, if it cannot engage in an open policy of "compensatory hiring"? To do this, said Mr. Shuman, an employer must cast its nets more widely. As he so ^aptly put it, it is a waste of time to look for orange orchards in Alaska. It is equally a waste, one might add, to look perfunctorily.

Assuming a bona fide willingness of a department to hire a qualified black if they can find one, is the department justified in choosing a black as opposed to an equally or better qualified white? Mr. Shuman said the answer to the question, asked in that form, is No.

The question is more complicated than that, however. Qualification criteria are at least in part subjective, and frequently these subjective factors are sufficient to swing the balance of decision. Moreover, candidates are comparable only in a very rough and inexact manner. Within the flexible

and subjective interstices of the judgmental process there is ample room for the consideration of race as a negative, a neutral, or a very positive factor. Which view the employer takes depends on his conception of affirmative action.

Jerry Phillips

Mary:

I typed Memorandums to the Department Heads in the College of Liberal Arts for the Task Force on Blacks.

After Mr. Liston signs them, would you please make copies and send to the department heads on the attached list.

Thank you.

by
These went out
the morning of July 2.
M

To attend July 9 meeting:

- ✓ Dr. William M. Bass, Anthropology
- ✓ Dr. Harold L. Luper, Aud. & Sp. Path.
- ✓ Dr. Ronald Petersen, Botany
- ✓ Dr. David A. Shirley, Chemistry
- ✓ Dr. James T. Tanner, Ecology
- ✓ Dr. Edwin H. Hammond, Geography
- ✓ Dr. Garrett Briggs, Geology
- Dr. Henry Kratz, Germ. & Slavic Langs.
- ✓ ~~Dr. Lida K. Barrett~~, Mathematics *John Bradley*
- ✓ Dr. Arthur Brown, Microbiology
- ✓ Dr. William M. Bugg, Physics
- ✓ Dr. James Lyles, Zoology - 542 *Healer*

To attend July 16 meeting:

- Mr. C. Kermit Ewing, Art *Superintendent Clung.*
- ✓ Dr. Gordon R. Sherman, Computer Science *315 alumni Hall*
- ✓ Dr. Bain T. Stewart, English *318 McClung*
- ✓ Dr. LeRoy P. Graf, History *1101 McClung*
- ✓ Dr. Robert F. Kronick, Human Services *808 McClung*
- ✓ Dr. Alfred K. Guthe, McClung Museum *McClung Museum*
- ✓ Dr. John W. Davis, Philosophy *803 McClung*
- ✓ Dr. Thomas D. Unga, Political Science *1001 McClung*
- ✓ Dr. William Calhoun, Psychology *5 Unga*
- ✓ Dr. Harry C. Rutledge, Rom. Langs. & Classics *707 McClung*
- Dr. James A. Black, Sociology *903 McClung*

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
OFFICE OF THE VICE CHANCELLOR
ACADEMIC AFFAIRS

June 28, 1973

MEMORANDUM

TO: Department Heads, College of Liberal Arts

FROM: *JD* Hardy Liston, Jr., Chairperson, Task Force on
Blacks

SUBJECT: Meeting on July 9, 1973

Thank you very much for your acceptance of an invitation to meet with the Task Force on Blacks on the above date. Our meeting will be held from 1:00 to 3:00 P.M. in Room 202 of the University Center.

I thought it appropriate to send you this note, not only to express our appreciation for your willingness to meet with the Task Force, but to also give you a brief statement of our interest.

As you know, the Task Force on Blacks is charged with the responsibility of examining conditions within the University that relate to the quality of life for Blacks on our campus. Among the many concerns that the Task Force has addressed is the question of the attraction of an increased number of minority students and faculty to this university community. We have talked with deans in all of the colleges and have been encouraged, particularly in the larger colleges, to talk further with department heads to develop a clearer understanding of problems relating to student recruitment, student advisement, student matriculation in academic programs, as well as those associated with the identification and attraction of Black faculty to our departments.

We hope that you will join us fully prepared to share with us your views and your experiences, as we have worked under our Equal Employment Opportunity policies and with the framework of our affirmative action plan.

HL:js




THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
OFFICE OF THE VICE CHANCELLOR
ACADEMIC AFFAIRS

June 28, 1973

MEMORANDUM

TO: Department Heads, College of Liberal Arts

FROM:  Hardy Liston, Jr., Chairperson, Task Force on Blacks

SUBJECT: Meeting on July 16, 1973

Thank you very much for your acceptance of an invitation to meet with the Task Force on Blacks on the above date. Our meeting will be held from 1:00 to 3:00 P.M. in Room 202 of the University Center.

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We hope that you will join us fully prepared to share with us your views and your experiences, as we have worked under our Equal Employment Opportunity policies and with the framework of our affirmative action plan.

HL:js



1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.

2. What do you consider to be the most significant limiting factors to such recruitment?

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?

4. Do you have any special procedures for recruiting Black students in your department?

5. What is your conception of affirmative action?

6. What is your impression of the relations between students and faculty?

July 5, 1973 - answers on attached sheet.

July 5, 1973

1. No positions were open during the academic school year 1973-1974 limited.
2. (a) Availability of trained microbiologists
(b) Lack of a planned effort to recruit black faculty and student..
(c) Negative image of a Southern University in general plus lack of knowledge of our present commitment and affirmative action.
3. (a) White recruiter should join with committed black at black schools
(b) exchange of faculty
(c) Exhaustive search for black schools, and white schools with significant black populations.
(d) Contact all scientific organizations for this very purpose.
(e) seek help from black scientists known to our faculty.
(f) Above all, improve image of UT-K in this regard.
(g) Seek help at national level from black organizations.
(h) Organize a total planned program
4. No - but we expect to plan for one.
5. Affirmative action is exemplified by implementing the ideas discussed above.
6. We have had relatively few contacts with blacks in our department. Relations between blacks (and other minority groups) and whites have been good, we believe. On the otherhand, we have not asked each one about the black-white problem, specifically, except the undergraduate who was a member of our Department Committee for our 10 yr. review a few years ago. She and other blacks seemed satisfied that they felt no discrimination in our department, but recognized that affirmative action was lacking in our department as elsewhere at the university.

THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
DEPARTMENT OF GEOLOGY

July 11, 1973

Dr. Hardy Liston, Jr.
Chairperson, Task Force on Blacks
Office of the Vice Chancellor of Academic Affairs
The University of Tennessee
Knoxville, Tennessee 37916

Dear Dr. Liston:

First, my apologies for the slowness in providing this information to you and for missing the meeting on May 9 relative to the same subject. I marked the date on my calendar for July 19 instead of the ninth and it was not until I spoke with a fellow Department Head that I realized I had slipped up. Nevertheless, I have some thoughts on the subject of recruiting Black faculty and students and wish, even at this late date, to share them with you and whoever else might be interested.

The Ph.D. Degree is sort of a "union card" for employment as a professor (assistant professor or above) in Geology Departments of major universities such as UTK. To my knowledge, only three Blacks hold Ph.D's in Geology in the United States (this number may be slightly larger in recent months due to possible new recipients of the degree). The demands being what they are for Blacks, both in industry and education, have made the competition for employment of these few persons quite keen. Although notices concerning positions available in this department are published in the most widely-circulated national publications in Geology, we have never received an application from a Black. The problem is simply one of supply and the solution, one of greater production of Black Ph.D's. It is toward that end that I address the following remarks and concerns.

We have no Black majors or graduate students in this department at the present time. Last year we had one Black graduate student, but he was from Africa and, in terms of minority recruitment, he did not count.

I estimate that five percent of our introductory course enrollment are Blacks, but of those, we have failed to attract any lasting majors. Speaking only from my own experience, I must declare that the Black students have, with few exceptions, done very poorly academically.

Attempts have been made to aid the Black students in improving their performance but to date, the results of our efforts have been disappointing. Two personality types or attitudes are prominent.

Page 2
July 11, 1973

1. Some of the Black students are timid and will not avail themselves of our offers to help them.

2. Some Black students have requested special consideration in grading or in meeting deadlines. The attitude they portray is one of "I am Black; therefore, you must give me special consideration or be more lenient with me." Indeed our wishes to help do cause us to give our Black students special consideration.

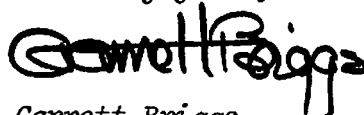
The basic problem behind the Black students' failure to perform well in our introductory course is a weak pre-college background. (I should be interested to know if this opinion is shared by professors in other departments). The Black students appear to be handicapped by weaknesses in primary and secondary level material, such as math and science, and thus progress more slowly than the White students with stronger backgrounds.

I should like to suggest that Blacks be given greater exposure to the entire spectrum of subject majors and career opportunities offered at UTK. Most have seldom, if ever, heard of Geology prior to entering UTK, and consequently never consider it beyond the fulfillment of a degree requirement. Suggestion: Have a career day for Blacks wherein representatives of colleges or departments advertise career opportunities and solicit interest. Such a program could be initiated at the high school or pre-college level on a yearly basis. Invite parents, show slides, discuss job opportunities, and invite interested students and parents to visit the campus or particular departments.

I view with displeasure the fact that by our efforts to recruit Black students and Black faculty, we are causing a lethal drain of talent from some fine Black institutions such as Knox College. Efforts to cooperate with Knox College are mutually beneficial and should be enlarged. Although never contacted to assist, I should be happy to teach a course at Knox College at no charge with the hope that doing so would expand their offering without duplicating their efforts and that outstanding Black students could be made aware of Geology as a graduate major and ultimately a career.

Please accept my apologies for having missed the meeting. I am indeed in hopes that my comments will be of some value. The Geology Department shall be happy to participate in any way that you suggest in assisting Black students.

Sincerely yours,



Garrett Briggs
Interim Head

GB/sc

cc: Dr. Arthur M. Ford, Jr.
1303 Cumberland Ave. (Campus)

THE UNIVERSITY OF TENNESSEE
DEPARTMENT OF PHYSICS & ASTRONOMY

KNOXVILLE, TENNESSEE 37916

July 12, 1973

TELEPHONE: (615) 974-3342

TO: *Hardy Liston*
FROM: *William M. Bugg*
SUBJECT: *INFORMATION REGARDING TASK FORCE ON BLACKS*

Attached please find the information I failed to submit at the meeting on Monday in the University Center regarding the Task Force on Blacks.

pm



REPORT TO TASK FORCE ON BLACKS from the Department of Physics

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.

See attached sheet.

2. What do you consider to be the most significant limiting factors to such recruitment?

The most significant limiting factor to the recruitment of Black faculty members for the Department of Physics lies in the limited number of such individuals and, in particular, the small number of new Black Ph.D.s produced in the United States each year. For example, last year an American Institute of Physics survey showed that seven Black Ph.D.s were graduated in the US. This number included both citizens and non-citizens.

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?

It seems to us that the most effective action that can be taken to improve recruiting Black faculty are efforts to encourage promising Black students at the undergraduate and graduate level to major in Physics. Without a significant increase in the number of Black students it will prove most difficult to increase the number of potentially available Black faculty. However, in physics we must admit that we have not been particularly successful in encouraging students to enter the field. This has been true not only of Blacks but also of women although we are able to recruit a few able women for graduate work.

4. Do you have any special procedures for recruiting Black students in your department?

Not at the present time. We have in the past visited colleges in the area, both Black and other, in the hopes of recruiting good students into our graduate program. These efforts have, in general, not proved successful in recruiting any kind of student--Black or otherwise. We are at present attempting a somewhat different approach. We have invited Black faculty to join us on a temporary basis in our teaching and research program. In this way, we improve our ties with the Black professional community, help recruit students into our program, and hopefully provide some enrichment for the Black faculty member which will prove of value to him and to his college when he returns.

5. What is your conception of affirmative action?

With regard to recruitment of minority groups for faculty positions, affirmative action involves the most thorough search possible for means of informing members of these groups of the availability of positions at the University. In the process of selection of the best candidates, particular attention should be given to special contributions that minority faculty might make to a department which lie beyond the factors traditionally used in the evaluation of faculty.

6. What is your impression of the relations between students and faculty?

My general impression is that relations between the students and faculty are reasonably good with no significant changes being readily apparent in the last several years.

Recruitment of Minority Faculty

William M. Bugg, Head, Department of Physics & Astronomy, The University of Tennessee, is responsible for the administration of the program for the recruitment of minority faculty.

Prior to our search this fall for faculty for the 1973-74 academic year, the Physics Department had no special program for the recruitment of minority faculty. We relied exclusively as we had done in all previous years on letters of application for positions in the department and our choice of faculty was made from the pool of unsolicited applications.

This year we sent out letters announcing the possibility of a faculty position in the department to over 150 institutions. We specifically pointed out in this letter that we were interested in filling positions with qualified members of minority groups and/or women. These letters also indicated the specific areas of research in which we wished our prospective applicants to be interested. In addition, we listed each of our positions with the Physics Postdoctoral Information Pool, a service run by the American Institute of Physics for the express purpose of disseminating information about employment opportunities throughout the entire scientific community. Responses were initially screened by the department chairman (the program administrator) and applicants whose area of research did not fall within those needed by the department and specified in our announcement were immediately written letters indicating that we did not have a suitable position for them.

The remaining letters were distributed among the research groups in the specified areas and these groups were asked to select the best candidates in their own specialty. Official application forms and complete vita were then requested from these candidates, and complete files were prepared on each respondent. These were made available to the entire faculty of the department for comment and recommendation of the candidates to be invited to the campus for interviews.

By this process, six candidates were selected to visit the campus, talk with the faculty, and give colloquia so that the department could better evaluate their teaching ability. After each visit the faculty were requested to prepare comments on their overall impression of the applicant. After all applicants had visited, the faculty were asked to express their opinion concerning who should be offered a faculty position should the final budget process permit the filling of a faculty position. The final six candidates consisted of four male Caucasians, one female Caucasian, and one Black male. (Incidentally, the Black male was not discovered through our extensive recruitment program for minority faculty but by personal contact of the department head with friends in the physics community who recommended him.)

The department has been permitted to fill one faculty position for the academic year 1973-74. The selected candidate is Dr. Constance Kalbach, a female nuclear physicist, who has accepted our offer.

Kronick

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1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.

We have made absolutely no distinction between black and white, male and female faculty. We have tried to hire the best faculty possible regardless of race, creed, color, or sex and previous condition. We have been in contact with approximately four blacks over the last two years and have hired one. We are trying to find people based on competence rather than race, but when we can find a member of a minority group who does have the competence we desire, we will go the full route in trying to get some sort of bonus in order to make The University of Tennessee as lucrative a position as possible.

2. What do you consider to be the most significant limiting factors to such recruitment?

The most significant limiting factors to such recruitment I would say is location, many blacks having an aversion to coming to the South, and probably money. If they are willing to come, they feel they ought to be getting (and probably rightly so) a salary commensurate with their skills. It appears that the northern and mid-western schools are more willing to pay a higher salary than the southern schools. I would like to add, however, that this probably is not without problems.

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?

I think this would have to be discussed at a much higher level than us, but I would suggest that probably we would have to go to some sort of bonus system to recruit minority people here. However, I think this can be problematic, especially when you have other faculty members doing the same thing for much less money. I do not need to tell you that this is certainly a two-headed dog when we try to deal with it.

4. Do you have any special procedures for recruiting Black students in your department?

We have utilized the services of the Office of Minority Affairs and the expertise of Mr. Marvin Peek, Mr. Ralph Boston, and Mr. Bob Netherland in trying to recruit black students and certainly Mrs. Nancy Wright, a member of our faculty, has also been very helpful in the recruitment of black students.

5. What is your conception of affirmative action?

I have no conception of affirmative action.

6. What is your impression of the relations between students and faculty?

The relationship between student and faculty is probably as good as can be expected. I feel that it is basically a good one and that sometimes we make more of this split between students and faculty than actually exists.

1. The only recruiting effort made for 1973-74 related to a joint appointment. We interviewed candidates for two part-time curatorial positions in Zoology. The principal selection was based upon qualifications in Zoology (i.e. herpetology, invertebrates). The Dept. of Zoology was the principal recruiting department. It was believed they had a better perspective on potential faculty members. No one was hired for the two part-time positions.
2. The most significant limiting factors appear to be a lack of sufficiently trained and qualified persons and the Knoxville social system whereby housing would be restricted. That is a choice of suitable housing for families would be limited to certain areas.
3. No
4. No, we have no academic (class) program.
5. I don't understand the reference - "affirmative action".
6. The relationship is good. Yet some Black students appear to expect treatment different from other non-minority students.



THE UNIVERSITY OF TENNESSEE

KNOXVILLE
37916

THE DEPARTMENT OF POLITICAL SCIENCE
McClung Tower

July 16, 1973

MEMORANDUM

TO: Mr. Hardy Liston, Chairman
Task Force on Blacks

FROM: Tom Unga, Head
Department of Political Science

This is in response to your request for written replies to the questions you posed in your memorandum of July 10th.

Question 1. "Describe in detail the efforts to recruit Black faculty for academic school year 1973-74."

The department recruited for three positions for the 1973-74 academic year--1 in public administration, a senior position; 1 in international politics at the assistant professor level; and 1 in public administration (Nashville Bureau of Public Administration) at the assistant professor level. Special effort was made to identify and recruit qualified black and qualified women for all these positions. Such efforts included: (1) utilization of professional listings of black and women political scientists. /These included the American Political Science Association "Directory of Black Graduate Students in Political Science"; "Directory of Black American Doctorates in Political Science" prepared by Dr. Jewel Prestage, Southern University; and a directory of women and other minority persons prepared by Dr. Tom Mongar, University of North Florida./ (2) letters and phone calls to department chairmen at universities throughout the country, especially to departments with strong graduate programs in the particular areas for which candidates were being recruited. (3) advertising positions in the American Political Science Association Newsletter. (4) careful screening of placement brochures of departments seeking to place doctoral candidates. Although race is almost always excluded from such listings, where some reasonable identification could be made along these lines, letters were written to individuals requesting that they submit their vita.

Where any initial interest was shown by qualified perspective candidates there was follow-up through letters and/or phone calls.

Question 2. "What do you consider to be the most significant limiting factors to such recruitment?"

There are several factors. Perhaps the most important is the relatively small number of qualified blacks available for employment. This is especially true where senior-level positions are involved and in certain areas of the discipline (e.g. public administration). Competition is very keen for those candidates who have strong vita. Secondly, there is some reluctance on the part of some black candidates to consider the University of Tennessee. Tennessee is identified as part of the "South" and while distinctions are made between what might be termed the "upper South" and the "deep South" this identification remains a factor.

The demand-supply ratio for academic positions is also a factor in recruitment. It emerges in several respects. Some departments have felt the pressure from white applicants who complain that giving special treatment to blacks violates their own right to ~~be~~ compete on the basis of merit. Second, faculty members, within the department while not in opposition to affirmative action programs, are reluctant or refuse to overlook better qualified candidates in order to accommodate black applicants. The implication is not intended that blacks are always less qualified--that is a false assumption. The point is that there are relatively few blacks available, the competition among applicants is very keen, and with the tight academic market place the department is able to attract outstanding and experienced applicants. "Equal protection" applies, it is argued, to whites as well as blacks. I would stress, however, that this department is not only interested in hiring black political scientists but has and will continue to make special efforts to recruit them.

Question 3. "Can you suggest alternative methods of recruiting that might increase chances of success in this regard?"

I think that the University must make a more positive commitment to hire qualified blacks, especially those whose record is outstanding, when the opportunity arises. By "opportunity" I refer to the availability of the person, not simply a vacancy or a new position in a specific area. For example, a few months

ago I talked to a young black political scientist, Dr. Frank Henderson, presently teaching at State University New York, Buffalo whom I had almost succeeded in hiring when I was chairman at Kent State University. Henderson is in the field of political theory and was interested in moving but could not fit any of the positions for which we were recruiting. In my judgment, a strong affirmative action program would provide special funds for hiring of outstanding blacks such as this man.

Question 4. "Do you have any special procedures for recruiting Black students in your department?"

The department takes special notice of applications for graduate study from black students in those instances where race can be identified. I have also written letters to black students whose names have been forwarded to me from Marvin Peek or others inside and outside the university.

I have followed the practice of informing faculty members at the student's undergraduate institution concerning the success of their students in our program. At the same time I invite and encourage black students to apply for admission if they are able to meet entrance requirements.

Question 5. "What is your conception of affirmative action?"

Affirmative action is a commitment by the University to actively encourage the recruitment and employment of minority group applicants for faculty, administrative, and staff positions. For these purposes, a minority candidate is defined as a woman, Black, Chicano, or American Indian. While candidates for employment are expected to meet the announced qualifications for positions for which they apply, personnel responsible for recruitment and hiring must advertise the University's commitment to affirmative action, must identify and contact potential minority candidates, and must carefully and thoroughly follow up any expressed interest by qualified applicants. Additionally, where minority candidates are equal in qualifications to other candidates, preference should be given the minority candidate. So far as is possible, an academic department should hire personnel from each of the minority groups specified above. Finally, given the keen competition for qualified and especially outstanding Black, Chicano, and American Indian candidates, the University should be prepared to commit and utilize its resources to secure minority personnel. In this sense, affirmation must be joined by vigorous and positive action.

Mr. Hardy Liston, Chairman
July 16, 1973
Page 4

Question 6. "What is your impression of the relations between students and faculty?"

Student-faculty relations are generally good. The Department of Political Science has made special efforts over the past two years to involve graduate and undergraduate students in department affairs. Such action includes student membership on department curriculum and personnel committees, the formation of an undergraduate student association, and the encouragement of an active graduate student association. Due to a general lack of student interest the undergraduate association is effectively defunct.

There are, of course, complaints by students, usually involving grades or other course-related matters. Where other types of complaints arise a serious effort is made to fully understand the specifics and to resolve them in as mutually satisfactory manner as possible.

A continuing problem, however, is the identification of complaints and grievances before they become very difficult to resolve. Unless students feel that they are able to express grievances or concerns without fear of injuring their standing there is no effective way of developing a stronger student-faculty relationship. The student ombudsman is a useful office but it is (nor can it be) the entire answer to the problem.

Material for the Task Force on Blacks

In response to your request for information on recruiting of Black Persons and other minority persons to the Department of Psychology, the following are answers to your questions.

1. During the Academic Year 1973-74, we the Department of Psychology took efforts to recruit Black faculty. I entered into the Department Headship midyear so I do not have personal knowledge of all efforts taken. We have a committee which is specifically charged to seek out Black faculty and Black Graduate students, and in all aspects of recruiting we lean very heavily on that committee for information and cooperation. When we announced openings, we place advertisements as widely as possible including advertisements in periodicals such as the Black Scholar. At every opportunity we specify that we are following the affirmative action program. Faculty attend national meetings to recruit for Black faculty, this year we did interview a Black Psychologist. Unfortunately, for the Department and the individual, these negotiations did not reach a satisfactory conclusion.
2. The most significant limiting factor in Black recruitment is supply and demand -- there are simply not enough Black psychologists for the number of positions available. At the present time a new Ph.D. in Psychology might expect a starting salary for the Academic Year of \$11,000 to \$12,000. If this person is Black or better yet, a Black female, he or she can expect a starting salary of \$15,000 to \$16,000. The salary differential reflects an excessive demand for a limited number of qualified persons. A serious factor for Tennessee is the fact that we are located in the Southeast -- our salary scale is somewhat behind that of the more prestigious Northern and Western Universities which can offer high starting salaries, and they have a longer tradition of established academic excellence to attract persons.
3. Alternative methods that might enhance our chances of success in recruiting Black faculty should begin with the active recruitment of Black Graduate students from the local area. Black persons who have established family ties with this area are more apt to remain in this area upon completion of their Doctoral Degree. As part of this strategy, we should seek out Black students to train in our graduate programs and then facilitate their employment in the surrounding area. Reciprocally we might attempt to actively recruit for Black faculty on other campuses within the Southeastern area.
4. With respect to recruiting Black students into our Department, we follow similar procedures to that of recruiting Black faculty; and in this regard we have been much more successful. We have graduated one Black Ph.D. in School Psychology within the last four years and have several Black students currently in various phases of our Graduate programs. We maintain liaison with Knoxville College through Dr. Shrader who is the Department Head in Psychology at Knoxville College and on our staff. We are always eager to consider Black applicants for our

programs and rely on different information when we evaluate the potential of a Black student for graduate training.

5. We conceive of affirmative action as making quite clear to everyone with which we have contact that we do want Black students and Black faculty. We will continue to send faculty to various meetings specifically charged with the responsibility of seeking Black faculty. Dr. Ford, a Black psychologist in our Department, is active in this endeavor and I will call on him to represent the Department of Psychology at Tennessee. We are always eager to consider Black students for our programs; we are always eager to take them into our programs and provide them with the kind of training we find to suit their needs. We believe that we have been successful, but only to a moderate degree, and we are positive that we will be more successful in the future.

6. I believe that the relations between students and faculty, Black or white, are excellent in the Department of Psychology. Faculty in our department express positive agreement with the affirmative action program and are committed to it. In general, we are positive about the ultimate outcome of the affirmative action program at UT.

TASK FORCE ON BLACKS
COMPUTER SCIENCE DEPARTMENT

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.

We took the initiative in recruiting Mr. Floyd Eaves, Head of the Computer Technology Department at the State Technical Institute at Chattanooga, Tennessee. We have several letters of correspondence with Mr. Eaves in addition to conversations with him at professional conferences. Mr. Eaves is interested in joining our faculty but not until Fall Quarter of 1974. We plan to pursue negotiations with him sometime during the latter part of this year. His primary interest in coming to The University of Tennessee at Knoxville would be to obtain a Ph.D. while working here.

2. What do you consider to be the most significant limiting factors to such recruitment?

The most limiting factor, in my opinion, is one of availability of women, Blacks, and other minorities in the Computer-Mathematical area. I am fairly well acquainted in Computer Science circles across the nation, and I know very few Blacks who have chosen Computer Science as a profession; few progress in their education to the point where they are qualified for full-time faculty appointments.

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?

I cannot suggest alternatives that might increase the chances for obtaining women or Black faculty members since it is a matter of availability as I indicated in Number 2.

4. Do you have any special procedures for recruiting Black students in your Department?

We have not as yet adopted any special procedures for recruiting Black students; however, we have done very little to recruit students in general. During the past two years we have had more students than we have had faculty to accommodate the students. We hope this situation will be changed this coming year since we will be obtaining new faculty members. I might add that I have encouraged students who have finished their work under Mr. Eaves' department to pursue their undergraduate degree in some area related to computer science at The University of Tennessee at Knoxville (there are several Black students studying computing at the State Technical Institute at Chattanooga).

5. What is your conception of affirmative action?

My conception of affirmative action is that we should make special efforts to make known to women, Blacks, and other minorities the opportunities that exist at The University of Tennessee at Knoxville and that given a Black or woman candidate is equally (and, of course, better) qualified than a non-Black or non-woman candidate that special preference be given to the woman or Black.

6. What is your impression of the relations between students and faculty?

My impression of the relations between students and faculty would be that they are not satisfactory. I attribute this largely to the rapid growth that The University of Tennessee at Knoxville has undergone in the past 10 years and to understaffing. Students and faculty seem to be forced to do things other than concentrating on intellectual inquiry which is the natural area of common interest between students and faculty.

Dictated but not read -

Gordon R. Sherman

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74. None. We had no faculty positions open.

2. What do you consider to be the most significant limiting factors to such recruitment? I believe that there are not 20 black Ph.D's in our field in the U.S.

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard? The only thing that can possibly improve this situation is to increase the flow of black students of promise into the universities and into the academic profession.

4. Do you have any special procedures for recruiting Black students in your department? No. We have specifically encouraged some promising black students who have come into our classes to consider majoring in our field. One has done so. Another is currently considering it.

5. What is your conception of affirmative action? No very clear picture. In general, making a positive effort to bring qualified people (in this instance blacks) into the University as students, staff, and faculty.

6. What is your impression of the relations between students and faculty? This probably requires many pages or nothing at all. The relations are as varied as the people involved.

Geography
E. H. Hammond

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.
2. What do you consider to be the most significant limiting factors to such recruitment?
3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?
4. Do you have any special procedures for recruiting Black students in your department?
5. What is your conception of affirmative action?
6. What is your impression of the relations between students and faculty?

(see attached sheets)

THE UNIVERSITY OF TENNESSEE

KNOXVILLE 37916

DEPARTMENT OF CHEMISTRY
TELEPHONE 615-974-3141

July 9, 1973

- (1) This is a difficult area because I believe what we did was illegal, since we essentially set up "reverse discrimination" procedures. The Chemistry Department had an enrollment increase for Fall 1972 over 1971 and we were allowed to add staff with the tacit "understanding" that any new people would be women or from minority groups. After we were successful in hiring a woman instructor, we were allowed to proceed toward hiring a black if a suitable person could be found. Two seemingly suitable possibilities were located and after initial favorable contacts, both were invited to submit applications. Neither did this. Later (ca. early June 1973) another possible black candidate was located, but at this point Dean Nielsen indicated money was not then available for a new position.
- (2) A very small number of black chemists with suitable training coupled with a high demand for their services.
- (3) The procedure used in Chemistry this year described above maximizes the chances of a favorable outcome but I must emphasize that we are legally on treacherous ground when we essentially open a position to, for example, a black chemist.
- (4) At the undergraduate level - no. At the graduate level special efforts are made.
- (5) (6) Questions are vague and I don't understand what is wanted. For example does question (6) refer to black students?

13

THE UNIVERSITY OF TENNESSEE
DEPARTMENT OF AUDIOLOGY AND SPEECH PATHOLOGY
KNOXVILLE 37916

To: Dr. Hardy Liston
Asst. Vice Chancellor for Academic Affairs

Date: July 3, 1973

From: Harold L. Luper, Head
Dept. of Audiology & Speech Pathology

Re: Recruitment of Blacks

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.

Notices of positions available were sent to all major universities and to key individuals who would be expected to know of available candidates. Announcements were placed in Trends, the employment bulletin of the American Speech and Hearing Association.

2. What do you consider to be the most significant limiting factors to such recruitment?

(1) The severe shortage of Black candidates who hold the Ph.D. in our profession, especially in the specialties involved in our recruitment efforts this year, (2) lack of easily available quality housing, and (3) insufficient salary levels. For the two positions we had available this year, we had specific specialties in mind (psychoacoustics and neuropathologies of speech) which limited considerably an already small population of minority candidates.

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?

No, we have tried to increase our contacts with minority members of our discipline and to let them know of our desires to employ members of minority groups on our staff. We hesitate to make special pleas for minority applicants since this might be interpreted as "discrimination in reverse". We would be interested in learning of other possible methods.

4. Do you have any special procedures for recruiting Black students in your department?

We recently mailed special letters to students identified as minority students (primarily Black) by the Educational Testing Service. We indicate

Dr. Hardy Liston

July 3, 1973

minority membership as one of the criteria for favorable consideration for financial support in our standard letter to all students inquiring about the program. Other than this, we have no special procedures for recruiting Black students.

5. What is your conception of affirmative action?

Affirmative action, as I understand it, refers to positive, visible signs of attempts to recruit minority individuals.

6. What is your impression of the relations between students and faculty?

There are few minority students in our program. The relationship between faculty and students appears to cover the same general range of relationships that is found among White students. Campus wide, I would assume from letters published in the Beacon and other reports that Black students have more concerns about overt and covert discriminatory practices than White students and more than is realized by most faculty members.

HLL:LM

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HISTORY DEPARTMENT

Response to Black Task Force Questions

July 16, 1973

1. At the beginning of the staffing for the 1973-74 academic year the Department was particularly eager to add a woman to its roster and for several months focused on this objective, applying to the Women's Roster of the American Historical Association for information concerning women scholars in the several specialties which the Department then was considering. Obviously, under these circumstances we hoped that we would receive dossiers concerning Black women as well as White or Asian women scholars. Subsequently, we became more concerned about certain specific fields of scholarship, and in the February issue of the Employment Information Bulletin circulated by the American Historical Association we ran a notice of a position with the notation, "Applications from women and minorities candidates welcomed." Again, it was our hope that Blacks and women, as well as others not at present represented on our staff, might apply. It should be noted that the specific areas in which we were at that time interested and in which we subsequently made an appointment; namely, American Urban, Labor, Economic, or Progressive Era, with emphasis on Quantification techniques, are fields to which a limited number of Blacks have been attracted.
2. Basic to the recruitment of Black faculty members is the small number of able trained persons available. Further, inasmuch as we are not alone in our desire to add Black faculty members, we are in competition with schools which often are more attractive, either in terms of money, location, or prestige, as well as those predominately Black schools to which some Black scholars feel they should devote their talents. It should be pointed out that some Northerners are rather reluctant to come into the South when they can find good posts elsewhere.
3. Periodically in the past I have taken advantage of my friendship with a number of Black scholars in my field to enlist their help. I didn't happen to this year, inasmuch as I am embarrassed to return year after year to bother them when it has been their and my experience in earlier years that they were unable to suggest candidates who they felt would be appropriate for our openings. I can think of no particularly effective approach to the resolution of this problem until such time as larger numbers of Blacks successfully negotiate the Ph. D. path.
4. We do not have any special procedure for recruiting Black students, *though we have done so in the past.*
5. Although affirmative action is most commonly used these days with respect to the employment of women scholars, I presume in the context of this inquiry you are thinking in terms of the employment of Black faculty. As a minimum, it is my assumption that the term reflects a receptiveness to adding women and Blacks to a department; at its best, I presume, it would reflect a conscious and active effort to do so.

P.P. Goff

Question 1: The Department of Anthropology attempted to fill two new positions this past year. Both positions were advertised in the American Anthropologist Newsletter (The Professional Outlet for Job Notification in Anthropology) and other academic vacancy news releases. Black faculty were encouraged to apply.

Question 2: Very few blacks have advanced degrees in Anthropology and some appear to be reluctant to move into the South.

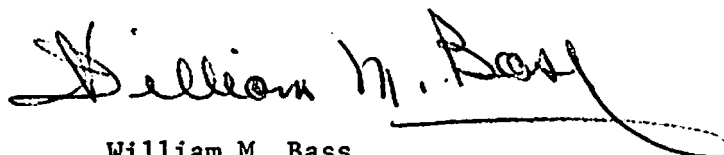
Question 3: I think that we should encourage more black students to major in Anthropology.

Question 4: Some of our courses in Anthropology are listed under the Black Studies Program and, therefore, we have a number of black students. We constantly point out to them the advantages of majoring in Anthropology.

We had one undergraduate black major (Peggy Winfrey) this year who plans to continue graduate work in Anthropology. We have no special procedure for recruiting any of our graduate students.

Question 5: To me affirmative action is encouraging all minority groups (all races and women to be a part of the professional teaching, research and administrative staff of universities).

Question 6: Question Number 6 is not clear but I have always felt that there should be a close association between students and faculty. We make a strong effort in Anthropology to achieve this by not only encouraging students to contact and work with the faculty on an informal basis, but have established weekly meetings with both undergraduate and graduate students for discussion, suggestions, and complaints.



William M. Bass
Professor and Head
Department of Anthropology

2
Jules
Ziggy

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74. *No special efforts made, we would have welcomed applications from Blacks, however.*

2. What do you consider to be the most significant limiting factors to such recruitment? *A deficiency of reasonably well qualified Blacks. The well qualified have many employment opportunities at this time.*

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard? *I suppose we could seek out established Black faculty. We could also find recent and new Blacks on campus and actively invite them to apply for positions.*

4. Do you have any special procedures for recruiting Black students in your department? *No special procedures, but we have Black graduate assistants. We went out of our way (beyond what we would do for a white) in getting them. We also had a Black instructor a couple of years ago.*

5. What is your conception of affirmative action? *Complete non-discrimination and tolerance of any cultural differences.*

6. What is your impression of the relations between students and faculty? *Our relationship has been nearly as good with Blacks as with white students. It has not been as good because some of the Black students are not as well prepared and because there are some cultural differences between the two groups.*

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.
 2. What do you consider to be the most significant limiting factors to such recruitment?
 3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?
 4. Do you have any special procedures for recruiting Black students in your department?
 5. What is your conception of affirmative action?
 6. What is your impression of the relations between students and faculty?
-

Graduate Program in Ecology
James T. Tanner, Director

James T. Tanner July 8, 1973

- 1-3. This is an interdisciplinary program using faculty in several departments.
It has no faculty of its own and does no recruiting.
4. There are no special procedures for recruiting or admitting Black Students.
5. To evaluate each individual as objectively as possible and to make decisions on employment or appointment by considering the welfare of the applicant and the persons he or she will work with.
6. The relations between the students in this program and the faculty generally are excellent.

1. Describe in detail the efforts made to recruit Black faculty

for academic school year 1973-74.

With a single position open for AY73-74, we screened 39 serious applicants, without regard to race, but also without singular effort in favor of Blacks.

2. What do you consider to be the most significant limiting factors to such recruitment?

In our field, the most serious obstacle is the lack of qualified Blacks at the Ph. D. level.

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?

The only possibility is limiting the applicants to Blacks, a policy with which I would personally strongly disagree.

4. Do you have any special procedures for recruiting Black students in your department?

None. Applicants are selected with no information as to race.

5. What is your conception of affirmative action?

The recruitment of minority personnel and women without regard to race or sex, in a vigorous and active manner. It does not include "reverse" discrimination in favor of such groups.

6. What is your impression of the relations between students and faculty?

This is an extremely complex topic, governed by too many variables to be covered as capriciously as this page. Relations between students and faculty depend, to a large extent, on the individual personalities of each student and each faculty member, especially their willingness to form a meaningful relationship. I suspect that the majority of students do not strongly desire close relationships with their faculty, and I also suspect, to a somewhat larger extent, that faculty reciprocate in these feelings. Our Department has always been in the forefront of student-faculty relation-making, from which it has established an excellent teaching record, but this has been possible only because of individual faculty members willing and eager to form such bonds with individual students.

TASK FORCE ON BLACKS

1. Personal contacts in black schools.
Recruiting at professional meetings.
Adds in journals.
2. Lack of qualified persons in minority groups.
3. Perhaps a post doctoral position for persons in fields
where our department is strong would help.
4. Yes.
 1. Our brochure goes to all colleges including blacks in
large geographic areas.
 2. We write letters to black students who have indicated
interest in graduate work in mathematics and encourage
them to apply.
5. Active recruitment and consideration of promotion rather
than passive nondiscrimination.
6. Excellent



The University of Tennessee

13

Department of Philosophy
College of Liberal Arts

Room 801 McClung Tower
Knoxville 37916
Telephone 615/974-3255

July 13, 1973

To: Hardy Liston, Assoc. Vice Chancellor
Academic Affairs

From: John W. Davis, Head, Philosophy

Subject: Recruitment of Black Faculty

1. Efforts to recruit Black faculty: Announcement of vacancies was published in the American Philosophical Association's Jobs in Philosophy which is available to all members of the A. P. A. and to all graduating students looking for positions. One Black faculty member teaching at Yale was contacted by phone and letter, was interviewed here, and given an attractive offer. The offer, which was for a joint position with religious studies and philosophy, was rejected. The offer was rejected, primarily because the candidate thought that he had a good chance of receiving tenure at Yale.
2. Limiting factors to recruitment of Black faculty: The fact that there are almost no Black teachers of philosophy.
3. Alternative methods of recruiting that might be more successful: One might write to all Black faculty, if their location could be discovered.
4. Special procedures for recruiting Black students: None other than sending announcements to Black colleges, and in a few instances writing letters to specific students.
5. My conception of affirmative action: An active rather than passive role in recruitment. Special effort should be made in contacting Black students and faculty. Where possible, individual Blacks should be contacted directly. Salaries and grants should be competitive with those offered to Blacks by other Universities.
6. My impression of the relations between students and faculty: I have little knowledge of the relationship, but as a department head, I have had to assist in resolving disagreements (misunderstandings) between faculty and Black students. These instances of conflict seem to be out of proportion to the number of Black students on the campus.

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THE UNIVERSITY OF TENNESSEE
KNOXVILLE 37916
ROMANCE LANGUAGES AND LITERATURES

July 12, 1973

Responses to Associate Vice Chancellor Liston's Questions on
Minority Recruiting

1. Describe in detail the efforts made to recruit Black faculty for academic school year 1973-74.

The Department of Romance Languages and the Department of Classics recruited during the winter of 1973 three faculty members for the academic year 1973-74. To our knowledge, no Black persons were available for these openings. We finally hired two women and one man for these positions.

2. What do you consider to be the most significant limiting factors to such recruitment?

The most significant limiting factor to the recruitment of Blacks for our departments is the very small number of Blacks in the field of foreign language and literature. At the meeting last December, for example, in Philadelphia of the American Philological Association (a convention for Classicists, both language people and archaeologists), there were about 200 persons listed in the Placement Booklet, but, so far as I could tell or heard, there was only one Black person among them.

3. Can you suggest alternative methods of recruiting that might increase chances of success in this regard?

In order to determine whether there are any Black graduate students who at a given time will be looking for a job, we would have to canvass the major colleges and universities which have graduate foreign language departments. The executive secretaries of the Modern Language Association and the American Council for the Teaching of Foreign Languages (ACTFL) may have a compilation of such information. Considering, however, the excellent methods of communication which these organizations have, and their zealous interest in placement, I am sure that we would already have received notice of the availability of such persons.

4. Do you have any special procedures for recruiting Black students in your department?

There are no special procedures for the recruiting of Black students in the Department of Classics and the Department of Romance Languages. Of course, our work is of such a nature that we want and need students who really like these subjects; in the past, at any rate, such students have readily volunteered themselves.

5. What is your conception of affirmative action?

My conception of affirmative action is to take each case of employment entirely on its own merits. In the field of foreign language study, there is such a notorious over-supply of persons wanting jobs that there is no point or need to make special or unique efforts at recruitment. One trouble with the standard academic fields is that the salaries are not so good as they are in other fields. It seems to me that the Black, if he or she has come from a disadvantaged background (which, regrettably, is so often the case in our country), would prefer to go into one of the medical or technological professions in which economic advancement is much more rapid than in the educational field. I wish that the foreign language field were more attractive to Blacks; we need some variety in our departments. As for affirmative action, on the rare occasions when I am in a position to hire a new person, I think affirmative action is seen in recruiting with an utterly open mind.

6. What is your impression of the relations between students and faculty?

In my field, the relations between students and faculty are almost always good. For one thing, our faculty is always so eager to have the students learn these languages as well as possible, thus almost no effort is spared in working with our students at every possible opportunity. To be sure, there are some students who have a mental block with regard to language study, and these students will often detest both the subject and the teacher. With none of these students is a good relation possible. As for the Black student in particular, he or she would be rare to begin with and so the faculty would be unusually interested in such a student. I think that the rapport between language students and their instructors is probably one of the best relationships in the whole university.



Harry C. Rutledge
Head
Department of Romance Languages
Department of Classics

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THE UNIVERSITY OF TENNESSEE
DEPARTMENT OF ENGLISH
KNOXVILLE, TENNESSEE 37916

July 16, 1973

Mr. Hardy Liston
Associate Vice Chancellor for Academic Affairs
Administration Building 110

Dear Mr. Liston:

Here are my answers to the six questions that you proposed for our meeting on July 16.

1. The English Department attempted to recruit two excellent Black staff members for 1973-74. Dr. Juanita Williamson, a University of Michigan Ph.D., and Mr. Ronald Welburn, a Ph.D. candidate at Syracuse University, both unavailable at present for full-year appointments, were invited to accept visiting appointments. Dr. Williamson will be Visiting Professor of English during the second summer term of 1973. Mr. Welburn declined to accept our offer of a position as Visiting Lecturer in English for the fall quarter of 1973. Though Mr. Welburn chose to remain at Syracuse next fall, he remains interested in the University of Tennessee, and arrangements have been made to discuss the possibility of his joining our staff in the fall of 1974 upon completion of his work for the doctorate.
2. Undoubtedly, in the field of English, the most significant limiting factor in the recruitment of Black faculty is the very small number of qualified prospects with any interest in teaching at the University of Tennessee. The number of Black students pursuing advanced study in English is not nearly large enough to meet the demand, and many of the best qualified are not available to us, either because they do not choose to teach in the South or because they have a personal commitment to teaching in a predominantly Black college.
3. Despite the obvious difficulties, we have not given up hope. The great need, of course, for the University of Tennessee and for other colleges and universities, is an increased number of qualified young Black men and women in the field of English. In the next year or two we plan to increase our efforts to attract some of them into our own graduate program, especially at the doctoral level; and we hope that other universities in our region will do the same thing.
4. For several years we have written annually to all of the predominantly Black colleges in Tennessee soliciting applications for graduate and teaching assistantships. Next year we intend to write also to selected schools outside Tennessee. In addition, we are preparing for the fall of 1973 a brochure on the English major and its uses. We will see to it that this brochure is brought to the attention of the Black students on our campus.
5. To me affirmative action in the area under discussion is the effort to find and attract (1) qualified Black faculty members and (2) Black students who can profit from the programs that we are prepared to offer them.

2

6. It seems to me that relations between Black students and the faculty of the English Department are generally good. There are, of course, some problems, some misunderstandings, but the number brought to the attention of my office is small.

Sincerely yours,

Bain T. Stewart

Bain T. Stewart
Head

BTS:mr b

Det: EEO Report for 1974

Outside Contacts - Athletic Dept. data. —

Data analysis - Fac. Opinion Survey
Student data analysis

~~Preliminary~~

Outlines of report sections — complete

Final (revised) outlines —

Reactions to preliminary outlines —

Preface & introduction / Format — Nelson Polina

Act - The need student data in Jerry's draft.

- Mary Rose - furnish analyses to Marvin & Barbara

Sat - Dec. 7
9:00 a / 1:00 p
UT Center
Dept mtg: Dec 2. 5:18-19
To receive re-minutes & prepare for Sat. 1:00 p / 3:00 p
Hints to ROTC's pose questions as in other depts