



University of Tennessee, Knoxville

TRACE: Tennessee Research and Creative Exchange

Miscellaneous Memorandums and Reports

Issues, Proposals, and Recommendations

12-27-1974

Report on "Black Students: Opportunities"

Commission for Blacks

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

Recommended Citation

Commission for Blacks, "Report on "Black Students: Opportunities"" (1974). *Miscellaneous Memorandums and Reports*.
https://trace.tennessee.edu/utk_blackmiscreports/69

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.

THE UNIVERSITY OF TENNESSEE
at KNOXVILLE

Telephone: 615/974-5052

Coordinator of Black Studies
1629 Melrose Avenue
Knoxville, Tennessee 37916

To: The Task Force on Blacks
Re: Second Draft - "Black Students: Opportunities"
From: Marvin E. Peek
Date: December 27, 1974

Many of the suggestions submitted by Drs. Gram, Nelson, Dittrich and Phillips were utilized in making changes in the first draft. However, some of the same errors are present and need to be highlighted one more time. Those of you who haven't responded before, who see places where errors or vagueness tend to obviate the meaning, please indicate this to me.

Bill Dennis and I anticipate including the following in our third draft:

1. A section on the Evening School as it relates to Black recruitment, financial aids, and admissions.
2. Updated figures on enrollment, and financial aid.
3. Comments on the student responses and how such compares to our findings.
4. Efforts will be made to remove the vagueness implied by the usage of "a number", "several", "some", "many" and so forth.
5. Additional material from the deans reports

Our fourth and hopefully, last draft, will include the athletes and the Athletic department.

We are in need of some guidance with respect to specifics. Are we to suggest general problem areas and make similar recommendations or are we to minutely detail these comments. For example, should we merely suggest that a system be established in each dean's office for some program, or are we to outline the specifics of the system.

(Please note that this draft was mailed to your home address - if it was not received, please notify us so another copy can be made available to you)

DEC 31 1974

MEMORANDUM:

TO: Task Force on Blacks

SUBJECT: Peek Draft of October, 1974; "Black Students: Opportunities"

FROM: Nelson M. Robinson *NR*

DATE: 31 October 1974

The following observations and comments reflect an "uninitiated" reading of Marvin's draft in the sense that I am keenly aware of not having participated in the work of the Task Force prior to reviewing this paper. It may well be that some or all of my reactions are less than relevant to the Task Force's perception of its findings. On the other hand, a fresh perspective may possibly be constructive.

- p. 6 Last line. Perhaps it would be best to identify as many of the "alternative sources" as are known to the Task Force rather than single out "a few" for special mention.
- p. 7 Line 2. If the "Minority Scholarship Fund" has not been previously identified in the report, perhaps it should be described rather than just mentioned here. Why haven't sufficient funds been collected? Does this lack of funds merit further comment?
- p. 7 Line 16. I don't understand the phrase "least available monies". Perhaps "monies least accessible to Black students (or applicants)" would clarify the thought.
- p. 8 Line 2. Shouldn't the Task Force identify the reasons why Black students criticize the size of these awards? Does this criticism stem from all Black students, the majority, or a few? Are the criticisms different from those voiced by non-Black students?
- p. 8 Line 13. Is the verb "should" used to indicate a value preference which may not be shared by those administering financial aid programs? Or is the practice one which takes into account the difference between available financial resources and estimated expenses? Do awards ever reflect this exact difference?
- p. 8 The general tone of report here seems to reflect a statement of existing practice. Does the Task Force wish to suggest that the current policies for determining need, especially as applied to Black applicants, should be modified?
- p. 9 Line 1. Would "How Students Learn About Financial Aid Opportunities" be a more appropriate heading?
- p. 9 Items "b-3" and "b-4" don't appear to be "Conferences with high school counselors".
- p. 11 Item 2. Does the Task Force consider that the Knoxville campus has been "the white university"? Has this status not been shared with the other public universities in Tennessee? By whom has UTK been

so considered? Can the Task Force be more specific about the "suspicious attitudes" and "hostile feelings" mentioned here? Is evidence at hand to suggest that such attitudes and feelings are identifiable as related to UTK and not to other institutions of higher education? Or are the attitudes reflective of a general rather than a specific perception?

- p. 11 Item 3. "Any active effort to recruit Black students to UTK inevitably places the university in competition with the predominantly Black colleges and universities in Tennessee and thus exacerbates the special problems confronting these institutions." Does this language do violence to the thought expressed in the draft?
- p. 11 Item 4. UTK has "less in the form of scholarship aid" than what? Is the average financial aid grant to Black students less than that to non-Blacks? Upon what criteria is the reference to the "overall excellent quality of students across the state" based? What is the relationship between the latter and the former; between the dependent and independent clauses of this sentence?
- p. 11 Item 5. Is the reference to the "recruiter" of Black students? What does the Task Force have in mind by referring to funds which "can be systematically allocated to potential student contacts"? What is "systematic"? Is the "allocation" designed for "contacts" or for registered students?
- p. 12 Item 7. "Little or no effort has been made to recruit Black students before they reach their senior year or, in the case of potential graduate students, until their senior year in a Black college." Is this language more specific.
- p. 12 Item 8. Does the Task Force have evidence to support the reference to heavy concentration? Does this refer to a percentage of Black students ~~receiving~~ vis-a-vis the corresponding percentage of non-Blacks? Or is ^{it} the proportion of non-Blacks receiving aid who receive it in the form of work study grants as opposed to the proportion of non-Blacks who are assigned to work study? Does the Task Force want to suggest that any recipient of work study aid is "forced to relinquish valuable study time"?
- p. 12 Item 9. Might this point be combined with Item 7?
- p. 12 Item 10. Should reference be made to the possible overloading of Black staff? Does the university have any policy regarding the use of its personnel as goodwill ambassadors?
- p. 12 Item 11. Does the Task Force wish to suggest that Black faculty and staff should assume a more active role?
- p. 13 Item 30. In the second column (1), the number of respondents should be shown as "60" - not '20'.

- pp. 12-13 Questionnaire data. It might be a good idea to spell out in the text the "significance" which the Task Force attaches to these responses.
- pp. 13-14 What evidence does the Task Force have for the statements made in the paragraph beginning on the bottom of page 13? How do these opinions or attitudes compare with the Task Force's knowledge of the facts - if any? Why is a loan that must be repaid considered a "hardship"?
- pp. 14 Recommendation 1. What does the Task Force mean by "a system", "coordinating", and "maintaining"? In substance, the recommendation would appear innocuous and rather vague. What specific reports should the Chancellor require from the deans?
- p. 15 Recommendation 5. How would the faculty person so-named be expected to perform his duties as recruiter?
- p. 15 Recommendation 7. Have the current efforts been described in the report? What relationship is perceived between Black enrollments in the Evening School and the general problem of attracting Black students?

For V.C. Hooty Liston
(Heard on giving this to
Marvin at our 11/11 mtg. I have
sent it to him).
Men.

MEMORANDUM

November 11, 1974

TO: Mr. Marvin Peek, Coordinator of Black Studies

FROM: Norman E. Dittrich, Professor and Head
Department of Accounting

SUBJECT: Comments on pages 6 through 15 of the October draft of Black
Studies: Opportunities

The following comments are keyed to your document, with the page number indicated by the first number and the line number, where applicable, indicated by the second number.

- 6/5 Often the donors of scholarship funds specify the criteria of awards
- 6/7-9 It is not clear why this sentence is true.
- 6/10-12 Is this for black students only or for all students having financial hardships?
- 7/15-17 Is this requirement actually enforced and by whom is it required?
- 8/1 Is significance of the criticism of black students regarding the size of awards somewhat reduced by the financial aid data that we have?
- 10/- The list of publications begun on page 9 should include the College of Engineering's "Challenge Opportunity."
- 10/- It would seem appropriate to comment upon or evaluate the adequacy of the procedures by which students are notified of financial aid opportunities.
- 11/Item 4 Does this statement agree with the statistical data available on the aid to minority students?
- 11/Item 5 Many people would feel that the recruiter should not have funds at his disposal as questions of control and honoring the criteria for awarding such funds would be involved.
- 12/Item 8 Are there any data supporting this statement?
- 12/Item 10 There is some evidence that black faculty and staff personnel are already asked to do more than they have time for or are willing to do.

Mr. Marvin Peek
November 11, 1974
Page 2

- 12/Last 4 lines The significance of the observations here are clouded by the vagueness stemming from the terms "some," "several," and "a number." This could be viewed as a series of very narrowly based suppositions underlying some very strong accusations.
- 14 & 15/- The implementation of many of these recommendations would require substantial increments in resources to the various parties and departments involved.

THE UNIVERSITY OF TENNESSEE
at KNOXVILLE

Telephone: 615/974-5052

Coordinator of Black Studies
1629 Melrose Avenue
Knoxville, Tennessee 37916

September 27, 1974

Mr. Hardy Liston
Associate Vice Chancellor
506 Andy Holt Tower
The University of Tennessee
Knoxville, Tennessee 37916

Dear Sir:

In a recent conversation with Mr. William Dennis, a Black graduate student and current member of the task force, he mentioned the pressures of classes, work (T.A. in the College of Business), personal problems, and general skepticism of the activities and make-up of the Task Force on Blacks, as reasons for his absenteeism from scheduled meetings. Bill offered (at my suggestion) to work with me on my report, since the Black Studies office is one of the places he tends to frequent.

I suspect that we will lose Bill's services completely should this request not be granted. Obviously, I am in the need of aid and would prefer a well-informed Black graduate student over other choices that may be available.

Please advise.

Sincerely,


Marvin Peek

Coordinator of Black Studies

MEP:dem

Tentative Outline

Task Force on Blacks

Marvin Peek

Black Students: Opportunities

I. Introduction

A. Historical Perspective

II. Recruitment

1. A. Undergraduate

- 1. Admissions Office*
- 2. Colleges*
- 3. Departments*
- 4. Other*

B. Graduate

- 1. Admissions Office*
- 2. Graduate Office*
- 3. Colleges*
- 4. Departments*
- 5. Other*

2. Recruitment Personnel

3. Funding

4. Student Criticism

5. Problem Areas

6. Recommendations

Admissions

1. General Requirements

- A. Undergraduate*
- B. Graduate*
- C. Law School*
- D. Evening School*

2. College Requirements

3. Departmental Requirements

4. Advising and Re-Admissions

5. Problem Areas

6. Recommendations

III. Financial Aid

1. General Requirements

- A. Scholarships*
- B. Fellowships*
- C. Loans*
- D. Work Study*
- E. Part-time Employment*
- F. Employment of Spouses*
- G. Advising*
- H. Other Programs*

2. Problem Areas

3. Recommendations

IV. Athletes

1. Recruitment

- (a) Department Rationale*
- (b) Student Perspective*
- (c) Funding Sources*
- (d) Personnel*
- (e) Problem areas*
- (f) Recommendations*

2. Admission

- (a) General Requirements*

3. Financial Aid

- (a) General Requirements*
- (b) Scholarships*
- (c) Loans*
- (d) Work Study*
- (e) Part-time Employment*
- (f) Employment for Spouses*
- (g) Other aid*
- (h) Problem areas*
- (i) Recommendations*

4. Advising

5. General Recommendations

8-9-74

Mr. Liston,

I felt this copy of a portion of the annual report I submitted in the spring would give you and the members of the Black Task Force some insight into housing. I would appreciate some feed back on the housing information you have up to this point.

Thanks,

Liatrice Burgess

Annual Report Insert — Race Relations at U.T.

This will not be a topic that can be easily inserted into the Annual Report. By this I mean it does not fall under any of your neat little classifications, e.g. "Conflicts Between Your Role as an R.A. and a "Student" or "The Adequacy of the Physical Facilities in Your Hall". This topic deals with problems of racial inequities which is not just a problem in residence halls but also a definite one within the University as a whole.

The unfortunate thing is that residence halls happened to be "the home away from home" for the U.T. collegiate who resides on campus. It also strives to be a "real living/learning experience" for all of its students. The latter is especially true for Black students. A Black student has probably experienced racism before coming to U.T. but there was always home, and at the end of the day you (the Black student) could go home and not be faced with this disgusting past time of White America -- RACISM. If you were able to deal with this (racism) throughout the day, the one comforting thought was that when you reached your home you could relax, sit in comfort and watch T.V., study, listen to music, whatever! At U.T. a Black student finishes a day of classes and work, goes to his/her room and still deals with ignorant neighbors, R.A.'s, Assistant Head Residents and Head Residents, most of whom would just as soon you were dead than have to deal with you (on any level!). I have been a student in residence halls and I'm speaking from experience. These are not hypothetical statements but statements of what I know exist. The white student comes to U.T. with his/her preset ideals of what Black people are, how they act and the impression (inclusive of everything) that "they" aren't real people. Unfortunately, there are not many Blacks who run on motor oil, or are totally without human emotions and are not affected by what goes around them.

I have also been a staff member within the residence halls system. Upon becoming a staff member I felt it was because I was qualified; I doubt that seriously now. It has been proven to me in more ways than one that I am here for visible reasons. My qualifications have not lessened because of this; I feel that for the most part you have cheated yourselves. There is a lot that I could have contributed to this system had you been open-minded enough to benefit from what "one" of "them" could offer you. You were not and you did not! This system (you) is still as narrow now as it was four years ago.

If I might be allowed to use a figure of speech, "You have shown your true colors" to the Black student as well as to the Black staff. No one (not even Blacks!) continues to believe what you say and completely ignores what you do. I have spent time working toward the alteration of these conditions for Blacks within this system only to look back and realize that I've completely wasted my time. I am agreed with by co-workers and superiors, and told how much my efforts are appreciated. Yet, when it came to actually displaying this appreciation and support by making changes -- excuses were made instead.

In an effort to be a bit more specific, recall if you will the situation which existed in Massey where a group of Black students did things within "the guidelines" and through the "proper channels". These students took this route rather than another because I was consulted by them and being a "Residence Hall Staff Member", I of course encouraged, advocated and directed them in "the right way". Well, that was a real "learning experience" for me.

As for you, I am not at all sure how much longer you can and will continue this white american past time. If it is true that history repeats itself, then the history of the '60's is not one of your most welcome thoughts, I'm sure! The number of Black students on this campus has more than doubled itself and the thought of the late '70's and early '80's repeating history is even less comforting.

You have, upon reaching this point, read through my comments and if you remain consistent - are now wondering why I have spoken the way I have and in being directive as you always are, you are trying to name the person or persons (other than yourself) who could have played a part in making me believe these things. If you will, stop and take a look at your consistency for a moment, and stop prostituting yourselves long enough to realize that you have done none of the things you direct your Residence Hall Staff Members to do, i.e. be honest, objective and critical of themselves, know their weaknesses, their strengths and improve them.

I can't make excuses for your ignorance nor can I buy any of the excuses you give because they all sound to me like a stack of Public Relations hand bills. And, P.R. usually is 4/5 crap and 1/5 fact.

In getting back to Annual Report form under the section that asks you to "mention here any other areas of staff function and relationship which you feel warrants comment and needs more evaluation" I would list:

1. The hiring of more qualified Black staff members who can and will voice the problems of the Black students honestly and still be a counselor, R.A., Assistant Head, or Head Resident in every respect.
2. The hiring of qualified white staff members who can be both an R.A. to the white students and to the Black students alike.
3. The education or dismissal of present white staff members who cannot be an R.A. to all students (Black and white).
4. The development of an educational training program that will be required of all staff members coming into the system which will aid in directing those who are capable of being there for for Black and white students and weeding out the ones who cannot.
5. If it is necessary, hire someone who can devote their time to developing and implementing just such a program.
6. Last but not least, stop asking what it is you can do and start doing the things which you have been told need to be done.

Leatrice R. Burgess
Assistant Head Resident 1973-74

cc: Ralph Boston
Howard Aldmon

Black Students: Opportunities

Admissions:

The standards for admission to the University are uniform for all prospective students. All in-state students with an ACT composite score of 17 and a high school grade point average of 2.25 will meet the minimum requirements for admission. Out-of-state freshmen who live within the region of the Southern Association of Colleges and Schools, must present at least a 2.25 high school G.P.A. and ACT of 18. Aspirants outside of this region must present an ACT score of 20, along with the requisite 2.25 G.P.A. Instate students who fail to meet the above requirements can still gain admission, but must do so during the Winter and Spring quarter. Thus discrimination is virtually impossible at this admission level.

Transfer students must meet definite G.P.A. requirements for metriculation, therefore, seemingly guaranteeing equity to all. No apparent discriminatory problems have been noted by this committee. Graduate school and professional school applicants are at the mercy of opinionated and subjective committees who can accept or reject, based on the value judgements rather than previous accomplishments. However, the G.P.A. requirements of 2.50 out of a possible 4.00 is the general minimum criteria for everyone.

Readmission

Students can gain readmission by following through on established procedure, i.e. application to the Readmission Committee. There does not appear to be any overt discrimination present nor any reason to suggest any changes in the present modus operandi.

Recruitment

A. Admissions Office

The Admissions Office maintains an undergraduate minority recruitment program under the direction of Mr. Robert Netherland. Potential minority applicants are sought by the Admissions Office in the following ways:

1. Visitation at predominately Black High Schools.
2. Attendance at high school "College Day" Programs.
3. Obtaining list of Black high school scholars ^{from} various scholarship and testing agencies.
4. Contacting of former UT Knoxville Black Alumni.
5. Distribution of specially designed minority recruitment booklets.

B. Colleges

Most of the academic deans tend to leave the recruitment of Black students, both undergraduate and graduate, to the various departments and programs under their immediate charge. An exception to this rule is the College of Home Economics, where the Dean and her staff actively coordinate and participate in high school and college recruitment visitations. Up-to-date data on all known Black majors is carefully compiled and filed and periodically utilized in proselytizing the Colleges programs to prospective Black Students and to promising undergraduate students.

The College of Engineering has admirably solved its lack of Black students ^{problem} by hiring a full-time Black staff assistant, Fred Brown, to recruit ^{such} undergraduate students. To say the least, this experiment has been an overwhelming success, with Mr. Brown not only attracting a steady stream of recruits, but highly academic ones at that.

The College of Education has established a program of following up on all known Black graduate applicants, flying some prospects to the university, and has also established several special assistantships designed specifically for Blacks.

The College of Business has recently hired a staff assistant, Mrs. Colleen Jones, who will, among other things, be charged with the responsibility of graduate minority recruitment.

The Law College appears to adequately utilize its Black law students, the Black Law Student Association, college recruitment, and faculty contacts, in its recruitment activities.

Business, Engineering, Home Economics, and the Graduate office take advantage of several "Career Day" programs offered by such institutions as Howard University and Atlanta University.

Other colleges appear to be less active in their efforts to attract Black students.

C. Departments

The department heads generally attempt to solve their minority recruitment problems by contacting white colleagues at other institutions or Black colleagues at ~~white~~ ^{white} institutions. Occassionally, these contacts happen to be at Black institutions, but more often than not, they aren't. Additional ^{general} departmental efforts are directed toward mailing literature to Black high schools and colleges, ^{and} in some instances, a few on site visitations.

A large number of these department heads, state very explicitly that they employ no special program to attract Black students. Some suggest that such efforts ought to be a project of the University. Several departments annually contact the Educational Testing Service, the Woodrow Wilson Scholarship Fund and similar testing and scholarship agencies, seeking prospective Black applicants. Others concentrate on recruiting their better Black undergraduate students. By in large, the department heads would welcome Black majors, but few seem to feel the need to give this need more than a cursory effort, both financially and verbally.

D. Other

Ralph Boston, Coordinator of the Minority Affairs Office, is frequently called upon to aid in the recruitment of Black undergraduate students. Usually, this is done in conjunction with Mr. Robert Netherland. On the graduate level, the Dean of Graduate Studies spends considerable time recruiting at in-state Black colleges, for the University-at-large. Also, this office annually sends the Coordinator of Black Studies, Marvin Peek, to Howard University (Washington, D.C.) to recruit Blacks. Mr. Peek generally travels to a number of colleges, conferences, and meetings, in an effort to recruit Black graduate students.

Financial Aids

The Financial Aids office coordinates all University aid, inclusive of Alumni scholarships and athletic aid. To insure that the program is an efficient and equitable one, a Policy Committee on financial aid meets quarterly to oversee the broad guidelines under which the program functions.

Each college and many departments have scholarship committees who establish their own criteria for award selection. These sources of aid are duly taken into consideration by the Financial Aids office. However, the very nature of these grants, like the vast Alumni scholarships, tend to preclude Blacks from consideration.

Black students who make it known that the ten dollar application ^{fee} causes an ^{undue} hardship on ^{their} financial status, can have this fee paid by special funds in ^{the} Student Affairs ^{office, specifically} set aside for this purpose.

Minority Programs

Many of the colleges and departments have their own method of extending financial aid to Black applicants. The Engineering program for freshmen, the TVA program in Engineering, the Graduate program in Bio-Medical Science, the Black Studies Teaching Aide program, are just a few of the alternative sources

for funds and additional aid.

The Minority Scholarship Fund is still in existence, but will not become functional until sufficient funds have been collected to insure the stability and the perpetuation of the program.

Requirements

In order to be considered for financial aid, the student must complete and return the necessary applications, as must the parents. Such materials are readily available from the Financial Aids Office. The student must carry at least one-half the full-time academic workload, to meet the requirements for aid.

These rules are handed down from the federal government and tend to obviate discriminatory possibilities. Of course, the actual awarding process of NDLF, OEG, and similar monies, ultimately is a value judgement which can be influenced by prejudice. However, no evidence has been found to suggest that such a situation has or will ever occur. The University Loan fund, represents the least available monies for Blacks. A person to cosign the loan must be located who has ample real property, is reliable, solvent, not a student, University employee or a minor. This works against Blacks who would encounter severe difficulty in locating such a person.

Need

The ^{size}~~size~~ of the award, which is often criticized by Black students,

is based on the following:

1. the contribution which may be expected from the student's family in the light of its income, assets, and financial responsibilities;
2. the amount of savings of the student himself;
3. the earnings which may be anticipated from the student's part-time and summer employment (including payment in kind, e.g., board and/or room);
4. other available funds from scholarships, non-Federal loans, etc.

Against the total of such resources available to the student, the following college-related expenses should be compared:

1. tuition and required fees;
2. the cost of room and board; or, for the commuting student, the cost of transportation to and from the institution, and lunches.

Procedures By Which Students Are Notified of Financial Aids

1. Entering freshmen, community and junior college students as well as graduate, professional and law students, are specifically notified of the availability of student aid by:
 - a. Distribution of Admissions, Financial Aid and Housing packets:
 1. To every high school in the State of Tennessee.
 2. To every community, junior college and college in the State.
 3. By individual student requests.
 - b. Conferences with high school counselors.
 1. Annual invitational high school conferences in six cities in the State of Tennessee.
 2. Annual individual visitation by an admissions representative to every high school in the State of Tennessee.
 3. Personal on-campus interviews with students and parents by financial aid counselors and/or admissions representatives.
 4. Publications.
 - a. The University of Tennessee, Knoxville General Catalog, (pages 39-44).
 - b. Introducing the University of Tennessee, Knoxville Admissions, Housing and Financial Aid, (pages 13-16).

- c. Financial Assistance for Students, The University of Tennessee.
- d. Orientation '73 A Black Perspective of the University of Tennessee, (pages 11-13)
- e. Light From the Dark Side New Perspectives From the University of Tennessee, (page 19).

Promotional Materials

Many letters, program announcements and scholarship information are annually sent across the state and nation, from deans, department heads, and others, in an effect to attract students, and in many cases, Black students. In addition, special efforts are being made to offer supplementary materials designed specifically for minorities. For example, Light From the Dark Side, a joint effort of the Admissions office, and Minority Affairs; "Orientation '73 and '74", developed by the Black Studies Office, and the College of Engineering's "Challenge Opportunity" booklet which appeals to Blacks to seek opportunities in engineering.

The Black Studies Office also has compiled a "Black Scholarship and Financial Aid" listing and has, for the past several years, distributed it across the state to students, principals, and guidance counselors.

Problem Areas:

1. The university has not graduated enough Black students to have an active nucleus of loyal alumni in large urban areas which could be instrumental in ~~channeling~~^{channeling} prospects to UT, Knoxville.
2. Historically, UT, Knoxville has been the white university, with little or no interest in minority recruitment. Thus, Blacks have developed a suspicious attitude and in some cases a hostile feeling toward UT, Knoxville.
3. By seeking Blacks, UT, Knoxville has gotten into a competitive recruitment program with Black institutions in the state and ~~this~~^{this} further exacerbates the threat that such smaller institutions see as an impending crisis.
4. UT Knoxville offers less in the form of scholarship aid to the average Black student, due to the overall excellent quality of students across the state.
5. The recruiter from the Admissions Office does not have funds at his disposal which can be systematically allocated to potential student contacts.

6. White recruiters have not been successful in attracting candidates from pre-dominantly Black high school and colleges.
7. Little or no contact has been attempted with Blacks, in terms of their possibly attending UT Knoxville, until either their senior year in high school or their senior year in a Black college.
8. Black students are heavily concentrated in working aid situations and thus are forced to relinquish possible and valuable study time.
9. The various deans and department heads have not moved to establish viable contacts at the Junior colleges with substantial Black enrollments to encourage good prospects to transfer to UT Knoxville.
10. Black faculty and staff personnel have not been adequately utilized as good will ambassadors for the University viv-a-vis speaking engagements before civic, social, political, and professional groups.
11. Black faculty and staff personnel have not assumed an active role in Black student recruitment and retention.

Student Criticism

Based on a survey taken by the Task Force on Blacks, (222 respondents) the following responses were significant to the areas in question:

21. Do you feel that you will support UT as an alumnus?

Number : 1. 18 yes (8%) 2. 129 no (59%)
 2. 69 unsure (31%) 4. 4 not applicable (2%)

0 - Not Applicable 1 - Favorable 2 - Neutral 3 - Unfavorable (Questions 30-40)

30. The amount of financial aid furnished to you by the University

Percent	20	28	12	40
Number	(0) 44	(1) 20	(2) 25	(3) 85

31. The effectiveness of the present recruitment program as it is related to the attracting of Black students.

Percent	10	9	28	52
Number	(0) 22	(1) 20	(2) 60	(3) 112

39. Entrance requirements for admissions to UT Knoxville

Percent	2	41	42	15
Number	(0) 4	(1) 89	(2) 90	(3) 32

40. The quality of my high school education as a preparatory base for college

Percent	1	44	18	35
Number	(0) 3	(1) 96	(2) 40	(3) 76

15. Which of the following factors were most influential in your attending UT?
(Check two)

Percent

8 1) 16 Athletics
0 2) 1 AASLF
3 3) 7 Black Recruiters
16 4) 35 High School Counselor
22 5) 47 Friends

Percent

2 6) 6 Black Alumni
2 7) 4 White Alumni
20 8) 42 Academic Program
24 9) 50 Other

Some Black students feel that the less desirable work-study jobs are allocated to

Blacks and other minorities. Several indicated that Blacks are usually given loans that

must be repaid and that this works a hardship on Blacks who tend to be collectively

poorer than whites. In the recruiting area, a number of Blacks strongly felt that UT Knoxville is really seeking

students from integrated high schools because they may be ~~more~~ "civilized", "pro-whitey", "Uncle Toms," than those from Black schools, thus the reason for the "small number of Blacks" at UTK.

Recommendations

1. The Chancellor's office establish some system for (a) coordinating University recruitment activities; (b) maintaining departmental and collegiate recruitment files (c) require quarterly or annual reports from the Deans.
2. The Admissions office actively seek more non-traditional recruitment methods. For example:
 - A. Recruitmobils to solicit in and around the Black communities
 - B. Establish a ~~"Friday"~~ "High School Guidance Counselors Day" and invite those persons who advise Black students to the campus to be provided with up-to-date information concerning UT Knoxville and its Black faculty, staff and student environment.
 - C. Recruit in Black churches, YMCA's and YWCA's, Community Centers and similar locations

3. A Black (where possible) liason person be identified on each Tennessee collegiate campus, to acquaint students with UTK's offerings. This can be done informally, and could be also extended to the high schools.
4. Black undergraduates be utilized to sell the University to their high schools and community.
5. Each college and department identify a faculty/staff person to be responsible for minority recruitment.
6. The Admissions office and the Graduate office work in conjunction with the Financial Aids office in their recruitment activities.

Such a relationship might enable a prospective student to be better advised on his finaicial aid prospects.
7. The Evening School expand its efforts to attract Black students, *possible* by consulting with an^d utilizing the expertise available in the Minority Affairs office, the Black Studies office and the Admissions office.