



1974

Rationale and Objectives for the Formation of the Black Faculty and Staff Association; Various Other Task Force Reports

Commission for Blacks

Follow this and additional works at: https://trace.tennessee.edu/utk_blackmiscreports

Recommended Citation

Commission for Blacks, "Rationale and Objectives for the Formation of the Black Faculty and Staff Association; Various Other Task Force Reports" (1974). *Miscellaneous Memorandums and Reports*. https://trace.tennessee.edu/utk_blackmiscreports/70

This Article is brought to you for free and open access by the Issues, Proposals, and Recommendations at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Miscellaneous Memorandums and Reports by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

Rationale

The formation of the Black Faculty and Staff Association is the result of the collective efforts of concerned Black faculty and staff members at the University of Tennessee, Knoxville to provide a means of identification for one another, for Black students and for the community at large.

As an association of Black personnel we propose to function as a behavioral advisory board for all Black people on campus. The following list of objectives, without reference to priority, will give the organization a framework within which to work:

Objectives

Provide a forum for Black faculty and staff expression in the following areas:

- A. Recruitment of Black faculty, staff, graduate and undergraduate students
- B. Retention, promotion, and tenuring of Black faculty and staff persons
- C. Work to increase the opportunities so that the social, psychological, academic and economic needs of Black students can be better met.
- D. Provide a vehicle to increase interaction between the Black faculties and staff throughout the University system and those in the city.
- E. Provide expertise that can be utilized in bring about better extra and intra-university race relations
- F. Bring together Black UTK personnel for mutual social and political needs
- G. Help increase Black awareness at the University; e.g. speakers, entertainment, films, books and related activities.
- H. Work with individual Black students as well as the various Black University organizations in a support and advising capacity
- I. Provide a Black scholarly atmosphere by sponsoring lectures, book reviews sessions and similar programs

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

November 21, 1974

MEMORANDUM

TO: Members of the Task Force on Blacks

FROM: Hardy Liston, Jr. *Hardy*
Chairperson

RE: Next Meetings

1. The Task Force will not meet on Monday, November 25, 1974.

2. The next meeting of the Task Force will be held on Monday, December 2, 1974, at 1:00 p.m. in the Chancellor's Conference Room. At this time, we expect to receive the second drafts of report sections on (a) Opportunities (Marvin Peek), (b) Environment (Jerry Phillips and Ray Cowles), and (c) first drafts from Barbara Reid and Skip Lomax. These drafts will be the working documents for our intensive work session to be held on Saturday, December 7th, from 9:00 a.m. to 1:00 p.m. in Room 218 of the Student Center. It is important that we receive these drafts on Monday, December 2, so that each member of the Task Force will have an opportunity to digest and prepare comments on these materials. The progress that we are able to make in the December 7 meeting will depend, in large measure, on the extent of which each of us has reviewed carefully and prepared our reactions to the re-written materials from each of these sections.

3. I am sure that you will all agree that we are anxious to complete this task. It has been difficult to find a mutually convenient time for our meetings. Yet the responsibilities of this Task Force continue to loom large as time passes. I hope that each of you will be able to make the necessary sacrifices to attend both the December 2nd and December 7th meetings and that these opportunities to be together and work together will help us focus on the future directions of our work.

js



October 8, 1974

MEMORANDUM

TO: Dr. Jack E. Reese

FROM: Hardy Liston, Jr.

RE: Appointments to the Task Force on Blacks

Jack, as we have discussed recently, there are three (3) positions on the Task Force on Blacks that must be filled because of the graduation of two students and the resignation of a faculty member. The students are: Clarence Gordon, who was graduated by the College of Law in August, and Lorraine Parker, who received her degree from the College of Business in June. The faculty member is Roy Knight, Assistant Dean of Architecture.

After discussions with a number of persons including the members of the Task Force, Chris Dorian, Howard Aldmon and Arthur Jones, I am pleased to recommend the following persons to fill these vacancies:

David Campbell - former athlete, 1974 graduate and now a graduate student in History (Black Studies Office - 1629 Melrose Avenue)

Floydette C. Lomax - a graduate student in Public Administration and an assistant in the Special Services Office (Special Services Office - 812 Volunteer Blvd.)

Dr. Nelson Robinson - Professor of Political Science (1019 McClung Tower)

I believe these persons will be of great assistance in the writing of our report. I hope that you will concur and that a letter from your office will make these appointments official.

js

BLACK FACULTY, STAFF AND NON-ACADEMIC PERSONNEL

Goal = Procurement of specific data on specific problems.

1. Communication with all Black staff: faculty, administration, and non-academic personnel.
 - a. Nature of data: title, length of employment, how was position obtained, opportunity for advancement, perceived under-employment and advancement potential, awareness of redress procedures, ideas about amelioration of problems peculiar to Blacks, etc.
 - b. What do you perceive to be community problems related to recruitment and employment?

COUNCIL ON HUMAN RELATIONS; OFFICE OF MINORITY AFFAIRS;
COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
AND OMBUDSMAN

1. Communication with other committees which address the concern of Blacks: Human Relations, Equal Opportunity, etc.

- a. Nature of data: clarification of the domain of problems and issues to which each committee is charged.

2. Information and Perspectives

Is there any institutionalized device on this campus, other than the Equal Employment Committee, for handling and resolving racial or other discriminations? On other campuses?

Is there any institutionalized method on this or other campuses for bringing Blacks and whites together to discuss problems of mutual concern and interest in the area of race relations?

NON-ACADEMIC PERSONNEL OFFICE

1. What are the criteria for awarding work opportunities to students on campus?
2. Communication with persons responsible for faculty, administrative, and non-academic personnel.
 - a. Ascertain whether or not affirmative action is established as a standing policy.

Base Data:

Goal = Establishment of current state of affairs relative to Black presence at UTK.

1. Ascertain what data are already compiled and available on Blacks at UTK.
2. Delineation of positions within the organizational structure of the University, and which positions are filled with Blacks.

ATHLETIC DEPARTMENT AND ATHLETES

1. What efforts are being made to recruit Blacks for athletic programs at UTK?

- a. Student athletes

2. Housing on Campus

Residence Hall employees - Check Office of Residence Halls
Room assignments - Also check mixed students living together
Discrimination - Interview White/Black (Male/Female)
Opportunities in Residence Halls
Disciplinary Actions - Against White/Black in Residence Halls
Blacks in Gibbs Hall

3. Delineation of positions within the organizational structure of the University, and which positions are filled with Blacks.
4. Communication with persons responsible for faculty, administrative, and non-academic personnel.
 - a. Ascertain whether or not affirmative action is established as a standing policy.

FINANCIAL AIDS OFFICE

1. What scholarships, fellowships, loans, and work opportunities are available for all students? For Black students?
2. How is the above aid distributed among Black students?
3. What are the criteria for awarding scholarships, fellowships, assistantships, loans and work opportunities?
4. What external financial aid is available? (for undergraduates
(for graduate students
5. How is financial aid information transmitted to students or potential students and faculty?
6. Criteria employed in GA/GTA selection and appointments - grants
- non-service fellows

BLACK STUDIES COMMITTEE/OFFICE

Black Studies:

1. Rationale as a special discipline
 - a. Purpose - function
2. Whom does it serve?
3. How is it structured?
 - a. Administratively
 - b. Programmatically
 - c. Operationally

PLACEMENT CENTER

Job Placement: (Data for last 5 years)

1965-
~~Council of Placement Services~~ (Ford Pl. #350K)
Coll. Placement Council

71-72 72-73
27 20

1. No. registrations in placement center
2. No. registrants in placement center
3. No. interviews scheduled
4. No. interviews held
5. No. job offers/ to ? no. students
6. No. jobs accepted
7. No. firms specifically requesting Blacks
8. No. firms offering and hiring Blacks

- P. Stal's feel. place. + off. is + for the
- Ralph thinks there is no problem - Stal not
intimidated by this office.

51-52% of grads. use the placement center. ~ 0% in architecture
✓ 70 Black grads. going to grad. school.

1972 - 7912 interviews - down 20% over previous year - job market responsible.

- If shop planned for employees
- "How to interview today's women" - "How to . . . today's Blacks"
"How to take an interview"

Teachers - 4 to 6 Blacks

DR. GODDARD AND STAFF

1. What efforts are being made to attract (recruit) Blacks for undergraduate study, graduate study, part-time (Evening School) study, and continuing education at UTK?

To what extent are remedial reading courses utilized by Blacks?

GRADUATE SCHOOL OFFICE

1. What efforts are made to recruit Blacks for undergraduate study, graduate study, athletics, part-time (Evening School) study and continuing education?
2. What are the criteria for awarding scholarships, fellowships, assistantships, loans and work opportunities?
3. What external financial aid is available to graduate students?
4. How is financial aid information transmitted to students or potential students and faculty?
5. What are the criteria for admission to colleges and/or degree programs? What problems do Black students encounter in meeting these criteria?
6. Does the application fee (graduate and undergraduate) influence admission of Black students? Is a waiver of this fee possible?
7. Criteria employed in GA/GTA selection and appointments - grants
non-service
fellowships

ADMISSIONS AND RECORDS

1. Special Data - last 10 years: (Undergraduate and Graduate, where applicable)
 - a. No. Black students - % total
 1. Full-time/fields
 2. Part-time/fields - whether degree pursued
 - b. Distribution of GPA/s vs ACT's/SAT's and rank in class, if possible
 1. Full-time/fields
 2. Part-time/fields
 - c. Distribution of ages (particularly graduate students) {University-wide Blacks}
 - d. Comparative data to a. & b. above with other state and regional institutions (See Master Plan)
 - e. 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) /Break out foreign student data. Also see International Education - Dixon Johnson/
 - (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 recruitment measures have been effective in other colleges in Tennessee? In the Southeast?
5. What are the criteria for admission to colleges and/or degree programs? What problems do Black students encounter in meeting these criteria?
6. Does the application fee (graduate and undergraduate) influence admission of Black students? Is a waiver of this fee possible?

7. Policy on choice of major and process leading to that choice.
 - a. Would a "General College" be appealing?
8. Standards for admission/uniform vs variable policies {Graduate
Undergraduate
9. Standards for progression/uniform vs variable policies {Graduate
Undergraduate
10. Enrollment limitations in some programs.
11. Information and Perspective:

Summer Orientation Program - Orientation '73

CHANCELLOR AND STAFF

1. 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.

Perhaps a meeting w/ Chancellor's Associates

BLACK FACULTY, STAFF AND NON-ACADEMIC PERSONNEL

Goal = Procurement of specific data on specific problems.

1. Communication with all Black staff: faculty, administration, and non-academic personnel.
 - a. Nature of data: title, length of employment, how was position obtained, opportunity for advancement, perceived under-employment and advancement potential, awareness of redress procedures, ideas about amelioration of problems peculiar to Blacks, etc.
 - b. What do you perceive to be community problems related to recruitment and employment?

COUNCIL ON HUMAN RELATIONS; OFFICE OF MINORITY AFFAIRS;
COMMITTEE ON EQUAL EMPLOYMENT OPPORTUNITY
AND OMBUDSMAN

1. Communication with other committees which address the concern of Blacks: Human Relations, Equal Opportunity, etc.

- a. Nature of data: clarification of the domain of problems and issues to which each committee is charged.

2. Information and Perspectives

Is there any institutionalized device on this campus, other than the Equal Employment Committee, for handling and resolving racial or other discriminations? On other campuses?

Is there any institutionalized method on this or other campuses for bringing Blacks and whites together to discuss problems of mutual concern and interest in the area of race relations?

NON-ACADEMIC PERSONNEL OFFICE

1. What are the criteria for awarding work opportunities to students on campus?
2. Communication with persons responsible for faculty, administrative, and non-academic personnel.
 - a. Ascertain whether or not affirmative action is established as a standing policy.

Base Data:

Goal = Establishment of current state of affairs relative to Black presence at UTK.

1. Ascertain what data are already compiled and available on Blacks at UTK.
2. Delineation of positions within the organizational structure of the University, and which positions are filled with Blacks.

ATHLETIC DEPARTMENT AND ATHLETES

1. What efforts are being made to recruit Blacks for athletic programs at UTK?

- a. Student athletes

2. Housing on Campus

Residence Hall employees - Check Office of Residence Halls
Room assignments - Also check mixed students living together
Discrimination - Interview White/Black (Male/Female)
Opportunities in Residence Halls
Disciplinary Actions - Against White/Black in Residence Halls
Blacks in Gibbs Hall

3. Delineation of positions within the organizational structure of the University, and which positions are filled with Blacks.
4. Communication with persons responsible for faculty, administrative, and non-academic personnel.
 - a. Ascertain whether or not affirmative action is established as a standing policy.

FINANCIAL AIDS OFFICE

1. What scholarships, fellowships, loans, and work opportunities are available for all students? For Black students?
2. How is the above aid distributed among Black students?
3. What are the criteria for awarding scholarships, fellowships, assistantships, loans and work opportunities?
4. What external financial aid is available? (for undergraduates
(for graduate students
5. How is financial aid information transmitted to students or potential students and faculty?
6. Criteria employed in GA/GTA selection and appointments - grants
- non-service fellows

BLACK STUDIES COMMITTEE/OFFICE

Black Studies:

1. Rationale as a special discipline
 - a. Purpose - function
2. Whom does it serve?
3. How is it structured?
 - a. Administratively
 - b. Programmatically
 - c. Operationally

PLACEMENT CENTER

Job Placement: (Data for last 5 years)

1965 - Council of Placement Services (Ford Pl. #350K)
Coll. Placement Council

71-72 72-73
27 20

1. No. registrations in placement center
2. No. registrants in placement center
3. No. interviews scheduled
4. No. interviews held
5. No. job offers/ to ? no. students
6. No. jobs accepted
7. No. firms specifically requesting Blacks
8. No. firms offering and hiring Blacks

- P. et al's feel. job. + off. is + for the
- Ralph thinks there is no problem - et al. not
intimidated by this office.

51-52% of grads. use the placement center. ~ 0% in architecture
✓ 70 Black grads. going to grad. school.

1972 - 7912 interviews - down 20% over previous year - job market responsible.

- If shop planned for employees
- "How to interview today's women" - "How to . . . today's Blacks"
"How to take an interview"

Teachers - 4 to 6 Blacks

DR. GODDARD AND STAFF

1. What efforts are being made to attract (recruit) Blacks for undergraduate study, graduate study, part-time (Evening School) study, and continuing education at UTK?

To what extent are remedial reading courses utilized by Blacks?

GRADUATE SCHOOL OFFICE

1. What efforts are made to recruit Blacks for undergraduate study, graduate study, athletics, part-time (Evening School) study and continuing education?
2. What are the criteria for awarding scholarships, fellowships, assistantships, loans and work opportunities?
3. What external financial aid is available to graduate students?
4. How is financial aid information transmitted to students or potential students and faculty?
5. What are the criteria for admission to colleges and/or degree programs? What problems do Black students encounter in meeting these criteria?
6. Does the application fee (graduate and undergraduate) influence admission of Black students? Is a waiver of this fee possible?
7. Criteria employed in GA/GTA selection and appointments - grants
non-service
fellowships

ADMISSIONS AND RECORDS

1. Special Data - last 10 years: (Undergraduate and Graduate, where applicable)
 - a. No. Black students - % total
 1. Full-time/fields
 2. Part-time/fields - whether degree pursued
 - b. Distribution of GPA/s vs ACT's/SAT's and rank in class, if possible
 1. Full-time/fields
 2. Part-time/fields
 - c. Distribution of ages (particularly graduate students) {University-wide
Blacks
 - d. Comparative data to a. & b. above with other state and regional institutions (See Master Plan)
 - e. 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 /Break out foreign student
Blacks data. Also see Interna-
tional Education - Dixon
Johnson/
 - (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 recruitment measures have been effective in other colleges in Tennessee? In the Southeast?
5. What are the criteria for admission to colleges and/or degree programs? What problems do Black students encounter in meeting these criteria?
6. Does the application fee (graduate and undergraduate) influence admission of Black students? Is a waiver of this fee possible?

7. Policy on choice of major and process leading to that choice.
 - a. Would a "General College" be appealing?
8. Standards for admission/uniform vs variable policies {Graduate
Undergraduate
9. Standards for progression/uniform vs variable policies {Graduate
Undergraduate
10. Enrollment limitations in some programs.
11. Information and Perspective:

Summer Orientation Program - Orientation '73

COLLEGES AND DEPARTMENTS

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. 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?

DR. ALDMON AND STAFF

1. What are the criteria for awarding work opportunities to students on campus?

2. Counseling

- a. Are there any Black counselors on campus in the categories listed by Howard (Counseling Center; The Corner; religious) in the colleges?
- b. What efforts have been made to recruit in this area?
- c. What counseling mechanisms, if any, exist for Blacks at neighboring colleges and universities?
- d. To what extent are abortion referral and sex education services on campus utilized by Blacks (breakdown by sex)? Are there any Blacks involved in providing such services?
- e. Are there other counseling services available on campus, e.g., dormitory advisors? If so, to what extent are they used by Blacks? Administered by Blacks?
- f. To what extent, if any, does racial bias appear as a factor in the problems of students (Black and White) who seek psychological counseling?
- g. Counseling: Special counseling for students with personal problems. Many students need a Black professional to relate to and express personal needs and desires. This person should be experienced in direct and indirect counseling techniques. Special courses should be offered for advisors and head residents for the purpose of increasing their background and ability to deal with problems of minority students. A merit system should be used to insure attendance of these courses.

3. Housing

a. On-Campus

Is there any attempt to match roommates by background other than by race? Do other colleges and universities utilize any techniques of matching by background?

What is the length of the mandatory rooming-together period for assigned students? How does this compare with other neighboring institutions?

What is the changeover, by quarter (1st quarter, 2nd quarter students, etc.) and by sex, from mixed-race to single-race rooming situations?

Is there any changeover (if so, at what times) from single-race to mixed-race rooming?

What percentage, if any, of Blacks is randomly assigned initially with other Black roommates?

Is there any correlation between changeover from mixed- to single-race rooming based on the number of roommates in the original rooming situation?

Residence Hall employees - Check Office of Residence Halls
Room Assignments - Also check mixed students living together
Discrimination - Interview White/Black (Male/Female)
Opportunities in Residence Halls
Disciplinary Actions - Against White/Black
Blacks in Gibbs Hall

b. Off-Campus

Can patterns of discrimination be identified in off-campus rooming?

Does the University provide any mechanism for eliminating any such discrimination? Do neighboring campuses? If the University does not, what are its reasons for not doing so?

What percentage of Black students, as compared to White, lives off-campus? Are there identifiable areas in which they tend to congregate?

Are there any off-campus mixed-race rooming situations?

What are the reasons given for choice of on-campus or off-campus rooming by Blacks?

Black commuters - Where from and number of commuters.
Availability in area.

Is discrimination practiced? Interview present off-campus Blacks.

4. Social Affairs

a. Is there any interracial dating or marriages on the campus? How do the statistics in this area compare with neighboring campuses?

b. To what extent do Blacks attend White social events such as dances and parties? Vice versa? Are there any University-sponsored, or dormitory- or campus-church sponsored activities in these categories? What is the comparison with neighboring institutions? Is there a felt need in this area? (Check also with Religious Centers, Fraternities, Sororities, Student Government, Interfraternity Council, and Panhellenic Council.)

c. Percent affairs related to Blacks as opposed to Whites.

- d. Percent affairs actually requested by Blacks.
- e. Percent programs requested by Blacks and refused for reason of lack of funds.
- f. Use of activities fees of Blacks for White programs as opposed to the use of White activities fees for Black programs.
- g. Amount of funds allocated for operation of A.A.S.L.F. (Afro-American Student Liberation Force) as opposed to funds allocated for operation of Student Senate and International House.
- h. Role of Black Greek organizations.
- i. Representation on IFC.
- j. Representation on Panhellenic.
- k. Communication between Black Greeks and White Greeks.
- l. Existence of other social clubs and organizations - recognition by UT.
- m. Relationship of Black Greeks to other Greeks.
- n. Are Black fraternities and sororities closed to Whites, other social clubs, organizations.

5. Recreation (Entertainment)

- a. In what areas of entertainment are Black attendance and interest greatest? Smallest? Are the results in any way especially associated with Black interest or lack of interest?
- b. Efforts of Campus Entertainment Board and University Concerts.
 - (1) Entertainment related to Blacks.
 - (2) Input into CEB entertainment - more members on board with power to designate entertainment - Black advisors to board with future seats on board.
 - (3) Enlargement of CEB.
 - (4) Percent activity fee allocated to CEB, as opposed to amount of Black entertainment brought to campus. Percent investment in White programs vs percent profit, percent lost, attendance. Percent investment in Black programs vs percent profit, percent lost, attendance.
- c. Access and availability of off-campus entertainment.

- d. Efforts of CEB and University Concerts to meet demand and need.
Do Blacks like who has performed so far?
What efforts have been made to express feelings?
- e. What role does Knoxville College play in social life?
Would UT Blacks prefer offerings on campus to socialize with
Knoxville College and to what extent?
Participation in intramurals.
- f. Sports Clubs.
- g. Black athlete (discrimination - stacking); attitudes of Black
athletes; attitudes of alumni and students toward athletes.

6. Community Affairs

- a. To what extent do community institutions, such as Knoxville
College, community churches, movies, eating and entertainment
places, private homes, provide a source of community involve-
ment and interest for Blacks? Are there areas of special need,
or special success, in this regard?
- b. Public service efforts to the Black community (i.e., legal aid
clinic, minority businesses).
- c. Black community involvement with UT.
- d. Image of UT to Black citizens.
- e. Image of Black UT student to Black citizen.

7. Cultural Programs

- a. What areas or types of programs are most attended or liked by
Blacks?

To what extent are Blacks involved in the planning or implementa-
tion of such programs? Are there mechanisms for especially seeking
their involvement?
- b. Black History Week.
- c. Black Arts Festival.
- d. Feasibility and desire for Cultural Arts Center.
- e. Participation in deciding on speakers and entertainers at UT.
- f. Use of Student Center.
- g. Black Cultural Center - participation in decision-making process
of bringing various guest speakers and entertainers to the UT
campus.

8. Human Relations

- a. What kinds of discriminations, real, imaginary, unprovable, symbolic, etc., are perceived by Black students in their day-to-day contact with other students, faculty, administration, safety and security, community? Are there any major areas of concern in this respect?
- b. Are there facilities especially available to Blacks in the Student Center? Elsewhere on campus? On other campuses? Of what nature? Are such facilities also utilized by Whites?
- c. Human Relations - with White students
 - with Instructors/Administrators
- d. Attitude toward Safety and Security.
- e. Representation on Appeal Boards.
- f. Reaction toward Instructors.
- g. Reaction of Instructors.
- h. Human relations between student and non-student personnel.
- i. Communication between Black and White students.
- j. Human relations with community.

9. Information and Perspectives

- a. Is there any institutionalized device on this campus, other than the Equal Employment Committee, for handling and resolving racial or other discriminations? On other campuses?
- b. Is there any institutionalized method on this or other campuses for bringing Blacks and Whites together to discuss problems of mutual concern and interest in the area of race relations?
- c. Summer Orientation Program - Orientation '73.

AFRO-AMERICAN STUDENT LIBERATION FORCE

1. Academics:

- a. What do currently enrolled Black students perceive as effective recruitment measures? Why did their friends not come to UTK?
- b. Black students' perception of quality of advising service.
- c. Tutorials?
- d. Reason for choice of UT/field @ UT. Effect of socio-economic background.
- e. Policy on choice of major and process leading to that choice. Would a "General College" be appealing?

2. Counseling:

- a. Are there identifiable special counseling needs related to Blacks?
- b. To what extent are the remedial reading courses utilized by Blacks?
- c. To what extent are abortion referral and sex education services on campus utilized by Blacks (breakdown by sex)? Are there any Blacks involved in providing such services?
- d. Are there other counseling services available on campus (e.g., dormitory advisors)? If so, to what extent are they used by Blacks? Administered by Blacks?
- e. Contacts of Black staff with Black/White students, especially as role model for Black student.

3. Housing

a. On-Campus

Discrimination - Interview White/Black (Male/Female)
Opportunities in Residence Halls
Disciplinary Actions - Against White/Black
Blacks in Gibbs Hall

b. Off-Campus

Can patterns of discrimination be identified in off-campus rooming?

Are there any off-campus mixed-race rooming situations?

What are the reasons given for choice of on-campus or off-campus rooming by Blacks?

Black commuters - Where from and number of commuters.
Availability in Area.

4. Social Affairs

- a. Is there any interracial dating or marriages on the campus? How do the statistics in this area compare with neighboring campuses?
- b. To what extent do Blacks attend White social events such as dances and parties? Vice versa? Are there any University-sponsored, or dormitory- or campus-church sponsored activities in these categories? What is the comparison with neighboring institutions? Is there a felt need in this area? (Check also with Religious Centers, Fraternities, Sororities, Student Government, Interfraternity Council, and Panhellenic Council.)
- c. Percent affairs related to Blacks as opposed to Whites.
- d. Percent affairs actually requested by Blacks.
- e. Percent programs requested by Blacks and refused for reason of lack of funds.
- f. Use of activities fees of Blacks for White programs as opposed to the use of White activities fees for Black programs.
- g. Amount of funds allocated for operation of A.A.S.L.F. (Afro-American Student Liberation Force) as opposed to funds allocated for operation of Student Senate and International House.
- h. Role of Black Greek organizations.
- i. Representation on IFC.
- j. Representation on Panhellenic.
- k. Communication between Black Greeks and White Greeks.
- l. Existence of other social clubs and organizations - recognition by UT.
- m. Relationship of Black Greeks to other Greeks.
- n. Are Black fraternities and sororities closed to Whites, other social clubs, organizations.

5. Recreation (Entertainment)

- a. In what areas of entertainment are Black attendance and interest greatest? Smallest? Are the results in any way especially associated with Black interest or lack of interest?
- b. Efforts of Campus Entertainment Board and University Concerts.
 - (1) Entertainment related to Blacks.

- (2) Input into CEB entertainment - more members on board with power to designate entertainment - Black advisors to board with future seats on board.
 - (3) Enlargement of CEB.
 - (4) Percent activity fee allocated to CEB, as opposed to amount of Black entertainment brought to campus. Percent investment in White programs vs percent profit, percent lost, attendance. Percent investment in Black programs vs percent profit, percent lost, attendance.
- c. Access and availability of off-campus entertainment.
 - d. Efforts of CEB and University Concerts to meet demand and need. Do Blacks like who has performed so far? What efforts have been made to express feelings?
 - e. What role does Knoxville College play in social life? Would UT Blacks prefer offerings on campus to socialize with Knoxville College and to what extent? Participation in intramurals.
 - f. Sports Clubs.
 - g. Black athlete (discrimination - stacking); attitudes of Black athletes; attitudes of alumni and students toward athletes.
6. Community Affairs
- a. To what extent do community institutions, such as Knoxville College, community churches, movies, eating and entertainment places, private homes, provide a source of community involvement and interest for Blacks? Are there areas of special need, or special success, in this regard?
 - b. Public service efforts to the Black community (i.e., legal aid clinic, minority businesses).
 - c. Black community involvement with UT.
 - d. Image of UT to Black citizens.
 - e. Image of Black UT student to Black citizen.
7. Cultural Programs
- a. What areas or types of programs are most attended or liked by Blacks?
- To what extent are Blacks involved in the planning or implementation of such programs? Are there mechanisms for especially seeking their involvement?

- b. Black History Week.
- c. Black Arts Festival.
- d. Feasibility and desire for Cultural Arts Center.
- e. Participation in deciding on speakers and entertainers at UT.
- f. Use of Student Center.
- g. Black Cultural Center - participation in decision-making process of bringing various guest speakers and entertainers to the UT campus.

8. Human Relations

- a. What kinds of discriminations, real, imaginary, unprovable, symbolic, etc., are perceived by Black students in their day-to-day contact with other students, faculty, administration, safety and security, community? Are there any major areas of concern in this respect?
- b. Are there facilities especially available to Blacks in the Student Center? Elsewhere on campus? On other campuses? Of what nature? Are such facilities also utilized by Whites?
- c. Human Relations - with White students
 - with Instructors/Administrators
- d. Attitude toward Safety and Security.
- e. Representation on Appeal Boards.
- f. Reaction toward Instructors.
- g. Reaction of Instructors.
- h. Human relations between student and non-student personnel.
- i. Communication between Black and White students.
- j. Human relations with community.