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School of Nursing Report December 6, 1974

Commission for Blacks

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The University of Tennessee, Knoxville
School of Nursing

December 6, 1974

I. Black Presence

Total Number of Faculty Positions	Number of Black Faculty
Total Number of Staff Positions	Number of Black Staff
Total Number of Students Enrolled	Number of Black Students

II. Recruitment

Faculty

In spite of a national shortage of faculty prepared to teach at the baccalaureate level in Nursing, UTK has been fortunate in the acquisition of the progressive, well qualified faculty that the program has attracted.

The most intense effort of recruiting was done by the administration in the search for the present dean of the school. Once that task had been accomplished the dean merely had to choose faculty from the unsolicited applications that flowed in.

Knowledge of the philosophy and objectives of the School of Nursing program in particular, and the University in general, seems to have been the challenge desired for those seeking job satisfaction. In addition the Knoxville area offers a variety of excellent clinical settings which provide learning experiences that enhance and reinforce the academic program. This alone is an attraction to many creative, innervative, unchallenged, qualified faculty prospects.

The availability of black faculty qualified to teach at the baccalaureate level in Nursing is practically non-existing. Those that are qualified are constantly sought after, consequently they are highly competitive.

The only methods that have been employed in the recruitment of blacks has been direct personal contacts and letters of inquiry to colleagues whose judgment is respected.

Students

Without any recruitment efforts the school of nursing has a phenomenal growth record in enrollment. The reasons for this are believed to be:

1. The community was in desperate need for the program. Prior to the establishment of the U.T. Knoxville program - U.T. Memphis offered the only baccalaureate degree in nursing in the U.T. system, and East Tennessee State University (non-accredited at the time of our establishment) was the nearest Regional system program.
2. Educational trends in our society have changed in the past decade. Students are seeking a broader educational base that not only prepares them to be useful, productive members of society, but also offers them a background to cope with the growing complexities of society. The University setting assists students to accomplish these goals in a manner that the hospital based nursing programs were not equipped to do.
3. Young men and women are seeking careers that will enable them to earn a substantial income, freedom to relocate their residence as desired without fear of no job opportunities, and to select positions in a variety of settings. Nursing offers all of these inducements.

The School of Nursing does however, respond to requests from area schools and colleges to discuss our program with interested students who are planning careers in nursing.

III. Admission Requirements

The admission requirements in the School of Nursing are very liberal in comparison to other baccalaureate nursing programs. Presently, any one eligible for admission to the University may declare nursing a major, and enter our lower division programs. (the first two years)

Progression to the upper division (last two years) however, is based on successful completion of all lower division courses with a grade of C or better in each required course, and a minimum accumulative grade point average of 2.0.

In addition to the academic requirements, a physical and emotional evaluation is made based on an assessment of a licensed physician of the students' choice. This assessment must be in our office before a student is allowed to begin upper division work.

IV. Advising Program

Initially each student is seen by the Advisement Coordinator. At that time the student is informed verbally and in writing about:

1. Course requirements theoretical and clinical for the four academic years
2. Retention and progression policies
3. Physical and emotional assessment
4. Challenge options by proficiency examinations
5. Malpractice and liability insurance requirements
6. Additional expenses
 - a. insurance

- b. achievement tests
 - c. uniforms
 - d. school pins and pictures
 - e. state board examination cost
 - f. transportation to clinical labs
7. Policies on absence from and tardiness for clinical laboratory experiences

After the initial conference students are assigned to one of four faculty advisors. These advisors assist students with registration and academic problems chiefly, but also will make appropriate referrals of problems or concerns other than academic that are brought to their attention by the advisor.

Students are encouraged not to be self-advising. If their assigned advisor is not available at a given time there is always someone available in the School of Nursing to discuss immediate problems or concerns.

V. Academic Progression

The School of Nursing has a short history. It came into existence July 1, 1971.

The first upper division - September 1972 - consisted of 56 students:

- 4 white males
- 4 black females
- 48 white females

Thirty four of the above class graduated, June 1974.

- 3 white males
- 1 black female
- 30 white females

Of the 3 black females who did not graduate; 1 withdrew and 2 are still enrolled. One of the 2 remaining is expected to graduate December 1974 - the other June 1975.

The second upper division class September 1973 had the following composition:

Total enrollment - 132

- 5 white males
- 7 black females
- 120 white females

Ninety-two of the above class progressed to the senior year September 1974.

- 3 white males
- 4 black females
- 85 white females

The 3 blacks who did not progress to the senior level are currently enrolled.

The third upper division class September 1974 had the following composition:

Total enrollment - 191

9 white males
9 black females (3 from previous class)
173 white females

VI. Graduates

To date we have graduated 1 black student who is presently enrolled in preparatory courses awaiting the development and implementation of our graduate program.