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Recommendations from the Faculty Staff Subcommittee

Commission for Blacks

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THE UNIVERSITY OF TENNESSEE
KNOXVILLE

MEMORANDUM



To: Dhyana Ziegler, Chairperson
From: Eunice Shatz, Dean *ES*
Re: Recommendations from the Faculty Staff Subcommittee
Date: April 4, 1990

College of
Social Work

Office of
the Dean

Attached are additional reports of findings and recommendations on Task Force recommendations which members of the subcommittee have evaluated. Final reports from Handy Williamson, Michael Jackson/Mike Fitzgerald and Helen Mayes are forthcoming and will be sent directly to your office. The general recommendations which follow are from the subcommittee based on an analysis of the evaluations which members have completed.

The findings of the subcommittee pertaining to task force recommendations indicate that efforts to implement those recommendations have been piecemeal and fragmented. Progress toward meeting the goals has been limited. The members of the subcommittee, therefore recommend the following:

- (1) that the commission reaffirm the original task force recommendations;
- (2) that an integrated and comprehensive plan which includes and goes beyond the original task force recommendations be developed;
- (3) that a single focal point for the responsibility for implementation and evaluation of the plan be created;
- (4) that progress toward specified goals be evaluated according to clearly delineated and measurable standards and criteria;
- (5) that an annual report be submitted to the Commission on Blacks outlining progress achieved and major goals which have been met.

ES:lb
attachment

Narrow understanding AA

TO: Members of the Faculty/Staff Subcommittee
Commission for Blacks
H. Mays
FROM: Helen Mays and Michael Jackson
SUBJECT: Recommendations 3, 8, 12, and 19

RECOMMENDATION 3

The Task Force recommends that the University step up its efforts to effectively and completely integrate the Athletic Department and associate programs including cheering squads and bands.

FINDINGS

According to the Dean of Students and the Director of Minority Student Affairs, they are in agreement with the recommendation, and steps have been taken to comply. Both offices are working together to develop programs that will increase the participation of Black students on the cheering squads as and the bands.

On January 22, 1990, sixty-five letters were sent to Black students, who had attempted sixty-five hours of study, inviting them to attend an information meeting concerning the cheering squad, January 29, 1990. At this meeting, the cheerleader coach, Reggie Coleman, and the cheerleader captain, Andrea Norton, explained the process by which cheerleaders are selected. In addition, the Office of Minority Student Affairs is conducting a series of supplemental clinics designed to assist students wishing to enhance their cheering skills in preparation for the April tryouts. In an interview with the Director of Minority Student Affairs, three females participated in the clinics and will join other applicants for the tryouts on April 7, 1990.

There has not been a Black cheerleader on the squad within the past two years. One female tried out last year, but she was not selected.

The cheerleader coach is Black, the cheerleader coordinator is Black, and four Blacks sit on the Cheerleader's Board.

Recommendations

Page Two

In an interview with Dr. W. J. Julian, Director of Bands, and Dr. James R. Sparks, Associate Professor of Art and Music Education, (Dr. Sparks works with Dr. Julian recruiting students for the band) we discussed the small number of Black students and other minorities represented in the band. They stated that much effort has been spent on developing recruiting strategies that would increase the number of minorities, especially Black students, that participate in the band. The director indicated that one of the major problems identified in attracting Black students to the band is the small scholarship offered. A band scholarship is \$600.00 per year at UTK. Since they recruit heavily in the Memphis, TN area, he feels that they are in competition with Memphis State University, who is able to offer a larger scholarship, plus waive out-of-state tuition to students recruited from outside the state.

According to the band director's report, there are 285 total members in the Band Program. 5% minority: 4% Black, 1% other. 38% of minority students in the Band Program have scholarships. There are 106 total band scholarships, 100 of which are non-minority (six minority). 37% of total band members have a scholarship - 6% of band scholarship holders are minority and 94% of band scholarship holders are non-minority. I would like to get specific and point out the exact number of minority participants. There are 11 Black undergraduate students and 1 Black graduate student in the band. The recruitment area consists of 4 students from Knoxville, 6 students from the Memphis area, 1 student from Alabama, and 1 student from Mississippi.

The Academic Life Program for Athletes is a program that provides male athletes with advising, counseling, tutoring, a mentoring program, and Freshmen orientation for first-time freshmen and transfer students. These programs were developed for the total male population of athletes, but according to the coordinator, special efforts are made in order to reach the Black athlete. In researching these programs, I found that the staff includes three Black tutors and one Black graduate assistant.

There are four Black coaches on the male athletic staff: one football coach, one track coach, and two basketball coaches. The report concerning the women's Athletic program revealed that there are not any Blacks on the staff.

RECOMMENDATIONS

CHEERLEADING SQUAD:

Develop tracking system to identify potential candidates for the cheering squad - monitored jointly by the Office of Minority Student Affairs and the Dean of Students Office

Develop brochure to improve the image of the cheerleading squad in order to attract Black students

Send interested candidates to cheerleading clinics

Continue to provide workshops and seminars to attract interested students on campus

Provide a recruiter whose main recruiting efforts will be on building a pool of potential candidates by visiting those schools that have a fairly large number of minorities

Utilize minority students who have participated as cheerleaders or band members as part of the recruiting team

BAND:

In conjunction with the Office of Admissions and Records, Financial Aid, the Office of Minority Student Affairs, and Academic Departments, the coordinator of the band should participate in all phases of the recruiting programs, both local and regional for the purpose of recruiting band members

Increase the amount of scholarship per academic year

Develop applicant pool by interfacing with as many schools as possible that have a large number of Black students that participate in the bands

Continue to visit the 62 rehearsals during the year

Develop programs that will attract high-school band members to the University

Increase contact with band directors at high schools, locally, regional, and out-of-state

RECOMMENDATION 8

The Task Force suggested the universalization of sensitivity training programs for all employees. The Task Force urges that such programs be coordinated with the Commission for Blacks, the Black Faculty and Staff Association, and other concerned groups.

FINDINGS

The assistant director of Personnel and Benefits reports that there has been some very important steps taken to incorporate training for minorities into its general training program. Several of those programs are described below to highlight what has been done to increase minority participation.

Quarterly, Personnel Training and Development sends fliers announcing courses to all faculty and staff. Other advertisements appear in Staff Stuff, Contex, and The Daily Beacon. In addition, letters are sent which invite employees to specialized programs. One such program is the Management Leadership Workshop for Black exempt employees. Blacks were especially recruited to participate in this program. As a result, one-third of those attending the workshop (approximately 7) were Black employees.

Another important program described by Dr. Burton was the Pilot Program designed to help minority employees in custodial, food services, and other similar jobs to move to clerical positions. The program ran for thirty-six weeks, with employees coming at night on their own time.

Two of the graduates of the Pilot Program indicated a positive attitude toward the program and are interested in other similar programs for upward mobility.

In conjunction with the Office of Affirmative Action, several training programs were developed and presented. Some of the workshops included such topics as: "HOW AFFIRMATIVE IS AFFIRMATIVE ACTION", "WHEN RACE IS AN ISSUE", "EEO AND AFFIRMATIVE ACTION", "SEXUAL HARRASSMENT", and "MANAGING PERSONNEL DIVERSITY".

Recommendations
Page Five

A statement made by an Affirmative Action officer (Dodge) stated that "several workshops have been conducted by the Office of Affirmative Action (Hazeur and Dodge) concerning equal employment opportunity, affirmative action, and race relations. Many of these programs have been conducted at the Personnel's Training Center. Participants include faculty, administrators, and staff. Additionally, several workshops were held with campus groups, student groups, and individual departments. Furthermore, a FIPSE grant has been obtained by Hazeur and Ziegler to conduct racial sensitivity sessions with faculty. Creation of video tapes to accompany these sessions have been completed, and the first session with faculty is scheduled to begin during Spring Semester 1990."

RECOMMENDATIONS

Continue to conduct workshops to a diverse group of participants at UTK on race relations as well as job and educational opportunities

Develop strategies to reach a larger number of UTK staff, students, and administrators

Provide workshops that will explore issues in the workplace such as: "Cultural Differences in the Workplace" and "How Cultural Differences Affect the Performance of Managers, Supervisors, and Administrators in a Multi-cultural Setting"

Provide seminars that will promote personal growth and development

Seek input from other organizations such as The Commission for Blacks, The Black Faculty and Staff Association, and employees

RECOMMENDATION 12

The Task Force recommends that the University move to create a recruiter position within the Personnel Department whose major responsibilities would include the development of a Black applicant pool for all positions.

FINDINGS

An employment counselor (David Rucker) in the UTK Personnel Department was designated on March 1, 1988 as an Affirmative Action Recruiter. This individual is devoting half of his time to recruiting in the community and developing programs to attract Black applicants for EXEMPT and NON-EXEMPT positions. According to the recruiter's report, his primary efforts have been in the development and maintenance of a network of referrals sources. Approximately 50 organizations and/or individuals have been identified as potential sources of Black applicants. Several organizations with very good potential for identifying interested Black applicants have also been added to the weekly UTK position vacancy list. A number of referrals from those sources have resulted in employment selections.

The most noteworthy results of the Affirmative Action recruiter efforts include the development of an internship in biological sciences in order to increase the number of Black applicants in the technical areas, the selection of an assistant professor (black) in biological sciences, and the selection of an assistant (black) in computer data processing.

Another strategy being implemented is attending career fairs developing a promotional brochure designed to enhance the image of the University. Future plans include weekly visits to local organizations for recruitment purposes as well as building on the number of referral resources.

RECOMMENDATIONS

Expand the recruitment areas to include out-of-state visits

Upgrade applicant pool to include more persons qualified to apply for more professional positions

Assist UTK employees seeking career advancement

Identify training opportunities for Blacks and participate in local highschool career fairs and programs

Earmark funds to be utilized for multi-strategies in seeking Black applicants

Work closely with the Commission for Blacks and the Black Faculty and Staff Association for assistance in recruitment efforts

Upgrade positions to full-time status

RECOMMENDATION 19

There should be a review of the "Grow Your Own Program" for its effectiveness. The program should be more widely publicized and an advising committee of representative persons should be established to assist in the determination of grants awarded.

FINDINGS

In researching the "Grow Your Own Program", several different perceptions about the program were stated. According to one administrator, the "Grow Your Own Program" was developed mainly for medium-sized institutions, often located in an area with very few outstanding young Blacks who attend these institutions and who are probably natives to the area where the institution is located. These promising young undergraduates and recent graduates were often candidates who attended other institutions and have returned to join the faculty or academic administrative positions. By contrast, it appears to be more difficult to get promising young Blacks at UTK to utilize the program by attending other institutions and return prepared to accept positions committed to them by the University. Unsuccessful attempts were made to find out the number of students who had utilized the program (i.e. recent graduates and graduates who had been out of school for several years).

An Affirmative Action officer (Dodge) described in detail why the "Grow Your Own Program" was developed at UTK. She stated that the "Grow Your Own", "Black Faculty Development", and "Black Staff Development" programs are part of the University's desegregation plan which was prepared in response to the GEIR VS. MCWHERTER Stipulation of Settlement signed in 1984. A number of persons have participated in these three programs. The desegregation plan was written for a five year period, thus it is currently under review for any possible revision. Additionally, the UTK Office of Affirmative Action (Hazeur-Dodge) has recently been assigned responsibility for assisting in the oversight of these programs, as well as to assist in making recommendations about any revisions necessary.

An associate vice-president for Academic Affairs for the system (Dr. Levy) and a staff member of the desegregation monitoring committee implied that the office had received inquiries and some complaints about the "Grow Your Own Program", and that the program will be an agenda item for discussion at the DESEGREGATION MONITORING COMMITTEE on April 4. He did not speculate as to the outcome of the program.

Recommendations
Page Eight

Because the Affirmative Action Office for the University of Tennessee Knoxville has been assigned the responsibility to revise and oversee the "Grow Your Own Program", any recommendations would be inappropriate until assessment of the program is completed.

M E M O R A N D U M

TO: Members of the Faculty/Staff Subcommittee
Commission for Blacks

FROM: Handy Williamson, Jr.

DATE: April 3, 1990

SUBJECT: Subcommittee Findings Pertaining to Task Force Recommendations (10 and 17)

Much time and concentrated effort will need to be devoted if we are to objectively determine if things, of substance, have been attempted or accomplished with respect to the recommendations. While I have had several telephone interviews and have reviewed some data and written documents, there remains a feeling that much more has been considered than the findings show. At the same time, however, given the size and resources of the University, it is felt that past attempts and accomplishments do not "rack up" in comparison to other first rate institutions.

Though far from being complete or conclusive, my findings and recommendations vis-a-vis the two objects are provided below.

RECOMMENDATION 10

The Task Force recommends that the administration take immediate steps to address the issue of faculty attitudes toward black students and to provide forums through which faculty can confront and forge solutions to this problem.

FINDINGS

It was stated by the Chancellor in 1988 that this recommendation could best be addressed by the faculty and that the Senate had agreed to do so in April 1988. The Senate was said to have been offered full support of the Administration and the Offices of the Provost and Affirmative Action. The Senate was to have involved black faculty and the "University" was to have shared information on this recommendation with new faculty.

The point(s) of responsibility for effectively addressing this recommendation appears to have bounced back and forth between the Office of the Chancellor and the Senate. Based on what has been determined, to date, neither of these units have gained traction in moving to address the recommendation in a precise and proactive way. Since the 1988 response, a subcommittee of the Faculty Senate has produced a report which carried five recommendations. The report was entitled, "Improving Race Relations at UTK." The

three recommendations which focused on student concerns urged the following:

-Leadership in improving student race relations should come from top administrative offices. The Chancellor should organize meetings of students from different ethnic and cultural backgrounds on a regular basis in order to foster better race relations and social interactions. A variety of approaches should be tested to see which ones are most effective. Some of these early gatherings should be used as a means of planning and instituting other socialization mechanisms.

-In view of the success of the engineering program and the positive effect it has had on its minority students, it is recommended that the Chancellor encourage each Dean of each college to seek to establish a program in his/her college, modeled after the Minority Engineering Program (MEP). The Chancellor should also strongly support and assist in efforts by the colleges to obtain external funding to help defray the cost of such programs.

-The University administration should periodically reiterate its official policy so that faculty, staff, and students are constantly reminded that the University will not tolerate racial slurs.

In issuing the report for endorsement by the Senate Executive Committee, the presenter stated his belief that racist undercurrents in East Tennessee were extremely strong and raised concern that the report might not be comprehensive enough. It is not clear whether this report has been presented to or reacted on by the Chancellor's office.

After visiting with several centrally placed persons it became increasingly clear that not much of substance has been attempted in response to the recommendation. Sifting through the generously supplied interview notes, three things were identified: 1) the Senate Subcommittee report, 2) a Cultural Diversity discussion group was called together by the Joint Senate/Provost Committee on General Education and 3) a grant was awarded to two black female faculty members to develop videos and related materials pertaining to racism and cultural insensitivity. Since my initial report (2/7/90) it has been determined that activity relative to item 3 has been progressing quite well. It would be in order to commend the persons who have undertaken this task.

Also, recent progress has been made relative to initiating the cultural diversity seminars. The Chancellor issued a letter and invitation on March 21, 1990 to deans and faculty members, calling for participation in the seminar series. The seminars are to be led by distinguished UTK faculty members, as follows:

- April 4 THOUGHTS ON TEACHING CULTURAL DIVERSITY:
AN AFRICAN-AMERICAN PERSPECTIVE**
Dolan Hubbard, Department of English
Hodges Library Auditorium
- April 11 THE DAY 'AMERICA THE BEAUTIFUL' WAS
SUNG IN SPANISH AND TO A SALSA BEAT**
Michael Handelsman, Department of Romance Languages
Hermitage Room, University Center
- April 19 QUESTIONS ABOUT GENDER**
Nancy Goslett, Department of English
Hodges Library Auditorium
- April 26 APPROACHES TO INTEGRATING GENDER, RACE,
AND ETHNICITY INTO CLASSROOM BEHAVIORS**
Shanette Harris, Department of Educational
Counseling and Psychology
Hermitage Room, University Center

RECOMMENDATIONS

It is recommended that the Commission reaffirm the scope, intent and urgency of the original recommendation. Further, the Commission should support the present initiative on cultural diversity by encouraging participation by black faculty, students and commission members.

It is recommended that those steps taken to address faculty attitudes toward black students be made part of a university-wide comprehensive plan to address the full set of recommendations and concerns. Further, steps should be taken by the university to address how black students might develop coping skills in the face of a perceived inhospitable environment. In both instances, plans should be made for annual ex-post assessment of accomplishments.

RECOMMENDATION 17

Particular considerations that factor in the decision to hire specific minority persons should be considered in the continuing and promotion process.

FINDINGS

The Chancellor's reply in 1988 stated, "It is very important that there be agreement between supervisor and employee, faculty members and department heads regarding activities related to affirmative action and improvements in the quality of life for blacks

within the University and the community." It was assumed that the recommendation related to criteria for evaluating university employees. There should be specific mutual agreement on how the activities will be evaluated in decisions concerning retention, promotion, and (in the case of faculty) tenure. The Chancellor asked that the Provost and Vice Chancellors ensure that all supervisors and department heads meet the requirement.

Determinations in connection with the current commission inquiry include the following:

1. Interviews with persons from the Office of the Provost, the Office of Affirmative Action and academic departments did not yield information which would suggest that sustained response to the recommendation was realized. It was intimated that under the former Provost, some activity was initiated but curtailed when the former Provost stepped down.
2. Documentation was requested as would characterize if, when and how? all department heads and supervisors met the requirement. That information is yet to be received.
3. During the course of discussions, it was determined that the university experienced a high rate of turnover and flux among black faculty. Of the black faculty listed in the 1/23/90 report, the following statistics were revealed:
 - Seventy-one black faculty were employed.
 - Fifty-eight percent were female.
 - Eight percent were on leave of absence.
 - Eleven percent resigned recently.
 - Thirty-four percent were hired within the recent 18 months.
 - Seven resignations were tenure track faculty.
 - Two of the leavers were tenured.

An inquiry was made as to whether exit interviews were conducted to determine if misunderstanding regarding "particular considerations" existed among the 19 percent who recently left the university. The response was "negative" and that resources do not permit such interviews.

4. Among those persons contacted there seemed to be interest in addressing the recommendation and yet some reluctance attributed to the following: a) lack of clarity regarding how far

the University is willing to go in this matter, b) an unwillingness to get caught out on a limb with no support, c) not willing to be misperceived as a nonteam player, and d) uncertainty as to what the wishes of the "new" administration are.

5. In order to gain insight into what transpired since the recommendation was made, it might be necessary to interview: current faculty (black), supervisors, central administrators, former black faculty members, department heads and others. It will take time and forethought if this is to be done correctly.

RECOMMENDATIONS

It is recommended that the Commission first clarify what is actually meant or implied by that recommendation. Further, a determination should be made as to whether those "particular considerations" which factor into decisions to hire specific minority persons are different from those used in hiring "non-minority" persons. Finally, it would be useful to define (list) what those particular considerations might be.

It is recommended that the Commission take necessary steps to insure that minority faculty are made fully aware of criteria and conditions which must be met to insure success in the tenure and promotion process. Further, the Commission should work with the administration and others to insure that no unfair or artificial barriers are erected to preclude success in gaining promotion and tenure by minority faculty.

What has been determined, to date, with respect to the two recommendations, is far less than anticipated. However, it is felt that the objective of this exercise and the potential results which should come forth will be well worth the time and effort. Recent hirings suggest that the University is moving in a positive direction. Much will need to be done on the retention side and on maintaining good information. The student issue is more pervasive. Conditions might well be the same as they were characterized in the initial Task Force Hearing document.

Leadership and substantive action will be called for from administrators, faculty, staff and students, if in fact the issues undergirding the recommendations are to be addressed. It is unthinkable that an institution with as great a legacy as that of the University of Tennessee would want to besmirch its reputation due to benign neglect of a significant segment of the society which it serves.