1992

Report on the Status of the 188 Task Force on Race Relations’ Recommendations

Commission for Blacks

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REPORT ON THE STATUS OF THE
1988 TASK FORCE ON RACE RELATIONS' RECOMMENDATIONS

Commission for Blacks
1992
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FALL 1989-SPRING 1992

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BACKGROUND

The Task Force on Race Relations was appointed in 1987 by Chancellor Jack Reese in response to several allegations and reported incidents of the use of racial slurs on the UTK Campus. The establishment of the Task Force was viewed as a pro-active response to address and promote harmonious relations on the campus. The Task Force was commissioned to assess the racial climate of the campus. This meant determining how the University was viewed in this regard by faculty, staff, and students, as well as by the Knoxville community in general, and the Black community in particular.

During the same time frame, several institutions around the country were also grappling with racial and ethnic unrest. Some institutions experienced physical and verbal clashes among various groups. The University of Tennessee was not one of these institutions, although the tension was certainly evident on the campus.

The Task Force started its assignment by holding three public hearings that were well publicized: faculty/staff hearings, student hearings, and community hearings. The hearings were well attended and many people (black and white) shared their experiences on campus and their perceptions of race relations. These hearings, along with other data analyzed by the Task Force (history, enrollment, employment data) provided the backdrop for the Task Force to begin its assessment of race relations on the UTK campus.
After deliberating for nine months, the Task Force presented twenty-two recommendations for improvement to the Chancellor. Chancellor Reese responded to the recommendations by accepting some and rejecting others. Most of the recommendations were deemed by the Chancellor to be on-going activities toward the improvement of race relations on the UTK campus. When Chancellor Reese disbanded the Task Force, he asked the Commission for Blacks, a standing advisory body, to monitor progress toward reaching the goals of the recommendations and to generate reports at periodic intervals.

In 1989, when John Quinn assumed the position of Chancellor at UTK, he requested the Commission to not only monitor those recommendations accepted by Chancellor Reese, but to reconsider the original twenty-two Task Force recommendations. The attached report spans this three year period (1989-1992). The Commission has considered the original twenty-two recommendations and has collected and compiled information relevant to each recommendation.

The attached report is considered an interim report since the activities pertinent to the recommendations are on-going and will need to be periodically reviewed.
#1. The Task Force urges the adoption of a specific student infractions provision forbidding the use of racial slurs, epithets and related activities. We further propose that said policy be printed in the Standards of Conduct which appear in Hilltopics. Analogous provisions should be listed as part of the Personnel Policies. Said provisions should be published in the University Work Rules.

Commission Findings:

The University of Tennessee Board of Trustees revised Standard of Conduct #14 at its Fall Meeting in 1988 to prohibit "disorderly conduct or lewd, indecent or obscene conduct on University-owned or controlled property or at University-sponsored or supervised functions. Specifically prohibited are both actions and language which tend to incite an immediate breach of the peace by making reference to another's race or ethnic origin." This provision was later stricken by the State Attorney General because it might restrict free speech guaranteed under the First Amendment of the United States Constitution. Recently, other regulations similar to that proffered by The University of Tennessee-Knoxville, have been stricken nationally by Federal Courts because they fail to withstand constitutional challenge under the First Amendment. Student Standards of Conduct #13, presently in place at UTK, is currently used to prosecute cases of disorderly conduct which may include racial slurs and/or epithets (see Appendix I).

Commission Recommendation:

The Faculty Handbook, Hilltopics, Personnel Policies Manual, and University Work Rules should, in a very prominent and express fashion, prohibit racial harassment by University employees within the University community. A statement from the Chancellor demonstrating unqualified support for strict adherence to these regulations should be printed in each publication.

#2. We recommend structured, broad-based programs aimed at sensitizing all students to the despicability of racism. We further remind the University that old patterns will be sustained and perpetuated if our students are not sensitized.

Commission Findings:

A cultural and racial diversity program has been incorporated into both the Undergraduate Orientation Program and the Student Orientation Assistant Training Program (see Appendix II). Similarly, the Department of Residence Halls has incorporated a racial and cultural diversity program into its staff training (see Appendix III). Cultural and racial diversity have also been stressed at the Graduate Teaching Assistant Seminar and the Graduate Student Orientation, both of which are held each year preceding Fall registration.
Additional programs such as the "Celebrate the Differences Program" have been initiated through efforts of the Minority Student Affairs Office, Student Activities Office and the Office of International Education.

Commission Recommendation:

Racial and cultural diversity programs should continue within Graduate and Undergraduate Student Orientation and Graduate Teaching Assistant Seminars. Similarly, racial and cultural diversity programs should continue within the training offered by the Department of Residence Halls. Racial and cultural diversity programs should also be developed and made available to all faculty and administrative staff. More specifically, the Commission recommends that such programs be incorporated into the Deans' Retreat, department head meetings and new faculty orientation. Additionally, existing programming efforts in this area should continue.

#3: The Task Force recommends that the University step up its efforts to effectively and completely integrate the Athletic Departments and associated programs including cheering squads and bands.

Commission Findings:

Cheering Squads

Both the Dean of Students and the Director of Minority Student Affairs are in agreement with the recommendation and have taken steps to increase minority participation. These offices are working together to develop additional programs to increase participation of Black students on the cheering squads and in the bands.

Letters are sent to Black students inviting them to attend an informational meeting concerning the cheering squad. In addition, the Office of Minority Student Affairs conducts a series of supplemental clinics designed to assist students wishing to enhance their cheering skills in preparation for the April tryouts (see Appendix IV).

Presently there is one Black cheerleader on the Men's Varsity Squad.

Bands

According to the Director of Bands and an Associate Professor of Art and Music Education, increased efforts have been developed to recruit more minority, especially Black, band participants. The Director indicated that one of the major problems identified in attracting Black students to the band is the small scholarship ($600/yr) offered. UTK recruits heavily in the Memphis, TN area. The Director feels that UTK competes with Memphis State University, which is able to offer a larger scholarship and waive out-of-state tuition to students recruited from outside the state.
During the 1991-92 academic year two members of the Commission interviewed Dr. J. Julian concerning Black participation in the Marching Band. There were nine (9) Black members among the two hundred and eighty-three (283) member Marching Band. Blacks comprised 3% of the membership. This represented a 1% decline from the 1989-90 academic year when there were 12 Black members among the two hundred and eighty-five (285) member Marching Band. One-third of these Black members received some form of band scholarship which typically ranged from $450 to $1200. Dr. Julian explained that he lacked the financial resources to offer competitive scholarships but contended that the superior reputation of the Pride of the Southland Marching Band enabled him to somewhat overcome this problem. However, he explained that the lack of competitive scholarships have a negative impact on his ability to recruit minority candidates. A more detailed interview with Dr. Julian can be found in Appendix V.

Athletics

The Academic Life Program for Athletes is a program that provides male athletes with advising, counseling, tutoring, a mentoring program, and Freshmen orientation for first-time freshmen and transfer students. Programs are developed to serve all males, but, according to the coordinator, special efforts are made in order to reach the Black male athlete. The staff includes two full-time Black advisors, five Black tutors and one Black graduate assistant.

Since this recommendation was issued, the Men’s Athletic Department increased both the percentage and number of Black staff. There are four Black coaches (one football coach, one track coach, and two basketball coaches) on the male athletic staff. Three of the coaches are assistant coaches and one is a head coach. The Women’s Athletics department does not have any Black employees on their staff. Conversations with staff within the Athletic Director’s Office indicate that they have actively sought minority applicants but have been unsuccessful in recruitment efforts due to the very small pool of minority candidates available within this field of employment.

According to Dr. Suzanne Kurth, Ombudsperson, her office has not received any complaints on racism related to cheering squads, bands or athletics. (One complaint was registered by a minority student concerning the band in 1988. However, the same complaint was also made by several white students and, therefore, did not appear to be racially based.)

Commission Recommendations:

Develop aggressive systems and procedures for identifying, tracking, attracting and retaining Blacks on the cheerleading squad and in the band. Elements of the program include scholarships, brochures, workshops, recruitment personnel and increased contact with high school band members and cheerleading squads.
The Commission applauds the efforts of the Men's Athletic Department to recruit and hire more Black staff members. The Commission recommends that the Men's Athletic Department utilize the same vigor in adding Black staff to the administrative unit of the Athletic Director's Office.

The Commission also recommends that the Dean of Students Office and Minority Student Affairs Office continue to assist in recruiting minority candidates for the cheerleading squads. Written correspondence encouraging Black students to participate in pre-tryout clinics and varsity tryouts should be continued.

The Commission recommends that the Women's Athletics Department increase their emphasis on minority recruitment so as to identify and employ qualified Black and/or minority candidates within both the coaching and administrative components of the department. Significant effort should be dedicated to the achievement of this goal upon the opening of any vacancy within the department.

Efforts to improve scholarships for minority members of the Marching Band should be considered. Additionally, members of the Band Director's Office should consider participating in general recruiting trips sponsored by the University.

The Office of the Ombudsperson should continue to monitor complaints on racism relative to University Athletics, the UT Marching Band, and cheering squads. The central administrative staff should be notified if significant concerns emerge.

#4: The Task Force recommends that the University develop a minority vendor program which will increase minority business relationships with the University.

Commission Findings:

Monthly Purchasing Summary Reports for August 1990 through January 1991 reveal a steady decline in the Minority Business Percentage of the total Purchasing Requisitions (see Appendix VI). The number of accepted minority and female-owned businesses were almost equal with 16 women and 18 minority vendors for the first five months of 1991-1992. Total dollars for women ($420,131) exceeded minority total dollars ($98,935) by more than four to one.

Commission Recommendations:

The disparity between the number of bid requests and bids awarded, in addition to comments made by Mr. Morris Wilson, Assistant Director of Business Services, suggest that minority vendors are in need of additional education regarding University bid procedures. The University should sponsor a Metropolitan Knoxville and East Tennessee
Regional Conference on minority and female small business relationships. This would educate minority vendors on the bidding process in order to increase the number of contract bids.

The University Office of Public Relations and the Department of Conferences should assist the Small and Minority Owned Business Enterprises Program in order to publicize and educate potential and existing minority vendors regarding the current set-aside initiatives.

Mr. Morris Wilson should be commended for providing an outstanding Directory of Minority Vendors which has been made available to both the campus community and organizations in the area.

#5: The Chancellor of the University, in cooperation with the President of the University, shall call a series of meetings with the City of Knoxville’s top leaders (business, political, religious, education, social) to discuss the urgent importance of making Knoxville a community in which minority opportunity is a reality.

Commission Findings:

There is currently no formal or informal network of activities and/or programs designed to implement this recommendation.

Commission Recommendations:

The Chancellor and the President should assemble their administrative teams and charge each with responsibility for involving African-American community leaders in addressing issues of diversity.

The Chancellor should identify organizations and associations within the greater Knoxville African-American community and encourage faculty and administrators from each college to engage in some meaningful community-building activity or project.

These activities would help foster positive relations between the University of Tennessee and the African-American community.

#6: The Task Force urges that the University widely publicize among students the procedures for students filing complaints with the University Ombudsperson. Furthermore, the functions of that office must be clearly and publicly articulated.

Commission Findings:

According to Dr. Suzanne Kurth, Ombudsperson, there are two primary outcomes to this Task Force Recommendation. The first was to create a brochure. Shortly after the recommendation was offered by the Task Force, monies were provided to prepare a brochure which outlined the
procedures for registering a complaint. The brochure also indicated a desire by the Office of Ombudsperson to work more closely with Black students (see Appendix VII). The second outcome was the placement of advertisements in the Daily Beacon. These ads were designed to inform students of the procedure for addressing complaints and to inform Black students of the desire of the office to work more closely with minority students (see Appendix VIII). In an attempt to publicly articulate the functions of that office, the Ombudsperson implemented the following measures:

(a) Forwarded brochures and posters to the Learning Research Center for posting and inclusion in the GTA Seminar packets.

(b) Forwarded brochures to the Graduate Admissions and Records Office for inclusion in the Graduate School Orientation packets.

(c) Forwarded brochures and posters to the Orientation Office for use at Undergraduate Orientation.

(d) Provided posters to the Department of Residence Halls for posting.

(e) Forwarded posters to academic department offices for posting.

(f) Published procedures for filing grievances in Hilltopics, The Undergraduate Catalog and The Graduate Catalog.

Unfortunately, budget retrenchment efforts since 1989 have negatively impacted the ability of the Ombuds Office to support the printing of the brochure or the purchase of advertisements in The Daily Beacon.

Commission Recommendation:

The Ombuds Office should be provided funds for printing of brochures and procurement of ads in The Daily Beacon. Placement of these ads and distribution of the brochures and posters should be resumed at the earliest possible time.

The Task Force recommends that the University bring together, under the leadership of a high level University administrator, all special programs related to minority student interest. The Task Force proposes that UT immediately move to hire a Vice-Chancellor for Minority Affairs.

Commission Findings:

The Commission has been and remains, divided regarding this recommendation. Members of the Commission are aware that many of the responsibilities that would be assigned to such an administrator should already lie in the hands of existing administrators. However, many felt it is unclear as to how certain minority concerns and issues are being addressed.
Some Commission members felt that the creation of a new position would effectively relieve University administrators from handling issues related to minorities and essentially segregate these concerns. Others felt that the position would strengthen the University's commitment to minority issues.

To become clearer regarding the duties and responsibilities such a position would encompass, a sub-committee of Commission members convened to discuss and devise a position description. (Appendix IX.) After reviewing the drafted description, Commission members essentially maintained their original positions regarding the recommendation.

Commission Recommendation:

The Commission recommends that the decision whether to create this position be left to the Chancellor after he has considered all issues and concerns raised by the Commission in its deliberations.

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

Commission Findings:

The Assistant Director of Personnel and Benefits reports that there have been some very important steps taken to incorporate training for minorities into its general training program.

In conjunction with the Office of Affirmative Action, several training programs have been conducted on equal employment opportunity, affirmative action, and race relations. Some specific topics are: "How Affirmative is Affirmative Action?", "When Race is an Issue," "EEO And Affirmative Action," and "Sexual Harassment." Many of these programs have been conducted at the Personnel Training Center. Participants include faculty, administrators, and staff. Additionally, several workshops were held with campus groups, student groups, and individual departments. These training programs are offered on an on-going basis.

Personnel Training and Development sends fliers announcing courses to all faculty and staff. Other advertisements appear in Staff Stuff, Context, and The Daily Beacon. In addition, letters are sent which invite employees to specialized programs. One such program is the Management Leadership Workshop for Black exempt employees. Seven Blacks were recruited to participate in this program.

Furthermore, a Fund for the Improvement of Post Secondary Education (FIPSE) grant was obtained to address the issue of faculty attitudes toward students. The program is underway and to date, sixty faculty members have participated in the program. The FIPSE project continues this year with new participants (see Appendix X).
Commission Recommendations:

Continue workshops on race relations, faculty and staff development, and continue providing educational opportunities to diverse groups.

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

Provide workshops that will explore issues in the work place such as: "Cultural Differences", and "How Cultural Differences Affect the Performance of Managers, Supervisors, and Administrators in a Multicultural setting".

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

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#9: The Task Force urges that the Orientation Program for all students include a strong component which emphasizes cultural diversity and individual student obligation to obey the laws of the country, the State and the University with respect to racial equality. Further, the Task Force urges that this same emphasis be a part of the Orientation which the University offers for parents.

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Commission Findings:

A racial and cultural diversity component has been introduced into the Student Orientation Program as indicated in Recommendation #2 (see Appendix II). In addition, racial and cultural diversity is addressed in all Graduate Teaching Assistant Seminars and Graduate Student Orientation Programs.

Commission Recommendations:

A regular assessment of racial and cultural diversity programs, undergraduate and graduate level, should be done to insure that they reflect quality and genuine commitment. This Commission also recommends citing these efforts in an appropriate public document or publication so as to notify graduate and undergraduate students of the importance of cultural diversity on this campus.

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#10: The Task Force recommends that the administration take immediate steps to address the issue of faculty attitudes toward Black students and to provide a forum through which faculty can confront and forge solutions to this problem.

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Commission Findings:

It was stated by the Chancellor in 1988 that this recommendation could best be addressed by the faculty. According to Thomas Hood, past Chair of the Faculty Senate, this recommendation was approved unanimously by
the Faculty Senate on October 16, 1989. The Senate was said to have been offered full support of the Administration and the Offices of the Provost and Affirmative Action. The Senate was to have involved Black faculty and the "University" was to have shared information on this recommendation with new faculty.

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

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

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

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

After visiting with several centrally placed persons, it became increasingly clear that not much of substance has been attempted in response to the recommendation. Sifting through the generously supplied interview notes, three things were identified: 1) the Senate Subcommittee report, 2) a Cultural Diversity discussion group was called together by the Joint SenateProvost Committee on General Education, and 3) The FIPSE grant project administered by Camille Hazeur, Director of Affirmative Action-Programming and Dhyana Ziegler, Associate Professor of Broadcasting and current Chair of the Commission for Blacks. It appears the FIPSE project is progressing well. Faculty members who have participated in this program are to be commended.
Commission Recommendations:

The Commission reaffirms the scope, intent, and urgency of the original recommendation and is supportive of the present FIPSE initiative to address this recommendation.

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

This Commission recommends that an assessment be conducted to obtain specific information from minority students and faculty in order to develop workshops and other formal or informal ways of facilitating rapport. Participation in the workshops should be encouraged by department heads and sufficient time allowed for critical analysis of related issues. In addition, faculty members should be recognized by departmental chairpersons for efforts to establish rapport with minority students (e.g. advising, research, discussion groups.)

#11: UTK should aggressively seek funding for competitive undergraduate, graduate and professional minority scholarships. These scholarships should include a financial commitment for the duration of the respective degree programs.

Commission Findings:

At the undergraduate level, approximately 8% of the University's financial aid was awarded to Black students during the two most recent academic years. Approximately 11% of the scholarships awarded by the University during the 1989-90 academic year were disbursed to minority students while 13% were awarded to minority students during the 1990-91 academic year (see Appendix XI).

At the graduate level, funding for minority graduate students has increased dramatically during the last decade (see Appendix XII). A total of $3,105,077 has been awarded since 1980 in support of minority fellowships and assistantships. Forty-seven (47) Black students were provided fellowships or assistantships during the 1991-92 academic year to pursue graduate studies.

Commission Recommendations:

The Commission encourages the Chancellor, Vice Chancellor for Academic Affairs, and Dean of the Graduate School to continue to support increases in awards allocated for minority students. Efforts should be made to continue to improve data collection relative to the awarding of these minority scholarship/fellowships and financial aid. Centralized
data collection within the Financial Aid Office and Graduate School will allow an assessment of both institutional commitment and effectiveness of this endeavor.

The Commission also recommends that raising funds for minority scholarships be a part of the overall initiative of the "Bicentennial Capital Fund Raising Campaign" headed by the Development Office. In addition, each college should be encouraged to raise funds for minority scholarships through alumni and private donors.

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

Commission Findings:

This recommendation was implemented. An employment counselor in the UTK Personnel Department (David Rucker) was designated on March 1, 1988 as an Affirmative Action Recruiter. This individual devotes half-time to recruiting in the community and developing programs to attract Black applicants for exempt and non-exempt positions. Primary efforts have been in the development and maintenance of a network of referral sources. Approximately 50 organizations and/or individuals have been identified as potential sources of Black applicants. Several organizations with very good potential for identifying interested Black applicants have also been added to the weekly UTK Position Vacancy List. A number of referrals from those sources have resulted in Black applicants being hired.

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

The Recruiter attends career fairs and is developing a promotional brochure designed to enhance the image of the University. Future plans includes making weekly visits to local organizations for recruitment purposes and building on the number of referral resources.

Commission Recommendation:

Expand the recruitment initiative to include: a) out-of-state visits; b) upgraded applicant pool to include more persons qualified to apply for professional positions; c) assisting UTK employees who seek career advancement; d) identifying training opportunities for Blacks; e) continue participating in local high school career fairs and programs; f) earmarking funds to be utilized for multi-strategies in seeking Black applicants; g) working closely with the Commission for Blacks and the Black Faculty and Staff Association for assistance in recruitment
efforts; and h) continue encouraging employees holding part-time or temporary positions to apply for regular employment.

#13: The Task Force recommends that the Chancellor move to universalize the valuable policy introduced by the Provost of the University whereby performance with respect to affirmative action and equal opportunity objectives becomes one measure of the evaluation of deans and directors. The Task Force recommends that this policy be made applicable to all employees who have supervisory or administrative responsibility for other employees or for students.

Commission Findings:

While successful candidates for the positions of Dean, Director, and Department Head must have "an understanding of and demonstrated commitment to equal employment opportunity and affirmative action" (Page 7, UTK AA Search Procedure Guidelines), it is unclear whether or not, and if so how, this commitment is evaluated on an on-going basis.

The Personnel Department reports that the staff exempt appraisal form for the annual review process has been revised. The new form calls for an evaluation of affirmative action efforts made by supervisors and/or administrators. The personnel procedures related to individual progress now read: "progress toward desegregation goals will be a factor in the review of supervisors and administrators. Any forms or written evaluation used in the performance review shall include a specific assessment of this factor." The new form was printed in January, 1990.

Commission Recommendations:

Completion of a performance evaluation form is a necessary but insufficient means to assess affirmative action and equal opportunity activity. Data should be gathered on steps taken to ensure a climate that supports racial and cultural diversity and ensures retention.

There was general agreement that it is important to provide a campus climate that promotes affirmative action and equal opportunity and that the issue should be addressed beyond performance evaluation in relation to the number of Black faculty/staff hires.

Discussions about progress and successful measures in ensuring such a climate and achieving affirmative action and equal opportunity goals of retention as well as recruitment should be ongoing topics in Chancellor's staff, deans, department chairs, and other supervisory personnel meetings.

In their long range planning, department heads and staff supervisors should develop ideas and programs that would demonstrate their commitment to affirmative action and equal opportunity.
Solicit feedback from Black faculty and staff in evaluating programs and supervisory/administrative staff.

#14. We propose that a budgetary pool be set up for recruiting Blacks to the faculty and staff.

Commission Findings:

In 1988, Chancellor Reese observed that the primary source of recruitment for Black faculty and staff would be "regularly-budgeted vacant positions" occurring as the result of retirements, resignations, or reassignments, and declined to create "extra" faculty slots "outside the normal budgetary process." Thus, no separate line item for Black faculty and staff recruitment was established in the campus budget as per Recommendation #14 of the Task Force. The Chancellor, however, did promise that, "within their established budgets," Provost Wheeler and Vice Chancellors Fisher and Scheurer would "retain" funds for hiring "eminently well-qualified Black faculty and staff."

Subsequently, it appears that the Provost provided funds on an ad hoc basis to facilitate the appointment of Black faculty. Then Associate Vice Provost Anne Hopkins, for example, notified deans by memorandum during the 1988-89 academic year that the Provost's office would financially assist in the appointment of Black faculty--even if the campus unit did not have a vacant position. This became the basis for a "program" known under the sobriquet "Hire-A-Black." Although there is no evidence that this announcement was intended to be surreptitious, the Provost's "program" was not officially announced or explained to the campus community-at-large, engendering a degree of rumor, innuendo, confusion, misperception, misunderstanding and resentment.

Under John Quinn, the Chancellor's Office reviewed, on a case-by-case basis, departmental requests for extra funds to recruit Black faculty in areas where there is demonstrable departmental need or for which regular national searches are being undertaken. All such recruitment and appointments must conform, however, to the UTK Affirmative Action Plan and guidelines. To date, no separate budgetary line has been established for Black faculty recruitment. The campus has funds as part of its desegregation program specifically for recruitment and appointment of Black faculty.

Commission Recommendations:

It is recommended that the Chancellor, in the near term, continue to support college and department recruitment of Black faculty with extra funds on a case-by-case basis. Steps should be taken to enlarge the dollar appropriation from the State legislature for "Other Race Incentive" program as part of the GEIER desegregation effort.

Policies regarding funding of the appointment of Black Faculty should be clearly communicated to the campus. The policy should be distributed
widely and comments solicited. Subsequently, a formal announcement of
the policy should be made and department heads should be directed to
discuss the policy at faculty meetings.

#15. It is recommended that the University widely publicize procedures for
filing complaints of racial discrimination in the Office of
Affirmative Action.

Commission Findings:

Procedures for filing complaints of racial discrimination are outlined
in the Affirmative Action Plan (Volume I) that is distributed to all
Deans, Directors and Department Heads. The Chancellor's office also
sends a letter every January to all employees explaining the Equal
Opportunity and Affirmative Action policy and procedures for filing
discrimination complaints. The policy and complaint procedures are
posted on bulletin boards throughout the campus and are included in
various campus publications. The Affirmative Action Plan is also housed
in the Library's Circulation, Reserve, and Archive departments.

Commission Recommendations:

Procedures for filing complaints of racial discrimination in the Office
of Affirmative Action should continue to be widely publicized. In
addition, Deans, Directors and Department Heads should inform faculty
and staff where the Plan is housed in the various units for easy access.

Discrimination takes place in a variety of forms which are often subtle
and difficult to organize into formal complaints. Therefore, while
formal procedures are extremely important to combat racial abuse, it is
essential to devise ways to prevent discrimination from taking place. A
variety of informal and formal mechanisms should create opportunities to
enable ourselves not only to understand but also to enjoy racial as well
as all forms of diversity as part of the rich tradition and purpose of
institutions of higher education.

#16. The Office of Academic Affairs should develop a program by which all
students are to select either one elective that emphasizes Afro-
American history or a cultural studies course that deals with multi-
ethnic and multi-racial experiences. In addition, the Provost and
appropriate officers of the University should charge the respective
deans with the responsibility of urging their faculty to develop all
University courses in such a way as to reflect the multi-racial and
multi-cultural character of American society.

Commission Findings:

The integration of multiculturalism into the curriculum has been a
national controversial topic. It is construed by some critics as a
"political correct" agenda. In a meeting with Chancellor John Quinn, he
expressed his desire that students select a course dealing with multi-cultural or multi-racial issues from any program of their choice. The Commission concurred with his recommendation. However, at this time, there has been no formal tracking system to determine if students are indeed selecting one course dealing with multi-cultural or multi-racial issues. However, several programs around campus are broadening their curriculum to include multicultural studies.

Commission Recommendation:

The Vice Chancellor for Academic Affairs should encourage the Deans to incorporate multicultural students into their college curricula. Students should be exposed to multi-cultural and/or multi-racial studies. Each college, however, should determine which courses would be best for its program. This will enable the college to advise their students appropriately.

"Particular Considerations" in this recommendation was intended to address the issue of specific "service" to the University particularly related to a person's minority status. For instance, if a Black faculty member was hired to assist a department in the recruitment and retention of Black students, then these service efforts should be considered in evaluation, promotion and tenure of the faculty member.

In 1988, Chancellor Jack Reese stated: "It is very important that there be agreement between supervisor and employee, faculty members and department heads regarding activities related to affirmative action and improvements in the quality of life for Blacks within the University and the community." It was assumed that the recommendation related to criteria for evaluating University employees. There should be specific mutual agreement on how the activities will be evaluated in decisions concerning retention, promotion, and (in the case of faculty) tenure. The Chancellor asked that the Provost and Vice Chancellors ensure that all supervisors and department heads meet the requirement.

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

1. Interviews with persons from the Office of the Chancellor, the Office of Affirmative Action and academic departments did not yield information which would suggest that sustained response to the recommendation was realized. It was intimated that under the former Provost, some activity was initiated but curtailed when the former Provost stepped down.
2. During the course of discussions, it was determined that the University experienced a high rate of turnover and flux among Black faculty. The number of Black faculty has decreased from 65 in 1990 to 51 in 1992. The loss of 14 faculty members in two years is quite troubling. Inquiry was made as to whether exit interviews were conducted to determine if any "particular considerations" existed among the faculty members who recently left the University. The response was "negative" and that resources do not permit such interviews (see Appendix XIII).

3. Among those persons contacted there seemed to be interest in addressing the recommendation and yet some reluctance attributed to the following: a) lack of clarity regarding how far the University is willing to go in this matter, b) an unwillingness to get caught out on a limb with no support, c) not willing to be misperceived as a non-team player, and d) uncertainty as to what the wishes of the "new" administration are.

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

Commission Recommendations:

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

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

#18: The Task Force recommends the establishment of a Race Relations Institute. The institute would engage in interdisciplinary and scholarly inquiry into matters of race and culture in American society. The institute scholars would consist of present University faculty members, visiting scholars, and as resources permit, full-time distinguished fellows.

Commission Findings:

While this recommendation was identified by Chancellor Jack Reese as a priority item, it was never implemented.
Commission Recommendation:

The Commission put this recommendation on hold. Prior to Alex Haley's death, there was a committee assigned to establish the Alex Haley Institute. Michael Nettles chaired the committee and he is no longer with the University. There is no present information regarding the status of the Institute.

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

Commission Findings:

In researching the "Grow Your Own Program", several different perceptions about the program were stated. According to one administrator, the "Grow Your Own Program" was developed mainly for medium-sized institutions, often located in an area with very few outstanding young Blacks who attend these institutions and who are probably natives to the area where the institutions are located. These promising young undergraduates and recent graduates were often candidates who attended other institutions and returned to join the faculty or academic administrative positions. By contrast, it appears to be more difficult to get promising young Blacks at UTK to utilize the program by attending other institutions and return prepared to accept positions committed to them by the University. One individual successfully completed a doctorate at another institution and has returned to UTK; another "Grow Your Own" participant is currently pursuing a doctorate.

The "Grow Your Own", "Black Faculty Development", and "Black Staff Development" programs are part of the University's desegregation plan which was prepared in response to the GOFF vs. MCWHERTER Stipulation of Settlement signed in 1984. A number of persons have participated in these three programs. The desegregation plan was written for a five year period and has been reviewed for possible revisions. Additionally, the UTK Office of Affirmative Action was assigned responsibility to assist in the oversight of these programs and to make recommendations about any revisions necessary.

The "Grow Your Own Program" has been revised by the Office of Affirmative Action. The name has been changed to "The Black Graduate Opportunity Program". A clear set of goals and objectives have been established which includes: participant eligibility, selection criteria, application and selection process, plan of support, termination of support, conditions for loan forgiveness, and a program time line (see Appendix XIV). A bi-racial committee exists for purposes of recommending participants to the Chancellor.

Deans and Department Heads annually receive notice of the program and
Deans annually receive a list of currently enrolled UT-K students who appear to meet the GPA eligibility requirements.

Commission Recommendation:

The program should be publicized to attract candidates and reviewed on an on-going basis to determine its success.

#20. A formal program should be implemented to raise the awareness of all faculty and staff with respect to both the legal responsibility and moral obligation we share in the matter of harmonious race relations and non-biased treatment of all students and co-workers.

Commission Findings:

In 1988, the Chancellor proposed that the Central Program Council, the Office of Minority Student Affairs, the International House and the Office of Affirmative Action work together to develop programs throughout the year to reflect the spirit of this recommendation as well as Recommendation #2 (relating to the creation of structured, broad-based programs aimed at sensitizing all students to the despicability of racism.)

The Office of Minority Student Affairs (OMSA) has engaged in a variety of events and speakers that focus on African-American heritage and culture. However, there is no indication that this program is developed or implemented in coordination with the other units mentioned by the Chancellor. In addition, the International House (I-House) has sponsored an impressive array of programs centered on the appreciation of cultural diversity. The I-House also sponsors staff development training for student staff in the Dean of Student's Office, training for secretaries for working with people who are of a different culture, and support cross-cultural training for Resident Assistants in University housing.

It does not appear that the Office of Affirmative Action has formally participated in the joint development and execution of programs mentioned with the CPG, OMSA, or I-House. In Fall, 1992, The Central Program Council, specifically the Issues Committee, sponsored and/or co-sponsored (with the Black Cultural Program Council and others) programming directly related to harmonious race relations and non-biased treatment.

Commission Recommendations:

Cooperative efforts should continue across campus to address this recommendation. However, the charge should be expanded to include the Faculty Senate, Offices in Student Affairs, and the Personnel Office since the issue addressed in this recommendation includes faculty, staff, and students. Such efforts are necessary to effectively meet the intended goals of this recommendation.
Given the breadth of the responsibility related to this recommendation (as linked by Recommendation #2), close attention needs to be paid to the present level of staffing and resources being allocated to the Office of Minority Affairs and the International House. The contribution of the International House, in particular, seems striking relative to its staff and budget. Both organizations should be commended for their efforts.

#21: The Task Force urges the administration to give special care and attention to all University awards, both honorary and achievement-based, in order to assure that they reflect the presence and participation of Blacks.

Commission Findings:

A review of both honorary and achievement-based awards indicates that Black faculty, staff, and/or students have been recognized by the Chancellor's Office through the Torchbearer Awards and Chancellor's Citations. In addition, the Department of Residence Halls and the Department of Food Services have recognized many of their Black staff via departmental employee award programs (see Appendix XV).

In 1991, six of the 51 recipients of awards at the Chancellor's Honors Banquet were Black. In 1992, five of the 59 recipients were Black. This calculation does not include academic achievement-based awards for which data are not available. In addition, six (6) of the thirty-five (35) inductees into the RA Hall of Fame, sponsored by the Department of Residence Halls, have been Black students.

Of the 120 proposals submitted for Professional Development Grants/Awards in 1991-92, 7 were from Black faculty; 63 of the total were funded, 4 were from Black faculty. These awards are administered by the Associate Vice Chancellor for Academic Affairs and Dean of the Graduate School.

It does not appear that the honorary awards those based upon distinguished service or achievement have included many Black recipients. The procedure for selecting the Mace Bearer and Distinguished Service Professors awards is troubling. These awards are based on the nomination of what used to be the Provost's staff. This is a small group and the potential for its inadvertently missing the contributions of minority faculty seems quite high in comparison to some other awards where nominations are solicited from the University community-at-large.

Commission Recommendations:

The original Task Force recommendation does not mention the numerous awards presented by colleges, schools, and departments around campus. We recommend that awards given by every UTK unit be incorporated into the language of Recommendation #21. We further recommend that the process by which all UTK units make awards be fully specified and
provided to the Commission annually. We recommend that each year the Commission be provided with a summary, by race, of the number of UTK award recipients. We recommend that the Chancellor’s Office immediately review the procedures by which the Mace Bearer and Distinguished Service Professors awards are determined to assure fair and full consideration of all individuals on campus.

The Commission recommends that the Chancellor continue to publicly demonstrate his support for the inclusion of Blacks in both honorary and achievement-based awards. Additionally, it is recommended that recognition of Black faculty, staff and students extend through the college and departmental levels where any form for such recognition exists.

#22: The Task Force proposes that a University Civil Rights Commission be established which has as its objective consideration of matters of race, gender, or handicap.

Commission Findings:

In 1988 the Chancellor reported that "this recommendation has not met with significant enthusiasm by currently-established groups, nor by the administrative staff. The general feeling is that several groups—the Commission for Women, the Commission for Blacks, and the Adaptive Living Committee—already have general "oversight" responsibilities for matters dealing with equity; and the creation of yet another committee seems redundant and insensitive to demands on the time of the individuals who would likely be involved."

Based on brief telephone interviews with members of the Commission for Women (10 of the 36 members were interviewed) and the Adaptive Living Committee (6 of the 13 members were interviewed) it appears that:

1. The creation of a University Civil Rights Commission is a good idea "in principle", if it would not duplicate the efforts and purposes of already existing organizations. The most common concern is over whether a general commission might fail to sufficiently attend to the special needs and situations of specific groups (Blacks, women, or persons with disabilities).

2. People are uncertain as to exactly what such an organization would do. There is a sense that an "umbrella" organization could consolidate the concerns of, and focus attention on, women and persons with disabilities in a way present groups cannot. At the same time, there is concern for just how independent and effective such an organization would be. Some people do not see the creation of a Civil Rights Commission as alleviating the need for separate organizations devoted to the concerns of Blacks, women, and persons with disabilities.
3. The Commission, according to those interviewed, could:

--Serve as the chief advisory board to the Chancellor on human rights issues, with specific emphasis on minorities, women and persons with disabilities.

--Serve to resolve discrimination complaints.

--Provide a clearinghouse for information and programs dealing with discrimination.

--Coordinate the activities and concerns of the Commissions for Blacks and Women and the Adaptive Living Committee.

--Help recruit minority students and students with disabilities.

--Conduct workshops to deal with multi-cultural issues.

--Promote research and data gathering about discrimination on campus as well as in this region.

--Conduct assessments of the status and needs of women, minorities, and individuals with disabilities on campus.

Commission Recommendation:

Recommendation #22 is not a sufficient basis upon which to elicit detailed opinions about a Civil Rights Commission. This recommendation could be feasible but its implementation must be decided by the Chancellor since the existing commissions and committee are presently structured to be his advisers. It is recommended that the Chancellor assess his needs, solicit input, and ultimately make the decision.
SUMMARY

The University of Tennessee-Knoxville has made some progress in the implementation of the recommendations of the Task Force on Race Relations. Diversity programs have been incorporated into faculty and staff training, undergraduate and graduate orientation, as well as the Residence Halls programs. The University is encouraged to continue this effort and to incorporate diversity programs on all levels of its programming, including administrative development training programs.

During these economic hard times, the University is encouraged to continue to seek private funding to increase the number of scholarships for Black and other minority students in order to enhance recruitment and retention. While the number of scholarships has increased over the years, there is a continued need to augment funding to enhance recruitment and retention efforts across the UTK campus.

The high turnover rate of Black faculty is extremely troubling. The University should assess this problem and find solutions to increase retention. Black faculty members and other minorities are essential components to the creation of a diverse University that is tolerant and multicultural. An understanding of the cause of the turnover problem would assist in fostering a solution. It should be noted that the retention problem also includes staff employees.

The Men's Athletic Department has increased the number of Black employees, and Women's Athletics is encouraged to seek out and employ qualified Black candidates or other minorities for positions in their unit. Efforts should also be continued to increase the number of Blacks and other
minority students on cheering squads and the band.

The University should also continue to seek input from the Knoxville community regarding its perception of race relations on the UTK campus. The University does not exist in a vacuum and is encouraged to continue to communicate, promote, and advertise its efforts and progress in the area of race relations in order to serve as an example to the community and to engender a healthy campus culture and environment. In addition, the University should continue to notify minority vendors regarding the University's bidding policies in order to increase the number of contracts awarded to minority vendors. These activities will help to enhance the University's public relations in the Knoxville community.

It should be noted that while the University has made some strides regarding the Task Force recommendations, this report should not be misconstrued as a reflection of the status of race relations on the UTK campus. Race issues are still marginalized and efforts are fragmented. The Task Force on Race Relations Report addressed some issues that exist on campus. However, there are still problems that need to be identified and solutions to be explored.

This report primarily addresses issues relating to Black faculty, staff, and students which limits its substance and scope due to the limitations of the charge given to the Commission as a mandate of the original Task Force on Race Relations Report. The University of Tennessee-Knoxville is encouraged to continue to explore issues of diversity on all levels and to highlight its efforts to become reflective of the global, multi-cultural society of which we are part.
PROPOSED AMENDMENTS
OF
THE UNIVERSITY OF TENNESSEE, KNOXVILLE

CHAPTER 1720-4-3
STUDENT RIGHTS AND RESPONSIBILITIES

Rule 1720-4-3-.03 STANDARDS OF CONDUCT is amended by adding "specifically prohibited are both actions and language which tend to incite an immediate breach of the peace by making reference to another's race or ethnic origin" as a second sentence of paragraph (n) so that as amended paragraph (n) reads:

(n) Disorderly conduct or lewd, indecent, or obscene conduct on University-owned or -controlled property or at University-sponsored or -supervised functions. Specifically prohibited are both actions and language which tend to incite an immediate breach of the peace by making reference to another's race or ethnic origin;

Introduction

The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. This University has a duty to develop policies and procedures which provide a safeguard to this freedom. Such policies and procedures are developed at this institution with the participation of all members of the academic community.

By registering in the University, the student neither loses the rights nor escapes the duties of a citizen. Each student should conduct his/her personal life in the context of mutual regard for the rights and privileges of others. Therefore, it is expected that students will demonstrate respect for the law and for the necessity of orderly conduct in the affairs of the community.

Students are responsible for being fully acquainted with the University catalog, handbook, and other regulations relating to students and for complying with them in the interest of an orderly and productive community. Failure or refusal to comply with the rules and policies established by the University may subject the offender to disciplinary action up to and including permanent dismissal from the University.

Disciplinary Regulations and Procedures

The policies and procedures described below have been established to insure the rights and privileges of all members of the University community, to communicate the expectations of the community to its members, and to provide a basis for orderly conduct of the affairs of the University.

Standards of Conduct

Exclusion from the University or any lesser penalty may be the result from any of the following misconduct:

1. Academic cheating or plagiarism;
2. Furnishing false information to the University with the intent to deceive;
3. Knowingly giving false information or testimony during the investigation or hearing of a disciplinary matter;
4. Violation of the terms of probation;
5. Vandalism, malicious destruction, damage, or misuse of private or public property, including library materials;
6. Forgery, alteration, destruction, or misuse of University documents, records and identification;
7. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other University activities, including public service functions, or of any authorized activities on University premises;
8. Physical abuse of any person or other conduct which threatens or endangers the health or safety of any person whether such conduct occurs on or off University property. In no event shall this rule be construed to prevent speech protected by the First Amendment to the United States Constitution;
9. Theft, wrongful appropriation (i.e., theft with intent to temporarily deprive the owner of possession), unauthorized possession, or sale or damage to property of the University or of any organization affiliated with the University or of another member of the University community (i.e., faculty, staff, student, or campus visitor);
10. Unauthorized use of or entry to University facilities and/or unauthorized possession of keys to University facilities;
11. Unlawful use, manufacture, possession, distribution or dispensing of drugs or alcohol on University-owned or -controlled property or during University activities;
12. Possession, while on University-owned or -controlled property or at University-sponsored or -supervised activities, of any weapon such as, but not limited to, rifles, shotguns, ammunition, handguns, and air guns, including explosives, such as firecrackers, unless authorized in writing by the Chief of Police;
13. Disorderly conduct or lewd, indecent, or obscene conduct on University-owned or -controlled property or at University-sponsored or -supervised functions;
14. Failure to pay promptly, after notice, all University bills, accounts, and other University financial obligations;
15. Participation of students in group activities on or adjacent to the campus which causes damage to public or private property, causes injuries to persons, or interferes with the orderly functioning of the University or the normal flow of traffic;
16. Use, possession, or being under the influence of alcoholic beverages on University-owned or -controlled property;
17. Violation of properly constituted rules and regulations governing the use of motor vehicles on University-owned or -controlled property;
18. Refusal to respond to a request to report to a University administrative office;
19. Failure to comply with directives of University officials acting in the performance of their duty;
20. Violation of written University policies and regulations as stipulated herein or as promulgated and announced by authorized personnel;
21. Inciting other students to violate written University policies and regulations as promulgated and announced by authorized personnel;
22. Falsely reporting the presence of an unlawful explosive or incendiary device with the intent to mislead, deceive, or disrupt the operation of the University or a scheduled event sponsored by the University;
23. Any act of arson, falsely reporting a fire or other emergency, falsely setting off a fire alarm, tampering with or removing from its proper locations fire extinguishers, hoses, or any other fire emergency equipment except when done with real need for such equipment;
24. Willful failure to appear at a judicial board hearing following proper notification to appear either as a party or as a witness;
25. An attempt to commit or to be accessory to the commission of any act in violation of other Standards of Conduct;
26. Commission of an act or an attempt to commit an act on University property or involving members of the University community (i.e., faculty, staff, students or
Student Rights and Responsibilities

Fundamental Rights Of The Accused

Under the University of Tennessee Judicial System, persons accused of violations of existing rules and/or regulations of the residence halls, food services, the Interfraternity Council, the Panhellenic Council, and The University of Tennessee are entitled to the following rights:

1. Written notice of charge(s), account of the alleged misconduct, witnesses, and notice of the scheduled hearing delivered 72 hours before the hearing. The student may request additional time by showing good cause.
2. The right to a public hearing. A public hearing can involve only a limited number of spectators, and appropriate control measures will be established by the Dean of Students. If there is difficulty with crowd control, the hearing board chairperson can designate those parties to be present.
3. Notice of the maximum allowable penalty (i.e. permanent dismissal).
4. The assistance of the counsel of his/her choice.
5. Testify or remain silent at his/her option.
6. Present witnesses.
7. The presumption of innocence. The burden of proof rests with the University.
8. A written decision specifying the rule violated, penalty assessed, and right of appeal.
9. Challenge the seating of any board member for good cause. The dismissal of a challenged hearing board member shall be at the discretion of the hearing board chairperson. If the chairperson is challenged, he/she may be excused at the discretion of the majority of the hearing board.
10. Have his/her case heard only on the misconduct specified in the written notice.
11. Challenge the admissibility of evidence.
12. Remain silent or confront or cross-examine all available adverse witnesses.
13. Appeal to the next higher board.

Inspection and Search Policy

Entry by University authorities into occupied rooms in residence halls will be divided into three categories: inspection, search, and emergency. Inspection is defined as the entry into an occupied room by University authorities in order to ascertain the health and safety conditions in the room, to check the physical condition of the room, to make repairs on facilities, or to perform cleaning and janitorial operations. Search is defined as the entry into an occupied room by on-campus authorities for the purpose of investigating suspected violations of campus regulations and/or city, state or federal law. An emergency situation exists when the delay necessary to obtain a search authorization constitutes a danger to person, property, or the building itself.

1. Inspection: Scheduled inspections by on-campus authorities with the exception of daily janitorial operations shall be preceded, if possible, by twenty-four hours notice to the residents. During the inspection there will be no search of drawers, closets, or personal belongings. This policy is applicable for residence halls and fraternity houses.

2. Search: On-campus authorities will not enter a room for purposes of search without permission from the resident(s) or prior permission from (a) Dean of Students, (b) the Vice Chancellor for Administration and Student Affairs, (c) Designee of Dean of Students or Vice Chancellor for Student Affairs, unless in compliance with federal or state law.

3. Procedure for Search in Residence Hall Rooms: A request for permission to search may be made by the Hall Director, Assistant Hall Director, or their superiors when reasonable cause exists to suspect that a violation is occurring or has occurred. If permission to search is verbally authorized, it must be verified in writing to the occupant(s) or the facility searched by the hall staff member requesting the search. A copy of the authorization form is presented to the occupant(s) or left in the room if the occupant(s) is absent. The authorization form shall contain the following: (a) description of the place to be searched; (b) name of the person authorizing the search; (c) description of the item(s) sought; (d) name of the person requesting the search authorization.

4. Procedure for Search in Fraternity Houses: For purposes of search, the fraternity house will be divided into open and closed areas. The closed areas will be the dorm section and chapter room. University authorities may enter the open areas for purpose of inspection or search without permission, but there will be no search of personal belongings or closed areas of the house. University authorities will not enter the closed areas without written permission of the (a) Dean of Students, (b) Vice Chancellor for Administration and Student Affairs, or (c) their designee or in compliance with federal or state laws.

5. Resident Complaint: Should a resident believe that a University staff member has misused or abused his/her authority to inspect his/her room, the resident should file a complaint. He/she may prepare a written statement for review by the Judicial Advisory Board.
APPENDIX II
PREREJUDICE AND STEREOTYPING

Goals of the workshop:

1. To define prejudice.
2. To increase our awareness of the effects of prejudice.
3. To examine our personal attitudes and behaviors.
4. To become aware of situations with potential for prejudice.
5. To inform staff of departmental expectations and professional obligations.
6. To identify specific behaviors for dealing with prejudice.
SPECIFIC GUIDELINES FOR COMBATING PREJUDICE

1. Become aware of possible stereotypes which may exist.
   (race, culture, sex, background, lifestyle)

2. Examine your own attitudes.

3. Examine your own behaviors and language.
   a. Do not use any language, regardless of whom you are with, which might be considered derogatory to any group. If unsure of whether a comment is appropriate, ask yourself the question, "Is there anyone in front of whom I would be unwilling to repeat this?"
   b. Anytime you find yourself beginning a sentence with "Now, I'm not prejudiced, but...," recognize that as a signal to examine the judgement or statement you are about to make.

4. Do not let prejudicial attitudes and statements, especially among SOA's, pass without challenge. Saying nothing is the same thing as giving your approval.

5. Promote recognition of people as individuals, not stereotypes.

6. Do not be afraid to discuss prejudice. Bringing it out into the open, identifying it, and dealing with it, are more acceptable than ignoring it or denying its existence. Recognize that such discussion may be uncomfortable, but that is not a reason to avoid it.

DEPARTMENTAL EXPECTATIONS

1. SOA's should not make prejudgments, treat people differently, or label people based on their race, sex, culture, or lifestyle.

2. Language or behavior that can be considered derogatory to any group is not acceptable, regardless of the situation. Such language or behavior conveys messages to current and prospective students, as well as professional colleagues on this and other campuses.
3. As SOA's, you do not have the same luxury of "off-time" that other student groups may enjoy. You are always teaching, and therefore have a responsibility to make a pro-active effort to challenge prejudicial behaviors and attitudes in others.

**LABELING EXERCISE**

It is easy to plan exercises to raise awareness about prejudice for students in general, as most of them have never examined their beliefs and attitudes, and there are a number of exercises which will help them begin to question their beliefs and behaviors.

It is much more difficult to plan such a program for paraprofessionals. We have all examined our attitudes at some time, and attended workshops on the subject, and it is difficult to get our attention. Because we have held these attitudes for a longer time, we have built up rationalizations and habits which are difficult to break.

I think all of us here believe "in our heads" that all people deserve equal treatment and respect, and that we are not prejudiced. However, until those beliefs become an active part of our value system, we may continue to act in prejudicial ways. For most of us, it is necessary to begin to believe "in our heart" that stereotyping and labeling is wrong before it will be reflected in our actions. This first exercise is designed to touch us all on a feeling level. The goal is to get you in touch with what it feels like to be labeled.
1. Pair off.

2. I want all of you to close your eyes and relax. Think about a time when you were called a name by somebody that hurt you. You may wish to go back far in your memory to elementary school, or as recently as high school, your freshmen year, or now. Does everybody have an incident in mind? Now, recreate that memory as vividly as possible in your mind. Reconstruct, reform the event. Review the details of the incident in your mind. Where were you? Who were you with? What were you doing? Why did it happen? How did it make you feel? Now - feel what you felt then. Transform yourself to that moment. Was it anger, shame, frustration, loneliness that you felt. Now, write this ostracism in your heart. Now open your eyes and turn to your partner.

3. Now, the two of you should take about two minutes each to share those feelings with each other. I'll call time at two minutes. You don't have to tell your partner your label, if you do not want to, just tell what you felt.

4. List and assess what some of the feelings were.

5. Conclusion and Discussion - Even if the label was somehow accurate, the problem with such labels and names is that they define you in terms of one characteristic, destroy your individuality, and make unfair prejudgments about you.

SMALL GROUP DISCUSSIONS

1. Identify situations where you may encounter prejudice.

2. Identify prejudicial behaviors.

3. Identify things you can do to deal with these situations.
Guidelines: Types of Stereotypes

black/white
international/domestic
gay/straight
greek/independent
male/female
educated/non-educated

have/have-nots
north/south
city/rual
handicapped/average
Christian/Catholic/Jew

Guidelines: Behaviors of Stereotyping

jokes
derogatory names
prejudgments

Guidelines: WHAT YOU CAN DO

1) Be a role model - avoid behaviors which are negative, regardless of who is around

2) Challenge others who act prejudicially

3) Deal with people as individuals, not groups

4) Discuss prejudice
I. Assumptions That Block Authentic Relations

A. Assumptions Whites Make:
   1. Color is unimportant in interpersonal relations.
   2. Blacks will always welcome and appreciate inclusion in white society.
   3. Open recognition of color may embarrass blacks.
   4. Blacks are trying to use whites.
   5. Blacks can be stereotyped.
   6. White society is superior to black society.
   7. Liberal whites are free of racism.
   8. All blacks are alike in their attitudes and behavior.

B. Assumptions Blacks Make:
   1. All whites are alike.
   2. There are no "soul brothers" among whites.
   3. Honkies have all the power.
   4. Whites are always trying to use blacks.
   5. Whites are united in their attitude toward blacks.
   6. All whites are racists.
   7. Whites are not really trying to understand the situation of blacks.
   8. Whites have got to deal on black terms.
   9. Silence is a sign of hostility.
   10. Whites cannot and will not change, except by force.
   11. The only way to gain attention is through confrontation.
   12. All whites are deceptive.
   13. All whites will let you down in the "crunch."
APPENDIX III
4. Listening without interrupting.
5. Demonstrating interest in learning about black perceptions culture, etc.
6. Staying with and working through difficult confrontations.
7. Taking risks, e.g., being first to confront the differences.
8. Assuming responsibility for examining their own motives.

**Behaviors of Blacks:**

1. Showing interest in understanding whites' point of view.
2. Acknowledging that there are some whites committed to bettering interracial relations.
3. Acting as if blacks do have intrinsic power and do not need to prove it.
4. Allowing whites to experience unaware areas of racism.
5. Openness.
7. Dealing with whites on their terms.
8. Meeting whites half way.
9. Treating whites on a one-to-one basis.
10. Telling it like it is.
11. Realistic goal sharing.
12. Showing pride in black heritage.
II. Assumptions That Facilitate Authentic Relations

A. Assumptions Whites Make:

1. People count as individuals.

2. Blacks are human, with individual feelings, aspirations, and attitudes.

3. Blacks have a heritage of which they are proud.

4. Interdependence is needed between blacks and whites.

5. Blacks are angry.

6. Whites cannot fully understand what it means to be black.

7. Whiteness/blackness is a real difference, but not the basis on which to determine behavior.

8. Most blacks can handle whites' authentic behavior and feelings.


10. Blacks are capable of managerial maturity.

11. I may be part of the problem.

12. I want to be part of the solution.

B. Assumptions Blacks Make:

1. Openness is healthy.

2. Interdependence is needed between blacks and whites.

3. Negotiation and collaboration are possible strategies.

4. People count as individuals.

5. Whites are human beings and whether they should or not, have their own hang-ups.

6. Some whites can help by doing their own thing.

7. Some whites have "soul."
III. Behaviors That Block Authentic Relations

A. Behaviors of Whites:

1. Interrupting blacks when they talk.
2. Condescending behavior.
3. Offering help where not needed or wanted.
4. Avoidance of contact (eye-to-eye and physical).
5. Verbal focus on black behavior rather than on white behavior.
6. Insisting on playing games according to white rules.
7. Showing annoyance at blacks' behavior that differs from their own.
8. Too easy expressions of acceptance and friendship.
9. Talking about rather than to blacks who are present.

A. Behaviors of Blacks:

1. Confrontation comes too early and too harshly.
2. Rejection or denial of honest expressions of acceptance and friendship.
3. Pushing whites into such a defensive posture that learning and reexamination are impossible.
4. Failure to keep a commitment and then offering no explanation.
5. In group joking, laughing at whites in black-culture language.
6. Giving answers blacks think whites want to hear.
7. Using confrontation as the primary relationship style.
8. Isolationism.

V. Behaviors That Facilitate Authentic Relations

Behaviors of Whites

1. Directness and openness in expressing feelings.
2. Assisting other whites to understand and to confront feelings.
APPENDIX IV
January 28, 1992

1-

Dear 2-:

As you probably know, our Volunteer athletic teams are supported by an outstanding cheerleading squad. These young men and women represent some of our most important ambassadors to the community-at-large; thus, it is important that we do all that we can to insure that our very best students are involved in this important program. That’s why we’re writing to you.

The Dean of Students Office is sponsoring a series of clinics to assist students who plan to try out for our cheerleading squad this spring. We need your help in spreading the word about this important program.

The first mandatory meeting for those wishing to try out for our 1992-93 cheerleading squad will take place on Thursday, February 6th, on the main court of the Stokely Athletic Center. All students planning to try out must attend this important meeting.

We hope you will seriously consider trying out for varsity cheerleader this year and we look forward to seeing you on the 6th.

Sincerely,

Jerry W. Askew
Dean

Jane S. Redmond
Director
Minority Student Affairs
CLASS SESSION #7 OUTLINE

TOPIC: Differences

GOALS:
1. Allow students to explore and understand their tendency to stereotype others.
2. Acquaint students with the concepts or prejudice and racism.
3. Create a basis for understanding and accepting others as individuals. Sensitize students to the special challenges minority students face in attending a predominately white institution.
4. Instill in participants a sense of personal responsibility for the issue of acceptance, or challenge students to become more sensitive and accepting helpers.

TEXT ASSIGNMENT:
None

MATERIALS NEEDED:
Appearances Can Be Deceiving
Definitions
Particular Problems Found in Groups Discussing Racism/Sexism
Other Exercises
Option: Bill Cosby, "On Prejudice"

JOURNAL ASSIGNMENT:
Please respond to the following questions:
1. Do you believe you are prejudice? Why or Why Not?
2. Please describe an event where you have experienced prejudicial behavior? What did you think about this? How did it make you feel?
3. When you think about prejudice, What in your life has shaped your attitudes, behaviors, etc? Please explain.
4. After participating in our exercise, What have you learned about acceptance of differences as they apply to you?
5. RAs and other helpers should be accepting of other's differences. Why?

OUTLINE:
40 minutes
Appearances Can Be Deceiving
30 minutes Definitions Of Prejudice And Racism
40 minutes Racial Attitude Exercise
10 minutes RA Role In Appreciation Of Differences And Wrap-Up
C. Professional Development

1. January, 1991: Brian Burnette, Assistant Director of Residence Life at Wake Forest, presented "Diversity in the 90s: Free To Be You and Me" (see RA Training below). Brian met with the professional staff in the morning and the student staff in the afternoon.


II. Resident Assistant Training

A. Fall Workshop - 1990

1. During our Fall Workshop an exercise was used on labeling where the participants were given headbands with a label that they could not see. Then the other participants interacted with them based on their label. Afterwards the participants discussed stereotyping and prejudice.

B. Fall Workshop - 1991

1. "Brown Eyes/Blue Eyes" - Bill McDonald, Karen MacDougal-Rutledge, and Cindy Spencer led this exercise for Resident Assistants where participants actually experienced prejudice first hand. This exercise was followed by an in-depth discussion.

C. RA Class - Differences (goals and outline are attached)

D. In-Services


2. "Diversity in the 90s: Free To Be You and Me" (January 1991). Presented by Brian Burnette, Assistant Director of Residence Life at Wake Forest University. The RAs were divided into small groups and each discussed one minority group on campus. Then one or two spokespersons told the larger group about the
problems this minority group faces. They were
asked to tell it in the first person, as if
they were one of the minority themselves. Mr.
Burnette had won an award for this program at
SAACURH 90.

3. "Being Black Like Me - Being a Minority RA"
(February 1991)

D. The United Residence Halls Council developed a
Leadership Workshop in September and included a
session on labeling and appreciating differences.

III. Human Issues Committee

A. Mission Statement: The Human Issues Committee was
created by the Department of Residence Halls to
provide avenues for staff and students to become
more aware of diversity issues on the UT Campus
and to become actively involved to bridge the gap
of cultural diversity/awareness, handicaps,
disabilities, differing lifestyles and
environmental concerns. A goal is to create a
better understanding among students and address
the needs of a growing, changing student
population.

B. Sponsored Human Issues Week in Residence Halls
March 11 - 15, 1991 and will sponsor it again

C. Provided a packet of information, important
dates and programming ideas to each hall staff
for Black History Month.

D. Sponsored a booth at the campus-wide
Celebration of Differences on April 19, 1991 and
will sponsor a booth at the 1992 Celebration.

E. Raised money through the booth, T-shirt sales,
and bookmark sales for an Ethnic/Minority
Scholarship. The United Residence Halls Council
and various hall associations have also
contributed to this scholarship.
MEMORANDUM

TO: Tim Rogers
FROM: Lucy Reddick
SUBJECT: Cultural Diversity Training in Residence Halls
DATE: December 10, 1991

The Department of Residence Halls strives to foster an increased awareness and appreciation of individual differences and to assist each resident’s integration into the University and Knoxville communities. The staff receives on-going training on racial awareness and cultural diversity and is required to provide quality programs for their residents. The Human Issues Committee develops programming ideas, keeps staff informed about multi-cultural campus activities, and coordinates department-wide activities.

I. Hall Director Training

A. Fall Workshop - 1990

1. "Albatros" - presented by Diane Cudahy, Coordinator of the International House. The staff experienced a different culture and then learned how inaccurate their perceptions were because they were judging things based on their own values and cultural mores.

2. Meeting with staff in Black Cultural Center to learn about their programs and get to know each other.

B. Fall Workshop - 1991

1. "Brown Eyes/Blue Eyes" - Bill McDonald, Dean of Students at Carson-Newman College, led this exercise for Hall Directors and Assistant Hall Directors where participants actually experienced prejudice first hand. The exercise was followed by an indepth discussion.
APPENDIX V
1992 Report to Commission for Blacks regarding Black and minority student participation in the UTK Band Program

On Wednesday, February 12, 1992, Commission For Blacks (CFB) Student Committee Chairperson, W. Timothy Rogers and Committee member Hubert Smith met with Dr. W.J. Julian, Director of University of Tennessee Bands.

The purpose of this meeting was to discuss concerns the Commission has in regards to Black and minority student participation within the UTK Band program. Due to the short notice of the meeting, not all members were solicited for questions to be raised. Hopefully, the broad scope of discussion with Dr. Julian will address most member's concerns. However, he (Dr. Julian) did extend an invitation to meet with us again if desired.

There are two-hundred eighty three (283) members in the UTK Band program. Nine (9) members are identified as African-American (3%) and five (5) unspecified minorities (2%) make up the sum total of fourteen (14) minority participants. Total minority participation constitutes 4.9% of the UTK Band program.

Regarding scholarships, there are a total of six (6) minority scholarships - three (3) blacks and three (3) other minorities are the recipients. The UTK Band Department boasts that 42% of minority members are on scholarship. This figure is somewhat misleading considering there are one hundred (100) Band members on scholarships. Overall, Dr. Julian feels that UTK is less competitive with scholarships than some of our sister institutions and also with those in the western part of the state. He pointed out the ranges of scholarships that are typically offered: 1) $450 - normal 2) $600 - a "good" scholarship 3) $900 4) 1200 - section leaders. Moreover, there is no out of state waiver for a Band member who is an undergraduate. Only graduate assistants benefit from fee waivers or reductions. But he emphasized that as long as a member remained in good standing their scholarship would continue.

No specific schools are targeted for recruitment into the Program. The University has a policy of seeking the best musicians, not
1992 Report to Commission for Blacks regarding Black and minority student participation in the UTK Band Program

targeting any specific part of the state, and no policy in reference to minority recruitment. Each Monday, Wednesday, and Friday, the staff assistants go to high schools throughout the state on recruiting visits of some nature. "It's a fact" says Dr. Julian, "There are a small percentage of black students in East Tennessee with the musical background necessary to be accepted into our Program."

He was asked if the UTK Band reflects the cultural diversity of the State of Tennessee in its make-up? The reason for this question was to help determine if this was a factor causing the low minority membership. Dr. Julian feels that the Band Program has been successful over the years. The Athletic Department is pleased with the product they (Band) provide, and in his opinion, the Bands repertoire does reflect the culture of those whom fill Neyland Stadium on football Saturday's and other UTK related events at which the Band performs. He was reminded that the cultural diversity of the patrons in the stands on Saturday's was changing and that to consider some musical diversity in the Program was not necessarily a bad thing to do.

Although Dr. Julian feels satisfied with the Program as it is, he was responsive to the idea or belief of some students that the Band should include music composed by African-American composers and music that African-American students can more readily identify with. Moreover, students contend this type of musical integration would give the UTK Band a more universal profile and possibly make an impression on minority recruitment. Although he was attentive to this idea, Dr. Julian does not want UTK to attempt any major changes in the Band's product. But, he agreed to listen to any suggestions of music or composers that might be recommended to him and possibly give consideration.

Both Dr. Julian and his office assistant, Mr. Phil Clark emphatically refuted the suggestion or statement that there exists a high attrition for African-American members in the Band. They stated that most students do stay in the Band throughout their four year academic
1992 Report to Commission for Blacks regarding Black and minority student participation in the UTK Band Program period, unless they graduate or transfer. From the information provided to the Committee this would seem true. Although, there seems to be no desire to increase these particular numbers. This opinion is strictly that of the Committee and in no way was an opinion of this type ever expressed by Dr. Julian or anyone on his staff.

He (Dr. Julian) did add that the main reason, in his opinion, for the obviously low numbers of minorities, specifically blacks that would be musically qualified for the UTK Program was the lack of strong musical background, which should start in the home. He verified that most all Band members have such musical backgrounds.

Upon ending the interview, Dr. Julian invited the CFB to come more often than when compiling an annual report. We will accept his offer.

The CFB Student Committee thanks member Ronald McFadden for his input in providing some poignant questions for our interview.

Prepared by Hubert Smith
APPENDIX VI
## UT Band Minority Percentages

<table>
<thead>
<tr>
<th>Name</th>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerald Richardson</td>
<td></td>
</tr>
<tr>
<td>Brion Randolph</td>
<td>Yes</td>
</tr>
<tr>
<td>(Assistant Drum Major)</td>
<td></td>
</tr>
<tr>
<td>Jamal Jeter</td>
<td></td>
</tr>
<tr>
<td>Adrienne Coleman</td>
<td></td>
</tr>
<tr>
<td>Steve Taylor</td>
<td></td>
</tr>
<tr>
<td>Wyndle Giles</td>
<td>Yes</td>
</tr>
<tr>
<td>Michelle Hinton</td>
<td></td>
</tr>
<tr>
<td>Patrice Williamson</td>
<td>Yes</td>
</tr>
<tr>
<td>Jacquie Parkey</td>
<td></td>
</tr>
<tr>
<td>Tom Takayama</td>
<td>Yes</td>
</tr>
<tr>
<td>Joyce Garcia</td>
<td>Yes</td>
</tr>
<tr>
<td>Rex Martin</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Wong</td>
<td>Yes</td>
</tr>
<tr>
<td>Andy Eames</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL BAND MEMBERS:** 283  
**NO. OF BLACKS:** 9-3%  
**NO. OF OTHER:** 5-2%  

.42% of minority students on scholarships  
**Total number of band scholarships:** 100
APPENDIX VII
<table>
<thead>
<tr>
<th>Month</th>
<th>Total $</th>
<th>Minority $</th>
<th>Percentage of Total</th>
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<tbody>
<tr>
<td>August 90</td>
<td>13,559,731</td>
<td>48,995</td>
<td>0.0036</td>
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<tr>
<td>September 90</td>
<td>10,703,931</td>
<td>26,940</td>
<td>0.0025</td>
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<tr>
<td>October 90</td>
<td>9,297,855</td>
<td>68,788</td>
<td>0.0074</td>
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<tr>
<td>November 90</td>
<td>11,022,791</td>
<td>194,508</td>
<td>0.017</td>
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<tr>
<td>December 90</td>
<td>3,880,855</td>
<td>42,535</td>
<td>0.011</td>
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<tr>
<td>January 91</td>
<td>5,115,491</td>
<td>54,710</td>
<td>0.010</td>
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<tr>
<td>R-1989-90</td>
<td>137,372,070</td>
<td>1,222,702</td>
<td>0.0089</td>
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<td>PO&amp;CO-1989-90</td>
<td>118,560,311</td>
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<tr>
<td>R-1989-90</td>
<td>139,295,951</td>
<td>396,689</td>
<td>0.002</td>
</tr>
<tr>
<td>PO&amp;CO-1988-89</td>
<td>145,430,420</td>
<td>&quot;</td>
<td>0.002</td>
</tr>
</tbody>
</table>

** Purchases (The Knoxville Campus and UT Hospital) from minority and female-owned firms exceeded $3.6 million in 1990-91, which is an increase of approximately $1 million over FY 89-90.
HAVE A PROBLEM WITH THE UNIVERSITY?

CALL THE OMSBUDSMAN OFFICE
What is the Ombudsman Office?

Sometimes you may have a problem with an aspect of university life—admission, grades, or financial aid, just to name some of the most frequent problems—but you may not know where you can get help. The Chancellor created the Ombudsman Office to help students deal with difficult problems, whatever they might be, that affect their performance at UT Knoxville.

How can the Ombudsman Office help me?

The Ombudsman Office personnel listen to all problems in complete confidence. They have contacts within the University as well as access to University records so that they can be accurate in assessing and solving problems. Sometimes they can solve your problem simply by supplying you with information about, or referrals to, special services or outside agencies. At other times, when you can't get results through existing channels, they serve as intermediaries between you and University offices.

What else can the Ombudsman Office do for me?

In the spring of 1988, on recommendation of the Task Force on Race Relations, the Chancellor charged the Ombudsman Office to work more closely with black students who feel they are victims of racial discrimination. Because of the confidentiality and independence of this office, black students may be sure that their complaints will be handled with discretion, so they need not fear reprisal.

Examples of problems you may want to discuss with us:

- Admission and readmission
- Questions about test grades or final grades
- Getting into a program or course
- Financial problems
- University facilities or services
- Student judicial processes
- Sex or race discrimination
HAVE A PROBLEM WITH THE UNIVERSITY?

The Chancellor created the Ombudsman Office to help students deal with difficult problems, whatever they might be, that affect their performance at UT Knoxville. On recommendation of the Task Force on Race Relations, the Chancellor also has charged the Ombudsman Office to work closely with black students who feel they are victims of racial discrimination. The Ombudsman Office deals with all problems in complete confidence.

If you have a problem, contact:

THE OMBUDSMAN OFFICE
346 UNIVERSITY CENTER
974-4311
8:00 A.M.-5:00 P.M.
MONDAY-FRIDAY
NO APPOINTMENT NECESSARY!

Examples of problems you may want to discuss with us:
* Admission and readmission
* Questions about test grades or final grades
* Getting into a program or course
* Financial problems and fee complaints
DO YOU HAVE A PROBLEM WITH THE UNIVERSITY?

The Chancellor created the OMBUDSMAN OFFICE to help students deal with difficult problems involving the University. IF YOU HAVE A PROBLEM and can't seem to get results from existing channels or if you just don't know where to find answers or information, come by the OMBUDSMAN OFFICE. 346 University Center. 8:00 AM-5:00 PM, Monday through Friday or call 974-4311.

We'll help you deal effectively with the system. Here are some examples of problem types you may want to discuss with us:
APPENDIX IX
POSITION DESCRIPTION

I. Title: Vice Chancellor for Minority Affairs

II. Rationale for position

The 1988 TASK Force Report on Racism clearly indicates the need to create a Vice Chancellor for Minority Affairs at the University of Tennessee. Despite the proliferation of programs and efforts to remedy the circumstances of minority students, faculty, and staff at UTK; the level of academic achievement, recruitment, and retention remains unacceptable low. The Vice Chancellor for Minority Affairs is essentially employed as a senior level administrator whose role is facilitate the development of new and enhancement of existing programs designed to support minority student, faculty and staff growth and development; and to foster a campus community in which multicultural diversity is accepted and celebrated. The position reports directly to the Chancellor.

III. Duties and Responsibilities

The Vice Chancellor for Minorities Affairs shall be responsible for:

1. Developing and periodically updating long range and short range strategic plans that incorporate goals and objectives for the recruitment and retention of Minority Faculty, Staff and Students and the enhancement of cultural diversity.

2. Coordinating services designed to foster increased enrollment, retention and graduation rates of minority students

3. Providing University-wide coordination of all program activities designed do support the academic, professional, cultural, and social development of minority undergraduate and graduate students.

4. Providing leadership in the creation of new programs designed to enhance minority student, undergraduate and graduate, recruitment and retention.
5. Providing leadership for the creation of Endowments that would undergrid scholarships, fellowships and grants to offices and programs that serve minority students, faculty, and staff.

6. Serving as the chancellors liaison officer and to those institutional committees, offices and groups concerned with multicultural matters on and off campus.

7. Providing leadership in the coordination of programs designed to identify, recruit and retain minority faculty.

8. Coordinating minority undergraduate and graduate student scholarship and fellowship identification and selection.

9. Organizing and implementing an annual Minority Graduate school Visitation Program.

IV. Scheduled Activities

The Vice Chancellor for Minority Affairs shall:

A. Meet periodically with the directors and coordinators of all programs and offices that provide service for minority students, faculty and staff.

B. Serve on the Chancellor's commission for Blacks and commission for women.

C. Chair the institutional minority retention committee, gather, prepare and periodically disseminate academic performance and retention data to the Chancellor and other program offices.
V. Skills and Qualifications for position

A. Technical/Conceptual- This position requires a working knowledge of a large university system. The individual should be capable of establishing networks both within and outside the university. He/She should be resourceful and willing to work with a wide variety of interest groups. The position requires strong knowledge of research on minority students and faculty, recruitment and retention. He/She should be experienced in creating and designing programs, with specific objectives, corresponding activities and prescribed budgets. The Vice Chancellor for Minority Affairs should possess the ability to be innovative in a complex environment and should be highly skilled in verbal and written communication.

B. Human Relations- The Vice Chancellor for Minority Affairs should be skilled in all aspects of Human interaction, including individualized personal development and group facilitation. He/She should have a healthy respect for multicultural perspectives, issues and folkways. The Vice Chancellor for Minority Affairs should have an experiential background with and empathy for the needs of first generation, low income and minority students. He/she should identify with those issues and concerns related to access to higher education, financing higher education, and the need for environmental comfort.

C. Training/Experience- A Ph.D., Ed.D. or professional degree in an appropriate discipline is required. The candidate should possess credentials (publication record and teaching experience) that would make him/her eligible for tenure and faculty rank at the level of Associate Professor. The candidate should have at least five years experience as an administrator at the department head level, or director, that includes working with issues that concern minority students, faculty or staff.

VI. Administrative and Line Staff Relationships

The Vice Chancellor for Minority Affairs reports directly to the Chancellor of the university and is a member of the Chancellor's cabinet.
APPENDIX X
Description of training program:

TOWARD EQUAL OPPORTUNITY AND RETENTION: A CHANGE MODEL USING VIDEO AS A STRATEGIC CHANGE AGENT

Using principles of group process and components of process consultation, "A Change Model" was designed to help college and university faculty confront attitudes and behaviors that are perceived by students as racist. The program’s primary goal is to assist faculty in overcoming any negative feelings, attitudes, and behaviors that affect interaction with students different from themselves. Six video vignettes are included in the package, five depicting simulated classroom experiences of black students with white faculty and one depicting a black faculty member attempting to make a case for tenure with departmental peers. The videos serve to stimulate discussion and are to be used with other strategies as change agents. The 'User’s Guide includes an in-depth discussion of how the program is to be conducted, the program’s theoretical foundation, how facilitators and participants should be selected, suggested evaluation instruments and extensive bibliographies. Seven Targets (or objectives) are delineated, each with a set of suggested strategies (ex., Knowledge of Students; Students Perceptions of Faculty, etc.). To assure the opportunity for growth and change, and to institutionalize the training program, "A Change Model" is designed to take place over time as a series of seminars facilitated by campus personnel. Consultation is available on both establishing the program and facilitator training. Plans are also underway for the establishment of a "Training Institute" designed to instruct future leaders who are interested in the application and institutionalization of "A Change Model."

"A Change Model" was made possible by a grant from the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) and will be available for purchase in Fall, 1992. For additional information or to be placed on a mailing list contact:

Ms. Camille Hazeur or Dr. Dhyana Ziegler
The University of Tennessee, Knoxville
Office of Affirmative Action-Programming
403 C Andy Holt Tower
Knoxville, TN 37997
(615) 974-2498
APPENDIX XI
Undergraduate

FINANCIAL AID AND SCHOLARSHIPS

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<td>$21,758,158</td>
<td>$27,819,949</td>
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<td>92%</td>
<td>92%</td>
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<tr>
<td><strong>Minority</strong></td>
<td><strong>Minority</strong></td>
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<tr>
<td>1,892,013</td>
<td>2,419,126</td>
</tr>
<tr>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>23,650,171</td>
<td>30,239,075</td>
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<tr>
<td>100%</td>
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<tbody>
<tr>
<td><strong>Caucasian</strong></td>
<td><strong>Caucasian</strong></td>
</tr>
<tr>
<td>$3,853,300</td>
<td>$4,390,455</td>
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<td>89%</td>
<td>87%</td>
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<tr>
<td><strong>Minority</strong></td>
<td><strong>Minority</strong></td>
</tr>
<tr>
<td>411,850</td>
<td>569,704</td>
</tr>
<tr>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>4,265,150</td>
<td>4,960,159</td>
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<tr>
<td>100%</td>
<td>100%</td>
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</table>
Section II.G.--Financial Incentives for other-Race Recruitment

1. List the number of Black undergraduate students who received funds to meet financial need during the 1989-90 academic year. Include the source, amount(s), and method(s) used to award such funds.

NAME: Pell Grant
AMOUNT AWARDED: $696,853
SOURCE: Federal
NUMBER OF AWARDS: 439

NAME: Supplemental Educational Opportunity Grant
AMOUNT AWARDED: $90,537
SOURCE: Federal
NUMBER OF AWARDS: 129

NAME: Perkins Loan
AMOUNT AWARDED: $233,783
SOURCE: Federal
NUMBER OF AWARDS: 202

NAME: College Work Study
AMOUNT AWARDED: $105,021
SOURCE: Federal
NUMBER OF AWARDS: 103

NAME: Stafford Loan
AMOUNT AWARDED: $636,843
SOURCE: Federal
NUMBER OF AWARDS: 362

NAME: Tennessee Student Assistance Award
AMOUNT AWARDED: $131,355
SOURCE: Federal
NUMBER OF AWARDS: 199

NAME: University of Tennessee Loan
AMOUNT AWARDED: $24,573
SOURCE: Federal
NUMBER OF AWARDS: 23

TOTAL AMOUNT AWARDED: $1,918,707
TOTAL NUMBER AWARDED: 1457
# Section II.G.--Financial Incentives for Other Race Recruitment

2. List the number of Black undergraduate students who received merit scholarships during the 1989-90 academic year, including source(s), amount(s), and method(s) used to award such funds.

<table>
<thead>
<tr>
<th>NAME: Alcoa Foundation Minority BA197</th>
<th>AMOUNT AWARDED: $4,600</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE STIPEND: $920</td>
<td></td>
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<tr>
<td>SOURCE: Alcoa Foundation gift</td>
<td></td>
</tr>
<tr>
<td>CRITERIA: Undergraduate, Merit, Business</td>
<td></td>
</tr>
<tr>
<td>RENEWABLE: Can be reawarded, student must maintain good standing.</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 5</td>
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<table>
<thead>
<tr>
<th>NAME: Allied-Signal - Minority EA185</th>
<th>AMOUNT AWARDED: $2,500</th>
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<tbody>
<tr>
<td>AVERAGE STIPEND: $2,500</td>
<td></td>
</tr>
<tr>
<td>SOURCE: Allied Signal Foundation, Inc. gift</td>
<td></td>
</tr>
<tr>
<td>CRITERIA: Undergraduate, top 5% of class Chemical Engineering Major</td>
<td></td>
</tr>
<tr>
<td>RENEWABLE: Yes, student could be considered.</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: J. Clayton Arnold DB106 (funds were designated from this general fund for Minority students 89-90)</th>
<th>AMOUNT AWARDED: $16,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE STIPEND: $1,000</td>
<td></td>
</tr>
<tr>
<td>SOURCE: Endowed account</td>
<td></td>
</tr>
<tr>
<td>CRITERIA: Undergraduate, Merit, black students who plan to teach</td>
<td></td>
</tr>
<tr>
<td>RENEWABLE: (Black Students of Tomorrow) Yes, Year 2-min. GPA 2.25; Year 3-Admitted to Teacher Education Program; Year 4-Min. 2.5 GPA in Major and min. 2.8 in Professional Education; Year 5-Progression to Internship.</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: Bonham Scholarship UA193 (designated for Memphis Minority)</th>
<th>AMOUNT AWARDED: $7,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE STIPEND: $600</td>
<td></td>
</tr>
<tr>
<td>SOURCE: Endowed gift</td>
<td></td>
</tr>
<tr>
<td>CRITERIA: Merit, offered to top black first year students from Memphis</td>
<td></td>
</tr>
<tr>
<td>RENEWABLE: No</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: John M. Cranor, III Scholarship BA198</th>
<th>AMOUNT AWARDED: $2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE STIPEND: $1,250</td>
<td></td>
</tr>
<tr>
<td>SOURCE: Gift</td>
<td></td>
</tr>
<tr>
<td>CRITERIA: Undergraduate, College of Business</td>
<td></td>
</tr>
<tr>
<td>RENEWABLE: Can be reawarded, maintain a 2.75 GPA</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 2</td>
<td></td>
</tr>
</tbody>
</table>
NAME: Minority Accounting Scholarship BB549  
AMOUNT AWARDED: $22,000  
AVERAGE STIPEND: $1,125  
SOURCE: Gift  
CRITERIA: College of Business, academic merit, extracurricular activities  
RENEWABLE: Can be reawarded, student must reapply.  
NUMBER OF AWARDS: 20

NAME: Minority Scholarship in Finance BX531  
AMOUNT AWARDED: $6,000  
AVERAGE STIPEND: $6,000  
SOURCE: Gift  
CRITERIA:  
RENEWABLE:  
NUMBER OF AWARDS: 1

NAME: Minority Engineering Scholarship EU106  
AMOUNT AWARDED: $108,160  
AVERAGE STIPEND: $1,423  
SOURCE: Gift  
CRITERIA: Undergraduate, academic merit, Minority Engineering students in Minority program, selected by committee in College of Engineering  
RENEWABLE: Yes, student must participate in Co-op program - 2.5 GPA  
NUMBER OF AWARDS: 76

NAME: Minority Student Program in Forestry MSPF  
AMOUNT AWARDED: $10,505  
AVERAGE STIPEND: $750  
SOURCE: Forest Service/Forestry Department  
CRITERIA: Unknown - awarded by Forestry Department  
RENEWABLE: Unknown  
NUMBER OF AWARDS: 14

NAME: Minority Teacher (THEC) UT108  
AMOUNT AWARDED: $14,274  
AVERAGE STIPEND: $1,586  
SOURCE: Tennessee Higher Education Commission (THEC)  
CRITERIA: Student in special minority teacher program  
RENEWABLE: Unknown  
NUMBER OF AWARDS: 9

NAME: Minority Undergraduate Scholarship UA108  
AMOUNT AWARDED: $158,300  
AVERAGE STIPEND: $1,099  
SOURCE: Tennessee Higher Education Commission  
CRITERIA: Undergraduate, merit top black students, TN residents, based on GPA, ACT or SAT for freshmen, GPA for transfers & upperclass students  
RENEWABLE: Yes, up to 4 years, student must maintain 2.0 GPA  
NUMBER OF AWARDS: 144
NAME: National Action Council for Minority in Engineering EB129
AMOUNT AWARDED: $20,011
AVERAGE STIPEND: $625
SOURCE: NACME
CRITERIA: Merit and/or financial need. Black Engineering students selected by committee in Minority Engineering Program
RENEWABLE: Yes, student must maintain 2.5 GPA
NUMBER OF AWARDS: 32

NAME: Proctor & Gamble General Minority Scholarship XN346
AMOUNT AWARDED: $3,000
AVERAGE STIPEND: $1,500
SOURCE: Gift
CRITERIA: Undergraduate, min. 2.5 GPA, in-state, U.S. citizen, leadership potential. Colleges of Communications, Human Ecology, Liberal Arts, or University Studies.
RENEWABLE: Can be reawarded, student must maintain a 2.5 GPA
NUMBER OF AWARDS: 2

NAME: Proctor & Gamble Minority Scholarship BN232
AMOUNT AWARDED: $3,000
AVERAGE STIPEND: $1,000
SOURCE: Gift
CRITERIA: Variable
RENEWABLE: Can be reawarded, student must maintain a 2.75 GPA
NUMBER OF AWARDS: 3

NAME: Reagan Minority RA055
AMOUNT AWARDED: $5,000
AVERAGE STIPEND: $1,250
SOURCE: Gift endowment
CRITERIA: Undergraduate, Architecture
RENEWABLE: Yes, previous recipients have preference
NUMBER OF AWARDS: 4

NAME: Whittle Communications Minority Scholarship CB109
AMOUNT AWARDED: $28,800
AVERAGE STIPEND: Full tuition, fees, room, board, books, supplies +
SOURCE: Gift endowment
CRITERIA: Communications major, graduate of TN high school
RENEWABLE: Yes, Freshman 4-year scholarship with minimum 3.0 GPA and a recommendation from the Director of the School of Journalism
NUMBER OF AWARDS: 4

TOTAL AMOUNT AWARDED $411,850
TOTAL NUMBER AWARDED 346
Section II.G.- Financial Incentives for Other-Race Recruitment

1. List the number of Black undergraduate students who received funds to meet financial need during the 1990-91 academic year. Include the source, amount(s), and method(s) used to award such funds.

NAME: Pell Grant
AMOUNT AWARDED: $717,369
SOURCE: Federal
NUMBER OF AWARDS: 446

NAME: Supplemental Educational Opportunity Grant
AMOUNT AWARDED: $148,323
SOURCE: Federal
NUMBER OF AWARDS: 154

NAME: Perkins Loan
AMOUNT AWARDED: $119,079
SOURCE: Federal
NUMBER OF AWARDS: 75

NAME: College Work Study
AMOUNT AWARDED: $132,706
SOURCE: Federal
NUMBER OF AWARDS: 112

NAME: Stafford Loan
AMOUNT AWARDED: $1,079,569
SOURCE: Federal
NUMBER OF AWARDS: 401

NAME: Tennessee Student Assistance Award
AMOUNT AWARDED: $136,167
SOURCE: Federal
NUMBER OF AWARDS: 188

NAME: University of Tennessee Loan
AMOUNT AWARDED: $6,550
SOURCE: Federal
NUMBER OF AWARDS: 5

TOTAL AMOUNT AWARDED: $2,339,763
TOTAL NUMBER AWARDED: 1381
Section II.G.--Financial Incentives for Other Race Recruitment

2. List the number of Black undergraduate students who received merit scholarships during the 1990-91 academic year, including, sources (s), amount(s), and method(s) used to award such funds.

NAME: Alcoa Foundation Minority BA197
AMOUNT AWARDED: $14,136
AVERAGE STIPEND: $2,019
SOURCE: Alcoa Foundation gift
CRITERIA: Undergraduate, Merit, Business
RENEWABLE: Can be reawarded, student must maintain good standing.
NUMBER OF AWARDS: 7

NAME: Allied-Signal - Minority EA185
AMOUNT AWARDED: $2,500
AVERAGE STIPEND: $2,500
SOURCE: Allied Signal Foundation, Inc. gift
CRITERIA: Undergraduate, top 5% of class Chemical Engineering Major
RENEWABLE: Yes, student could be considered.
NUMBER OF AWARDS: 1

NAME: J. Clayton Arnold DB106 (funds were designated from this general fund for Minority students 90-91)
AMOUNT AWARDED: $27,000
AVERAGE STIPEND: $1,000
SOURCE: Endowed account
CRITERIA: Undergraduate, Merit, black students who plan to teach
RENEWABLE: (Black Students of Tomorrow) Yes, Year 2-min. GPA 2.25;
Year 3-Admitted to Teacher Education Program; Year 4-Min. 2.5 GPA in Major and min. 2.8 in Professional Education;
Year 5-Progression to Internship.
NUMBER OF AWARDS: 27

NAME: Bonham Scholarship UA193 (designated for Memphis Minority)
AMOUNT AWARDED: $7,200
AVERAGE STIPEND: $600
SOURCE: Endowed gift
CRITERIA: Merit, offered to top black first year students from Memphis
RENEWABLE: No
NUMBER OF AWARDS: 12
NAME: John M. Cranor, Ill Scholarship BA198
AMOUNT AWARDED: $2,000
AVERAGE STIPEND: $2,000
SOURCE: Gift
CRITERIA: Undergraduate, College of Business
RENEWABLE: Can be reawarded, maintain a 2.75 GPA
NUMBER OF AWARDS: 1

NAME: IBM-MESP EA525
AMOUNT AWARDED: $750
AVERAGE STIPEND: $750
SOURCE: Gift
CRITERIA: Student must meet UTK College of Engineering admission requirements.
RENEWABLE: Student must maintain a 2.75 GPA to be reawarded.
NUMBER OF AWARDS: 1

NAME: Minority Accounting Scholarship BB549
AMOUNT AWARDED: $3,000
AVERAGE STIPEND: $1,000
SOURCE: Gift
CRITERIA: College of Business, academic merit, extracurricular activities
RENEWABLE: Can be reawarded, student must reapply.
NUMBER OF AWARDS: 3

NAME: Minority Scholarship in Finance BX531
AMOUNT AWARDED: $6,000
AVERAGE STIPEND: $6,000
SOURCE: Gift
CRITERIA:
RENEWABLE:
NUMBER OF AWARDS: 1

NAME: Minority Engineering Scholarship EU106
AMOUNT AWARDED: $263,723
AVERAGE STIPEND: $2,637
SOURCE: Gift
CRITERIA: Undergraduate, academic merit, Minority Engineering students in Minority program, selected by committee in College of Engineering
RENEWABLE: Yes, student must participate in Co-op program - 2.5 GPA
NUMBER OF AWARDS: 100

NAME: Minority Student Program in Forestry MSPF
AMOUNT AWARDED: $9,620
AVERAGE STIPEND: $534
SOURCE: Forest Service/Forestry Department
CRITERIA: Unknown - awarded by Forestry Department
RENEWABLE: Unknown
NUMBER OF AWARDS: 18
NAME: Minority Teacher (THEC) UT108
AMOUNT AWARDED: $25,457
AVERAGE STIPEND: $1,414
SOURCE: Tennessee Higher Education Commission (THEC)
CRITERIA: Student in special minority teacher program
RENEWABLE: Unknown
NUMBER OF AWARDS: 18

NAME: Minority Undergraduate Scholarship UA108
AMOUNT AWARDED: $117,420
AVERAGE STIPEND: $1,118
SOURCE: Tennessee Higher Education Commission
CRITERIA: Undergraduate, merit top black students, TN residents, based on GPA, ACT or SAT for freshmen, GPA for transfers & upperclass students
RENEWABLE: Yes, up to 4 years, student must maintain 2.0 GPA
NUMBER OF AWARDS: 105

NAME: National Action Council for Minority in Engineering EB129
AMOUNT AWARDED: $5,326
AVERAGE STIPEND: $443
SOURCE: NACME
CRITERIA: Merit and/or financial need, Black Engineering students selected by committee in Minority Engineering Program
RENEWABLE: Yes, student must maintain 2.5 GPA
NUMBER OF AWARDS: 12

NAME: Proctor & Gamble General Minority Scholarship XN346
AMOUNT AWARDED: $3,500
AVERAGE STIPEND: $1,750
SOURCE: Gift
CRITERIA: Undergraduate, min. 2.5 GPA, in-state, U.S. citizen, leadership potential, Colleges of Communications, Human Ecology, Liberal Arts, or University Studies
RENEWABLE: Can be reawarded, student must maintain a 2.5 GPA
NUMBER OF AWARDS: 2

NAME: Proctor & Gamble Minority Scholarship BN232
AMOUNT AWARDED: $6,462
AVERAGE STIPEND: $1,292
SOURCE: Gift
CRITERIA: Variable
RENEWABLE: Can be reawarded, student must maintain a 2.75 GPA
NUMBER OF AWARDS: 5
<table>
<thead>
<tr>
<th>NAME: Reagan Minority RA055</th>
<th>MOUNT AWARDED: $1,200</th>
<th>AVERAGE STIPEND: $1,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCE: Gift endowment</td>
<td>RITERIA: Undergraduate, Architecture</td>
<td></td>
</tr>
<tr>
<td>ENABLE: Yes, previous recipients have preference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: TVA\MESP EA510</th>
<th>MOUNT AWARDED: $750</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE STIPEND: $750</td>
<td></td>
</tr>
<tr>
<td>SOURCE: Gift</td>
<td></td>
</tr>
<tr>
<td>RITERIA: Student must meet UTK College of Engineering admissions requirements.</td>
<td></td>
</tr>
<tr>
<td>ENABLE: Student must maintain a 2.75 GPA to be reawarded</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: Whittle Communications Minority Scholarship CB109</th>
<th>MOUNT AWARDED: $73,660</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE STIPEND: Full tuition, fees, room, board, books, supplies</td>
<td></td>
</tr>
<tr>
<td>SOURCE: Gift endowment</td>
<td></td>
</tr>
<tr>
<td>RITERIA: Communications major, graduate of TN high school</td>
<td></td>
</tr>
<tr>
<td>ENABLE: Yes, Freshman 4-year scholarship with minimum 3.0 GPA and a recommendation from the Director of the School of Journalism</td>
<td></td>
</tr>
<tr>
<td>NUMBER OF AWARDS: 10</td>
<td></td>
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</tbody>
</table>

TOTAL AMOUNT AWARDED $569,704
TOTAL NUMBER OF AWARDS 325
APPENDIX XII
During the period 1980-1992, the UTK Graduate School has received the following funding for minority graduate student support.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>PRH/GPOP</th>
<th>THEC FELLOWS</th>
<th>CA FUNDED ASST/SUP</th>
<th>GEM</th>
<th>PROCTOR &amp; GAMBLE</th>
<th>NSF</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>1980-81</td>
<td>$25,200</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
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<td>$25,200</td>
</tr>
<tr>
<td>1981-82</td>
<td>75,600</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>75,600</td>
</tr>
<tr>
<td>1982-83</td>
<td>134,400</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>134,400</td>
</tr>
<tr>
<td>1983-84</td>
<td>156,800</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>156,800</td>
</tr>
<tr>
<td>1984-85</td>
<td>137,200</td>
<td>65,000</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>202,200</td>
</tr>
<tr>
<td>1985-86</td>
<td>121,800</td>
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<td>37,543</td>
<td>5,647</td>
<td>—</td>
<td>—</td>
<td>229,990</td>
</tr>
<tr>
<td>1986-87</td>
<td>67,000</td>
<td>170,000</td>
<td>37,832</td>
<td>5,829</td>
<td>9,500</td>
<td>—</td>
<td>310,161</td>
</tr>
<tr>
<td>1987-88</td>
<td>75,250</td>
<td>193,000</td>
<td>67,792</td>
<td>5,879</td>
<td>—</td>
<td>—</td>
<td>341,921</td>
</tr>
<tr>
<td>1988-89</td>
<td>64,000</td>
<td>193,000</td>
<td>106,294</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>363,294</td>
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<tr>
<td>1989-90</td>
<td>64,000</td>
<td>205,000</td>
<td>97,256</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>366,256</td>
</tr>
<tr>
<td>1990-91</td>
<td>93,300</td>
<td>205,000</td>
<td>106,899</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>405,199</td>
</tr>
<tr>
<td>1991-92</td>
<td>44,001</td>
<td>225,000</td>
<td>83,265</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>352,266</td>
</tr>
<tr>
<td>1992-93*</td>
<td>108,000</td>
<td>245,000</td>
<td>146,000</td>
<td>—</td>
<td>—</td>
<td>21,500</td>
<td>520,500</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,186,551</td>
<td>$1,566,000</td>
<td>$682,881</td>
<td>$17,355</td>
<td>$9,500</td>
<td>$21,500</td>
<td>$3,483,787</td>
</tr>
</tbody>
</table>

* 1992-93 Estimated
UNIVERSITY OF TENNESSEE, KNOXVILLE

FUNDING FOR MINORITY GRADUATE STUDENTS

THE GRADUATE SCHOOL

DOLLARS (Thousands)

FY80 FY81 FY82 FY83 FY84 FY85 FY86 FY87 FY88 FY89 FY90 FY91 FY92 FY93
APPENDIX XIII
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Black Faculty</th>
<th>Number</th>
<th>Males</th>
<th>Females</th>
<th>LOA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988-89</td>
<td></td>
<td>54</td>
<td>25</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25 males</td>
<td>29 females</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 on leave of absence (LOA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989-90</td>
<td></td>
<td>65</td>
<td>27</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27 males</td>
<td>38 females</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 on LOA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990-91</td>
<td></td>
<td>56</td>
<td>25</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25 males</td>
<td>31 females</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 LOA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991-92</td>
<td></td>
<td>51</td>
<td>24</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24 males</td>
<td>27 females</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 on LOA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992-93</td>
<td></td>
<td>50</td>
<td>24</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24 males</td>
<td>26 females</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 on LOA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX XIV
The University of Tennessee, Knoxville
Selection Guidelines for the
Black Graduate Opportunity Program

Program Overview

The objective of the Black Graduate Opportunity Program is to increase the number of black individuals employed as faculty members and/or administrators in Tennessee public institutions of higher education and, specifically, at The University of Tennessee, Knoxville. This program provides for the identification of current master’s-level and doctoral-level graduate students interested in serving as faculty members and/or administrators for a specific number of years in exchange for financial support while acquiring an advanced degree.

Normally, the qualifying advanced degree under this program will be the terminal degree in a given discipline. With adequate justification, exceptions will be allowed. Examples of justified exceptions include the acquisition of other formal degree credentials required to secure an administrative post, or the acquisition of professional certification. However, primary emphasis is on those individuals seeking a terminal degree. UT Knoxville students planning to become faculty members at UT Knoxville will normally be expected to pursue terminal degrees at another institution.

UT Knoxville has funding for three forgivable loans at $13,000 per year, plus waivers of fees and tuition. Additional funding may be available. Full-time enrollment is expected. These loans will be awarded one per year for three years. Normally, a maximum of three years of financial support for approved study (academic or professional) per participant is expected. Should additional time and support be needed to complete degree requirements, such awards can be made by the Chancellor based upon evidence of good progress toward the degree. A participant may not change his/her academic field or transfer to a different institution during the period of the award without the express consent and approval of the UT Knoxville Chancellor. Provisions for loan forgiveness are based upon the participant’s service as a faculty member and/or administrator at the sponsoring institution or another public higher education institution in Tennessee. While such employment cannot be guaranteed to any participant, sponsorship of the participant implies recognition of the high potential for such employment upon successful completion of his/her academic program. Furthermore, UT Knoxville will develop with each participant and the faculty sponsor an individualized Plan of Support (see page 3) at the institutional and departmental level to increase the likelihood of the participant’s academic success and possible employment by the institution.
Participant Eligibility

UT Knoxville students who meet the following criteria are eligible to apply for participation in the Black Graduate Opportunity Program:

1.) Master's level black graduate students with a minimum 3.2 grade-point average

2.) Doctoral level black graduate students with a minimum 3.5 grade-point average

3.) Evidence of ability to satisfy enrollment requirements of the academic program to which the participant applies (e.g., GRE)

4.) Sponsorship by a UT Knoxville faculty member and academic department and/or administrative unit

5.) Individualized Plan of Support at the departmental level and/or administrative unit level

A student's undergraduate grade-point average will be considered if the student has less than 9 hours of graduate coursework completed at the time of application to the Black Graduate Opportunity Program. If a student has 9 hours or more of graduate coursework, his/her cumulative graduate grade-point average will be considered.

Selection Criteria

The Black Graduate Opportunity Program is oriented toward students who have the potential for successful careers as faculty members and/or administrators. Applicants will be evaluated on the basis of their academic potential and potential competitiveness for faculty and/or administrative positions. Such factors as previous academic achievement, grade-point average(s), performance on standardized tests (e.g., GMAT, GRE), previous teaching or administrative experience, recommendations by faculty and/or administrators, and motivation for a faculty and/or administrative position will be included in the evaluation.

An applicant's Plan of Support, developed with a faculty sponsor, will be an important element in evaluating each applicant. Efforts to maintain contact with and provide support for program participants will be examined in terms of the probability that the participant will succeed in becoming employed by UT Knoxville, or by another public institution of higher education in Tennessee upon successful completion of their academic program. The seriousness with which both the applicant and the sponsoring department view participation in the Black Graduate Opportunity Program will be part of the overall evaluation.
Application and Selection Process

Distribution of information about the Black Graduate Opportunity Program will occur at the beginning of each academic year. This information will be shared with all academic Deans, Directors and Department Heads for distribution to the faculty. Additionally, the Office of Affirmative Action will provide to the Vice Chancellor for Academic Affairs and to all academic Deans a list of black master's-level graduate students with a minimum grade-point average of 3.2, and black doctoral students with a minimum grade-point average of 3.5.

Students viewed by a faculty sponsor, Department Head, and Dean as possessing the potential for competition for a Black Graduate Opportunity Program award are invited to meet with them to discuss the program and the student's possible interest in becoming a faculty member and/or administrator at UT Knoxville or another public institution of higher education in Tennessee. Department Heads and Deans will seek to match unsponsored applicants with potential sponsoring faculty members. Each Black Graduate Opportunity Program participant must have a faculty sponsor.

1.) Applicants must complete the Black Graduate Opportunity Program application form and attach to it the required (a) departmental Plan of Support, (b) three letters of reference, (c) qualifications narrative, and (d) transcripts.

2.) The completed application and all attachments are to be forwarded by the applicant and faculty sponsor to the appropriate Department Head and Dean for approval. These materials are then forwarded to the UT Knoxville Office of Affirmative Action. All application material will be shared by that office with the appropriate campus selection committee.

3.) The campus selection committee will review all application material and conduct interviews with each applicant. The committee will forward its recommendations to the Vice Chancellor for Academic Affairs and to the Chancellor. The Chancellor, in consultation with the Vice Chancellor for Academic Affairs, makes the final decision.

4.) An institutional Plan of Support will be developed with each selected applicant, based upon the departmental Plan of Support. The institutional Plan will include details of the selected applicant's forgivable loan.
Plan of Support

A Plan of Support describes the manner in which the department will facilitate the applicant's success in his/her chosen graduate program. The Plan will include explanations of the means for:

1.) Helping the applicant toward successful completion of his/her current course of study and whatever additional preparation (e.g., research experience) seems desirable to ensure admission to an appropriate graduate program and success thereafter in completing the terminal degree.

2.) Assisting the applicant in identifying appropriate programs and in completing the application process to those graduate programs.

3.) Counseling the candidate after admission decisions have been received by the applicant.

4.) Helping the participant to report throughout the academic year to his/her faculty sponsor and Department Head on progress and quality of achievement to date.

The institutional Plan of Support developed for each selected applicant will include detailed information concerning the forgivable loan (e.g., promissory note), including a proposed repayment schedule as outlined below in Conditions for Loan Forgiveness.

Termination of Support

If unsatisfactory progress or performance is exhibited by the Black Graduate Opportunity Program participant, the faculty sponsor and Department Head, in consultation with the Vice Chancellor for Academic Affairs, will counsel with the student and seek to resolve the problem. If resolution is not possible, the Chancellor has the authority to terminate the loan and to make arrangements for repayment by the student.

Conditions for Loan Forgiveness

Loan awards under the Black Graduate Opportunity Program will be forgiven under the following conditions:

1.) Service as a faculty member or administrator at UT Knoxville if such a position is offered, with one year of the loan forgiven for each year of service, or

2.) Service as a faculty member or administrator at another public higher education institution in Tennessee, provided a position is not offered by UT Knoxville, with one year of the loan forgiven for each year of service, or
3.) If no public institution of higher education in Tennessee offers a faculty or administrative position upon completion of degree requirements.

If an award recipient's subsequent employment at a public institution of higher education is terminated for any reason other than voluntary resignation or gross misconduct, any remaining indebtedness under this program will be immediately forgiven. The UT Knoxville Vice Chancellor for Business and Finance oversees all financial aspects of this program.

**Program Time Line**

**August 1**
Distribution of information about the Black Graduate Opportunity Program to all academic Deans, Directors and Department Heads.

**August 1**
All academic Deans receive lists of both black master's-level graduate students with a minimum grade-point average of 3.2 and black doctoral students with a minimum grade-point average of 3.5.

**September 1**
Deadline for Dean’s discussion of the program with Department Heads and faculty.

**September & October**
Faculty sponsors and Department Heads meet with potential applicants to discuss the program. Departmental Plans of Support are developed in consultation with the student, faculty sponsor, Department Head and Dean.

**November 1**
Deadline for Department Head’s submission of all application material to the Dean:

(a) a Black Graduate Opportunity Program application form completed and signed by the applicant, faculty sponsor, and Department Head

(b) a departmental Plan of Support

(c) three letters of reference

(d) qualifications narrative

(e) transcripts.

**December 1**
Deadline for Dean’s submission of all approved application material to the UT Knoxville Office of Affirmative Action.
January 1  Deadline for submission of all application material by the Office of Affirmative Action to the campus selection committee.

January  Campus selection committee reviews all application material and interviews each applicant.

February 1  Campus selection committee submits recommendations to the Vice Chancellor for Academic Affairs and to the Chancellor.

February 15 Chancellor makes final decision; all applicants, faculty sponsors, Department Heads, and Deans are informed of applicant’s acceptance/rejection.

March 1  Deadline for participant’s submission of forgivable loan documents to UT Knoxville’s Vice Chancellor for Business and Finance

Summary

For further information contact the Office of the Vice Chancellor for Academic Affairs or the Office of Affirmative Action.
THE UNIVERSITY OF TENNESSEE, KNOXVILLE
BLACK GRADUATE OPPORTUNITY PROGRAM
APPLICATION

I. Name: ___________________________ Social Security No. ____________

II. Local Address: ___________________________ Telephone: (____) _________

III. Permanent Address: ___________________________ Telephone: (____) _________

IV. Current UTK Student Status:

Master’s level ___ Post-master’s level ___ Professional ___

V. Current UTK College: ___________________________

UTK Department: ___________________________

UTK Specialization: ___________________________

VI. Proposed Institution: ___________________________

Department: ___________________________

Specialization: ___________________________

VII. Degree Sought: ___________________________

VIII. Period For Which Loan Is Requested: _________________

IX. Qualifications Narrative. On a single page, write a narrative which describes your qualifications for this program. Include information on academic performance and promise; motivation and potential for UTK faculty or administrative positions; research projects, honors, and related items.

X. References. Include three letters of reference with this application. The letters should be from faculty and/or administrators who have knowledge of your academic experience. References should address (a) your potential for completion of your proposed program of study, (b) your record and potential as a scholar and teacher, and (c) your potential and motivation to be a faculty member and/or administrator at UTK. Letters must include the name, campus address and telephone number of each reference. One of the letters of reference must be by your Black Graduate Opportunity faculty sponsor.

XI. Transcripts. Attach one copy of an official transcript from every undergraduate and graduate institution attended, including a copy of your most recent UTK transcript.

XII. Plan of Support. Include the Plan of Support which has been developed with your faculty sponsor. It should describe the manner in which the department will facilitate your success in your chosen graduate program.

-- Please complete other side --
III. Instructions for Submission of Application Materials. This application and all attachments should be sent by the Department Head to the appropriate Dean no later than November 1st, and the Dean should send all application materials to the UT Knoxville Office of Affirmative Action no later than December 1st.

IV. Signatures.

Applicant Name: __________________________ Type or Print
Signature: ________________________________

Faculty Sponsor: __________________________ Type or Print
Signature: ________________________________

Department Head: ________________________ Type or Print
Signature: ________________________________

Dean: _________________________________ Type or Print
Signature: ________________________________
APPENDIX XV
MEMORANDUM

TO: Tim Rogers
FROM: Lucy Reddick

SUBJECT: Recognition of Minority Staff

DATE: February 12, 1992

You asked me to let you know which of our minority staff received awards at the Resident Assistant Recognition and Awards Banquet last April. I have attached the script so that you can see how well minorities are represented in the whole picture. For "Programmer of the Year", the RAs that were nominated were awarded a certificate at the banquet.

Also, the Theotis Robinson, Jr. Award is awarded for outstanding program on cultural diversity and the recipient's name is inscribed on a permanent plaque in our Central Office. Last year it went to Strong Hall for their program A Black History Hall of Fame which was a hallwide quiz/contest with the answers in stories and information posted around the hall.

Five RAs were inducted into the Resident Assistant Hall of Fame, but last year none were minorities. However, since the Hall of Fame was begun in 1985, six minorities (out of thirty-five inductees) have been inducted. They are:

Mark Marshall ('84-'85)
Grace Chu ('86-'87)
Calvin Cannon ('87-'88)
Pily Buenahora ('89-'90)
John Burrow ('89-'90)
Roderick Crocket ('89-'90)

If you need any additional information, please let me know.
PROGRAM OF THE YEAR
(East Area)

Nominations:

Hess Hall: Project H.A.S.
Clement Hall: "Racism: Myths vs. Realities"
Strong Hall: "Alcohol & Spring Break"
Massey Hall: "Addiction in the '90s"
Melrose Hall: "Every Day Is Earth Day in Melrose"

PROGRAM OF THE YEAR - PROJECT H.A.S. (HESS HALL)
(AREA COORDINATORS PRESENT)

PROGRAMMER OF THE YEAR

The criteria for the Outstanding Programmer Awards are presented to RAs who excel in the area of unique and creative programming. This award is not necessarily given to those who program in record number, but to those individuals whose programming reflects creativity, initiative or programming that extends beyond the boundaries of their individual floors.

Nominations are:

WEST AREA

Julie Barker....Andy Holt
Brian Johnson...Morrill
Eric Bowen......Reese
Kevin Lewis.....N. Carrick
Eltra Butler....S. Carrick
Lauren Becker...Humes

EAST AREA

Rhonda Collier.....Clement
Samantha Levine....Strong
Amber Reynolds.....Massey
Julie Knipp........Hess
Steve Horn........Greve
Chantelle (Moss) Carroll...Melrose

THE PROGRAMMER OF THE YEAR ARE:

Julie Knipp...............Hess Hall
Eric Bowen...............Reese Hall
APPENDIX XVI
## Black Headcount Enrollment and Percent of Total
### Fall 1991 & 1992

<table>
<thead>
<tr>
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<th>1991</th>
<th></th>
<th>1992</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>First-Time Freshmen</td>
<td>223</td>
<td>7.3</td>
<td>215</td>
<td>6.7</td>
</tr>
<tr>
<td>Undergraduate Transfer Students</td>
<td>43</td>
<td>3.4</td>
<td>42</td>
<td>3.2</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>1,033</td>
<td>5.3</td>
<td>1,043</td>
<td>5.4</td>
</tr>
<tr>
<td>New Graduate Students</td>
<td>65</td>
<td>4.4</td>
<td>105</td>
<td>6.0</td>
</tr>
<tr>
<td>Total Graduate Students</td>
<td>280</td>
<td>4.9</td>
<td>328</td>
<td>5.3</td>
</tr>
<tr>
<td>Law Students</td>
<td>36</td>
<td>7.7</td>
<td>43</td>
<td>9.2</td>
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<tr>
<td>Total Grad/Prof Students</td>
<td>316</td>
<td>5.1</td>
<td>371</td>
<td>5.6</td>
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<tr>
<td>Total Enrollment</td>
<td>1,349</td>
<td>5.2</td>
<td>1,414</td>
<td>5.4</td>
</tr>
</tbody>
</table>

### HIGHLIGHTS

Total Black enrollment is up 65 students from 1991, an increase of 5%. This increase was primarily due to an increase of 40 New graduate students (an increase of 60%) and an increase in the number of Law students of 7 (an increase of nearly 20%).

There has been a continuing increase in both the total number of Black students and in the percent of total since 1988.

The number of undergraduate black students is the greatest since the Fall of 1981 when there was more than 28,000 students enrolled. The current increase can be attributed to an increase in the retention rates of the black undergraduate students.