



University of Tennessee, Knoxville

TRACE: Tennessee Research and Creative Exchange

Senior Thesis Projects, 1993-2002

College Scholars

2000

A Student Vision for the Future of the University of Tennessee

Will Carver

Follow this and additional works at: https://trace.tennessee.edu/utk_interstp2

Recommended Citation

Carver, Will, "A Student Vision for the Future of the University of Tennessee" (2000). *Senior Thesis Projects, 1993-2002*.

https://trace.tennessee.edu/utk_interstp2/40

This Project is brought to you for free and open access by the College Scholars at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Senior Thesis Projects, 1993-2002 by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

A Student Vision for the Future of the University of Tennessee

Will Carver
Spring 2000

Project Committee:
Dr. David Tandy, Defense Chairperson
Dr. Tom Broadhead, Independent Study Advisor
Dr. Katie High
Mr. J.J. Brown

Table of Contents

- I. Preface
- II. Introduction
- III. Honors Program
 - A. Facilities
 - B. Personal Contact
 - C. Increased Staffing
 - D. Honors Program Student Associations
- IV. Information Technology
 - A. On-line Campus Community
 - B. Increased Access to Classrooms
 - C. Improved Computer Based Training
- V. Campus Beautification and Facilities
 - A. Pedestrian Mall
 - B. Presidential Courtyard
 - C. Banners on Light Poles
 - D. Welcome and Alumni Center
 - E. University Center Renovations
 - F. Cumberland Avenue
- VI. Campus Leadership
 - A. Student Leaders Retreat
 - B. Campus Leadership Coordinator
 - C. Scholarship Programs for Leaders
 - D. Leadership Development Courses
- VII. Traditions
 - A. Torch Night
 - B. Parents Council
 - C. Campus Day
 - D. Aiei Proso
 - E. Class Council
- VIII. Conclusion
- IX. Appendices

Preface

Suffice it to say that I have been extremely fortunate to be afforded the opportunities that I have in the last four years. It did not take much time for the University of Tennessee to become a very special place in my heart. There have been many chances to acquire an intimate relationship with the University through involvement in various campus organizations, in particular, serving as Student Government Association President for 1999-2000. On a daily basis, my e-mail inbox, voicemail, home phone and mailbox would be flooded with messages from students concerned about this issue or that issue. The ideas and creativity of the student body at UT have never ceased to amaze me.

When I came into office, I really had the misguided feeling that the world could be changed in twelve months. When reality set in, I began to realize that there were many initiatives and projects that a year's time was not enough to allow for completion. During the year, I had the opportunity to interact with numerous students on various committees. Many times, I posed the following question to them over email or during meetings, "If you could change one thing about, or add one thing to, this campus, what would it be?" The responses were varied, but all were insightful and fell into five categories including the Honors Program, information technology, campus beautification and facilities, campus leadership and traditions. At the same time, the year in office gave me a unique chance to interact extensively with student leaders on other campuses who could speak of what worked on their campus and where they fell short. There were so many suggestions that I did not have a clue how they could be compiled and presented to campus leaders and administrators. To this end, I hope to include all of those projects in

the pages that follow. Some of them have been discussed on many occasions while others have not. None the less, they are all important.

From a student's perspective, these pages outline ways that positive improvements can be made for the betterment of campus. This is not an all-inclusive list, but it is a beginning. The most important aspect of this project is that these are student ideas. It is my hope that this project can continue to develop over the coming months. I have developed a website where I plan to post the project and subsequent updates. In addition, my desire is for this to be a blueprint for future student leaders to reference and work with the administration to implement. As well, it should be a dynamic document that is built upon by student leaders in the future.

Introduction

Two hundred and five years have passed since the University of Tennessee was chartered as Blount College and in that time immense change has occurred. It has grown from a single building in downtown Knoxville to a University with three Undergraduate campuses, a Space Institute, a Health Science Center, and an Institute for Agriculture. As the University of Tennessee races into the twenty-first century, it finds itself at a turning point.

This paper will analyze ways that the University of Tennessee can make positive change on behalf of the student body to guarantee the continued tradition of quality education that William Blount envisioned in 1794. An alumnus of the University will tell you that his education was far more than attending class. Whether one is attending Harvard University, Volunteer State Community College, or the University of Tennessee, Shakespeare still wrote *Romeo and Juliet*, the Theory of Relativity still rings true, and there are still seven continents. What sets a University apart is what it offers to its students in terms of opportunities inside and outside the classroom to learn, grow and mature. A degree from the University of Tennessee means that one has competed with the best students across the nation. It means you have received a comprehensive education, and it means that you epitomize the Torchbearer Creed of, "One that beareth a torch shadoweth oneself to give light to others." The scope of the project is focused on five areas: Honors Program, information technology, campus beautification, campus leadership and enhancing traditions.

The Honors Program

The University of Tennessee football team is renowned for having recruiting classes that are in the Top Ten annually. Athletes from across the nation flock to Knoxville on Saturdays in the fall and on winter weekends to witness the epitome of “Big Orange Pride” at its best. The players are wined (non-alcoholic of course) and dined to the very best that the campus and Knoxville have to offer. They see the construction of the Thornton Student Life Center dedicated solely to the academic advancement of the Athletic Department. As the athletes walk along Volunteer Boulevard towards Neyland Stadium, they enter Bill Gibbs Hall, a residence hall dedicated in part to athletes. From Gibbs Hall, they cross Johnny Majors Drive and enter the Neyland-Thompson Sportscenter. There, they see a Hall of Fame with names like Manning, Atkins, Neyland, and Shuler and an indoor practice facility that is second to none nationwide. All the while, a Vol Hostess (current student serving as hostess) entertains the student-athlete.

Comparing student-athlete recruitment to student recruitment is like comparing apples and oranges. The facilities afforded to students who perform well academically are less than desirable. In the bottom of Melrose Hall is the home of the University Honors program, a maze of rooms with outdated furniture, modern computers, and few amenities. Potential Honors students are most likely given a campus tour with a large group of other students, thus neglecting individual attention. There is relatively little follow-up with these top students who are being courted aggressively by schools out of state. On January 31, 2000, Tennessee Governor Don Sundquist delivered his State of the State Address. During his address, he revealed that only eighteen percent of Tennessee’s top high school seniors apply to go to school in state. This staggering figure,

compared to forty to fifty percent for states like North Carolina, Virginia and Georgia, exemplifies that Tennessee is losing its best and brightest, not only for college, but as future employees and taxpayers to the local state economy.

Under the new leadership of President J. Wade Gilley, who has committed to increase the number of National Merit Scholars on campus from one-hundred eighty to three-hundred, the university must begin to think innovatively as to how it can distinguish itself from other universities in terms of Honors offerings. This leaves the question “What can the University of Tennessee do to improve its Honors Program and attract more top quality students?” Taking time to research other schools, one finds at first glance more impressive facilities, personal contact, increased staffing, and an Honors Program Council.

Facilities

The University of Tennessee Honors Program is currently housed on the ground floor of Melrose Hall in the center of campus between Melrose Avenue and Andy Holt Drive. It is a maze of rooms that requires an Honors student to swipe his Student Identification card in order to find what lies around the next corner. The facility maintains fifteen computers for student use as well as two printers and two scanners. The lab is supported by the Student Technology Fee, but many of the materials and units are outdated and often do not function as well as they are intended. There is a makeshift conference room in the back of the building that is often so unbearably hot students are unable to use it. This facility falls far short of what these honors students deserve.

Most of Tennessee’s peer universities have Honors Houses or Honors Residences. Dr. Tom Broadhead, Director of University Honors, commented, “We (UT) are the only

SEC (Southeastern Conference) school that has no form of Honors housing.” A campus Honors Program has the opportunity to serve as a community for its students. In order for this to occur, though, there must be an appealing and attractive facility where the students can congregate and socialize, as well as be afforded optimal academic and study opportunities. The University of Alabama’s Honors House has computer facilities, an advising center, and a lounge, in addition to the lodging. Kristin Marczak, currently an Honors Student at Alabama, stated, “We actually have spillover floors in other dorms because so many people want to live there.”

In August of 1999, the University of Georgia announced a monumental project to rejuvenate Honors facilities on their campus. Administrators at the University of Georgia set forth to improve the resources that they are able to deliver to their Honors students. To this end, they began to renovate an older building on campus, Moore College. Included in the project plans is a “high-tech” classroom with twenty-four workstations for students as well as overhead projectors, projection screens and slide screens. The 20,000 square foot building will also house a thirty-station computer lab and two classrooms.

One suggestion that has been discussed by many Honors students in the last few months is for the University of Tennessee to use the land that was once the location of the Phi Delta Theta Fraternity at the corner of Andy Holt Avenue and Melrose Place to erect a new facility for the University Honors Program. This location is prime for many reasons. First, the majority of students who currently utilize the Honors facility in Melrose Hall are First-Year Students. The Presidential Courtyard area, on the opposite side of Melrose Avenue, is the hub of campus life during one’s first year. Second, the land is located near a grocery store, a branch of the University of Tennessee Book and

Supply Store, and dining facilities. That area of campus has seen the construction of an International House and will soon realize a new Black Cultural Center and a new Student Recreation Center. All of these student-centered facilities would be in close proximity for an enhanced Honors Lounge and Residence Facility.

Personal Contact

Another area where the current University of Tennessee Honors Program falls short is in personal contact with prospective students. Becky Cassill, who was a 1997 recipient of the Whittle Scholarship (the University's premier scholarship at the time), expressed concern that, despite being an out of state student, she was not actively recruited by the University of Tennessee while in high school. One has to wonder how many other students share the same concern as Cassill. Is the University letting top students slip through the cracks who are more heavily recruited by other universities? Personal contact and attention make a student feel as though he or she is important to the University and this can be a vital factor in the decision making process.

Cassill cited an example from Wake Forest University in Winston-Salem, North Carolina. Wake Forest takes the concept of "personal contact" to a higher level. Wake Forest has initiated a program that invites the top two to three graduates of each North Carolina high school to campus for a recruitment weekend. The students are entertained at various campus facilities, they have personal meetings with staff members of the admissions office, students, and faculty members. All this time, the high school students are living on campus with a current student.

Arizona State University's Honors College Welcome Team and Honors Devils, another good example of such a program, work year round to provide personal contact

with prospective students. Entertaining on campus visits and making regular phone calls to students, make individual students feel as if they matter and that they are more than just a social security number. The personal contact goes a long way toward getting the students to campus and it also helps to make the students feel more comfortable upon arriving on campus.

While a project of this magnitude may not be altogether feasible at the University of Tennessee, the concept is what is important. When Governor Sundquist revealed that only eighteen percent of the state's top high school seniors based on ACT and SAT scores apply to go to school in state, many individuals on campus began to worry that the state is spending hundreds of thousands of dollars to educate students in elementary and secondary schools only to see them take their further training outside the state. Thus, something must be done to remedy this problem.

In 1997, the University of Tennessee introduced a program called "Scholars Invitational," an invitation only chance for students with exceptional ACT and SAT scores to come to campus on a Saturday to learn more about the university. The concept is a positive one, but it still was not conducive to one-on-one contact with current students, and it falls far short of Wake Forest's program. Parents and students were herded from one room in the University Center to another and while they gained very pertinent knowledge about the University, but they were not made to feel as though their decision to come to the University of Tennessee was the most important thing on an admission counselor's, faculty member's, or student's mind.

A core group of Honors students should be assembled to assist in student recruitment. The students should be given the opportunity to take a weekly training class

to bring them up to speed on campus programs and initiatives so that they may convey these things to prospective students and parents. There would be numerous jobs for them. First of all, they could help facilitate recruitment days for the Honors Program. On these days, they could serve on student panels, give campus tours and field numerous questions. These recruitment days should take place one time per semester in order to create an atmosphere where the number is not intimidating. Second, the students could be called upon when potential Honors students are on campus during the week for a campus visit. They would be able to meet with the potential student for a short period of time to field questions, from a student's perspective, about the Honors Program and the University as a whole. Finally, the students could call prospective students who have achieved high ACT or SAT scores and have already been admitted to the University to try to convince those students that the University of Tennessee is the right place for them to attend. This personal contact with perspective students is a large factor that keeps the University of Tennessee's Honors Program from a premier status.

Increased Staffing

The personal contact problem transcends the recruiting process. The problem spills over into a student's tenure on campus. The University of Tennessee Honors Program currently employs two full-time employees, one individual who splits time 75/25 between the Honors Program and another academic department, and one Graduate Assistant for the 500 students, a number which has grown rapidly from 180 just five years ago. That equals roughly 165 students per full-time employee.

A better model for staffing might be to look to the system employed by many high school guidance offices. At Gallatin High School in Gallatin, Tennessee, a guidance

counselor is given an individual class and they follow that class throughout the students' four years at the school. This reduces the student – counselor ratio and allows the counselor to better understand the needs, concerns and desires of each individual student. The counselor is able to pinpoint various opportunities, both inside the classroom and outside as well, that may be appropriate for that student. As a result, the students get more out of their education along the way, and they are more prepared for what lies down the road.

Adding two employees to the current University of Tennessee Honors Program would allow the University to implement a similar structure. With four full-time employees, the students could be broken down by the number of years they have been on campus. For instance, Employee A would have all of the first-year students in 2001 and would stay with them until their graduation in 2005, while Employee D would have all of the fourth-year students. The Director of University Honors could maintain regular meetings throughout a student's academic career and would have direct supervision over the Senior Year Projects. Each employee could serve as an academic advisor to the students and in doing so could seek internship and employment opportunities that better suit each individual student. Thus, Honors Students would be able to have more personal advising session that truly meet their needs academically and from an extra-curricular vantagepoint as well.

Honors Program Student Associations

It was mentioned earlier that a campus Honors Program has the opportunity to serve as a community for its students. At present, there is not a great deal of unity in the University of Tennessee Honors Program. Aside from taking a few Honors Courses with

fellow students, there are not many other opportunities to bring Honors Students together. Each year, there is a Peer Mentor Dinner and a Favorite Professor dinner for freshmen only, but neither provides adequate chance for optimal interaction. The program often appears to be divided among those who are heavily involved inside the classroom and those who are heavily involved outside the classroom. In addition, each scholarship group has their own annual dinner. Somewhere in the mix, a happy medium must be found.

The University of Alabama has a very active Honors Program Student Association. In the last year, they have hosted ping-pong tournaments and bar-b-ques, participated in intramural sports, and hosted trips to go rock climbing and canoeing as well as various cultural programs. The University of Georgia's Honors Program issues a student-run, on-line newsletter to keep students informed of the opportunities taking place around them.

The Honors Council at the University of North Carolina instituted another innovative program. Their *Food for Thought* program brings together students and faculty on a regular basis outside the classroom. It allows students to begin to develop a mentoring relationship with faculty members in their field of interest.

The formation of such a council at the University of Tennessee could benefit all students. The council could be charged with coordinating various cultural, social and educational events throughout the semester. Two programs that could be facilitated by an honors council and would enhance the offerings to students in the University of Tennessee Honors program include retreats and community service opportunities.

Senior Whittle Scholar Elizabeth Guenther commented, “It shouldn’t be too much to ask that all Whittle Scholars be required to attend a retreat every fall to get to know one another better.” As it is today, the only contact with other Honors students is through the Peer Mentor Program and the annual Honors Dinner surrounding Scholarship Weekend, when over thirty prospective Honors students are on campus for interviews. Scholarship recipients could spend a night at the 4-H Center in Greeneville and have a unique opportunity to interact with one another. It could be a relaxing time of team building exercises and activities during which the younger scholars could interact with their older peers. Such a retreat could serve to unify students and create bonds that would make the program stronger. Instead of going into the Honors Lounge and seeing a student that is merely a face, one would know that the student is, for instance, a Tennessee Scholar from Jackson, Tennessee who is a Biology major and really struggled with Biochemistry.

Next, community service projects required for members of the Honors Program could serve as a unifying agent. Community service projects force individuals to work together and rely on one another regardless of various backgrounds. This could bring an increased degree of unity to the program that would make it stronger and would make everyone feel as though they had left a positive mark on the program and in the community. Each freshman seminar class should incorporate a community service project into their curriculum. It does not have to be an arduous labor-intensive task, just something to bring all class members together for a few hours outside the classroom.

The Honors Council could also be charged with the publication of a regular newsletter for Honors students. This could be done at virtually no cost as the newsletter

could be distributed via e-mail. Within the newsletter there could be calendars of events, comments from administrators and other special interest topics. It could regularly highlight Honors students who are excelling in certain areas as well.

Information Technology

Higher Education is not immune from the current boom of information technology, and in all actuality, higher education induced the current trends. Ten years ago, college campuses were some of the premier users of website technology and electronic mail. As was mentioned in the section pertaining to the Honors Program, the current University of Tennessee administration has made technology a priority. The recent University wide reorganization saw the creation of a Vice President of Research and Technology. This move evidences the administration's commitment to keeping up with technology in the next century. On April 18, 2000, the University announced that it would offer more online degrees. Vice President of Public Service, Continuing Education, and University Relations, Sammy Lynn Puett stated, "We know there are many Tennesseans who would like to complete a college degree they began some time ago, but have been unable to complete it because of family and job responsibilities." Colleges are growing more and more accessible and one's ability to pursue a degree is getting easier. There are still areas within information technology, though, where the University of Tennessee needs to see improvement. Some of them include the implementation of an on-line campus community, increased access to technology in the classroom, and improved computer based training.

On-line campus community

The student body of the University of Tennessee is not as closely knit as other schools like Texas A & M, the University of North Carolina and the University of Virginia. The diverse personalities that are seen across campus often foster social segregation. Greek students socialize with Greek students and students with an academic

focus tend to associate with people who share the same motivation, for instance. The challenge of building a solid campus community is a difficult one. In order to do so, people must wish to take ownership in campus and this is unlikely since many students are on campus simply to attend class and quickly depart to go to work or study. Since a tangible community cannot be built on campus, the option that remains is to build an on-line community.

A perfect example of an on-line campus community can be found at the University of California at Los Angeles (UCLA). Two years ago, UCLA implemented the “MyUCLA” program (See Appendix A). With this program, each student is given his or her own formatted website, similar to programs offered by Netscape and Yahoo upon arriving on campus. The student websites have features such as on-line calendars, campus announcements, academic links, activity links, and message boards. Students can choose to sign on to certain services that provide regular updates. Organizations are able to better outreach to those who express an interest. Faculty members benefit greatly by having an interactive class. This on-line portal facilitates administrative tasks like posting grades, fielding questions, and making assignment announcements. Other features include on-line fee payment, book reservation, advising assistance and registration.

A number of years ago, the University of Tennessee entered into a venture with the BANNER Corporation to bring similar services to campus. Problems arose with the flexibility of the BANNER software and the University’s ability to change its business functions. It became evident that the BANNER program was ideal for small campuses but less suitable for a large and intricate campus. For over two years, “stalemate” instead

of “progress” has been the buzzword around the program. In the fall of 1999, the University ceased further action on the program and began working with other large schools to lobby BANNER to create a program geared for larger campuses. To date, no further progress has been made.

The Division of Information Infrastructure at the University of Tennessee is in the process of pursuing other avenues. The most plausible solution is the Courseinfo System currently used by a number of faculty members. Courseinfo Version 3.0 is presently in use in over 500 courses with almost 7,000 students utilizing the services. Courseinfo provides for an interactive class with chat rooms, grade posting areas, announcement boards and class rosters. The University will upgrade to Courseinfo Version 4.0 software during the summer of 2000.

The on-line portal provided by Courseinfo, called Blackboard Courseinfo Enterprise Edition, would incorporate the majority of features afforded to students at UCLA through MyUCLA. It would allow the University of Tennessee to leap its peer institutions in terms of innovative technology towards an integrated campus. This on-line presence would give students many opportunities to interact that would not have been envisioned otherwise. Blackboard’s software would make class time more beneficial as faculty members could save their announcements for the on-line forums. Syllabi and assignments could be left on-line and changed as needed. Students would be able to purchase their books, pay fees, register for courses, and interact with student organizations on-line. The opportunities are boundless in terms of the benefits that this program could bring to campus.

As is evident, the system benefits students who are currently enrolled in courses a great deal. Another benefit that is not as tangible is recruiting leverage. Innovative technological advancements are a vital tool in today's battle to recruit the best undergraduate and graduate students. At Wake Forest University, students are issued a laptop from their first day on campus. While that is too grandiose for the University of Tennessee, a commitment to a substantial Internet presence easily serves a similar function. Prospective students will see that the University is committed to keeping information technology a priority.

The current question mark with regard to incorporating the Blackboard Courseinfo Enterprise Edition deals directly with funding. The technical support and initial installation of high-powered servers to facilitate the system would come with a large expense. On the other hand, the system could easily save the University financially. It would reduce paperwork by putting many services on-line and reducing administrative burden in many areas. Dr. J. Wade Gilley, University President, has made a commitment to improving information technology on campus, and this would be a huge step towards that end. At the same time, this would be a wise capital investment on the part of the state of Tennessee as it would greatly enhance the value of the University of Tennessee.

Increased access in classrooms

Another problem with technology on campus deals with accessibility. In order for students to be adequately prepared for the waiting job force, they must be competent in technological presentations using PowerPoint and other programs. However, making such presentations on campus is a challenge. Supplies of laptops and Proxima projection machines are limited.

Every room on campus should have the capability to utilize the Internet. It does not have to necessarily be through hard-wire Ethernet ports. A more plausible and cost effective option in many areas may very well be wireless technology. Wireless is more mobile and could be utilized in creative ways. A pilot project currently being undertaken by the Division of Information Infrastructure in the John C. Hodges Library will be a measuring stick as to the future of wireless on campus.

At the same time, students and faculty should not have to drag carts across campus simply to make a computer-based presentation. Ideally each room should be equipped with the technology for interactive classroom presentations and discussion. As a worst case scenario, each building should be equipped with a sufficient number of mobile carts to meet the needs of the students and faculty in that building.

Another aspect of classroom accessibility deals with student laptop use. Matt Disney, Computer Science Major (Class of 2000), stated, "Desktop computers are likely going to be a thing of the past soon. However, our University has not taken measures to allow for laptop uses in the classroom." A perfect model for effective laptop use in the classroom is the University of Tennessee College of Law. Each desk space in the Taylor Law Building is supplied with an Internet connection and an electrical outlet. Students who wish to bring in their laptop and take notes directly into their computer may do so. At the same time, students may have past notes easily accessible in their computer. The Undergraduate campus has fallen behind in this area, and it must catch up to meet the developing needs of the student body.

Again, the funding of such programs is challenging. In the last year, North Carolina has committed a portion of the state's capital budget to technological

enhancements on the various college campuses within the state. Many colleges at the University of Tennessee have been able to make positive advancements as a result of the Student Technology Fee, a \$100 per semester fee assessed to all students for technology levied in the fall of 1996. The Technology Fee generates a mere \$5.2 million per year, which is not enough for overwhelming and creative changes. To date, the fee has only been able to upgrade one academic building per year. It is going to be up to the state of Tennessee to follow the lead of its neighbor, North Carolina, and make technology a priority for the campus each fiscal year. If there is not access to technology, then the University can not adequately prepare its students

Improved Computer Based Training

Technology and its applications on a college campus are changing on an almost daily basis. Four years ago, a student that grasped electronic mail and word processing could survive and excel. Now, a student must be able to build an interactive website, create formulas in various spreadsheets, and research via the Internet. The learning curve that takes place in a student's transition to college is steep, and a student that falls behind early will struggle to ever catch up to peers. To this end, mandatory Computer Based Training and competency courses should be implemented.

The University of Alabama has a banner program in this area. They have a computer based Honors Program specifically for technologically inclined students. The commitment to the program is four years. In the first year, students are offered extensive training in various computer networks and for the years to come, they work with faculty and students to train them to utilize technology on a daily basis. To mirror a program like this, the University of Tennessee might wish to implement a Technology Learning

Community in a residence hall. Students in this learning community would live together throughout their first year and would take the majority of their courses together with an emphasis on information technology. This group could easily serve as a guinea pig for future computer based training courses and various hardware and software changes on campus.

At the University of Tennessee's summer orientation, all students take placement tests in both foreign language and mathematics. These tests determine the level of the respective curricula that is required for that student. The same should be done for technology. Some high school students likely have achieved high computer competency while others may not be so fortunate.

The College of Business and College of Engineering do a good job of teaching students how to get the most out of the technology that is at their fingertips. On the other hand, students in the College of Arts and Sciences do not receive a great deal of technological exposure. The College of Engineering has, in recent years, instituted the ENGAGE program required of all first-year students. Will Martin (Class of 2000) stated the theory behind the ENGAGE program, "The College (of Engineering) subscribes to the immersion theory: the students are doing computer-integrated projects from day one." A key element is the applied nature of the assignments. For instance, the first project asks the students to find the volume of Neyland Stadium. Thus, students feel as though they are getting something out of the work they are doing.

The University should offer various Computer Based Training (CBT) courses based on a student's competency and prospective major. Course topics could include everything from word processing to HTML code. After two initial courses, students

could then choose which courses to take. It is important that the courses are for credit. If they were not for credit, then most students would shun enrolling in them. The courses should be one hour weekly sessions with weekly assignments that allow the students to accomplish given tasks and feel more prepared. Like the College of Engineering model, the assignments should have an applied nature. The role of technology on campus is only going to increase and students must be prepared to meet this challenge.

Campus Beautification and Facilities

It is often said that, "You never get a second chance to make a first impression." For a university, the first impression is often the various facilities and landscape that make up the campus community. Anytime one takes time to poll students around campus about what their major concern is, the overwhelming majority of responses pertain to campus beautification. From completing the renovation of the Pedestrian Mall that was once a portion of Andy Holt Avenue to the return of colorful daisies to the West Side of the Hill, students always wish to do something to enhance the aesthetic value of campus.

Pedestrian Mall

During the 1995-96 academic year, the University of Tennessee and the City of Knoxville agreed to close a portion of Andy Holt Avenue from Volunteer Boulevard near the John C. Hodges Library to Melrose Avenue. This portion of the street was to be shut down and the remaining portion made one way for a single year to study traffic patterns as a result of the closure, and after that year, it was agreed that the street would remain closed on a permanent basis. The student hope for the area was that it could be converted to green space for informal recreation on campus. As a result of the various residence hall facilities adjacent to the street, however, the University must maintain limited paved access for emergency vehicles. Over the last four years, the only work that has taken place on the area was to place large flower pots at each end of the street as well as removing the painted lines.

The 1998-99 Senior Gift Committee, a group of Seniors who annually fundraise from their classmates to give a gift to campus, made the Andy Holt Project their Senior Gift and decided to name it in honor of retiring University President Joseph E. Johnson and the legendary Voice of the Vols John Ward. Their project raised approximately

\$34,000. The Student Government Association under President Boyd Richards chipped in by donating an additional \$150,000 from a fund established following a settlement with Follet Campus Resources Corporation. The University then matched this amount bringing the total money allocated presently to the project to \$400,000. The following year's Senior Gift also made the area a priority by choosing for their project to be a \$30 thousand University History Timeline.

The student vision for this area includes well lit walkways that are beautifully landscaped, as this is a main pedestrian thoroughfare. Along the walkway, the 1999-2000 Senior Gift Timeline would serve as a reminder of the University's history and heritage. Emergency vehicle access would have to remain, but each end of the Pedestrian Mall could be landscaped in a more pleasing manner. Wooden gates with lights on top with shrubs and colorful flowers around them would be more appropriate than the current ironworks. Also included would be an amphitheater setting on the banks of the Humanities Plaza that could be the location of various forms of outdoor entertainment. All that being said, the area should encourage students to come and relax. It should look less like a road and more like a Greenway.

As time passes, the University will be able to get less and less for this money as construction prices continually rise. This factor combined with the student desire for more campus green space make this project a top priority. Breaking ground on the area and moving toward completing the project would be a huge step in bolstering morale on campus.

Presidential Courtyard

The Presidential Courtyard area, home to two male residence halls, Reese and North Carrick, and two female residence halls, Humes and South Carrick, is the epicenter of student life during an individual's first year on campus because the majority of first year students live in this area. At any given time, students can be found throwing frisbee, skateboarding, taking a cigarette break, or taking in some sun in the Courtyard between these buildings. It is also important to note that every tour group of prospective students that visits campus strolls through the Courtyard to hear about residence hall life and the much-improved dining facilities.

Unlike most courtyard areas, this is a concrete courtyard with little green space for optimal relaxation and recreation. The façade is not conducive for the area. Students have little respect for the concrete fortress that they are forced to live in during their first year on campus. They don't take pride in their surroundings.

To improve the area, it should be transformed into a park-like setting with more grass and shrubbery accompanied by park benches. The area behind the Presidential Grille and Grocery that is the current home to the recycling bins should have a major facelift. Converting that entire landing to green space would enhance the value of the Courtyard. While working on the beautification of the area, the safety there is a major concern as well in light of the construction of a new parking garage along Lake Avenue for Non-commuter students. If the task of renovating Presidential Courtyard is undertaken, then part of the plans should include a well-lit walkway to the garage.

Banners on Light Poles

The University of Tennessee, Knoxville is an urban campus nestled in the hills of East Tennessee and bordered by a river to the south, railroad tracks to the west, downtown to the east, and Interstate Forty to the north. It is often tough for people to understand where the city ends and campus begins. There is no main entrance nor are there signs all around that make it obvious that someone has arrived on campus. This problem can be remedied by following the city of Knoxville's lead.

Over the last decade, the city of Knoxville has invested a great deal of money to revitalize its Old City area, and one way they did this was by putting banners on the light poles. Thus, visitors and locals alike can realize that they are no longer in downtown. The banners stating "Welcome to the Old City" make the area look vibrant and alive. This same theme can also be seen on other college campuses, like the University of Mississippi in Oxford, Mississippi. For a number of years, they have utilized "Metro Flag" out of New Jersey to provide seasonal flags for campus, according to Monica Morrison, Executive Assistant to the Student Body President.

Such a program could easily be brought to the University of Tennessee, Knoxville as well. The problem with a project of this magnitude is the funding of the flags and other necessary supplies. The solution to this problem is to have the Senior Gift Committee raise money to fund the project on a recurring basis. The committee could solicit students, alumni and corporate donors to fund the banners.

Two companies appear to be industry leaders in this area. The first is Metro Flag, used by Mississippi, and Consort Corporation, who annually hosts seminars for alumni associations who wish to do what is proposed for UT. Costs estimates received from

Consort Corporation for forty customized banners, including installation, range between eight thousand and nine thousand dollars. Based on prior fundraisers, Senior Gift has the ability to raise in the proximity of thirty thousand dollars on an annual basis. This figure would provide enough banners, in one year, to line all of Volunteer Boulevard, running through the center of campus, from one end to the other on both sides of the street on alternating poles. The banners would allow for delineation between the Fort Sanders area and campus. Though it sounds like an exaggeration, banners could also serve to bolster morale.

Welcome and Alumni Center

A glaring problem with the Office of Admissions at the University of Tennessee is that they do not have their own facility to utilize in student recruitment. Currently, if someone comes on campus for a tour, they convene at McClung Museum in Circle Park. McClung is a less than acceptable location to start a campus tour. While it serves an important role in attracting various exhibits to campus, it in no way pertains to the University of Tennessee. Often, tours are forced to battle with local elementary school children that are in the building to view exhibits. The environment there is not conducive to putting the best foot forward of the University.

The University of South Carolina boasts its Visitor Center as the “front door” to campus. The internal wall displays and interactive exhibits display the University’s history, excellence, and beautiful campus. The University of Kentucky’s Visitor Center offers virtual tours of campus. With their innovative facilities and accessible nature, these Visitor Centers surpass the needs of most campus visitors.

Perhaps the premier facility in the Southeast is at the University of North Carolina, Chapel Hill. Their Visitor Center contains all the features of South Carolina and Kentucky, but it goes a step further. The Carolina Inn, in the center of campus, provides on campus lodging for visitors, and though it is not large in size, it allows visitors to have more of a true college experience. The Visitor Center also offers video tours as well as self-guided tours with a walkman radio.

The University of Tennessee should invest in a new Welcome Center and include offices for the Alumni Association and Development Staff. A 1998 graduate of the University and Whittle Scholar, Whit Lee, devoted his entire senior project to this issue going so far as to having architectural models designed by a professional firm. With architectural plans already laid out, the first priority would be to find a location. This is easily remedied by utilizing the parking lot on the corner of Volunteer Boulevard and Lake Loudon Boulevard. This plot of land has sufficient space for an innovative building and for ample parking for guests and employees. The biggest question mark considering such a project deals with financing. At Appalachian State University, their 7,200 square feet facility was built from an alumni donation by Mr. and Mrs. Sam McKinney. The building now bears their name. With the support that the University of Tennessee has from various donors, a similar opportunity should be possible to fund a new Welcome and Alumni Center on the Knoxville campus.

University Center Renovation

For students, the most used building on campus is the Carolyn P. Brown University Center. During daytime hours, this building is the hub of campus life as tens of thousands of students pass through its doors each day. The problem that currently

exists, however, is that it does not address all the needs of the students, and many of the features have grown to be outdated.

In December of 1999, a Student Government Association e-mail survey posed the question, "What would you hope to find in your ideal University Center?" Quite a breadth of responses were returned. A complete listing may be found in Appendix B of this document.

The most prevalent answer was enhanced computing facilities. Some students recommended numerous Cyber Cafes within the building that would consist of stand-up terminals for e-mail purposes only. While other students envisioned a more elaborate open computing facility where one could type a paper, search the Internet, or e-mail a friend.

Many students responded with various campus administrative offices that they felt would be more appropriately housed in the University Center. The most frequent responses were full Bursar Office services, Drop and Add, Graduation Services, Student Data Analysis, and the transcript office. Other offices that were mentioned included the Dean of Students Office, Department of University Housing, Career Services and Orientation.

Some students listed some interesting services that they would like to see. A Kinko's Copy Center was a popular answer as well as a place to drop off dry cleaning. Other responses were to have a Barber Shop and a video store. With many students not having a consistent mode of transportation, these amenities would be widely used as well.

Cumberland Avenue

The aforementioned banner project could easily be expanded beyond campus to the Cumberland Avenue business district. This stretch of road on the north border of campus is a place of much activity late into the night with a number of bars and dance clubs, and during the day, students wishing to have a nice meal often make the trek to one of the various eating establishments. This area is not a pedestrian friendly area.

The Cumberland Avenue Merchants Association is the appropriate forum for the University to work with the city to improve the image of the Cumberland Avenue area, beginning with the banner project. One initial step would be the implementation of a sign ordinance, similar to what is found in many resort areas. Instead of having Herculean signs that can be seen from miles away, all businesses would adhere to specific codes that would regulate the size of signs. Many towns like Brentwood, Tennessee and Hilton Head, South Carolina have imposed similar regulations in order to cut down on obtrusive signage. The most practical way to draft the regulations would be to allow existing signs to remain, but once those signs are changed in any fashion, they would have to be taken down and replaced with signs that adhered to the new regulations. Small businesses like Planet Smoothie or Sarge's Bar-B-Q would then be able to receive long overdue recognition from those who are passing by on Cumberland Avenue and business like Pilot Oil and O'Charley's Bar and Grille would not likely suffer as a result of a less conspicuous sign. The atmosphere that would be created would be much less obtrusive and much more congenial and inviting than the current setting.

Once this happens, another step would be to move toward having the power lines moved into the alleyways instead of hanging across the street. Once the area is opened

up, a banner program could soon be implemented with the establishments responsible for their respective light poles. While there would be initial expense, it would likely be countered by the fact that more individuals would visit the area if it were more pedestrian friendly.

Campus Leadership

What sets the University of Tennessee apart from other universities can be summed up in a single word: opportunities. With almost two hundred organizations, there is a group on campus that allows a student to interact with other students who share his or her interests whether it is a service organization, social organization, or recreation sports. Many students also find places within the Knoxville community to volunteer and contribute to the world around them.

Over the last ten years, however, leadership programs on campus have suffered. The Division of Student Affairs has been stretched thin as a result of budgetary woes. Fewer people have been forced to carry a greater workload than a decade ago. Enhancing Student Leaders Retreat, creating the position of Campus Leadership Coordinator, fundraising and scholarships for campus leaders, and leadership development courses are all ways that the University of Tennessee can enhance the experience of student leaders on campus.

Student Leaders Retreat

Each fall, a large group of University of Tennessee campus leaders from various organizations are invited to the 4-H Center in Greeneville, Tennessee. The students interact during meals and icebreakers, converse with administrators and learn more about the University during various programs. The intention of the event has two primary focuses. The first, is to allow leaders from different aspects of campus to get to know one another so that they may, hopefully, work together throughout the course of the year. The second purpose is to provide a forum for students to discuss issues pertaining to campus as well as leadership development. These motives are correct, but in recent years, that purpose has not been fulfilled.

Wake Forest University annually hosts a New Leaders' retreat consisting of basic training in team building skills and leadership skills. Sessions at the retreat include ethics and honor, diversity, activism and service, intellectual and cultural development and building community. Throughout the experience, the focus is on how there are many different ways to address various problems on a college campus.

The student body needs such a retreat to guarantee that the aforementioned needs are being met. When student leaders are truly working together for the greater good of campus, amazing things can happen. On the other hand, a student body that is not communicating with one another is counterproductive. To guarantee that this event is meeting the needs of student leaders, some sweeping changes need to take place. A proposal that was submitted to Vice Provost of Student Affairs W. Timothy Rogers by the Student Government Association is included in this document as Appendix C.

The first step in this process is to make the retreat a more prestigious affair. Students should look forward to the event and be honored that they were invited. Currently, there are hundreds of participants. This large number is not conducive for the interaction that is necessary. The problem that arises is that so many individuals from a single organization are invited that those individuals stay together for the entire weekend and do not branch outside their respective group. Typically, the Student Government Association is asked to invite around one hundred of its members. It would be better to ask the Student Government Association to invite only the various executive officers of each branch. This would still mean that almost forty members of SGA would be invited.

While at the retreat, more team building exercises should be in place where students are forced to leave their comfort zone. Students should work together in a

problem solving setting where they must rely on others to make decisions. More topics focused on the University of Tennessee should also be added. A session entitled “What is a UT Leader” would be very beneficial. In the session, the Torchbearer Creed of “One that beareth a torch shadoweth oneself to give light to others” could be explained. A historical perspective of organizations on campus could also be cited. The purpose of such a session would be to build pride in all that is right with the University instead of focusing on the problems that are faced on any college campus in a given day.

Students should also be given more choices to decide what activities and sessions they wish to attend. At the 1999 Student Leaders Retreat, representatives from the Division of Student Affairs distributed surveys to participants that asked what sessions would be the most interesting. From the responses, it is evident that sessions on effective communication, motivation, team building, assertiveness and marketing leadership experiences would be of interest. This would give the students more of an opportunity to choose what they get out of the retreat.

A final recommendation to unify student leaders would be a mini-retreat over the summer or within the first two weeks of school starting. This retreat would see no more than fifteen students from various organizations unite and get away from campus for team building exercises and to discuss various activities for the upcoming year. Time could be spent during the day with the students doing various forms of community service so that they are forced to work together and rely on one another for success. In the evenings, students could discuss what is going on around campus at that time and how the organizations that are represented can work together to address the issues. This core group of students could prove to be a huge resource for the student body. For

optimal benefit, they should continue to meet together throughout the academic term in order to insure that communication continues.

Campus Leadership Coordinator

With almost two hundred organizations on campus, the University of Tennessee has something for everyone from Canoe and Hiking to TeamVOLS Volunteer Organization to the Student Government Association. Overseeing this many organizations is a daunting task, and presently the administrative organization to do so is scattered.

Arizona State University has its own Leadership Development team that coordinates various entities on campus to continually work on behalf of students. Students meet with the team on a regular basis to convey concerns and express certain desires. Georgetown University's Office of Student Programs set its mission to educate students through teaching, advocacy and reflection. They maintain a fully staffed office to deal with campus organization and leadership. North Carolina's Center for Leadership Development staff has three full time employees that deal with all organizations on campus. This office also facilitates the Parent's Council. They coordinate the various Leadership courses and facilitate special programming on campus for student leaders.

On the University of Tennessee campus, the Campus Leadership Office would serve the students best if it were housed in the University Center. The Coordinator could oversee the Leadership Library that has been suggested for the University Center. It would also be the responsibility of this office to coordinate all student organizations and make sure that their information is complete and correct on an annual basis. To improve communication on campus, a Campus Leadership Quarterly should be published by the Campus Leadership Office. Included in this quarterly magazine should be information

about upcoming events in various organizations, commentaries from current student leaders, and leadership development ideas. To offset the costs, ads could be sold to local businesses and placed in the magazine. As for distribution, it should be placed in each residence hall box and every student organization should receive copies. The Leadership Quest program, currently overseen by Director of Student Orientation J.J. Brown, would also fall under the Campus Leadership Coordinator.

Scholarship Programs for Leaders

Campus Leaders sacrifice a great deal, whether it is academics, work, or internships, for the betterment of campus as a whole. They deserve to be rewarded for their dedication. Presently, however, there is not a campus wide program in place to provide current leaders with scholarships.

Florida State University is probably the most innovative university nationally in this area. In 1986, a group of Florida State alumni formed the Seminole Torchbearers with the hope that it would bring former student leaders together to improve the quality of student life. The program allows alumni to keep in close contact with the campus as well as assisting financially. It is facilitated by the Division of Student Affairs, but is independent from the University financially. Below are a few of the goals listed on The Seminole Torchbearers website:

- Facilitate students' orientation and integration into the university community
- Promote a friendly and welcoming campus environment for students
- Facilitate students' personal identification and involvement with academic and student life
- Support students' access to and the utilization of educational resources
- Increase students' opportunities for social, cultural, and aesthetic development
- Promote the development of leadership and communication skills
- Nurture in students the values of integrity, civility, service, respect for diversity, fairness and hard work

Annual dues are broken down into various Donor categories with certain benefits depending on the amount of money donated. The program has allowed for leadership endowments, Dinner Dialogue Series and various other new campus ceremonies.

In the fall of 1999, this scenario began to change for the better with the creation of the Clifton Jones Campus Leadership Endowment. The initial proposal, which was submitted to Vice Chancellor of Development and Alumni Affairs Linda Davidson, is included in this document as Appendix C. The proposal was submitted on behalf of the 1999-2000 Student Government Association Executive Committee. The Endowment was established from the estate of Mr. Clifton Jones, an entrepreneur from Sweetwater, Tennessee. The executor of Mr. Jones estate, Mr. Gregg Jones of Greeneville, Tennessee, was eager to establish the Clifton Jones Campus Leadership Endowment with an initial investment of \$100,000.

The Jones Endowment opens the door for a myriad of opportunities for leadership on campus. The first opportunity is to develop a series of scholarships for those Freshmen, Sophomores and Juniors on campus who have worked diligently for the betterment of the University. Oftentimes, student leaders must sacrifice job opportunities where they could earn a wage in order to be involved. These students should be rewarded for what they are sacrificing on behalf of the University.

Other opportunities include fully endowing the First-Year studies program so that it does not rely on state dollars and tuition. With many state legislators lobbying attacks at numerous university course offerings, the First-Year studies program does not need to fall victim to their ignorance. The position of Campus Leadership Coordinator could one day be funded out of this endowment. Another prospect is to reward faculty and staff

who keep the needs and desires of students at heart in their daily pursuits. Further, money from the endowment could be used to fund a Leadership Library stocked with videos and books on leadership development that students and organizations could use. The library could also include the necessary audio-visual equipment from televisions and VCRs to laptops and projection machines for presentations.

It was a final hope of the Endowment's founders that this would provide an opportunity for alumni to give back to the University on behalf of leadership development programs. Many people come to the University of Tennessee and receive an amazing education within the classroom while others gain more of their education through campus involvement. This Endowment will allow those people to give back to a program that has made a difference in their lives.

Leadership Development Courses

Campus Leaders in organizations that have different causes often face many of the same obstacles including time management, motivating others, effective marketing and risk management. At many schools in the country, leaders meet on a weekly basis to discuss issues on campus and focus on personal development. These meetings allow students from a diversity of backgrounds to get to know one another and pool their resources. Then, when a crisis (improved funding of higher education) arises, it doesn't take two weeks to get the word to organizations. Word is quickly distributed through these channels as ideas start to churn and students begin to get active. It's an amazing way to combat apathy in that allows for easier and more efficient communication.

Similar programs are in place at other schools. The LEAD program at Wake Forest requires students to work together in small groups with faculty mentors to

research, debate and develop proposals to enhance the Wake Forest campus. The results of these efforts over the years have been tremendous. The campus hosted a presidential debate in 1998, implemented a safe rides program and created a Freshman mentor program. All of these projects came as a result of the LEAD program.

The University of North Carolina also has visionary leadership development courses centered around the belief that anyone can become a leader. Their courses are designed to challenge participants to expand their own potential. Miami of Ohio has a five tiered leadership development program beginning with the prospective student experience in the times prior to collegiate acceptance. It continues with the New Student Experience facilitated through the Office of Student Orientation. The Curricular Experience is the most academically focused portion teaching skills like critical thinking, engaging other leaders and efficiency. The final two phases are the co-curricular experience where students learn about leadership outside the academic environment and the Senior Year experience which assists students in getting their life beyond college started.

Though staffing and funding present major obstacles, the time has come for the University of Tennessee to develop similar programs to these that have been mentioned. The Emerging Leaders program, a subunit of the Leadership Quest program, each spring selects a group of students to participate in leadership develop activities for credit. As part of the experience, the group takes a trip to another college campus. In 1999, their trip was to the University of Maryland. A number of participants have commented on their experience. Interfraternity Council President Ben Weprin explained, "The thing I

envied most about their leadership program was how well the presidents from separate organizations worked together in their class.”

The Leadership Quest program needs to be expanded beyond the Emerging Leaders aspect. A one hour per week class should be offered, and required, for the Presidents of certain organizations to facilitate communication and make the work that is done on campus more efficient. This would allow for the Student Leaders Retreat to be more than just a one weekend deal. It would be a long term commitment to the greater good of campus.

Additionally, courses should be introduced each semester that a student may choose to take pertaining to a specific aspect of campus leadership. The courses could change each semester, and students would get a great deal out of them. Courses like Effective Management, Empowering Others, Time Management, Marketing Your Organization, and innumerable others would be well received by all leaders

Traditions

The University of Tennessee is a university richly steeped in traditions. Freshman experience this phenomenon within their first couple of weeks on campus with the annual Torch Night ceremony. Begun in 1925 as the “Freshman Pledge Ceremony” under the leadership of Vic Davis, alumni secretary, and Ralph Frost, coordinator of the YMCA, Freshman symbolically receive the Torch of Preparation from the President of the Student Government Association to guide them throughout their time on campus. The students gather in Thompson-Boling Arena and hear remarks from the Chief Officer of the Knoxville campus, the SGA President, and a distinguished alumnus. The ceremony concludes with participants singing all three verses of *The Alma Mater*.

Athletics play a vital role in boosting campus morale and school spirit. On most fall Saturdays, the campus, community and state hue becomes conspicuously orange. Caravans of Tennessee fans from Memphis, Nashville, Chattanooga and all points in between bring their orange and white car flags into Knoxville to watch their beloved Vols take to the football field. In particular, this phenomenon occurs annually on the third Saturday in October when Tennessee’s gridiron heroes face archrival Alabama. The annual game between these two national powerhouses is a Southern tradition.

An impressive sight for any student, alumnus or friend of the University is All-Sing. Begun in 1932 with the intention of making students more familiar with University songs, All-Sing displays the true Volunteer Spirit as student groups spend months preparing choral performances in a competition overseen by the All Campus Events Committee. In recent years, the event has been held in downtown Knoxville at the

historic Tennessee Theatre, in close proximity to the location where William Blount founded the University.

The most inspiring event of the year is the Chancellor's Honors Banquet, now known as the Honors Convocation. For a few hours each April, the University takes time to salute its most distinguished faculty, staff and students. It would not take long for an outsider to learn what ideals the University of Tennessee holds dear at this event. This event validates the merit of the University of Tennessee as a prominent national university when one sees the amazing accomplishments of so many individuals within the University community.

A final event that caps off the year is Carnicus. Begun in 1929 under the direction of All Students' Club (precursor to the Student Government Association) member George Abernathy, this event combined the winter carnival and spring circus into one. In its first years, Carnicus showcased parades, skits, stunts and dancing. Today's events are a combination of song, dance, and campus humor and draw packed houses on multiple nights. The All Campus Events committee hosts the event and Greek organizations are usually the sole participants.

Students, faculty, staff and alumni eagerly anticipate all of these events each year. They allow students to truly become a part of the University and not just a piece in an almost 26,000 person pie. It seems in recent years, however, that the university has become quite content with the status quo; not looking to improve the current traditions and not looking to begin new traditions. At a time when campus morale has reached an all time low as a result of budget cuts, hiring freezes, and streamlining, now is a time for the campus to look to begin some exciting initiatives to pump life back into "Big Orange

Country.” Some areas that could do just that include improvements to Torch Night, the creation of a Parent’s Council, the return of the Campus Day tradition, reinstating Aiei Proso, and a Class Council.

Torch Night

For many first-year students, Torch Night is their first opportunity to learn a little about the history and traditions of the University. In recent years, the Chancellor of the Knoxville campus has given a brief history of the University and its progress over the last 205 years. The Chancellor also introduces the various academic Deans and Vice Chancellors as the administrators’ pictures are flashed through a slide show. Additionally, the first-year students hear some historical perspectives from the President of the Student Government Association. The students are given a copy of *The Alma Mater* which is sung at the ceremony’s conclusion.

While the ceremony is a reverent one, some minor changes could enhance the student experience. First of all, the administrative slide show should be changed to a history slide show. Students should watch slides of the evolution of the University during this time as the Provost (formerly Chancellor) elaborates on the history. Included could be slides of campus sites, important alumni, various ceremonies and other traditions. Students need to understand what it is they are becoming a part of and that it is not just bricks, mortar, and late night studying. It is a heritage of excellence that is an honor to be a part of.

Another change would be to get increased interaction with the audience through the recitation of an Honor Code. In conversations with UT alumnus Earl Zwingle, it appears that during the 1920’s the University did have an Honor Code to which all

students strove to adhere. Formal records of the code, however, have not been found. In recent years, many students and student groups have pursued the creation and implementation of an Honor Code based on models laid out at other schools like South Carolina, whose "Carolinian Creed" is memorized by all Freshmen in their first days on campus. Some schools make their creeds a binding agreement with specific consequences for various violations while others make it more of a philosophical statement. That decision would have to be left to the administration of the University. Overwhelming student support does exist for the creation of a creed, as is evidenced by the work of College Scholars Major Joe Caldwell's Senior Project in the spring of 2000 and the formation of an Honor Code committee by the 1999-2000 Undergraduate Academic Council (their proposal is attached as Appendix D). The first place to implement the code would be at Torch Night. Freshmen students should be asked to recite the code as it is read by the Student Government Association President. Though it might be no more than a philosophical statement, it is a way for the student to begin to form a tie to the University. Increased pride in the campus community on the part of the student body is something that is necessary for the University to move forward in the coming decades.

Parents Council

Efforts in 1999 and 2000 to improve funding for the University of Tennessee, brought the idea of forming a Parents Council to light. Throughout the efforts, it was simple to contact alumni, faculty, staff and students, but parents were a different story. Forty thousand students equates to a lot of parents. Students can not be relied upon to get the information about initiatives and happenings on campus to their parents.

Innumerable other college campuses have such an organization. Miami University in Ohio has an active Parents Council that hosts Parents Weekends, forums for parents by parents at Orientation and many other programs. They also maintain an active website entitled "When you have a question about...call:" where parents can access various campus phone numbers. Georgetown University's Parents Council annually publishes the Hoya Family Handbook outlining various aspects of campus that are of interest to parents. Quarterly newsletters are also published

It is important that the University of Tennessee takes steps to institute a Parents Council. They should find a prominent set of parents to be the spokespeople for the organization in order to entice other parents to join. A logical selection would be Ron and Carol Kirkland. Dr. Kirkland has served as President of the University of Tennessee National Alumni Association, and the Kirkland family has sent all four of its children to the University of Tennessee. Parents can be asked to join the Council during Summer Orientation. Minimal dues would be required to handle regular mailings and publicity. A Parents Newsletter could be published on a regular basis to better inform parents of the goings on around campus. The Council could also host an annual Parents Weekend where parents are on campus to see everyday happenings. This event could be in conjunction with an athletic event to spark increased interest.

Campus Day

With Campus Beautification a hot topic on campus, the return of the Campus Day tradition is a way for students to take ownership in making the campus a more attractive place. The first campus day took place on March 16, 1921. Until that time, the University's athletic teams had taken to the field on the old Wait Field, a grassy plat of

land that was infested with gravel. University President Harcourt Morgan declared this day “Campus Day” and cancelled classes so that student labor could be utilized to till the ground and create an acceptable playing area for football, baseball and track. The student body united for this day and a half work effort to lay the foundation for what is now known as Shield-Watkins Field within the confines of Neyland Stadium, home of the Tennessee Volunteers football team.

For years after that effort, March 16 was designated as a campus clean up and beautification day, but World Wars proved to be an impending obstacle in carrying on traditions such as this. Though it has been a number of years since the last Campus Day, the tradition should be rejuvenated. Student organizations should be utilized one weekend in March for a massive clean-up effort under the leadership of the TeamVOLS Leadership Board and Student Government Association Campus Beautification Committee. Each organization could be given a certain spot that was their territory. They might choose simply to pick up the trash, or they might choose to plant flowers. Either way, students would be taking ownership in their campus. The day could conclude with a benefit concert by a local band that is free to all participants with minimal cost to visitors.

Aiei Proso

The companion event to the aforementioned Torch Night was the Aloha Oe Senior Farewell ceremony instituted on 1926. At this ceremony, the senior class accepted the Torch of Service to carry with them throughout their lives. The ceremony took place on Shields-Watkins Field and concluded with a shining “T” of students holding candles on the side of the Hill while seniors sang *The Alma Mater*. Aloha Oe

also included a segment honoring a member of the junior class who had excelled in his three years on campus with a toga. 1967 marked the final year for the ceremony.

In the spring of 1997, a group of students hoped to rejuvenate the tradition. Hoping to break away from the stigma of Aloha Oe, the ceremony was renamed Aiei Proso meaning “Always Forward.” The idea for this name came from a Senior Stone on the north side of the Hill. The diligent efforts of a number of Seniors under the leadership of Ralph E. Smith, Class of 1997, brought about a new ceremony that was attended in its first year by over 1,500 students, faculty and staff in Neyland Stadium. That year, Mark Clark, was honored as Volunteer of the Year, and the guest speaker was Mr. John Fisher who was the University’s first Volunteer of the Year in 1937. The following year, however, rain plagued the event, which was forced to be held in Alumni Gymnasium as a result, and attendance waned. As a result of exorbitant costs and lack of participation, the event was cancelled the following year but was incorporated into the graduation ceremonies. Boyd Richards, 1999 Torchbearer, received the Torch of Service from Chancellor William T. Snyder during the Spring commencement ceremony.

While costs and participation are downsides to such an event, the Senior class deserves to be honored annually for their contributions to campus. A reverent academic style ceremony is the appropriate way to honor them. Costs could be saved by not printing elaborate programs and making the publicity more cost effective. The candles that were purchased for the initial event and collected afterwards can be recycled. A simple ceremony incorporating aspects of both Aloha Oe and Aiei Proso would begin with a Senior processional. The Seniors would then hear a few words from the University administration, and following that the Volunteer of the Year would be

honored in addition to the Senior Laureate, whose work would be read to the audience.

The ceremony would conclude with the singing of *The Alma Mater*. Students would look forward to this event throughout their time on campus, and such a program is a fitting farewell to each class.

Class Council

Class and campus unity is a central problem at the University of Tennessee. At many schools, class councils serve not only to unify individual classes but also to unite the campus as a whole around various causes. It provides students an opportunity to get involved in campus issues without having to run for office through the Student Government Association.

James Madison University has a very active class council. Each class, according to Senior Class President Erin Uyttewaal, has specific responsibilities. The freshmen are in charge of the campus formal, sophomores coordinate "Ring Premiere" (ring presentation ceremony), juniors plan Pig Roast and the Senior Class handles the countdown to graduation. Uyttewaal commented, "This (Class Council) helps students feel like more of a part of the university and hopefully, they will be more likely to be involved as an alumnus." An ideal, though tragic, example of the class cohesion that occurs as a result of these councils was evident in the November of 1999 tragedy on the campus of Texas A & M University. Each year, the classes unite to assemble a giant bonfire prior to the football game with Texas. This year's bonfire was marred by a freak accident that left a dozen students dead. Individual classes rallied around one another to show the true strength of Aggie Pride in the shadows of a stark tragedy.

The University of Virginia has a very active class council as well. In 1999, they coordinated the campus's first ring presentation ceremony. Their presentation ceremony was done in conjunction with family weekend. The Council worked diligently to publicize the event and work with the various ring manufacturers to send formal invitations. A unique and surprising twist to their ceremony was a stirring tribute written by an anonymous member of the Seven Society, an enigmatic secret organization on campus. Texas A & M also has a ring presentation ceremony and Stacey Freeman, a Senior there, feels that the ceremony enhances the value of the rings, and she added, "Having an Aggie ring is neat because it symbolizes where you went to school and it is a great honor to be able to wear one."

The University of Tennessee could easily facilitate such a program on its campus and call it the Torch Council. This Torch Council would be comprised of students from each grade classification. Responsibility for the Council would fall under the Office of Development and Alumni Affairs similar to the current system for the Senior Gift Committee. Representatives from the Freshman Class would be charged with publishing the annual *Little Things To Know About a Big University* that is distributed at Freshman Orientation outlining various intricacies of campus and the surrounding areas. Sophomore and Junior Representatives would coordinate the Graduation Fair and senior representatives would facilitate the Senior Gift and Ring presentation ceremony. Such a council would provide long term benefits of allowing more students to get involved and build a tie to campus. In addition, it would publicly unify all classes and create class identity. This council could also be utilized beyond the aforementioned areas. They

could assist in selecting speakers for various ceremonies and serving as campus hosts as well.

As outlined above, one task of the Torch Council would be a Graduation Fair.

The following offices must be in attendance to make the event beneficial:

Registrar	U.T. Federal Credit Union
Financial Aid	U.T. Book and Supply Store
College Representatives	Bursar's Office
Graduation Services	Transcript Office
Jostens Corporation	Senior Gift
National Alumni Association	Council Travel
Career Services	

All of these offices should be assembled in the Ballroom of the University Center for an entire week to allow all students a chance to visit. It would be the superstore of graduation materials. Instead of having to shop around from place to place to find the right office, everything would be right there at a student's fingertips.

Another addition as a result of the formation of the Torch Council would be a Senior Ring Presentation Ceremony. This event could be held in conjunction with the current Senior Gift announcement ceremony in late October. All seniors who have purchased a ring to that point will be presented their ring at this time. Jostens has agreed to participate and will formally invite all students who have purchased a ring. The University President would present the ring in a handcrafted wooden box to commemorate the occasion.


Conclusion

Many of the ideas brought forth on the previous pages can not be accomplished in a single year or even a single decade. The projects that can be accomplished in a short timeframe can serve as stepping-stones to the more expansive and expensive projects. Ernest Hemingway once wrote, "The world is a wonderful place and it is worth fighting for." If Mr. Hemingway had ever spent time on the banks of the Tennessee River in the shadows of the Hill, he would have said the same thing about this wonderful campus.

Recently, many have become consumed with the struggle going on in the state of Tennessee to improve the tax structure and increase funding of higher education. Sometimes lost in the debate is the fact that no one would be in Nashville lobbying for increased funding if they did not believe that the University of Tennessee was an amazing place. The university has found itself at a point where it can leap into the twenty-first century as a top ranked public institution, or increased funding can be ignored and the university will fall into an educational black hole leaving it years behind its peers. Such a scenario would be an injustice to students, a disgrace to faculty and staff and an embarrassment to the state of Tennessee. Concrete plans as are laid out in the document and have been discussed in The Committee on the Future as appointed by Dr. J. Wade Gilley need to be formalized and presented to the state legislature. A statement needs to be sent that the University is truly falling behind other universities in a variety of areas, but that the University does not have to continue to fall.

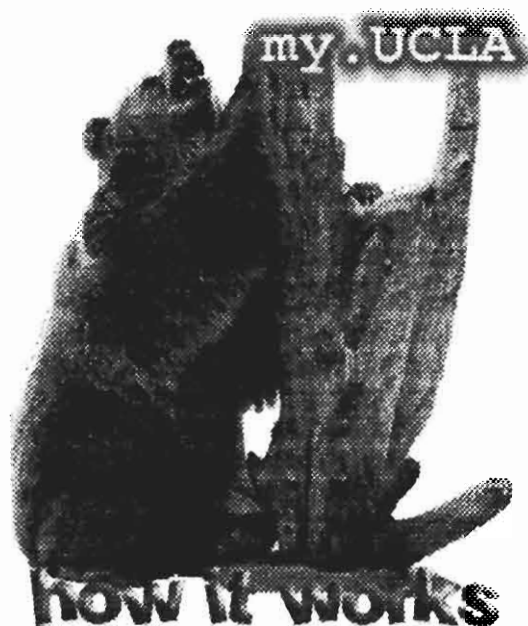
The University community must remain on the lookout for ways and means to better campus life both inside and outside the classroom. Many of the student suggestions on the previous pages will take a great deal of time to address, but in the long

run, their implementation is necessary for the University to progress through the 21st century. The forum needs to always remain open to hear the needs of the students and constantly strive to figure out ways which these needs may be met.

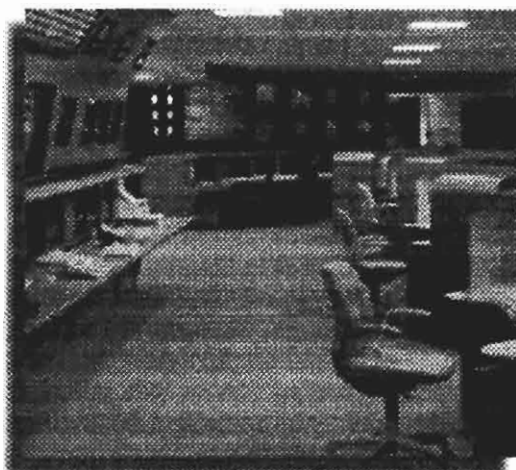


Appendix A

MyUCLA Information

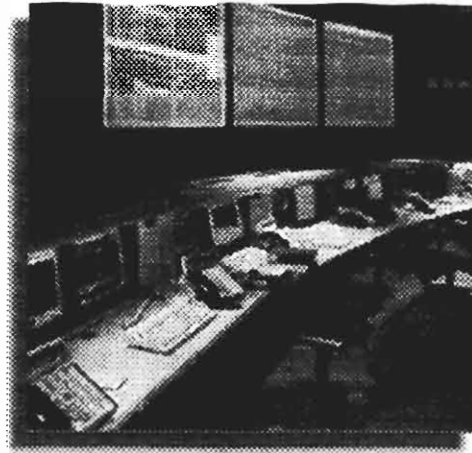


MyUCLA runs on an Intel Pentium based multi-processor Hewlett Packard server running Microsoft Windows NT. Web services are provided by Microsoft's Internet Information Server 4.0 using Microsoft Active Server Page technology.



After authentication is achieved using ActiveX components that wrap socket calls to the UCLA Administrative Information Services authentication server, page content is dynamically generated from information queried from Microsoft SQL Servers located in the College of Letters and Science and Office of the Registrar.

Web content is secured with a
Secure Sockets Layer (SSL)
certified by Verisign.



[Courses](#)[WebMail](#)[Notices](#)[Services](#)[Calendar](#)[Logout](#)

UCLA Football

[Set](#)INFOSEEK SEARCH: ☒ UCLA ☐ the Internet[Search](#)[UCLA Directory](#)**BRUIN, JOSIE****Undeclared-Life Science****Class of '99****My Notifications****Help**[About MyUCLA](#)[About the IEI](#)[Computer Labs On Campus](#)[Frequently Asked Questions](#)[My Feedback](#)**Virtual Counseling**[Virtual Counseling On-Line Now](#)**Real-Time Chat**[click here](#) for IRC**My Links**[URSA OnLine](#)**My University**[UCLA Home Page](#)**My College**[Letters & Science](#)**My Department**[Undeclared](#)**My Home Page**[Bruin OnLine Home Page](#)[Create My BOL account](#)[Add My BOL e-mail to](#)[URSA](#)[Create My Page](#)**URSA**

(Monday, December 20, 1999)

URSA will be unavailable starting at approximately 10:00 p.m. on December 31, 1999. This early down time is required for transitioning into the year 2000. URSA availability will return to normal hours (Sunday 6 p.m. through Tuesday 1 a.m., and from Tuesday to Saturday, 6 a.m. to 1 a.m., Pacific time) at 6:00 a.m., January 1, 2000.

Undergraduate Council Review of Economics Survey

(Monday, December 13, 1999)

To maintain and strengthen the quality of UCLA's educational programs, every department or interdepartmental program (IDP) is regularly reviewed. Because you have completed at least three courses in the Economics Department, we would like you to participate in it's review by filling out the following survey.

It should take about ten minutes to complete, and your individual responses will remain anonymous.

Your participation in this important survey is much appreciated.

Sincerely,

Orville Chapman, Chair
Undergraduate Council
Academic Senate

College of Letters & Science

(Friday, June 19, 1999)

Business Administration specialization suspended

[Courses](#)[WebMail](#)[Notices](#)[Services](#)[Calendar](#)[Logout](#)INFOSEEK SEARCH: ☒ UCLA ☐ the Internet UCLA Football [UCLA Directory](#)**BRUIN, JOSIE****Undeclared-Life Science****Class of '99****My Calendar**Golden Key National Honor Society **Winter '99**

October 1999							
Wk	Su	Mo	Tu	We	Th	Fr	Sa
						1	2
1	3	4	5	6	7	8	9
2	10	11	12	13	14	15	16
3	17	18	19	20	21	22	23
4	24	25	26	27	28	29	30
5	31						

November 1999							
Wk	Su	Mo	Tu	We	Th	Fr	Sa
5		1	2	3	4	5	6
6	7	8	9	10	11	12	13
7	14	15	16	17	18	19	20
8	21	22	23	24	25	26	27
9	28	29	30				

December 1999							
Wk	Su	Mo	Tu	We	Th	Fr	Sa
9				1	2	3	4
10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

My Notes

To enter your Virtual Notes, choose

Personalize

To personalize your Calendar, click on a date on the left, or enter the date below. Then choose a color, type in a description and press the "Update Calendar" button.

Month:

Day:

Year:

January 1 1999

Color:

Description:

Blue **Important Dates**

Aug 18, 1999	Counseling : Appointment with Turner, Toi
Nov 9, 1999	Counseling : Appointment with Turner, Toi
Nov 15, 1999	Enrollment : First Pass begins at 8:00:00 AM
Nov 16, 1999	Counseling : Appointment with Izumi, Raquel
Nov 22, 1999	Enrollment : First Pass ends at 11:59:00 PM
Nov 23, 1999	Enrollment : Second Pass begins at 8:00:00 AM
Nov 30, 1999	Counseling : Appointment with Johnson, Neil Counseling : Appointment with Johnson, Neil Counseling : Appointment with Johnson, Neil
Dec 10, 1999	<input type="checkbox"/> Personal : meeting

[Courses](#)[WebMail](#)[Notices](#)[Services](#)[Calendar](#)[Logout](#)INFOSEEK SEARCH: ☒ UCLA ☐ the Internet UCLA Football [UCLA Directory](#)**BRUIN, JOSIE****Undeclared-Life Science****Class of '99****My Services****Links to Student Services****Help**[About MyUCLA](#)[About the IEI](#)[Computer Labs On Campus](#)[Frequently Asked Questions](#)[My Feedback](#)**Virtual Counseling**[Virtual Counseling On-Line Now](#)**Real-Time Chat**[click here for IRC](#)**My Links**[URSA OnLine](#)**My University**[UCLA Home Page](#)**My College**[Letters & Science](#)**My Department**[Undeclared](#)**My Home Page**[Bruin OnLine Home Page](#)[Create My BOL account](#)[Add My BOL e-mail to](#)[URSA](#)[Create My Page](#)**My Appointments****Undergraduate Programs Homepage****Past=Black****Today=Green****Future=Red**

Time	Counselor	Location	Type
1/27/01 10:00:00 AM	Miller, Tony	Counseling Services	Full Time Counseling
12/17/99 8:00:00 AM	Garcia, Veronica O.	Academic Advancement Program	Peer Counseling
12/8/99 10:30:00 AM	Henry, Patrick	Counseling Services	CA Counseling
12/7/99 1:49:00 PM	Turner, Toi	Honors	Scheduled Counseling
12/6/99 12:15:00 PM	Henry, Patrick	Counseling Services	CA Counseling
12/3/99 5:12:00 PM	Johnson, Neil	Counseling Services	Peer Advising Network (PAN)
12/1/99 6:12:00 PM	Johnson, Neil	Counseling Services	Peer Advising Network (PAN)
12/1/99 3:39:00 PM	Johnson, Neil	Counseling Services	Peer Advising Network (PAN)
11/30/99 1:00:00 PM	Johnson, Neil	Counseling Services	Peer Advising Network (PAN)
11/30/99 8:00:00 AM	Johnson, Neil	Counseling Services	Peer Advising Network (PAN)

[Courses](#)[WebMail](#)[Notices](#)[Services](#)[Calendar](#)[Logout](#)

UCLA Football

Set

INFOSEEK SEARCH: ☒ UCLA ☐ the Internet

Search

[UCLA Directory](#)**BRUIN, JOSIE****Undeclared-Life Science****Class of '99**

<< click on the image to go to the old page format

Help[About MyUCLA](#)[About the IEI](#)[Computer Labs On Campus](#)[Frequently Asked Questions](#)[My Feedback](#)**Virtual Counseling**

Virtual Counseling

M-F, 3-4PM

Until Jan 10th

If you have counseling questions and don't want to wait until Virtual Counseling is available, please e-mail Ask@college.ucla.edu

Real-Time Chat[click here for IRC](#)**My Links**[URSA OnLine](#)**My University**[UCLA Home Page](#)**My College**[Letters & Science](#)**My Course Planner**



Click [here](#) to view your enrolled classes for 00W in a weekly time grid or visually plan future terms with our online planner. Now includes course enrollment status! Please note that the planner spawns a new window.

Now supports Netscape 4.0 or better (printing problems resolved) AND IE 4.0 or better!

My Study List**Other classes by Subject Area**

Current as of 12/28/99 2:17:26 PM.Wait Listed

Courses are denoted with (Wait List).

My Courses for Term 00W			00W		
Course #	Course	Section	Grade		
HUMAN EVOLUTION <u>Textbooks</u>					
111103200	ANTHRO 7	LEC 1			
Time: TR 9:30 A - 10:45 A Location: MOORE 100					
THERMODNMCS&KINETCS <u>Textbooks</u>					
142116200	CHEM 14B	LEC 1			
Time: MWF 9:00 A - 9:50 A Location: WGYOUNG CS00024					
SOFTWARE-INFO MGMT <u>Textbooks</u>					
000000000	COMPTNG 1S	LAB 1	<u>Class Grades</u>		
Time: M 10:00 A - 10:50 A Location: BOELTER 2817					
COMBINATORICS <u>Textbooks</u>					
000222222	MATH 113	LEC 2	<u>Class Grades</u>		
Time: MWF 3:00 P - 3:50 P Location: MS 5127					

My Department[Undeclared](#)**My Home Page**[Bruin OnLine Home Page](#)[Create My BOL account](#)[Add My BOL e-mail to](#)[URSA](#)[Create My Page](#)**University Publications**[General Catalog](#)[Schedule of Classes](#)[Campus Directory](#)**Murphy Hall**[Office of the Registrar](#)[Undergraduate](#)[Admissions](#)[Financial Aid Office](#)[Student Loans](#)[Student Accounting and](#)[Cashiering](#)[Office of the Registrar](#)**My Money**[BruinCard](#)**Other Resources****Student Links**[Alumni Association](#)[Campus Ombuds Office](#)[Career Center](#)[College Library Electronic](#)[Reserves](#)[Community Service Officer](#)[Program](#)[Disabilities and Computing](#)[Program](#)[Education Abroad](#)[Program](#)[Housing Office](#)[Int'l Students and Scholars](#)[LGBT Resource Center](#)[Student Health](#)[Students with Disabilities](#)[Office](#)[Summer Sessions](#)[Transportation Services](#)

PERCEPTUAL DEVELOPMENT		TEXTBOOKS	
328464200	PSYCH 133E	LEC 1	
Time: TR 11:00 A - 12:15 P			
Location: KINSEY 51			
My Textbooks for Term 00W			

Appendix B
The Ideal Carolyn P. Brown University Center

**The Ideal
Carolyn P. Brown University Center**

Listed below are entities that students feel should be located in a renovated and expanded University Center.

- Computer Lab and Printing Center
- Dean of Students Office
- VolCard Office
- Bursar's Office (full)
- Private Lodging
- UT History Room
- Coffee Shop
- Drop and Add
- Student Data Analysis
- Transcript Office
- Cyber Café
- Expand the Auditorium
- University Housing Office
- Maintain an elaborate, landscaped entrance
- More accessible ATM's (inside)
- Career Services
- Barber Shop
- Cleaners
- Large Executive Style dining area
- More group meeting rooms w/ dry erase boards, internet access
- Orientation Office
- Office of Student Judicial Affairs
- Expand and Move the "Down Under"
- Aconda Court type services
- Office of Records/Transcripts
- Center for Undergraduate Excellence or some academic unit/advising
- Expand UC Ticket Office
- Panhellenic Offices
- Small amphitheater
- Hall of Governments (like Shiloh Room) where SGA can meet, URHC, etc.
- Re-light UC Plaza
- More access to Plaza
- More tables and seating on plaza
- Swinging Park benches on Plaza

Appendix C
Student Leaders Retreat Proposal
*Submitted to Vice Provost of Student Affairs W.
Timothy Rogers on February 2, 2000*

Pre-Student Leaders Retreat Retreat

Early in the Fall, possibly before classes start, 10-12 key student leaders along with the Vice Chancellor of Student Affairs, Dean of Students, Director of Student Activities and Director of Orientation take a two-day retreat to discuss working together, teambuilding, and goals for the upcoming year. The University of Tennessee, Knoxville is fortunate to have many capable student leaders, but all too often these leaders don't have the opportunity to get to know one another and rarely work *together* on projects.

The Student representatives should include: the SGA President, SGA Vice President, Chair of Central Program Council, President of the Black Cultural Programming Committee, President of the United Residence Hall Council, President of the Interfraternity Council, President of the Panhellenic Council, Editor of *The Daily Beacon*, and President of the International Student Organization.

Invitations to Student Leaders Retreat

It appears that the Student Leaders Retreat is no longer a priority for many student leaders on campus. The retreat should be an honor that inspires students to attend instead of an obligation that comes with a certain position. To this end, the invitation process should be changed. For instance, SGA currently invites almost 100 people to attend. Instead of just sending in a comprehensive list, SGA should sort through and figure out who constitutes the cream of the crop from each branch, and the same should be done for Resident Assistants as well. People will truly want to attend to meet these people and interact with various other leaders.

Interaction

More should be done to enhance interaction amongst leaders from various areas of campus. In the past, it has been interesting to note that leaders from URHC tend to hang around one another as do leaders from SGA.

The Weekend

Friday

3:30	Early Bus Arrives	
3:45	Analyzing Your Leadership Style	<i>Ron Lafitte</i> Director of Student Activities
5:00	Dinner	
6:00	Clean – Up	
6:15	What is a UT Leader?	<i>JJ Brown</i>

	<i>Leadership Principles And their application To the history of our University</i>	Director of Orientation <i>Keith Carver</i> Alumni Development
7:00	Small Group Sessions <i>Motivating Others with Leadership</i> <i>Effective Communication</i> <i>Team Building</i> <i>Assertiveness</i>	??? Title ??? Title ??? Title Title
8:00	Open Forum with Administrators	
9:30	Break	
9:45	UT History Brown Bag Skits	
<i>Saturday</i>		
6:30	Breakfast	
7:45	Marketing Your Leadership Exper.	<i>Bob Greenberg</i> Asst. VC for Student Affairs Director of Career Services
8:15	Working Together for the University <i>Various Organizations working Together for common goals And taking this back to campus</i>	???
9:00	Small Group Sessions II <i>Motivating Others with Leadership</i> <i>Effective Communication</i> <i>Team Building</i> <i>Assertiveness</i>	??? Title ??? Title ??? Title Title
10:00		
11:30	Evaluations/Lunch	

12:45

Depart for Knoxville

Break the mold

Leaders need to be taken out of their comfort zone. They need to be put in positions where they have to follow. They need to learn how to think independently and futuristically. This retreat should challenge leaders to go beyond the norms of their group and on campus and see the opportunity that lies before them.

It would be wonderful if the 4-H Center had work they needed done around the facility that retreat-attendees could undertake. Maybe it would mean extending the retreat three or four hours, but this could be done for little cost. Those activities, as evidenced through Alternative Spring Break, can truly develop leadership skills on the spot.

Appendix D
Proposed University Honor Code

Tenants of the Torch

Whereas the Undergraduate Academic Council is an organization made up of individuals who were elected by the students, and

Whereas the University of Tennessee does not have a credo to establish pride and accountability in students, and

Whereas the University of Tennessee is the flag ship institution of the state and other institutions look to us to set standards,

Be it hereby resolved that the Undergraduate Academic Council accept the following credo as the Tenants of the Torch.

The Vision of The University of Tennessee

“The University of Tennessee aspires to be a university of choice by being value driven, customer oriented and learning focused.”

The University of Tennessee Mission Statement

“The University of Tennessee is committed to the development of individuals and society as a whole through the cultivation and enrichment of the human mind and spirit. This is accomplished through teaching, scholarship, artistic creation, public service and professional practice.”

Tenants of the Torch

Each student has the right and duty to maintain the highest standards of excellence. Actions practiced now are often duplicated in the future. Therefore, for the betterment of The University of Tennessee and the surrounding community environment, I commit to abide by the following ideals:

Academic Integrity

I will not participate in any form of academic dishonesty including giving or receiving dishonest assistance, cheating or plagiarizing, inside or outside of the classroom.

Respect and Diversity

I will respect the dignity, property and rights of others. A commitment to this ideal holds me responsible for discouraging forms of discrimination including bigotry, racism and sexism. It also creates a duty for each person to hold others responsible for their own actions while learning the differences of others whether it is age, sex, race, religion, disability, nationality, economic status or sexual preference.

Service and Duty

I will dedicate myself to the promotion and continuation of the high standards of excellence and achievement the University bestows upon me. It is my duty as a member of the University community to support the achievements of my peers, faculty and staff in academics, athletics and service.

With the acceptance of these ideals and the policies recognized in Hilltopics, I hereby accept the Torch of preparation and adhere to the motto of the Torchbearer: One that beareth the torch shadoweth oneself to give light to others.

Appendix E
Class Council Proposal

The Senior Year Experience
Building Traditions for the Greater Good of Campus

Orientation

What can be done to incorporate Senior Rings and more history things?

Torch Night

At the start of the semester, Josten's will send out formal invitations to all first year students inviting them to Torch Night.

The Torch Night hosts will distribute lapel pins, modeled after the Senior Ring, free of charge to all Freshmen in attendance.

As an additional change to the Torch Night ceremony, the Tenants of the Torch (a creed written by the 1999-2000 Undergraduate Academic Council) should be recited by all Freshmen. The Tenants will be a "responsive reading" led by the President of the Student Government Association. As well, it is proposed that instead of having innumerable slides with pictures of administrators, the slides should highlight University of Tennessee history. As students enter the Arena, the slides should continually flip from one photograph to another.

Senior Salute

In late October, the traditional Senior Gift Announcement should take place as normal. To enhance attendance and prestige of the ceremony, it should be coupled with a formal Senior Ring presentation ceremony similar to what is done at the University of Alabama and the University of Virginia.

Model Ceremony

- Intro and Welcome – Senior Gift Chair
- Aiei Proso style brief ceremony (1-2 minutes) modeled after the Spring 1999 graduation – Senior Gift member
- What it means to be a Senior at the University of Tennessee – Dr. J. Wade Gilley, President
- Conferral of rings (*Josten's has designed a special wooden case for all seniors who attend this ceremony. The ring will be inside the case*)
This should take no more than 45 seconds and would mirror the conferral of degrees at graduation.
- The Senior Gift History/What is Senior Gift – Senior Gift Member
- What it means to be an Alumni of the University of Tennessee – Mr. Jack E. Williams, Vice President of Advancement
- Senior Gift Unveiling – Senior Gift Committee

In addition to changes in the ceremony, Josten's would like to send formal invitations to all students who have ordered rings.

Graduation Fair

In hopes of making the Senior Year Experience a more enjoyable one, the University of Tennessee should host a graduation fair in the first five-six weeks of each semester. Represented at this fair should be the following:

- Registrar's Office

- UT Federal Credit Union
- UT Book and Supply Store
- Bursar's Office
- Graduation Services
- Josten's (rings for Juniors and cap/gowns/invitations for seniors)
- Senior Gift
- Alumni Association
- Study Abroad
- Council Travel
- Career Services

This fair should annually be the responsibility of the Student Alumni Associates. Within SAA, individual class officers (for the Freshman Class, it will be the Freshman Council Chair and for the Senior Class it will be the Senior Gift Chair) should be formed to spearhead the effort. This *Class Council* will then have the responsibility of preserving traditions on campus. The Freshman Class, through SGA, will continue to publish the Little Things to Know About a Big University. The Sophomore and Junior Class will host the Graduation Fair and create the Final Things to Know about a Big University brochure, and the Senior Class will be responsible for the Senior Gift.

Hopefully, this structure will serve to enhance the Senior Gift process by bringing ownership from all classes into the Senior Year Project