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GPOP Proposal (Minority Affairs)

Commission for Blacks

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GPOP PROPOSAL

~~for 1983-84~~

J.T.K.

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OVERVIEW

The University of Tennessee, Knoxville, has an active and aggressive program to increase the representation of minority students in its graduate school. This proposal is solely for fellowship support and is designed to be part of that program. Although the University has engaged in minority student recruitment and retention activities for several years, the past five years have witnessed a strong recommitment and a significant increase in centralized University activity. The same commitment has been evidenced by many colleges and departments, including particularly notable efforts by the College of Engineering, the College of Law, the College of Home Economics, the Department of Psychology, the School of Planning, and the Ecology Program.

This application is for 28 master's- or doctoral-level fellowships with the objective of approximately equal distribution among the six areas listed above. These are all nationally recognized, high-quality programs where minority student representation continues to be low--both as part of the University graduate student population in each area and in the labor force beyond the University. The demand for graduates in these fields is strong both inside and outside academia.

The University of Tennessee, Knoxville, has 52 doctoral programs and 116 master's programs. Approximately 5,500 graduate students are enrolled, and more than half are registered as full-time students. Table 1 shows that black student enrollment (latest available count) totaled 234; this was only 3.8 percent of the total graduate enrollment. Furthermore, nearly two-thirds of those black graduate students are registered in three colleges (Table 2). As shown in Table 3, only 11 American Indians are enrolled in graduate and professional programs; they comprise 0.2 percent of the graduate population. In contrast, the State of Tennessee has 15 percent ethnic minorities, and the Southeastern region has 17 percent. This proposal is made as part of a university-wide effort to increase the representation of women and minorities in graduate and professional fields.

Priority in this proposal is given to black students and American Indians, because they are the most underrepresented minorities at the University. Although more rapid progress has been made in attracting women to underrepresented graduate programs (Table 1), women are also encompassed in this proposal.

Indicators of Institutional Commitment

The commitment of the University to minority student recruitment and retention is strong and unwavering. It is built on the premise that a pluralistic society must encourage intellectual contributions from all its components to solve the problems of its time and, therefore, that we cannot afford to waste the talent and energy of a large segment of the population. The University and its students, faculty, and programs benefit from the enriching presence of students with minority backgrounds.

The commitment of the University begins with clear support by the Chancellor of the University and the Vice Chancellor for Graduate Studies and Research. It is recognized that the example must be set at the top of the

TABLE 1

BLACK AND AMERICAN INDIAN STUDENTS AS A PROPORTION
OF TOTAL GRADUATE AND PROFESSIONAL ENROLLMENT
AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE

	Total Graduate Enrollment	Black Students	Percent of Total	Women Students	Percent of Total	American Indian Students	Percent of Total
October 81	6,732	252	3.7	2,909	43.2	15	0.2
October 82	6,167	234	3.8	2,748	44.5	11	0.2

TABLE 2

BLACK ENROLLMENTS IN THE UNIVERSITY OF TENNESSEE, KNOXVILLE
GRADUATE AND PROFESSIONAL PROGRAMS
(Fall 1982)

Program	Number of Black Students	Total College Students	Percentage of Total College Enrollment
Engineering	22	639	3.4
Law	16	610	2.6
Liberal Arts	39	1,253	3.1
(Psychology)	(11)	(158)	7.0
Planning	11	47	21.3
Agriculture	5	200	2.5
Business Administration	12	490	2.4
Communications	2	71	2.8
Education	52	1,023	5.1
Home Economics	5	146	3.4
Intercollegiate Programs (Ecology)	1	137	0.7
Library and Information Sciences	2	58	3.4
Social Work	52	283	18.4
Biomedical Sciences	1	49	2.0
Nursing	1	158	0.6
Unclassified	13	479	2.7

TABLE 3

AMERICAN INDIAN ENROLLMENTS IN THE UNIVERSITY OF TENNESSEE, KNOXVILLE
 GRADUATE AND PROFESSIONAL PROGRAMS
 (Fall 1982)

Program	Number of American Indian Students	Total College Students	Percentage of Total College Enrollment
Agriculture	1	200	0.5
Business Administration	1	490	0.2
Biomedical	0	49	0.0
Communications	0	71	0.0
Education	2	1,023	0.2
Engineering	0	639	0.0
Home Economics	0	146	0.0
Intercollegiate Programs (Ecology)	0	137	0.0
Law	1	610	0.2
Liberal Arts	2	1,253	0.2
(Psychology)	(0)	(158)	(0.0)
Library and Information Sciences	0	58	0.0
Nursing	0	158	0.0
Planning	1	47	2.1
Social Work	3	283	1.1
Unclassified	0	479	0.0

organization, and this is being done (see Chancellor's Campus Newsletter, Appendix A). The commitment goes beyond student recruitment to include important complementary activities such as the hiring of black faculty and support of enrichment programs for black students. The existence for several years of the Commission for Blacks and the Commission for Women, both of which report to the Chancellor, is further evidence of commitment. The University staffs a Black Cultural Center and a Women's Center, which, through their programs and activities, highlight the concerns of these groups and raise awareness on campus. This sense of organizational support has been instrumental in fostering an increased level of activity in many colleges and departments. Of special note this past year was the implementation of a network of minority affairs contact persons representing each academic department on campus. In addition to meeting each quarter to share recruitment strategies and report achievements, the group designates subcommittees to work on special projects such as recruitment brochures and videotapes (see minutes and brochure, Appendix A).

Two years ago, the Chancellor's Office employed two external consultants to assist with minority affairs planning. One consultant conducted an extensive study of minority relations on The University of Tennessee, Knoxville, campus and in the community over a period of several months. His recommendations to the Chancellor have provided the basis for further responding to minority student and faculty needs. A second consultant conducted a two-day affirmative action sensitization workshop for central administrators and college deans. These types of activities contribute toward enlightened perceptions as well as actions.

A systematic effort to understand better the special needs and problems of black students has been in progress for the past four years. Internal information from black graduate student files has been analyzed for five of the past 12 years to understand enrollment trends, the geographic distribution of undergraduate institutions they attended, and the retention rates in various program areas once the students entered. These data are useful in developing recruiting and retention plans. External information is being acquired from meetings with black alumni. The first, held in November 1982, attracted more than 70 minority graduates of UTK. Attention was given to their perceptions of the University experience, including their level of satisfaction with the attributes that comprised that experience, the problems they had, and their suggestions for change. The understanding that comes from these internal and external data will enhance future programming efforts.

A fourth initiative has been the addition of a half-time Assistant Dean for Graduate Studies. For the first six months, the position was full-time and was devoted exclusively to minority students to build momentum and to develop plans. Now these responsibilities are shared by a half-time Associate Dean and a half-time Assistant Dean. Current plans and activities are shown in Appendix B. A previous decision was the appointment of a full-time person to encourage and assist departments in recruiting women and black faculty members. The goal is to have representative black presence in every level of the University, and this goal is being aggressively sought. A 97 percent increase in black faculty and professional staff has been realized in the past eight years, and 50 blacks and women have been hired in the past two years (Appendix C).

Fifth, an integral and active unit within the University system is the recently established Office of Minority Student Affairs under the auspices of the Department of Developmental Student Services. The office missions are: (1) to serve as a University-wide liaison with academic programs; (2) to develop broader avenues of financial support to increase the recruitment and retention of minority students; (3) to develop resources to enable the University to compete with other institutions of higher learning in attracting the most capable minority students; (4) to foster a higher awareness among minority students of the importance of developing a good academic records and habits that will be beneficial in undergraduate and post-baccalaureate training and in future career development; and (5) to acquaint minority students with information concerning career opportunities, to facilitate the adjustment of minority students to the environment of a large and diverse university, and to serve as a center for identifying the needs of minority students and advancing a continuing plan of action to meet those needs. This office has been instrumental in revitalizing the Minority Graduate Council, which has just approved a new constitution and is developing a series of programs to address their needs. Three full-time professionals of Dean- and Director-level positions are having an increasing impact on the campus and are coordinating with the Office of Graduate Studies and Research.

A sixth indication of commitment involves fellowship awards. All fellowship monies controlled by the central administration have a special priority attached to minority student recruitment. Current policy is to attract and award fellowships to black students in a significantly higher proportion than black representation in the state's population. In addition, the central administration currently is working on a plan to establish a central pool of assistantships for use in minority recruitment. Colleges and departments also are encouraged to use assistantship monies to attract black students. The Graduate School has added small fellowships to the assistantship stipends in order to attract highly qualified minority applicants.

Student recruiting trips, a seventh indication of commitment, have been systematically accelerated. Substantial travel monies are allocated to trips made by the Assistant and Associate Deans for Graduate Studies, the Associate Dean of Home Economics (an American Indian), and by black students and faculty. During 1981-82, all historically black colleges in the state were visited at least once. In 1982-83 these visits continued, with special efforts to reach black students and American Indians in the state and region (Appendix D). Numerous ongoing contacts are established with students and administrators that should yield long-term benefits.

Subscription to and implementation of the Minority Graduate Student Locator Service has been a basic component of efforts during the past six years. Two listings of over 1,700 students each this past year were divided into subgroups by discipline and were sent to the departments. Departments forwarded detailed information on their programs to the students in a personal, individual manner. In 1981-82, at least two new minority students enrolled as a result of being contacted through the service list.

During 1981 the Dean and Assistant Deans of Graduate Studies initiated and contributed to a study of minority recruitment, admission, and retention

carried out by the Tennessee Council of Graduate Schools (Appendix E). This project resulted in increased cooperation among the Tennessee Council of Graduate Schools' institutions in addressing the basic issues of minority participation in graduate education.

In October 1982, UTK was accepted for membership in the National Consortium for Graduate Degrees for Minorities in Engineering (GEM). The Graduate School and the College of Engineering intend to work cooperatively to attract students through this program (Appendix F).

A final indication of commitment has been the aggressive pursuance by colleges of monies to enhance minority student recruiting and retention efforts. Illustrative of these are the funded programs shown in Table 4. Such funds provide critical complements to university resources devoted to this activity.

These programs are in addition to those cited in subsequent portions of this proposal. There are many other available indicators that clearly show the University's commitment to a greater presence of minority graduate students. The ones cited here are illustrative and should underscore the sincere commitment of the central administration to the task.

Position of Graduate and Professional Opportunities Director

The Graduate and Professional Opportunities Director is a half-time Associate Dean for Graduate Studies. Twenty percent of the position is allocated to minority student recruiting and relations. As may be seen in Figure 1, the position holds sufficient rank and stature in the University to allow the activities to be accomplished effectively. The Associate Dean has immediate and continuous access to the offices of the Dean for Graduate Studies, the Vice Chancellor for Graduate Studies and Research, and the Chancellor. The position also has the stature to provide ready access to other offices around campus. The Associate Dean will be responsible for the overall coordination of the fellowship program and has been given the authority to implement the program and to assist fellowship recipients in overcoming barriers they might face in their academic, personal, or financial affairs (Figure 1). Most of this support will come directly from a mentor within the recipient's program, but the Associate Dean will coordinate with the academic units and the Counseling Center to help resolve academic problems, for example, by locating and funding tutors as needed. Coordination with black faculty and black students will be facilitated by existing ties and by regular contact that the Associate Dean has with the Office of Minority Student Affairs, the Commission for Blacks (faculty), and the Minority Graduate Council. This coordination will be important in providing black peer support in a predominantly white university. Comparable relationships exist with the Commission for Women and other support groups pertaining to women students.

Net Increase to Respond to Underrepresentation

The representation of black, American Indian, and women graduate students at the University in ecology, engineering, home economics, law, psychology, and planning is shown in Tables 1, 2, and 3. It may be seen that enrollments in each area are inadequate, despite the efforts described to increase the number of students. Furthermore, Table 5 shows that underrepresentation is a

TABLE 4

MINORITY GRADUATE STUDENT PROGRAMS

College/Department	Name of Program	Nature of Program	Amount
School of Social Work	Institutes for Training Social Workers for Mental Health Careers	To prepare minority students for admission to graduate studies in social work and mental health	\$ 63,000
Graduate School of Library and Information Science	Fellowships in Academic Librarianship for Minority Students	To provide well qualified minority graduates to meet an employment void in libraries	\$ 12,600
Engineering	Cooperative Education	To increase the number of black Engineering graduates	\$105,000
Engineering	Minority Engineering Scholarship	To support 10 minority students in engineering	\$ 55,000 (5 years)
Graduate School of Biomedical Sciences	Black Students and Faculty Training Grant	To aid black students and faculty in the biomedical sciences	\$489,000 (7 years)
Liberal Arts	Pre-Medical Enrichment Program	For 21 students in the pre-medical program	\$ 75,000 (2 years)
University of Tennessee Space Institute	Special Services Project	A program in remote sensing for disadvantaged students	\$440,754 (7 years)
College of Home Economics	Sadie Katherine Stanton Scholarship Endowment	To aid minority graduate students	\$ 75,000
College of Law	Admission by Performance Institute	To prepare educationally disadvantaged students for law school	\$400,000 (6 years)

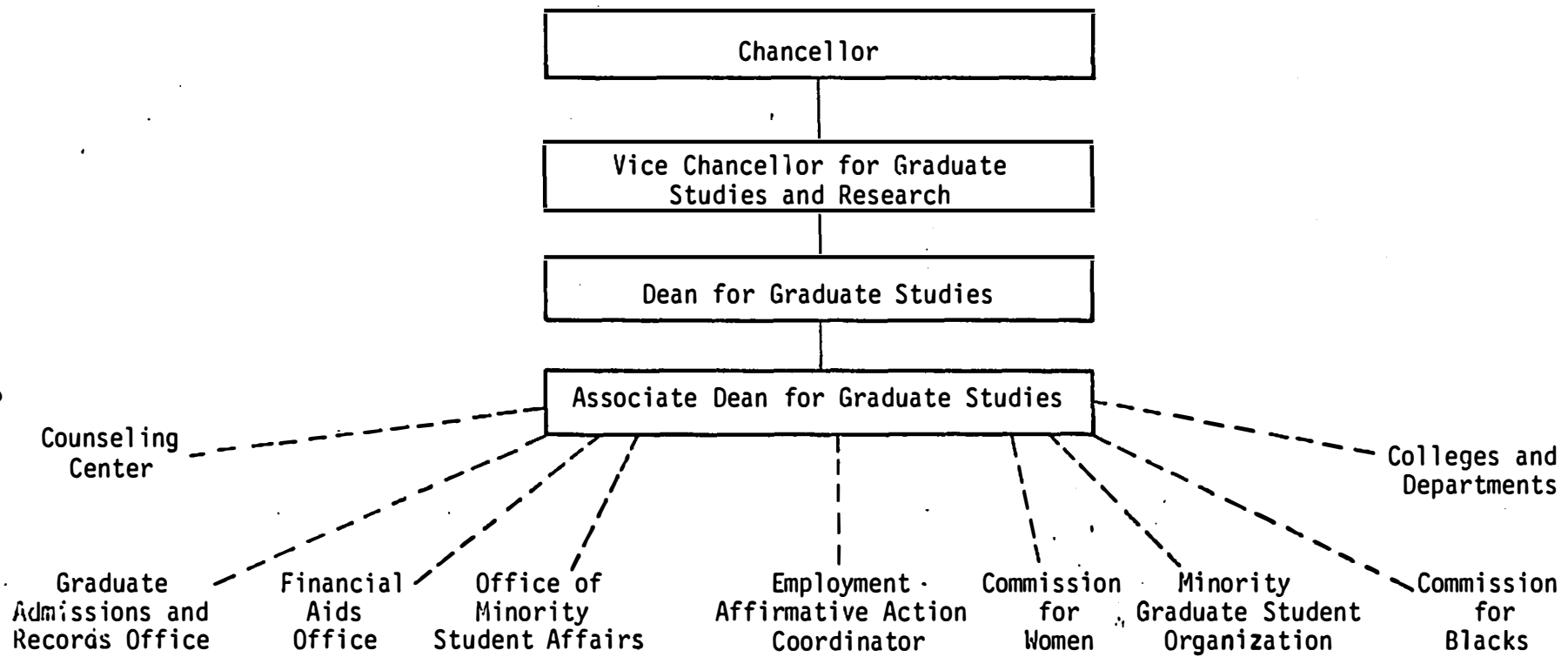


FIGURE 1

MINORITY STUDENT COORDINATOR POSITION

TABLE 5
U. S. DOCTORAL DEGREES BY SEX AND RACE
(1973-79)

Field	Percentage of Women	Percentage of Blacks	Percentage of American Indians
Engineering	2.5	2.1	0.2
Life Sciences (Including Ecology)	23.4	2.6	0.3
Professional Fields (Including Law, Planning)	25.7	5.0	0.2
Social Sciences (Including Home Economics, Psychology)	33.0	4.6	0.6

Source: Digest of Education Statistics, 1981, ed. W. Vance Grant and Leo J. Eiden (National Center for Education Statistics, Washington, DC), 1981, p. 133.

national phenomenon. Underrepresentation is even greater in the labor force as shown in Tables 6, 7, and 8. It is in the national interest to help close this gap.

Efforts to attract women and minority candidates under this program will achieve net additions beyond those of current recruiting efforts, and the financial support will provide a net increase over what would otherwise be available.

Recruitment Plan

The recruiting plan (Figure 2) for the minority Graduate and Professional Program will be coordinated by the Associate Dean for Graduate Studies, with primary involvement of the Head of the Department of Psychology, the Assistant Dean of the Law School, the Dean of Engineering, the Director of the School of Planning, the Director of the Ecology Program, and the Associate Dean of Home Economics (vita in Appendix G). Support also will be provided by the Counseling Center (vita in Appendix G) and other service departments on campus, with specific arrangements and compensation provided as needed for the efforts from the institutional allowance portion of this grant.

Recruiting efforts will include continuation of the following activities already described:

1. Recruiting trips to historically black and American Indian institutions of higher education throughout the Southeast and visits to all other major colleges in Tennessee; and
2. Continued participation in and implementation of the Graduate Minority Locater Service.

Other activities will include:

1. In cooperation with other institutions in the state and in the southeast, mailing lists will be obtained of black students to whom letters will be sent.
2. Informational brochures will be updated, printed, and distributed to historically black (and other major) universities throughout the United States.
3. Well-qualified undergraduate and master's-level black students already studying at The University of Tennessee and at Knoxville College, a neighboring historically black institution, will be contacted and encouraged to apply for the fellowships.
4. To ensure representation of persons who are not currently in academia, contacts will be made with major companies in the region and with smaller firms that would likely employ persons with advanced degrees in the six proposed majors. Mailings will be made to the appropriate officers and to specific departments (e.g., research and development component for engineering), and responses will be pursued aggressively. In addition, faculty from historically black

TABLE 6
EMPLOYED WOMEN AND MINORITIES IN ENGINEERING, LAW, AND PSYCHOLOGY
(1978)

	Total Employed (in thousands)	% Women	% Black and Other Minorities
Engineers	1,265	2.8	5.5
Lawyers and Judges	499	9.4	2.6
Psychologists	106	48.1	8.5

Source: Taken from Employment and Earnings, January 1979, Bureau of Labor Statistics, in Professional Women and Minorities (Scientific Manpower Commissions, Washington, DC), 1978, p. 44.1.

TABLE 7
 PERCENTAGE OF WOMEN AND BLACKS AMONG U.S. ENGINEERS AND PSYCHOLOGISTS
 (1976)

	Women	Blacks
Engineers	0.6	0.9
Psychology	25.0	1.3

Source: Taken from U.S. Scientists and Engineers: 1976, National Science Foundation (NSF 79-305), in Professional Women and Minorities (Scientific Manpower Commissions, Washington, DC), 1978, p. 66.2.

TABLE 8
 EMPLOYED URBAN AND REGIONAL PLANNERS IN THE U.S.

Demographic Group	Percentage
Females	10.7
Blacks	5.1

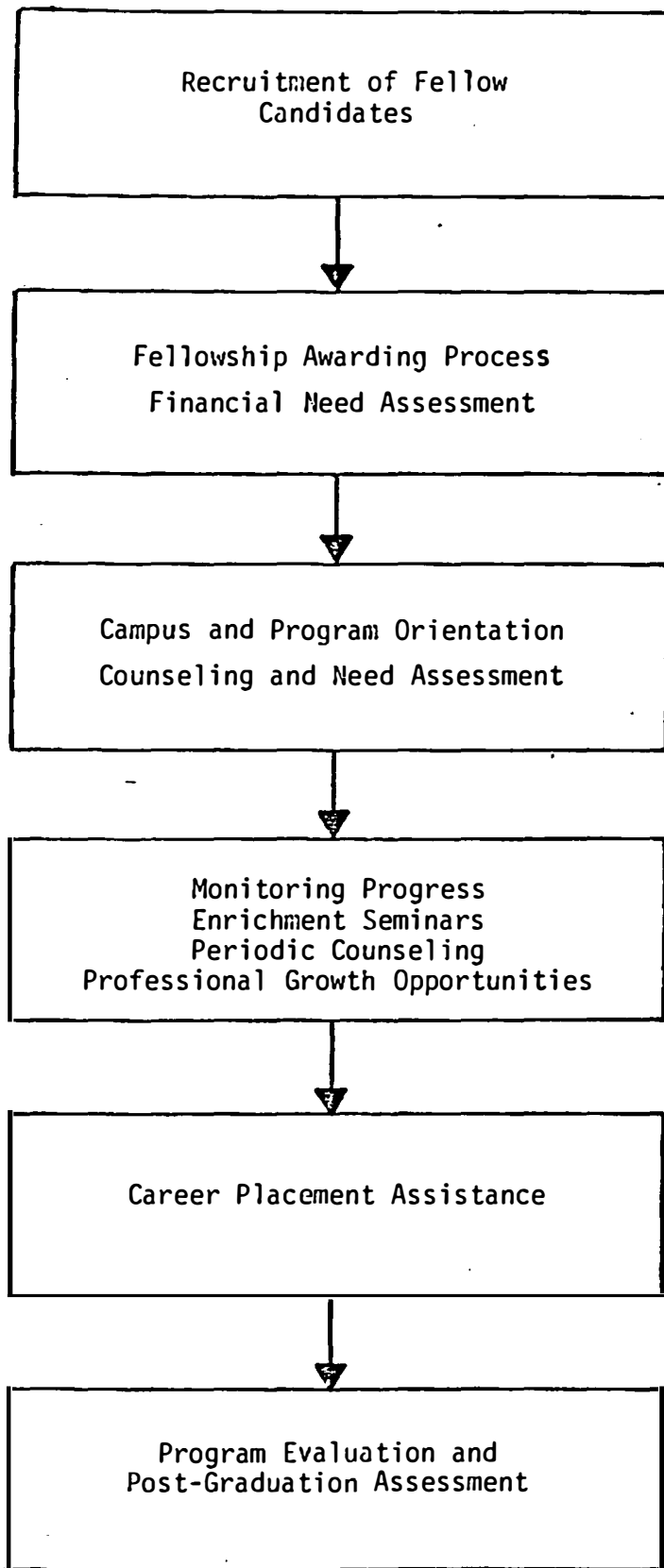


FIGURE 2

GRADUATE FELLOWSHIP PROGRAM

colleges who do not possess terminal degrees will be invited to apply for the fellowships.

5. Recruiting visits nationwide will be coordinated and encouraged when the travel plans of faculty and administrators take them in proximity to campuses with significant minority student enrollments. Advance screening of travel authorizations will be used to implement this component.
6. Highly qualified and interested candidates will be invited to visit the campus. A portion of the institutional allowance will be used to fund such trips.

Fellowship Awarding Process

Information that allows evaluations of candidates to go beyond grade point averages will be collected in the recruiting process. Standardized test scores will be deemphasized in weight, and special emphasis will be placed on indicators of motivation as well as on work experience and evidence of leadership. Special consideration will be given to applications from persons who have been employed for at least two years.

The awarding process will be administered separately from the annual University fellowship competition to ensure a net increase in the number of minority fellowships awarded. Ecology, engineering, home economics, law, planning, and psychology also will award their fellowships and assistantships without regard to the additional Graduate and Professional Study Fellowships Grant Program fellowships. Minority candidates not receiving other forms of financial assistance, or those offered less desirable forms or amounts of support, will be eligible for the Graduate and Professional Study Fellowships Grant Program fellowships. Program fellows will be assisted in obtaining University housing if they so desire.

Assessing Financial Need

The University of Tennessee currently uses the form of College Scholarship Service to calculate basic financial need and eligibility for federally-supported aid programs for all students. Some departments have established their own needs-assessment forms to assist in awarding scholarships.

In assessing the financial need of applicants for Graduate and Professional Study Fellowship Grant Program fellowships, the University will continue to use the College Scholarship Service uniform methodology procedure to calculate basic need. Thereafter, need figures may be adjusted to reflect special health care, travel, or other extraordinary expenses in accordance with financial aid policies which are currently applicable to all graduate students.

Orientation and Need Assessment

The fellowship program (Figure 2) will continue with the arrival of the fellows on campus prior to registration. Orientation meetings will be held to welcome and to orient the students to the University. Representatives from

several campus offices will be involved in providing information on the available support services on campus.

The fellows will meet informally with Minority Graduate Council members, representatives from the Commissions for Blacks and for Women, and the membership of the Black Faculty and Student Association. A portion of this contact will occur in a social setting to assist students in building social networks. Black student organizations from the Colleges of Engineering and Law and from the Department of Psychology will be involved.

Individualized counseling will follow the general orientation in order to determine the special needs of students and their families. Academic needs, if any, will be identified (e.g., English composition and statistics), and a program will be designed to meet those needs during the first few weeks. Dr. Ron Brown, a black clinical psychologist (vita in Appendix G) then will meet with the fellows monthly to help build a peer support group, to assist with financial planning, and to identify further needs during the first few months of the program. His role will include identifying problem areas and sources of response. As much as 10 percent of Dr. Brown's time will be purchased with the institutional allowance portion of the grant with a view toward obtaining Counseling Center services beyond those normally available. The students' entry perceptions and expectations of the University and life in Knoxville will be measured as a basis for subsequent counseling activity. Academic advisors will coordinate with the Counseling Center in assisting the students in planning their coursework and other enrichment experiences. Initial collection of data on self-concept and other measures (described below) will occur during the first week. The Associate Dean will coordinate with academic, departmental, and Counseling Center representatives to provide individualized contact with the fellows during the year.

Progress Counseling, Enrichment Seminars, and Professional Growth Opportunities

If the need for counseling diminishes during the first few months, the group meeting frequency will be reduced, although additional meetings will be scheduled for individuals with special needs. Where problems or barriers within the University are the source of difficulty, every effort will be made to resolve the situations internally.

Academic advisors will meet with the fellows at least once quarterly to discuss performance and progress, based on a monitoring program using grade reports and input from professors who are teaching courses in which the fellows are enrolled. These and other activities will be implemented discreetly to avoid sensitizing professors and others to the special support services provided to the Graduate and Professional Study Fellowship Grant Program fellows. An environment of equal (as opposed to special) treatment will be fostered.

If common needs are identified in the needs assessment (above) in such areas as mathematics or English composition, enrichment seminars, or tutorial support will be provided to supplement existing courses. Seminars may be designed on topics such as study habits and personal financial management if the need exists. The length and format of the seminars will vary based on the nature and degree of need. The cost of providing such seminars will be paid from the institutional allowance portion of the grant and internal monies.

A travel stipend of up to \$500 per fellow will be allocated from the institutional allowance to support travel to professional meetings endorsed by the fellow's department head. The fellows will be encouraged to develop contacts with minority professionals in their fields and to identify employment opportunities.

The monitoring, evaluation, and follow-up process will occur at least quarterly throughout the duration of the fellow's program. At any given point in time, a one-year plan will exist for each student, which of course can be modified if individual needs become apparent. Guidance will be provided in the final stage of job placement after the students' studies are complete.

Placement Assistance

Women and minority graduates are in high demand by employers in the fields of Engineering, Law, Psychology, Planning, Ecology, and Home Economics. Each of these academic programs has its own successful placement services for graduates, as described in the program statements to follow. To provide special placement assistance to fellows, Mr. Howard Lumsden, Director of the Career Planning and Placement Office at the University of Tennessee, will conduct a series of seminars on resume writing, interviewing techniques, and career decision-making. On the recommendation of the program directors, funds from the institutional allowance will be provided to assist fellows in traveling to interviews. These funds are in addition to the travel allowance, which is intended to help fellows make initial professional contacts early in their academic programs.

Institutional Program Evaluation

The final stage of the fellowship program (Figure 2) is program evaluation and post-graduation assessment. Measurement of fellow perceptions and expectations of the University and the attributes that comprise the fellow's total experience will be conducted annually throughout the program, at the point of graduation, and one year after departure. The fellow's level of satisfaction at each measurement will be plotted and used to identify problems, partially as a counseling input. This information also will be a major evaluation instrument, for it will indicate the fellow's perceptions of University performance.

More specific measures will be designed for each stage of the fellowship program. For example, although recruiting effectiveness ultimately will be measured by the students who are awarded the fellowships and their performance, frequency counts will be maintained throughout the recruiting stage on number of college recruiting trips (central administration as well as departmental), number of student (and faculty) contacts, number of student inquiries (telephone and mail), number of advance student visits to campus, number of telephone calls to prospects, and the final size of the candidate pool. Detailed and systematic records will be kept at each stage of the program (Figure 2).

Other, more traditional, measures will be monitored such as grade performance, number who complete the program with special honors and recognition, the length of each fellow's program, published articles (if appropriate), and performance on internal preliminary and external examinations. Comparisons will be made to overall student performance in each discipline.