December 1, 1995

Dear Members of the Board:

Enclosed is the final report of the Blue Ribbon Committee on African-American Student Concerns. The Committee was formed by the Board during Summer 1995 and charged with the responsibility of considering the remedies requested by the Black Student Alliance at our meeting on June 9, 1995.

The Committee believes that faculty and staff representation at UNT should be reflective of the student population. This is a prudent and achievable objective for the University in view of the changing demographic trends in the southwest. The responses to the student remedies and the recommendations contained in this final report provide measures for the University to continue to comprehensively address the recruitment and retention of all minority faculty, staff, and students.

The Committee believes that a systematic program of follow-up and review must be established to monitor the progress of the University in achieving the recommendations in this report. The Committee strongly recommends the Board of Regents periodically request progress reports from the University.

Members of the Committee are available to respond to questions or concerns about any aspect of this report.

Sincerely,

Joe Kirven, Chair
Blue Ribbon Committee on African-American Student Concerns
RECOMMENDATIONS OF BLUE RIBBON COMMITTEE
ON AFRICAN-AMERICAN STUDENTS CONCERNS
November 1995

The Blue Ribbon Committee on African-American Students Concerns was formed by the Board of Regents of the University of North Texas (UNT) during the Summer of 1995 and was charged with the responsibility for considering the "Remedies" requested by the Black Student Alliance at the UNT Board of Regents meeting on June 9, 1995, and making recommendations on these remedies. The Committee was subsequently asked by the Chair of the Committee, Regent Joe Kirven, to make other recommendations that would improve the collegiate experience for African-American students. Names of members of the committee are listed in the Appendix.

The Committee had its first meeting on June 22, 1995. At this meeting, the Committee was divided into the following three subcommittees:

Subcommittee on Faculty Recruitment and Retention, John Price, Chair
Subcommittee on Student Recruitment and Retention, Mary S. Thibodeaux, Chair
Subcommittee of Campus Climate, Matt Simon, Chair.

The following remedies requested by the Black Student Alliance were considered by the subcommittees:

We want...

1. The University to visit more predominately black high schools in the Dallas, Fort Worth and Houston areas, and to actively recruit students from those schools.

2. The University to create partnerships with predominately black high schools that lead to long-lasting relationships with the university.

3. A policy that addresses an intolerance for racism in the classroom from student to faculty and from student to student.

4. The Board of Regents to demand an independent audit of the Office of Multicultural Affairs.

5. More Black faculty and executive administrators.

6. Black faculty to receive more credit towards tenure for providing services for their students.

7. Forums at the departmental level sponsored by black faculty that will encourage the pursuit of graduate studies by African American students.
8. Black faculty to be paid in an equitable manner when their qualifications are comparable with their peers.

9. The Chancellor to state at the faculty and staff convocations that the University of North Texas has a race problem.

10. A revamping of the Special Events policy with a committee that consists of African American students, faculty and staff.

11. African American students to serve on committees which select all new faculty and administrators.

12. The $300,000 account be exhausted for the purpose intended—recruitment and retention of minority faculty.

Each of the committees addressed the remedies deemed appropriate based on the divisions listed above. The Subcommittee on Faculty was charged with the responsibility of considering five faculty-related remedies: numbers 6, 7, 8, 11, and 12. The Subcommittee on Student-Recruitment and Retention was charged with the responsibility of responding to the three student related remedies: numbers 1, 2, and 3. The Subcommittee on Climate addressed Remedies 4, 5, 9, and 10. The Committee considered and evaluated the central administration’s responses to requested information, as well as other relevant sources of information, in preparing the responses to the remedies sought by The Black Student Alliance. Additional remedies were developed in response to specific findings. Some of the remedies, though addressed from different perspectives, led to similar recommendations. Where possible, the recommendations have been consolidated to avoid unnecessary redundancies.

The report is presented in four sections:

1. A Preamble of the basic beliefs and assumptions of the Committee;

2. Remedies and Responses based on the three subcommittee reports;

3. Recommendations based on subcommittee reports and discussion;

4. Summary and Conclusions;
PREAMBLE

The preparation of this report was guided by four basic beliefs:

- Faculty representation should be reflective of the student population. This is a prudent business decision particularly in view of the changing demographic trends in the southwest.

- Success in diversifying the front of the class will result in success in diversifying the class.

- The university should continue to comprehensively address the recruitment and retention of all minority faculty, staff, and students.

- While the focus of the Committee was on the remedies sought by the Black Student Alliance, we considered these remedies for all minority groups but particularly for African-American and Hispanic students because these groups comprise the majority of the minority population at UNT.

The Committee acknowledges the central administration’s responses to the information requested by the committee. The Committee commends the administration for accepting and funding some of the recommendations made in the Final Report of the Minority Recruitment and Retention Committee (1989 Report). This action has resulted in the continual improvement of minority representation at UNT. However, the committee believes that substantial additional progress could have been made had the university:

(1) gained acceptance of the plan by those individuals responsible for its implementation,
(2) provided better coordination of the plan, and
(3) held individuals more accountable for efforts to achieve established goals.

RESPONSES TO REMEDIES

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(1) The university to visit more predominately black high schools in the Dallas, Fort Worth and Houston areas, and to actively recruit students from those high schools.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

A very active program of recruitment is underway at high schools in the Dallas, Fort Worth and Houston areas. At least one visit was made to 23 schools with predominately
minority populations in Dallas; 20 of these schools were predominately African-American high schools. In Houston, 17 predominately African-American schools were visited, and participation in College Night/Day was also prevalent. On site acceptance programs have been established at Skyline and Carter High Schools. As Skyline and Carter were the schools from which the highest number of African American students enrolled, there may be a correlation between the programs and acceptance. Thus, where feasible, it is recommended that the Skyline/Carter model be implemented at other schools.

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(2) The University to create partnerships with predominately black high schools that lead to long-lasting relationships with the university.

RESPONSE BY THE BLUE RIBBON COMMITTEE:

Our investigation revealed no existing programs of this type. We strongly recommend that such programs are established by utilizing the professional recruiting staff and students/alumni from these schools. Financial and moral support should be given to these efforts.

The committee further recommends that specific training and moral support be given to high school counselors so that the counselor will have up-to-date methodologies and information to provide to the students.

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(3) A policy that addresses an intolerance for racism in the classroom from student to faculty and from student to student.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

The Committee recommends that such a policy be established and that the policy be expanded to include incidents of intolerance from student to faculty. More importantly, such a policy must be given teeth by charging the deans of the colleges with enforcing this policy. Enforcement of the policy would require a person to whom the students could go with instances of incivility and intolerance. It is recommended that this person be the Equal Opportunity Officer in each College. A report of all such incidents should be made immediately and in an annual report to the Provost of the University, the University’s Equal Opportunity Officer, and to the Dean of Students for appropriate action. It is recommended that the Equal Opportunity Officer, the persons in charge of equal opportunity in each college, a representative from the Dean of Students’ Office and the Provost be charged with the development of this policy.
REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(4) The Board of Regents to demand an independent audit of the Office of Multicultural Affairs.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

Since Multicultural Affairs and Intercultural Services will be located in the new Cultural Diversity Center, a committee should be developed to determine an equitable disbursement of funds dealing with minority organizations. This committee should be comprised of representatives from the different organizations who benefit from the services of this office to help ensure that the inequities in funding do not continue. It is recommended that established procedures for disbursement of funds are distributed to each organization.

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(5) More Black faculty and executive administrators.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

The Committee recommends that the implementation of strategies expressed in Recommendations 4, 6, and 7 be aggressively pursued in order to recruit and retain more African-American faculty and executive administrators. (See pages 8 and 9.)

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(6) Black faculty to receive more credit toward tenure for providing services for their students.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

The Committee does not believe that this request is in the best interest of minority faculty or minority students. All faculty members must provide service activities to their departments and should be evaluated uniformly. The Committee realizes, however, that minority faculty may bear a disproportionate service load in counseling minority students. Therefore, the Committee recommends that every effort should be made to reduce the other departmental service required of minority faculty in order to balance the service workload.
REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(7) Forums at the departmental level sponsored by Black faculty that will encourage the pursuit of graduate studies by African-American students.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

The Committee recommends that every effort should be made to encourage African-American faculty to sponsor such forums. We call to the attention of the Black Student Alliance the Annual Graduate and Professional Day sponsored by the Graduate School which is aimed at encouraging all students to pursue graduate studies. We also note that many UNT departments as well as predominately African-American colleges and universities participate in this graduate school forum.

The Committee recognizes and supports the Ronald E. McNair Postbaccalaureate Achievement Program. The purpose of this program is to provide enriching scholastic experiences that prepare eligible scholars for doctoral education. Through a variety of activities, the students are given the opportunity to develop academic and research skills needed for successful admission to and completion of a Ph. D. program.

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(8) Black faculty to be paid in an equitable manner when their qualifications are comparable with their peers.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

The Committee made an extensive examination of all salary data provided by the central administration and found that African-American faculty are currently paid in an equitable manner when their qualifications are comparable to their peers.

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(9) The Chancellor to state at the faculty and staff convocations that the University of North Texas has a race problem.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

We recommend that the Chancellor continue to emphasize at faculty and staff convocations that discrimination on the basis of race, sexual preference or ethnic origin will not be tolerated by UNT.
REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(10) A revamping of the Social Events Policies with a committee that consists of African American students, faculty and staff.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

Both the High Risk policy and Union Dance policy need to be discarded and rewritten with adequate African-American representation. The Committee thinks that if the current High Risk Policies are discarded and/or revised with the representation of all groups affected, a policy can be developed that reflects the needs of all organizations and racial groups.

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(11) African American students to serve on committees which select all new faculty and administrators.

RESPONSE OF THE BLUE RIBBON COMMITTEE:

The Committee found that except for the College of Education, students rarely serve on search committees at UNT. The Committee believes that students should have a voice in the selection of new faculty and administrators and recommends that search committees be encouraged to include a diverse representation of the student body on all future search committees. We further recommend that the Faculty Senate be charged with ensuring adequate student representation on all University-wide committees. We encourage the Faculty Senate to work with the Cultural Diversity Center, the Black Student Alliance and other ethnic organizations to develop policies and procedures to identify student representatives to serve on committees.

REMEDY REQUESTED BY THE BLACK STUDENT ALLIANCE:

(12) The $300,000 account to be exhausted for the purpose intended (recruitment and retention of minority faculty).

RESPONSE OF THE BLUE RIBBON COMMITTEE:

Although we recognize that the original fund was designed for the purpose of recruitment, the Committee recommends that every effort should be made to use the $300,000 account to recruit and retain minority faculty. We believe that the implementation of recommendations in the following section will result in the achievement of this remedy.
RECOMMENDATIONS

(1) In order to address continuing problems of racial and other forms of discrimination, it is recommended that the University establish a committee on human relations. This committee should focus on issues such as diversity programming, racial concerns, discrimination, and other related student concerns and would meet once each month. This will give African-American students a place to voice concerns and get correct answers to their questions. Texas Woman's University has already established a similar committee, and The University of North Texas should look at this model.

(2) The Committee believes that cultural enrichment through specific courses will assist in increasing acceptance of different cultures. Therefore, the Committee recommends that advisors announce to their students that the African-American History courses will satisfy the history or diversity requirements in the University Core Curriculum. We believe that this would bring greater student unity between cultures and would make a better environment for African-American students.

(3) The Committee recommends that the UNT Housing Department state in writing the policy and process for filing an appeal of reprimands or other disciplinary actions. This policy should address such issues as the amount of time a student has to file a written appeal or complaint and information that needs to be included in the appeal. The policy should be included in the ABC's of Residence Life and other related materials.

It is also recommended that notices of severe reprimands be hand delivered to students living on campus; these notices should not be placed in UNT P. O. boxes (except for students not living on campus). The notices should state the place, time, and participants in any mandatory meeting.

(4) The Committee does not believe that the university has been aggressive enough in publicizing its efforts to improve the recruitment and retention of minority faculty, staff, and students as expressed in the Educational Opportunity Plan. Consequently, we believe that many of the individuals responsible for implementing the plan and who are accountable for established goals do not know of its existence.

The Committee recommends that the university more aggressively publicize the Educational Opportunity Plan so that the entire university community understands that a major priority of the university is to increase the recruitment and retention of all minority faculty, staff and students. We are certain that this aggression will result in acceptance by the university community and particularly the individuals that are responsible for implementing the plan.

(5) As misunderstandings about the University's policy of discrimination and racial harassment continue to occur, it is recommended that the University, and UNT Housing, in particular, provide a brochure that describes the discrimination and harassment policies...
at the University. UNT Housing should also print the policies in the ABC’s of Residence Life. In addition, this brochure should explain the procedure for reporting incidents and/or problems and seeking resolutions and include the numbers and names of offices that deal with such matters, i.e., Equal Employment Opportunity, Intercultural Services, etc.

(6) The Committee does not believe that the Educational Opportunity Plan has been properly coordinated. The Committee believes that the Multicultural Affairs Office should have the primary responsibility for coordinating the Educational Opportunity Plan and should function as a catalyst for changing the ethnic diversity of the campus. We believe that this office as currently structured lacks the sufficient staff needed to carry out this objective. The administration should consider hiring a full-time director (the current director’s time is divided between administration and teaching) or allowing the current director to use an external minority search firm to assist departments and other units in identifying minority applicants when filling positions. The person responsible for the Multicultural Affairs Office should not only be a person of color but should have extensive training in multicultural diversity programs, problem solving and administration.

(7) The Committee does not believe that individuals are evaluated for their efforts to achieve established goals. While the Subcommittee realizes that the pool of minority candidates is extremely low in some disciplines, this cannot be used as an excuse for not attempting to recruit minority candidates. As was recommended in the 1989 Report, this Committee recommends that all administrators be evaluated for their efforts to recruit and retain minority faculty. We believe that the Board of Regents must hold the Chancellor accountable, that the Chancellor must hold the Provost accountable, that the Provost must hold the deans accountable, and that the deans must hold the department chairs accountable.

The Committee believes that the lack of accountability is the primary impediment to current efforts to recruit and retain minority faculty.

(8) Each college must establish and publish a list of tutorial services available to students in specific disciplines. This list will also be made available in the Dean of Students Offices and in the Multicultural Affairs Office.

(9) Continue to use a Mentoring program of the type currently operating in the Dean of Students Office with the possible addition of student and alumni mentors. Funds should be set aside so that functions which would encourage interaction between mentors and students can be established. These functions should be at the beginning of the year and also at crucial times during the semester.
(10) Encourage students to enroll in study skills programs in for-credit and not-for-credit courses and workshops focusing on specific topics such as time management, note taking skills, and test taking skills.

(11) Encourage the historically African-American Greek organizations and other predominately African-American organizations on campus to work with incoming freshmen and high school students as service projects.

(12) We strongly urge that programs be established to ensure minority representation in front-line positions such as counselors, degree program advisors, dean of student offices, resident assistants and that specific initiatives be launched to ensure that all personnel in front-line interaction with students are given training in issues of diversity. This training should be a required component of new staff/faculty training.

(13) Although not necessarily officially affiliated with the university, community agencies must be tapped both on the recruiting end and the retention end of the spectrum. These organizations can assist with problems (financial and otherwise) that arise that can cause a student to drop out of school. External work study programs should be investigated.

(14) We would like to applaud the number of interesting, good programs in operations from the Admissions Office, but more assessment and evaluation information would be useful. For example, the Dallas-based Outreach program has been outstanding in its success in working with the selected students. This type of program should be earmarked for expansion.

(15) Since we have no means of determining how well we are doing relative to other schools with our recruitment efforts from specific minority schools, we recommend that this data be obtained from all high schools in this area. How many students from the more frequent provider schools go to college elsewhere? Where do they go? Who are our most serious competitors?

(16) Establish some programs for high school sophomores and juniors, such as "UNT Designee" or "Bound for UNT". These students would receive specific Mentoring and early intervention efforts.

(17) It was strongly recommended that we establish some programs with High School Counselors to aid them in the development of strategies and methodologies for preparing minority students to enroll in higher education programs. Many of the students need to be supplied with the "how to's" of going to college. Thus, some intervention on the part of UNT with the counselors may be worthwhile.

(18) We also recommend the development (or continuation) of such programs as "Home for the Holidays". Under this program, students who graduated from a particular high school return to those schools during the Christmas holidays, during spring breaks, etc.
and talk to the students about their experiences at UNT. This would be an excellent opportunity to hand deliver information about the University.

(19) Establish a tracking system for incoming freshmen during the critical first semester. This could be implemented through the Dean of Students Office and through the individual schools and colleges. There needs to be a mechanism in place to monitor the student progress at critical points throughout the semester. This should be done with the intention of ensuring the successful completion of the first and second years at the institution of higher learning. The problem with retention is that many students are unable to continue because of grades, lack of focus or mentoring or other problems which tend to dampen the probability of completing a four-year degree. Student fees could be used to pay for these services.

(20) We recommend that the Chancellor develop an implementation plan to be presented at the June 1996 meeting of the Board of Regents and that periodic reports on the progress of this plan be made to the Board.
SUMMARY

It is estimated that by the year 2000, a majority of public school-age children in the United States will be non-white. For a number of years, it has been predicted that the increase in the enrollment in colleges and universities in the southwest will come largely from people of color; this prediction is holding true. Therefore, it is imperative that we identify current problems in the area of race relations, solve these problems and take steps to have programs in place that will help prevent these types of problems from emerging in the future.

The committee found that many of the recommendations from the 1989 Report chaired by John Price have been implemented. However, a program of systematic follow up was not put in place after the 1989 Report, and no such follow-up program presently exists.

The committee found an active program of student recruitment and believes that this effort should be commended and continued. However, more work must be developed in the area of retention of African-American students and in the assessment and revision of these programs.

Funding for faculty recruitment and retention must be continued.

The area of greatest deficiency and concern is campus climate. Specific instances of insensitivity and incivility were noted by the committee. A campus wide program, consistently and continually administered, supported by words and actions from the Chancellor and his administrative staff, must be implemented. The committee believes that this is a necessary step to address issues of faculty recruitment and retention, student recruitment and retention and general campus climate.
APPENDIX

MEMBERS
BLUE RIBBON COMMITTEE ON AFRICAN-AMERICAN STUDENT CONCERNS

Regent Joe Kirven, Chair
Owner and Managing Partner
J&S Chemicals and Supply
Dallas, TX

Billy Allen
President and Chief Executive Officer
Minority Search Inc.
Dallas, TX

John Baines, CPA
Owner
John E. Baines, PC
Denton, TX

Marjorie Craft
University of North Texas Alumnae
Dallas, TX

George Edwards, Jr.
Assistant Professor of English
Tarrant County Junior College-Northwest
Ph. D. Candidate, English
University of North Texas

Rhonda Lawson
Community Relations Officer
City of Forest Hill Police Department

John Price
Associate Professor of Accounting
University of North Texas

Sheva Roquemore
Undergraduate Student
Vice-President, Student Association
University of North Texas
Matt Simon
Head Football Coach
University of North Texas

Ed Smith
Owner
Denton Motors, Inc.
Denton, Texas

Mary S. Thibodeaux
Professor of Management
Associate Dean, College of Business
University of North Texas

Percy Thompson
Owner
Dover Express Carrier Services
Fort Worth, Texas

Herman Totten
Regents Professor of Library and Information Sciences
University of North Texas
PART I
UNIVERSITY RESPONSE
TO THE RECOMMENDATIONS OF THE
BLUE RIBBON COMMITTEE ON AFRICAN-AMERICAN STUDENT CONCERNS
Presented to the UNT Board of Regents
February 9, 1996

[Part II will be presented at the Regents’ May 1996 meeting and, together with Part I, will constitute the full implementation plan.]

RESPONSES TO REMEDIES REQUESTED BY THE BLACK STUDENT ALLIANCE AND ADDRESSED BY THE BLUE RIBBON COMMITTEE

(1) The university to visit more predominately black high schools in the Dallas, Fort Worth and Houston areas, and to actively recruit students from those high schools.

The University concurs that more active efforts should be made to recruit students in area high schools with large minority enrollments. Such efforts are already underway, and more are planned. Beginning in Fall 1994, UNT admissions counselors have conducted on-site programs—at which qualified students were admitted to the University on the spot—at Skyline, Carter, and Trimble High Schools and the Dallas Outreach Center. Two additional programs are scheduled for Kimball and Woodrow Wilson High Schools early in 1996, and the Office of Admissions has contacted eight other schools to arrange on-site programs for Spring, 1996—Lincoln, Madison, Sunset, Townview, and Carter High Schools in Dallas and Trimble, O.D. Wyatt, Dunbar, and Polytechnic High Schools in Fort Worth. The schedule also is being examined to expand the recruiting program in Houston. These efforts will be ongoing, sustained, and periodically evaluated.

(2) The University to create partnerships with predominately black high schools that lead to long-lasting relationships with the university.

In order to establish solid and long-term partnerships, the Office of Admissions has increased its visits to area minority high schools, enhanced its efforts to communicate with high school counselors, hired two additional minority recruiters, and revised assignments for existing staff. These initiatives will be expanded and periodically evaluated. (Information on number

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Readers should note that the University’s Access and Equity Committee, a group including Hispanics and African-Americans drawn from both inside and outside the institution, has reviewed the Blue Ribbon Committee’s report. Their ideas have been taken into account in shaping these institutional responses.
of visits, high schools targeted, and counselors contacted will be made available in the Provost’s Office.)

(3) A policy that addresses an intolerance for racism in the classroom from student to faculty and from student to student.

The University will review existing policies and continue to publish and emphasize its current policy concerning intolerance and racism. Expressions of intolerance which constitute disruption of teaching and learning will be dealt with according to federal, state, and University policies and guidelines. Procedures will be implemented so that classroom incidents involving racism, intolerance, or incivility between and among students or faculty members will be reported, with relevant details, either to the Department Chair, the Dean’s Office, the Equal Opportunity Office, the Vice-President for Student Affairs Office, or to the Office of the Provost. Any University official receiving such a report or complaint on improper classroom conduct will be expected to forward it directly to the Provost’s Office, which shall refer it for appropriate action, including further investigation and/or discipline. Similar incidents that occur outside the classroom shall be reported to the appropriate Vice-President’s office. Vice-Presidents will determine necessary actions and provide the Provost’s Office with details of incidents. For all such matters, the Provost’s Office will serve as a central repository of information, including data that denotes the frequency and nature of incidents. At the end of the summer and each long semester, the Provost will provide a report to the Chancellor. Deans, Directors, and Department Chairs are expected to implement this policy in their areas of responsibility and will be evaluated accordingly.

(4) The Board of Regents to demand an independent audit of the Office of Multicultural Affairs.

In response to the initial request of the Black Student Alliance, an independent audit of the Office of Multicultural Affairs has been completed and released. An Advisory Board for the Center for Cultural Diversity also has been established, consisting of 12 members, five of whom are students. In response to the recommendation that procedures be established for disbursement of funds, several special forms and procedures have been developed to ensure accurate information and accountability. (New forms and written procedures are available for review in the Center for Cultural Diversity.)

(5) More Black faculty and executive administrators.

(See responses to Remedies 7 and 12 and additional Recommendations 4, 7, and 12 that begin on page 5.)
(6) **Black faculty to receive more credit toward tenure for providing services for their students.**

The University concurs with the Blue Ribbon Committee that African-American faculty should be evaluated on the same basis as other faculty members. The Provost has requested that Deans ensure that Black faculty are not placed at a disadvantage relative to their peers in terms of service workload, even if this means service on fewer committees, and that all faculty members receive appropriate credit toward tenure for University service activities.

(7) **Forums at the departmental level sponsored by Black faculty that will encourage the pursuit of graduate studies by African-American students.**

In addition to existing efforts such as the Ronald E. McNair Postbaccalaureate Achievement Program and the Annual Graduate and Professional Day sponsored by the Graduate School, the Provost has charged the Associate Dean of the Graduate School to organize and implement minority faculty forums specifically to encourage graduate study by African-American and other minority students.

(8) **Black faculty to be paid in an equitable manner when their qualifications are comparable with their peers.**

The University concurs with the Blue Ribbon Committee’s conclusion that African-American faculty are compensated equitably.

(9) **The Chancellor to state at the faculty and staff convocations that the University of North Texas has a race problem.**

In his annual addresses at faculty and staff convocations and in other meetings and communications, the Chancellor will continue to emphasize the University policy that addresses intolerance and to stress the importance of combating racism and discrimination and providing respect and recognition for all members of the University community. In addition, University programs to increase awareness and sensitivity among faculty and staff, and to provide diversity training, will be enhanced and expanded.
(10) A revamping of the Social Events Policies with a committee that consists of African-American students, faculty and staff.

The University acknowledges the problems and misunderstandings associated with the current Special Events Policy. A task force including faculty, students, and staff representing several ethnic groups was implemented in November 1995 to review the policy. Several open meetings have been held to secure information and opinion, and a recommendation about the policy should be given to the Chancellor by the end of March 1996.

(11) African-American students to serve on committees which select all new faculty and administrators.

At least one UNT student will be appointed as a full voting member of all search committees established after April 1, 1996, for regular faculty positions, for vice-presidential positions, and for academic administrative positions such as Department Chairs, Associate Deans, and Deans. Each school/college or vice-presidential area will be responsible for selecting students to serve on search committees and will be encouraged to work with the Office of the Vice-President for Student Affairs and, in particular, with the Center for Cultural Diversity to identify interested students. The Equal Opportunity Office will expand its current search committee orientations to include students appointed to search committees, and the Office of the Provost will monitor student search committee appointments on an annual basis to ensure appropriate participation by women and ethnic minorities.

(12) The $300,000 account to be exhausted for the purpose intended (recruitment and retention of minority faculty).

Up to $300,000 will continue to be made available annually for the recruitment of minority faculty members (with an emphasis on recruitment to existing faculty position openings) and to help cover the costs of minority faculty visits to campus. The uses of this fund have been expanded to include the appointment of visiting minority faculty (when there is a prospect for recruitment to regular faculty positions) and to support the research and professional activities of probationary minority faculty members, as a result of the Blue Ribbon Committee’s recommendations.
RESPONSES TO ADDITIONAL RECOMMENDATIONS OF THE BLUE-RIBBON COMMITTEE

(1) Establish a Committee on Human Relations.

Initial discussions have been initiated with Texas Woman's University concerning the Human Relations Committee at that institution, and information has also been gathered from other universities. (TWU re-organized its committee while the report of the Blue Ribbon Committee was in preparation.) The Chancellor's Office will continue to work with the Provost, the Vice-President for Student Affairs, the Assistant Vice-President for Multicultural Affairs, and others to determine the need for such a Committee and its proper role within existing and proposed units. This issue will be addressed in Part II of the response to the Blue Ribbon Committee's Report.

(2) Emphasize the availability of African-American history courses to satisfy core curriculum requirements.

The Director of the Center for Cultural Diversity will be charged with creating appropriate materials and with implementing procedures to highlight the African-American history courses that satisfy the multicultural component of the University's Core Curriculum requirement.

(3) Clarify the policy and process for filing appeals of reprimands in UNT Housing.

Current policies and processes are now listed in appropriate publications, and continued efforts will be made to ensure that these are presented in the clearest possible way. Current policy provides that notices of severe reprimands for students living on campus are always hand delivered to the students' rooms. If a student cannot be contacted personally, follow-up notice is placed in the student's post office box. These procedures will be reviewed for clarity and adequacy, and a further report will be made to the Board of Regents in Part II of the University's response.

(4) Aggressively publicize the Educational Opportunity Plan and efforts to recruit and retain minority students, staff, and faculty.

A summary of the Texas Educational Opportunity Plan goals will be sent to all Vice-Presidents, Associate and Assistant Vice-Presidents, Deans, and Department Chairs in February 1996. The cover letter will emphasize the importance of the Plan and the expectation that it be
implemented at all levels. The Texas Educational Opportunity Plan also is available in the offices of the Vice-Presidents, Associate and Assistant Vice-Presidents, and the Student Association. Continued references to the importance of the Plan will be made in public statements by the Chancellor.

(5) University and UNT Housing should provide a brochure containing discrimination and harassment policies.

UNT Housing currently publishes the University's policies on discrimination and harassment in the ABC's of Housing, which also identifies the person or office to contact for questions or for assistance in filing a complaint. In addition, the Office of Equal Opportunity publishes brochures on avoiding and reporting sexual harassment. Brochures also describe affirmative action programs, reference the appropriate University policies, and outline procedures for reporting any incidents or problems. The University will consider the feasibility of combining this information into one pamphlet or brochure, to be made readily available to all students in dormitories.

(6) Improved coordination of the Equal Opportunity Plan and staffing in the Multicultural Affairs Office.

The Assistant Vice-President for Multicultural Affairs will continue to coordinate the Texas Educational Opportunity Plan and to work with all units in the university and with external constituencies in an effort to enhance ethnic diversity on campus. The Assistant Vice-President will be assisted in this work by the newly reorganized Access and Equity Committee, composed of University and community representatives. Currently, the Assistant Vice-President serves as director of the Center for Cultural Diversity on a full-time basis, an appointment she will hold through Spring 1996. A full-time position for the director of the center, to report to the Assistant Vice-President for Multicultural Affairs, has been approved, and the search to fill this position has been initiated.

(7) Administrative accountability for recruitment and retention of minority faculty.

The accountability of the Provost, Deans, Associate Deans, Division Directors, and Department Chairs for the recruitment and retention of minority faculty members will be emphasized and implemented through formal position descriptions, meetings of administrators and faculty, and through specific attention to this University priority in annual performance evaluations.
(8) **List available tutorial services.**

The University offers a wide array of tutorial services but will increase its efforts to make these known to all students. The Dean of Students Office currently publishes a list of institutional support services, including tutorial and advising programs, with addresses and telephone numbers. In addition, the Enrollment Management Committee (EMC) has prepared a separate listing, with brief descriptions of all available support services, which will be distributed widely. The list will also be sent to degree program and faculty advisors and to new first-year students and will be placed in the Office of the Dean of Students and the Center for Cultural Diversity. The EMC also plans to purchase a series of advertisements in the *North Texas Daily* at various times during each semester to highlight these services and to update and evaluate the list on an ongoing basis.

(9) **Mentoring Program.**

The University agrees that mentoring programs can be very effective in enabling students to improve their academic performance and stay in school. Various mentoring programs are currently offered throughout the University, including one sponsored through the Dean of Students Office for the past several years, the Ronald E. McNair Post-Baccalaureate Achievement Program, and programs in various schools, colleges, and departments, for the purpose of assisting students in academic difficulty or who require special help. Efforts are also underway through the Enrollment Management Committee to evaluate these programs, strengthen existing efforts, and develop new initiatives.

(10) **Study skills programs.**

The University is aware of the value of academic assistance to students who need it and currently offers a variety of special courses and programs to assist "at risk" students and others who encounter academic difficulty. These efforts include the UNT Eagle Quest program (an academic "boot camp" prior to the beginning of school), specific courses like UCRS 1000 (Personal and Academic Effectiveness) and UCRS 2100 (Career Development), a new Peer Advisors program, and special services like the Discovery Project, the Math Lab, the Reading and Study Skills Laboratory, the Writing Center, the Chemistry Resource Center, the History Help Center, the Physics Instructional Center, and NT Connection. These programs are currently being evaluated and expanded, and additional initiatives are under consideration.
(11) *Encourage African-American organizations to work with incoming minority students.*

Two programs already solicit the support of all minority organizations: the Buddy Program (a program initiated by minority students), which pairs continuing students with new first year students and transfers, and the Home for the Holidays recruitment program. The University understands the importance and effectiveness of enlisting minority students to recruit new minority students and will continue to contact minority student organizations to seek participation in these and other programs through the Student Activities and Organizations Office and the Cultural Diversity Center.

(12) *Urge programs be established to ensure minority representation in front-line positions such as counselors, degree program advisors, dean of students offices, resident assistants, and that specific initiatives be launched to ensure that all personnel in front-line interaction with students be given training in issues of diversity. This training should be a required component of new staff/faculty training.*

The University concurs that minorities should be well represented in such front-line positions and that all University faculty and staff should be sensitive to issues of race, ethnicity, and gender. Current efforts in these regards will continue to be reviewed and expanded. Since Fall 1994, several African-American and Hispanic individuals have been appointed to various posts in the administration, including positions of Director, Associate Director, Associate Dean, Coordinator, Advancement Associate, Degree Program Advisor, and Program/Project Specialist. Recently, diversity training has been added to the topics specifically addressed during New Faculty Orientation and New Staff Orientation. It has been covered for some time in the quality and service leadership workshops sponsored by the Service Advantage Program, and in the Welcoming Diversity and Conflict Resolution workshops conducted by the North Texas Chapter of the National Coalition Building Institute. (Since 1990, 162 of these workshops have been offered by the local Chapter, involving 1,500 faculty, staff, and students at UNT of the more than 5,300 total participants.)

(13) *Enlist community agencies in recruitment of minority students.*

The University agrees that local agencies can assist in the recruitment of minority students. The Access and Equity Committee will be discussing ways to involve community agencies in the recruitment of minority students. Specific recommendations should be made in Spring 1996 and will be included in Part II of this report.
(14) **Improve assessment and evaluation information on recruitment and admissions activities.**

The University is constantly engaged in the assessment of its recruitment activities through both internal analyses and the use of external consultants. These efforts have been further enhanced in light of rising needs for additional enrollment and a greater diversity among the student population and have focused on better communication and articulation with area community colleges and the public schools. The Enrollment Management Committee will oversee the design of new programs and the improvement of existing initiatives based upon improved assessment and evaluation information.

(15) **Improved data on high school students attending other universities.**

The Office of University Planning will request information from the Texas Higher Education Coordinating Board that will indicate the counties of origin of students enrolled at all Texas public higher education institutions. Particular attention will be directed to the enrollments of ethnic minority students from Dallas and Tarrant Counties and other large "feeder" counties such as Collin. These data should be available for analysis in late Spring 1996 and will provide guidance in assessing the University’s relative success in attracting these student populations and in developing new initiatives.

(16) **Establish programs for high school sophomores and juniors.**

The University agrees completely with the value of and need for such programs. Indeed, we have participated in the Step Up to Success Program, which targets minority students before they reach high school by bringing minority eighth-grade students to campus for a general orientation to university life. The University actively participates in several federally-funded programs that encourage high school students from ethnic minority, first-generation, and low-income families to attend college, such as Upward Bound and Talent Search. In addition, the University is implementing a series of programs for area high school juniors, particularly those from Tarrant County.

(17) **Establish programs with high school counselors.**

The University agrees that better relationships and communication with counselors in area minority high schools is a key to any effective program for enhancing minority enrollment. For many years, high school counselors have participated in various programs on campus, UNT admissions officers have visited counselors throughout the state, and information on the University has been specifically targeted to counselors. Efforts to communicate and work with
counselors at minority high schools will be expanded. (Also see responses to Remedy 2 and Recommendation 14.)

(18) Continuation and improvement of programs such as "Home for the Holidays."

The Home for the Holidays program was revitalized in Fall 1995. Eleven African-American and Hispanic UNT students were trained by personnel in the offices of Admissions and the Dean of Students and visited their graduating high schools during the December holiday break. The Enrollment Management Committee is currently considering similar programs for possible implementation. The Assistant Dean of Students is evaluating the December effort and actively soliciting students to participate in the program over the March spring break.

(19) Establish a tracking system for students during their first semester.

The Provost has charged the Associate Deans Council to consider reinstatement of a university-wide requirement for the submission of mid-term grades. This requirement was abandoned some years ago, and instructors are not currently required to provide grades at any time prior to the end of the term. If a general requirement is not reinstated, new policies must be developed to identify and track specific "at risk" students and secure information on their academic progress. The recommendations of the Associate Deans will be discussed further with the Deans and, in Fall 1996, presented for consideration by the Faculty Senate, which would ultimately have to approve any change in university grading policy.

(20) Develop an implementation plan for presentation at the June 1996 meeting of the Board of Regents.

This initial response, presented to the February 1996 meeting of the Board of Regents, is Part I of the implementation plan. Part II will be presented at the May 1996 meeting and, together with Part I, will constitute the full implementation plan.
PART II
UNIVERSITY RESPONSE
TO THE RECOMMENDATIONS OF THE
BLUE RIBBON COMMITTEE ON AFRICAN-AMERICAN STUDENT CONCERNS

Presented to the UNT Board of Regents
May 31, 1996

Introduction

This document, which draws substantially on the initial response (Part I) presented at the February 1996 meeting of the Board, constitutes the full implementation plan. An integral part of the implementation strategy is the creation of a systematic procedure to ensure continuous feedback and monitoring of results. To maintain focus on the issues raised by the Blue Ribbon Committee, appropriate campus officials are preparing performance measures for the remedies and recommendations. Once the criteria are established, annual progress reports will be presented by the accountable vice-presidents at summer Management Review sessions. Moreover, as developed more fully in this document, the University intends to explore new ways of interacting with communities external to the campus.

RESPONSES TO REMEDIES REQUESTED BY THE BLACK STUDENT ALLIANCE AND ADDRESSED BY THE BLUE RIBBON COMMITTEE

(1) The university to visit more predominately black high schools in the Dallas, Fort Worth and Houston areas, and to actively recruit students from those high schools.

The University has taken several steps to increase contacts with prospective students enrolled in high schools with large numbers of ethnic minority students and has expanded the types of programs offered. The following represents some of those efforts that have been undertaken in the past year:

• On-site Visits to Admit Students. During fall 1995 and spring 1996, UNT Admissions Office personnel conducted five on-site programs at Metroplex high schools with large numbers of African-American and/or Hispanic students. Three other schools were scheduled for visits, but the schools cancelled the visits and the University was unable to rearrange them. On-site programs offer students the opportunity to learn firsthand from UNT Admissions officials if their academic records and test scores meet the institution’s requirements

Readers should note that the University’s Access and Equity Committee, a group including Hispanics and African-Americans drawn from both inside and outside the institution, has reviewed the Blue Ribbon Committee’s report. Their ideas have been taken into account in shaping these institutional responses.
for admission. On-site visits were also made by UNT associate deans to three Dallas County Community Colleges, one campus of Tarrant County Junior College, and one Collin County Community College campus. Through those contacts, students were able to get answers to important questions about the transferability of courses and the remaining requirements to complete their degree programs.

- **New Recruitment Effort in Houston.** A special program was conducted in Houston during the university's spring break. University representatives met with both potential recruits and their parents.

- **Visits to UNT Campus.** Through new contacts made by UNT officials with alumni who teach at area middle and high schools, an increased number of prospective ethnic minority students has been brought to campus. Between February 27 and March 8, 1996, over 720 prospective students traveled to Denton for a variety of programs at UNT. These students came from schools with large numbers of ethnic minorities, such as Spruce and Sunset High Schools in Dallas. Prospective students were treated to campus tours and lunch and attended special programs on completing the admission process, filing for financial aid and scholarships, learning more about student employment services, and improving leadership skills.

- **Programs for Church and Parent Organizations.** In Spring 1996, UNT Admissions representatives made presentations at the NAACP ACT-SO, Martin Luther King Church of Christ, Mount Olive Baptist Church, and St. Luke United Methodist Church for parents and prospective students. Discussions included such topics as applying for college and paying college expenses.

- **New Scholarship Opportunities.** Several new scholarship opportunities were created at UNT and some others were enhanced, to provide greater financial assistance to ethnic minority applicants. Funds were authorized in the fiscal year 1996-97 budget for increased awards in the President's Minority Scholarship fund and the Multicultural Scholastic Awards. A new award was created for transfer students, with a sizeable number established for ethnic minority students.

- **Crossroads.** This UNT collaborative program with Mountain View Community College, East Texas State University, Paul Quinn College, Southern Methodist University, Texas Christian University, Texas Wesleyan University, the University of Texas-Dallas, and the University of Texas-Arlington offers ethnic minority high school students the opportunity to enhance their leadership and communication skills as well as to become aware of application requirements and financial aid opportunities.

The aforementioned efforts will be ongoing and periodically evaluated.
The University to create partnerships with predominately black high schools that lead to long-lasting relationships with the university.

The UNT Office of Admissions has increased its visits to area minority high schools during 1995-96, enhanced its efforts to communicate with high school counselors, hired two additional minority recruiters, and revised assignments for existing staff to improve the presence of UNT in Metroplex high schools that have sizable minority populations. Compared to the previous year, the number of schools visited increased by 52 percent, and the number of response cards returned by prospective African-American students rose by 31 percent. SeniorFest, a new collaborative program with the UNT Health Science Center-Fort Worth, began in May 1996. Through this program, ethnic minority students in the Fort Worth area are invited to special events to discuss application procedures for admission to UNT and the Health Science Center and are presented information on how to pay for college. Special programs are offered for parents, including Spanish language sessions.

New partnerships have been fashioned that offer unique opportunities for high school students. In fall 1996, high school students will be given the opportunity to have dual admission to both a Dallas County Community College and UNT to allow students to move more smoothly into the four-year experience and to make UNT their first choice. A pilot program will start with Irving public schools and North Lake College in summer 1996. Another collaborative arrangement is being finalized for Townview Center in Dallas, El Centro College, and UNT. This five-year program will help students complete associate degrees and then continue at UNT. University officials have been working closely to provide services and programs to faculty, staff, and students at the Dallas Townview Center. UNT has also established partnerships with elementary schools to help introduce the university experience to young children, including a relationship with Tomas Rivera Elementary School in Denton.

These efforts will be ongoing and periodically evaluated.

A policy that addresses an intolerance for racism in the classroom from student to faculty and from student to student.

The University has reviewed existing policies and will continue to publish and emphasize its current policy concerning intolerance and racism. Expressions of intolerance which constitute disruption of teaching and learning will be dealt with according to federal, state, and University policies and guidelines. Procedures have been implemented so that classroom incidents involving racism, intolerance, or incivility between and among students or faculty members will be reported, with relevant details, either to the department chair, the dean's office, the Equal Opportunity Office, the Vice-President for Student Affairs Office, or to the Office of the Provost. Any University official receiving such a report or complaint on improper classroom conduct is expected to forward it directly to the Provost's Office, which shall refer it for
appropriate action, including further investigation and/or discipline. Similar incidents that occur outside the classroom shall be reported to the appropriate vice-president’s office. Vice-presidents will determine necessary actions and provide the Provost’s Office with details of incidents and outcomes. For all such matters, the Provost’s Office will serve as a central repository of information, including data that denotes the frequency and nature of incidents. At the end of the summer and each long semester, the Provost will provide a report to the Chancellor. Deans, directors, and department chairs are expected to implement this policy in their areas of responsibility and will be evaluated accordingly. Since February 1996, when the new procedures were implemented, no complaints or reports of incidents have been received by the Provost’s Office.

(4) The Board of Regents to demand an independent audit of the Office of Multicultural Affairs.

In response to the initial request of the Black Student Alliance, an independent audit of the Office of Multicultural Affairs has been completed and released. An Advisory Board for the Center for Cultural Diversity also has been established, consisting of 13 members, five of whom are students. In response to the recommendation that procedures be established for disbursement of funds, several special forms and procedures have been developed to ensure accurate information and accountability. (New forms and written procedures are available for review in the Center for Cultural Diversity.)

(5) More Black faculty and executive administrators.

The University will seek, as detailed elsewhere in this response, to increase the number of minority faculty members and administrators by encouraging more minority graduate students to pursue academic careers (Remedy 7), focusing resources on the hiring and retention of minority faculty members (Remedy 12), publicizing these efforts and the goals of the Texas Educational Opportunity Plan (Recommendation 4), ensuring the accountability of all administrators for the recruitment and retention of minority faculty (Recommendation 7), and encouraging programs throughout the University to achieve minority representation in front-line student affairs and other academic support administrative positions (Recommendation 12).

(6) Black faculty to receive more credit toward tenure for providing services for their students.

The University concurs with the Blue Ribbon Committee that African-American faculty should be evaluated on the same basis as other faculty members. The Provost has requested that deans ensure that Black faculty are not placed at a disadvantage relative to their peers in terms
of service workload, even if this means service on fewer committees, and that all faculty members receive appropriate credit toward tenure for University service activities.

(7)  *Forums at the departmental level sponsored by Black faculty that will encourage the pursuit of graduate studies by African-American students.*

In addition to existing efforts such as the Ronald E. McNair Postbaccalaureate Achievement Program, a minority faculty/minority student forum will be held in October 1996, immediately preceding the Annual Graduate and Professional Day, when seventy to eighty colleges and universities will be at UNT to provide information to students concerning graduate program opportunities. The forum, coordinated by the Associate Dean of the Graduate School, will focus on such issues as admission requirements, mentoring, scholarships and fellowships, and elements conducive to a minority student’s success. This plan has been reviewed by UNT minority faculty members and will also provide an excellent opportunity for minority faculty to serve as long-term mentors for minority students seeking academic and professional careers. The forum will be offered at least annually and revised in the light of experience and the comments of participants.

(8)  *Black faculty to be paid in an equitable manner when their qualifications are comparable with their peers.*

The University concurs with the Blue Ribbon Committee’s conclusion that African-American faculty are compensated equitably.

(9)  *The Chancellor to state at the faculty and staff convocations that the University of North Texas has a race problem.*

In his annual addresses at faculty and staff convocations and in other meetings and communications, the Chancellor will continue to emphasize the University policy that addresses intolerance. He also will stress the importance of combatting racism and discrimination and encourage mutual respect and recognition for all members of the University community. In addition, University programs to increase awareness and sensitivity among faculty and staff, and to provide diversity training, will continue to be enhanced and expanded. (See response to Recommendation 12.)
A revamping of the Social Events Policies with a committee that consists of African-American students, faculty and staff.

The University acknowledges the problems and misunderstandings associated with the previous Special Events Policy. A committee including faculty, students, and staff representing several ethnic groups was implemented in November 1995 to review the policy and continued to meet on a weekly basis throughout the Spring semester to frame a policy that will address event planning and safety issues. Interim procedures were established by the committee to accommodate the scheduling of a limited number of special events during the semester.

The committee has made considerable progress in developing a policy that will contain specific protocols and fairly explicit instructions for events by type or category. To date, the committee has examined steps in the event planning process, identified criteria for designating high risk events (such as presence or influence of illegal substances, risk of injury, and attendance of non-University members and their guests), and addressed the evaluation and appeal processes. Work remaining to be completed includes selection of standard protocols for each event category and delineation of clear, concise procedures to be followed by event organizers and UNT offices regularly involved in on-campus events. Continuation and completion of this task await the return of student committee members for the 1996 Summer Session. The Board of Regents will be notified when these policy recommendations are completed.

African-American students to serve on committees which select all new faculty and administrators.

At least one UNT student will be appointed as a full voting member of all search committees established after April 1, 1996, for regular faculty positions, for vice-presidential positions, and for academic administrative positions such as department chairs, associate deans, and deans. Each school/college or vice-presidential area will be responsible for selecting students to serve on search committees and will be encouraged to work with the Office of the Vice-President for Student Affairs and, in particular, with the Center for Cultural Diversity to identify interested students. The Equal Opportunity Office will expand its current search committee orientations to include students appointed to search committees, and the Office of the Provost will monitor student search committee appointments on an annual basis to ensure appropriate participation by women and ethnic minorities.

The $300,000 account to be exhausted for the purpose intended (recruitment and retention of minority faculty).

Up to $300,000 will continue to be made available annually for the recruitment of minority faculty members (with an emphasis on recruitment to existing faculty position openings).
and to help cover the costs of minority faculty visits to campus. The uses of this fund have been expanded as a result of the Blue Ribbon Committee’s recommendations to include the appointment of visiting minority faculty (when there is a possibility of recruitment to a regular faculty position) and to support the research and professional activities of probationary minority faculty members.

RESPONSES TO ADDITIONAL RECOMMENDATIONS OF THE BLUE-RIBBON COMMITTEE

(1) Establish a Committee on Human Relations.

In late 1995, Texas Woman’s University combined its Diversity, Multicultural Affairs, and Human Relations Committees into a Committee for Campus Climate and Community. UNT undertook a similar action earlier in 1995 by creating the Center for Cultural Diversity under the direction of the Assistant Vice-President for Multicultural Affairs. The focus of both efforts is to make educational opportunities available for all members of the campus communities to expand knowledge about ethnic and cultural diversity issues and to increase the level of sensitivity to individual and group differences.

Because of UNT’s size and complexity, a single committee would not be able to achieve the objectives articulated in the Blue Ribbon Committee report. As reflected in our overall implementation strategy, we plan to approach the issue through a variety of initiatives and with the participation of units throughout the organizational structure. The Center for Cultural Diversity is a lead element in the effort to enhance the multicultural environment of the campus. Academic and staff units work with such groups as the Access and Equity Committee and the Enrollment Management Committee to promulgate programs and activities to support multicultural education, recruitment and retention of historically under-represented student and faculty groups, and cultural awareness. These activities are being implemented through an appropriate strategy for this institution.

(2) Emphasize the availability of African-American history courses to satisfy core curriculum requirements.

The College of Arts & Sciences and the School of Community Service have provided the Center for Cultural Diversity with a list of African-American courses that currently satisfy the university’s multicultural core curriculum requirement. Notifications of these courses are posted on bulletin boards located at the Center and at the Office for Student Affairs and will be included in course materials distributed at first year and transfer student orientations. As approved by
the Faculty Senate, this list of courses will soon include expanded offerings related to Mexican-American history, Native American history, and Asian studies.

(3) Clarify the policy and process for filing appeals of reprimands in UNT Housing.

Continued efforts will be made to ensure that Housing policies and processes are presented to students in the clearest possible way. Current policy provides that notices of severe reprimands for students living on campus are always hand-delivered to the students' rooms. If a student cannot be contacted personally, a follow-up notice is placed in the student's post office box. These procedures have been reviewed, and revised and clarified descriptions of Housing's appeal processes will be available to students before start of the Fall Semester in 1996.

(4) Aggressively publicize the Educational Opportunity Plan and efforts to recruit and retain minority students, staff, and faculty.

A follow-up letter emphasizing the importance of the Texas Educational Opportunity Plan and the expectation that it be implemented at all levels was issued to all vice-presidents, associate and assistant vice-presidents, deans, and department chairs on April 26, 1996. Copies of the Plan are also available in the offices of the vice-presidents, associate and assistant vice-presidents, and the Student Association. Continued references to the importance of the Plan will be made in public statements by the Chancellor.

(5) University and UNT Housing should provide a brochure containing discrimination and harassment policies.

UNT Housing currently publishes the University's policies on discrimination and harassment in the ABC’s of Housing, which also identifies the person or office to contact for questions or for assistance in filing a complaint. In addition, the Office of Equal Opportunity publishes brochures on avoiding and reporting harassment. Brochures also describe affirmative action programs, reference appropriate University policies, and outline procedures for reporting any incidents or problems. Work is underway to combine this information into one pamphlet or brochure, and the publication will be made available to all dormitory students during the 1996 Fall Semester.
Improved coordination of the Equal Opportunity Plan and staffing in the Multicultural Affairs Office.

The Assistant Vice-President for Multicultural Affairs will continue to coordinate the Texas Educational Opportunity Plan and to work with all units in the University and with external constituencies in an effort to enhance ethnic diversity on campus. The Assistant Vice-President will be assisted in this work by the newly reorganized Access and Equity Committee, composed of University and community representatives and now meeting on a regular basis. Currently, the Assistant Vice-President serves on a temporary basis as director of the Center for Cultural Diversity, an appointment she will hold until the position is filled. A full-time position for the director of the center, to report to the Assistant Vice-President for Multicultural Affairs, has been approved and a search committee has begun to meet. The search committee will continue its activities during the summer of 1996.

Administrative accountability for recruitment and retention of minority faculty.

The accountability of the Provost, deans, associate deans, division directors, and department chairs for the recruitment and retention of minority faculty members has been emphasized and implemented through formal position descriptions, meetings of administrators and faculty, and through specific attention to this University priority in annual performance evaluations.

List available tutorial services.

The University offers a wide array of tutorial and assistance services and programs. Some have been listed regularly in the Student Handbook and a list of institutional support services is produced through the Dean of Students Office. Beginning in Spring 1996, the Enrollment Management Committee publishes an expanded list that is updated each semester. The list provides a short description of services along with location and telephone numbers. The list is distributed to all academic advisors and student service offices and will be made available to students. It will be distributed to both students and parents at freshmen orientations for each summer session and semester.

Mentoring Program.

The University agrees that mentoring programs can be very effective in enabling students to improve their academic performance and to stay in school. Various mentoring programs are currently offered throughout the University, including one sponsored through the Dean of Students Office for the past several years, the Ronald E. McNair Post-Baccalaureate
Achievement Program, and programs in various schools, colleges, and departments, for the purpose of assisting students in academic difficulty or who require special help. Efforts are also underway through the Enrollment Management Committee to evaluate these programs, strengthen existing efforts, and develop new initiatives.

(10) **Study skills programs.**

The University is aware of the value of academic assistance to students who need it and currently offers a variety of special courses and programs to assist "at risk" students and others who encounter academic difficulty. These efforts currently include the UNT Eagle Quest program (an academic "boot camp" during summer months as part of freshmen orientation), specific courses like UCRS 1000 (Personal and Academic Effectiveness) and UCRS 2980 (Freshmen Experience), and a new Peer Advisors program. In addition to the general assistance provided by academic departments and our tutorial services (see response to Recommendation 8), numerous support services are offered students with special needs, as follows:

- the Discovery Project,
- the Math Lab,
- the Reading and Study Skills Laboratory,
- the Writing Center,
- the Chemistry Resource Center,
- the History Help Center,
- the Physics Instructional Center, and
- NT Connection.

(11) **Encourage African-American organizations to work with incoming minority students.**

Two programs already solicit the support of minority student organizations: the Buddy Program (a program initiated by minority students), which pairs continuing students with new first year students and transfers, and the Home for the Holidays recruitment program. The University understands the importance and effectiveness of enlisting minority students to recruit new minority students and will continue to contact minority student organizations to seek participation in these and other programs through the Student Affairs Office, the Admissions Office, and the Center for Cultural Diversity.
(12) **Urge programs be established to ensure minority representation in front-line positions such as counselors, degree program advisors, dean of students offices, resident assistants, and that specific initiatives be launched to ensure that all personnel in front-line interaction with students be given training in issues of diversity. This training should be a required component of new staff/faculty training.**

The University concurs that minorities should be well represented in such front-line positions and that all University faculty and staff should be sensitive to issues of race, ethnicity, and gender. Current efforts in these regards will continue to be reviewed and expanded. Since Fall 1994, several African-American and Hispanic individuals have been appointed to various posts in the administration, including positions of assistant vice-president, director, associate director, associate dean, coordinator, advancement associate, degree program advisor, and program/project specialist. Recently, diversity training has been added to the topics specifically addressed during New Faculty Orientation and New Staff Orientation. It has been covered for some time in the quality and service leadership workshops sponsored by the Service Advantage Program, and in the Welcoming Diversity and Conflict Resolution workshops conducted by the North Texas Chapter of the National Coalition Building Institute, which is administered at UNT. (Since 1990, 167 of these workshops have been offered throughout the Metroplex by the local Chapter, involving 1,500 faculty, staff, and students at UNT of the more than 5,400 total participants.)

(13) **Enlist community agencies in recruitment of minority students.**

The University agrees that local groups and agencies can assist in the recruitment of minority students. Several new programs are being explored by the Enrollment Management Committee that would improve the connection between Admission Office recruiters and parent groups, churches, and community organizations. In addition, we plan to expand the involvement of UNT alumni in recruiting visits with community groups.

During the 1996 Spring Semester, a focused outreach effort was conducted by an academic dean and a member of the Chancellor's senior staff in which they met individually and in small groups with several representatives of the Denton and university communities. One purpose of these meetings was to discuss the recommendations of the Blue Ribbon Committee. However, the discussions deliberately went beyond the specifics of the Blue Ribbon Committee's report to identify ways that the University can become a more integrative, collaborative partner in our own Denton community. In the discussions, the participants explored ideas about ways that the university can improve its relationships with the broader Denton community, particularly with the African-American and Hispanic communities.

This effort was a first step toward the development of systematic efforts by the University to communicate effectively, through word and deed, the high priority assigned to meeting our
metropolitan university mission of serving the unique needs of our local area and, in particular, those of the African-American and Hispanic citizens of Denton. From the meetings with area leaders and interested citizens, we received numerous suggestions for improving University-community connections. There was almost universal sentiment expressed for providing educational and developmental opportunities for the youth (and their parents) of our community. The specific suggestions are under review, and a recommendation has been made that the University, in consultation with appropriate community representatives, establish Friendship Groups to strengthen University-community communications and to develop action plans that would lead to effective strategies for closer interaction with the community.

We believe this is an opportunity to try innovative ideas and to experiment with interesting suggestions. Above all, we need effective mechanisms for "listening" to the community. We want to hear their ideas for effective strategies. To do these things, we intend to bring more young students and their parents on campus so that they will develop a sense of belonging here.

The Access and Equity Committee will be monitoring this work.

(14) Improve assessment and evaluation information on recruitment and admissions activities.

The University is constantly engaged in the assessment of its recruitment activities through both internal analyses and the use of external consultants. The University is scheduled to conduct its next regular survey of students in Fall 1996. As in the 1993 survey, items will solicit student assessments of UNT's recruitment strategies and admissions processes. In addition, respondents will be asked to assess financial aid and other services offered to prospective and enrolled students. The information collected will be used to guide improvements in our programs and procedures.

One responsibility of the Enrollment Management Committee is to review proposals for new or revised programs that deal with recruiting and retaining students. The Committee serves as an initial evaluator of these efforts and monitors their success. UNT Admissions regularly evaluates the progress it makes in meeting admission goals, as set forth in the institution's enrollment management plan. This plan sets goals for total student enrollment and enrollment by various ethnic minority groups. The Enrollment Management Committee closely monitors progress toward these goals and, on a monthly basis, evaluates key indicators that allow alterations in programs and strategies to meet the goals.
(15) **Improved data on high school students attending other universities.**

The Office of University Planning has created a system whereby it annually requests information from the Texas Higher Education Coordinating Board that identifies where high school graduates from Dallas and Tarrant counties attend Texas public colleges and universities. The first report, based on fall 1994 enrollments, showed that UNT's major competitors in attracting African-American students are the two-year colleges and historically Black colleges and universities. UNT has used these data to develop a campaign to attract students enrolled at other universities to attend summer school here. Those students received a special invitation to come to UNT for summer school, and advertisements about summer school offerings were placed in their school newspapers. Also, further efforts have been taken to attract more ethnic minority students from Texas two-year colleges to enroll at UNT.

(16) **Establish programs for high school sophomores and juniors.**

The University agrees completely with the value of and need for such programs. Indeed, we have participated in the Step Up to Success Program, which targets minority students before they reach high school by bringing minority eighth-grade students to campus for a general orientation to university life. The University actively participates in several federally-funded programs that encourage high school students from ethnic minority, first-generation, and low-income families to attend college, such as Upward Bound and Talent Search. In addition, the University is implementing a series of programs for area high school juniors, particularly those from Tarrant County.

(17) **Establish programs with high school counselors.**

The University held two updates for high school counselors in 1995-96. In addition, counselors were hosted on the UNT campus for other events, such as the activity sponsored by ACT and the Academic Fair sponsored by UNT associate deans. Another program that will begin in fall 1996 is the STARS program (School Teachers as Recruiters). This program extends the expertise of faculty and staff at UNT to area high schools teachers, who are offered professional development opportunities. The first program will be held at the Dallas Townview Center in October and others are in the planning stage for Spruce High School and Fort Worth schools. (Also see responses to Remedy 2 and Recommendation 14.)

(18) **Continuation and improvement of programs such as "Home for the Holidays."**

The Home for the Holidays program was revitalized in Fall 1995. Eleven African-American and Hispanic UNT students were trained by personnel in the offices of Admissions
and the Dean of Students. The UNT students visited their graduating high schools during the December holiday break. Approximately a dozen more students went to high schools during spring break. To provide a better link with recruitment, this program has been transferred to the Office of Admissions beginning in fall 1996. Students who receive Multicultural Scholastic Awards will be required to participate in the program. Other efforts will be made to increase the number of UNT students who participate in the program.

(19) Establish a tracking system for students during their first semester.

The Provost charged the Associate Deans Council to consider reinstatement of a university-wide requirement for the submission of mid-term grades, or the development of an alternative means of monitoring academic progress in order to assist students in academic difficulty. The Council developed a proposal called P.A.S.S. (Progress in Academics Support System), a multifaceted system involving faculty, peer advisors, and resident assistants for tracking and assisting all incoming first-year students and first-semester transfer students during the first four weeks of the term (since the mid-term of the semester may be too late for students to make constructive improvements in their grades). The proposal has been discussed by the deans and returned to the associate deans for further development. Certain elements of the program may be implemented as early as Fall 1996; these elements are expected to be integrated into our academic support services by Fall 1997.

(20) Develop an implementation plan for presentation at the June 1996 meeting of the Board of Regents.

This document, which integrates the initial response (Part I) presented at the February 1996 meeting of the Board, constitutes the full implementation plan.
October 10, 1997

A Coalition of Students of Color
c/o Office of the Vice President of Student Affairs

Dear Students:

We have given careful consideration to your requests of October 3, 1997. However, we have been unable to meet with you to fully discuss them. It is past time for us to meet to discuss these issues and other concerns that minority students have.

On October 3, 1997, more than 100 members of the university community, including my immediate staff and me, gathered in UNT’s Advanced Learning Center to meet with minority students and to hear their concerns. Students presented a list of requests and walked out of the meeting. Unfortunately, they did not take the opportunity to engage in dialogue with us. We would have welcomed the opportunity to discuss the issues around the requests that were presented.

On October 8, 1997, another opportunity to meet was missed. A meeting was arranged for minority student leadership to talk with me at the Eagle Student Services Center. Upon my arrival, I was informed that the meeting had been canceled.

I do not believe that your requests and our responses completely address all the concerns and issues experienced by UNT minority students. That is why it is vital that the university administration improve dialogue with the leadership of all student minority groups. Let the attached responses to the October 3, 1997 requests be a starting point for our dialogue on these issues.

I request that you contact the Office of the Vice President for Student Affairs to arrange a meeting with me and my immediate staff. This meeting will give UNT’s minority student leadership the opportunity to meet the individuals who are responsible for the areas that are addressed in your requests and will ensure that our dialogue is fruitful.

One additional vehicle for on-going discussions about student concerns is already in place. As you may be aware, toward the end of the spring semester this year, I initiated a "Lunch with an Administrator" program, wherein students selected by AHANA have an opportunity to sit down with members of the university’s
senior leadership to discuss concerns and issues and to share ideas. Two of the monthly luncheon discussions, organized by the Center for Cultural Diversity and funded by my office, took place in the spring. It seems to me that these luncheon meetings could be a perfect forum for additional dialogue. Earlier this week, members of my immediate staff met with Dr. Pamela Hill-Traynham to encourage her to meet with the AHANA leadership to schedule these luncheons.

I welcome our future discussions.

Sincerely,

Alfred F. Hurley  
Chancellor and President
Student Request, as submitted:

1. According to the University Blue Ribbon Committee Response dated February, 1996, there are existing policies concerning intolerance and racism.

We request that the university provides all written policies and penalties that address intolerance and racism in and outside of the classroom (on university property and at university sponsored events) to the Dean of Student's office in care of the NT Chapter of the NAACP, Kebharu Smith. Please provide this document no later than Friday, October 10, 1997 at 12 noon.

University Response:

Numerous University policies and procedures address issues related to intolerance, discrimination, and racism. These policies and procedures may be found in various university publications including the University Policy Manual, Academic Catalogs, Schedule of Classes, Faculty Handbook and Student Handbook, among others. Copies of the University Policy Manual are located in each of the university's academic and administrative departments, including the Dean of Students Office, and in the Willis Library. Policies that specifically address both racism and intolerance include the following:

No. 1.2.9 Ethics Policy;
No. 1.3.7 Nondiscrimination/Equal Employment Opportunity and Affirmative Action;
No. 10.15 University Policy Statement on Diversity; and
No. 18.1.11 Code of Student Conduct and Discipline.

Penalties for misconduct may be found in the following policies:

No. 1.2.9 Ethics Policy;
No. 1.7.1.1 Performance Counsel and Discipline Procedure;
No. 18.1.11 Code of Student Conduct; and
Appendix B-1 of the Faculty Handbook.

Copies of these policies and procedures can be found in Appendix A.

Questions regarding the university's policies and procedures should be directed to the Office of the Vice President for Student Affairs.
Student Request, as submitted:
We request that all reports of racism, intolerance or incivility between and among students or faculty be reported directly and solely to the Equal Opportunity Office and a student advocacy organization, such as the NAACP, Hispanic Students for Higher Education, Women’s Collective, and Courage.

University Response:
University policy requires reports of alleged discrimination be filed with the Office of Equal Opportunity for appropriate review and investigation. Legal restrictions and associated liabilities prohibit the release of this information to individuals or groups, other than administrators with an absolute institutional need to know. These restrictions and liabilities depend on the facts of the particular case and may include any or all of the following: federal and/or state mandated confidentiality laws, such as the Family Educational Rights and Privacy Act or the Texas Public Information Act; laws pertaining to the right to privacy or defamation of character; Title VI, VII, and IX; the Americans with Disabilities Act and the Age Discrimination Act. Thus, given the confidentiality of such information, combined with government regulations, we cannot share reports with students or outside organizations.

Questions regarding the aforementioned university procedures should be directed to the Office of the Assistant Vice President and Director for Equal Opportunity.

Student Request, as submitted:
2. According to the Blue Ribbon Committee Response, dated February 1996, $300,000 was made available annually for the recruitment of minority faculty members.

We request that a portion of these funds be utilized to develop a degree granting program in Ethnic Studies, which consist of but not limited to an African American track, and a Latino track.

University Response:
The Department of History has recently developed a proposal for a minor in African-American History and is in the process of developing a minor in Mexican-American History. Additionally, the Provost has requested that the appropriate academic department chairs initiate a feasibility study for the development of a new academic program in Ethnic Studies.

The process of developing new academic programs is a standardized procedure established by the university to conform with the policies of the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools. Briefly, new academic programs are initiated by faculty and once approved are under the control and supervision of recognized academic units. Review and approval of all new undergraduate academic programs are performed by the participating departments/divisions and schools/colleges, the Curriculum
Committee of the Faculty Senate, the Faculty Senate, the Provost, the Chancellor, the UNT Board of Regents (BOR), and the THECB. The creation of academic minors requires fewer approvals, as they can be approved internally, without gaining approval from the UNT BOR and the THECB.

Questions regarding the creation of new academic programs should be directed to the Office of the Provost and Vice President for Academic Affairs.

Student Request, as submitted:
We request that a search committee, consisting of two representatives of the AHANA (African, Hispanic, Asian and Native American) Executive Council, two faculty/administrative representatives from the School of Community Service, the Dean of Arts and Sciences, the Director for the Center for Cultural Diversity, and a selected community member be established no later than October 24, 1997, to hire an outside person with academic credentials in an Ethnic Studies area who demonstrates the ability to develop such a program to be in place no later than the beginning of the Fall, 1998 semester.

University Response:
Once faculty have expressed an interest in the development of an academic program in Ethnic Studies, the appropriate departmental, college/school, and university committees will be informed. If it is deemed to be essential by the aforementioned committees, outside consultants will be retained.

Questions regarding the creation of new academic programs should be directed to the Office of the Provost and Vice President for Academic Affairs.

Student Request, as submitted:
We request that a portion of the $300,000 be utilized to hire full time faculty to teach in the Ethnic Studies Department.

University Response:
Search committees for new faculty members must be approved according to guidelines set forth in departmental and college/school charters.

The former Provost’s Minority Faculty Recruitment Fund has been renamed the Diversity and Multicultural Academic Fund (DMAF). To the extent possible, the Fund is intended to enhance the diversity of faculty role models at UNT. Allocations are being made according to the following guidelines:
1. Funds may be provided in support of academic programs (though not specific individuals) that advance the university’s diversity goals, either on campus or off campus.

2. Requests made by academic units should specify the purpose and duration of the project or activity. Priority is given to those activities that are partially funded by other sources and do not require continuing support from the DMAF. Projects must be requested through the appropriate academic Dean and approved by the Provost.

3. No person may be selected to participate in these activities on the basis of race or ethnicity.

Questions regarding the DMAF should be directed to the Office of the Provost and Vice President for Academic Affairs.

Student Request, as submitted:
A. We request that a team representing the Association for Black Culture Centers, the professional organization for culture center, visit the site to evaluate and suggest the appropriate space, structure and budget considerations for a free standing facility.

B. We request that a portion of the $300,000 be utilized towards a free standing Center for Cultural Diversity.

University Response:
The UNT Center for Cultural Diversity is intended to promote the interactive educational value of diversity for the entire university community. To enhance the understanding of similarities and differences among cultures, the university administration is committed to the expansion of the Center for Cultural Diversity within the University Union — the cross roads of the university community where students, faculty, staff and their guests meet and mingle to share ideas, values, cultures and experiences. University Union renovation already underway, provides for the relocation and expansion of the Center for Cultural Diversity to a significantly larger space currently occupied by Student Activities.

Questions regarding the Center for Cultural Diversity should be directed to the Office of the Vice President for Student Affairs.

Student Request, as submitted:
We are requesting that $10,000 be provided immediately to the Center for Cultural Diversity to develop a cultural-based lecture series.

University Response:
Several University units, including the Center for Cultural Diversity, have been asked recently
to provide proposals for public lectures during the remainder of Fiscal Year 1998 and Fiscal Year 1999. It is highly likely that such public lectures will be funded and that some will be culturally based.

Questions regarding the Center for Cultural Diversity should be directed to the Office of the Vice President for Student Affairs.

Student Request, as submitted:
We request an audit by an independent agency of the $300,000 which was originally allocated for the recruitment and retention of minority faculty during the span of November 1995 up to the actual time of audit requested.

University Response:
Attached is a list of expenditures from the fund formerly known as the Provost's Minority Faculty Recruitment Fund (PMFRF) for Fiscal Years 1996 and 1997, and expenditures to date in the Diversity and Multicultural Academic Fund for Fiscal Year 1998. See Appendix B for the list of expenditures.

Questions regarding the former PMFRF and the current DMAF should be directed to the Office of the Provost and Vice President for Academic Affairs.

Student Request, as submitted:
We request that Dr. Blaine Brownell, Provost, provide a list of faculty of color, the area they teach, their hire date, and their tenure status, no later than Friday, October 10, 1997 at 12 noon to the Dean of Students office in care of Kebharu Smith, President of the NT chapter of the NAACP.

University Response:
See Appendix C for a list of faculty employed by UNT as of Fall 1997.

Questions regarding faculty positions should be directed to the Office of the Provost and the Vice President for Academic Affairs.

3. No requests were submitted under a section labeled "3" in the document submitted on Friday, October 3, 1997.
Student Request, as submitted:
4. According to the Blue Ribbon Committee Response dated February 1996, at least one UNT student will be appointed as a full voting member of all search committees.

We request that one student representative from the AHANA Executive Council serve on ALL university committees which select new faculty, professional staff, and administrators effective immediately.

University Response:
It is the University’s practice to ensure diverse representation on search committees. Students are appointed by the appropriate chair, dean or vice president. Students are to be selected from the entire student body in accordance with the May 31, 1996 "University’s Response to the Recommendations of the Blue Ribbon Committee on African-American Student Concerns" as adopted by the UNT Board of Regents, to serve on such committees.

On September 1, 1997, the university administration received from the Center for Cultural Diversity a list of students interested in serving on committees. This list has been forwarded to the academic deans and vice presidents. See Appendix D for a complete copy of the May 31, 1996 report.

Questions regarding student participation in search committees should be submitted to the Office of the Assistant Vice President and Director for Equal Opportunity.

Student Request, as submitted:
5. According to the Blue Ribbon Committee Response dated February 1996, the Chancellor will continue to emphasize the University policy that addresses intolerance... and the university will increase awareness and sensitivity among faculty and staff and provide, enhance and expand diversity training.

We are requesting that top-level administrators, which includes the Chancellor, Provost, and Vice Presidents (Associates and Assistants), attend the National Coalition of Building Institute (NCBI) Diversity Training on Friday, October 10, 1997 and continue to attend NCBI Diversity Training Workshops on an annual basis.

University Response:
The Chancellor and his immediate staff (Provost and Vice President for Academic Affairs; Vice Presidents for Administrative Affairs, Development, Finance and Business Affairs, Governmental Affairs, Legal Affairs, and Student Affairs; Faculty Executive Assistant to the Chancellor; Associate Vice Presidents for Marketing and Communication, and Planning; and, Assistant Vice President for Equal Opportunity) participated in a National Coalition Building Institute diversity training workshop on October 9, 1997. While the Chancellor and a number of his immediate staff have already had significant diversity training in the past, all senior staff
members will continue to participate in additional diversity training opportunities on a voluntary basis.

Questions regarding diversity training should be directed to the Office of the Vice President for Administrative Affairs, which oversees Human Resources.

Student Request, as submitted:
We request that policy be developed where all current university full and part-time faculty, and professional staff members, participate in NCBI Diversity Training prior to August, 1998, all new faculty and professional staff participate in the same training within six months of their start date, and that these individuals participate at least once every two years.

University Response:
The University provides various voluntary opportunities for diversity training, including that offered through the university’s sponsorship of the North Texas Chapter of the National Coalition Building Institute. UNT's Human Resource Department continues to develop and offer new diversity training opportunities. A part of new faculty and staff orientations is devoted to a discussion of diversity and multicultural awareness and the university’s policies regarding intolerance, discrimination and racism. Further, a variety of cultural awareness programs are offered through the Center for Cultural Diversity.

Questions regarding diversity training should be directed to the Office of the Vice President for Administrative Affairs, which oversees Human Resources. Questions regarding the Center for Cultural Diversity should be directed to the Office of the Vice President for Student Affairs.

Student Request, as submitted:
6. According to the Blue Ribbon Committee Response dated February, 1996, a request was made to establish a tracking system for students during their first semester in efforts to assist with retention.

We request that a full-time position be established to develop university-wide retention programs and tracking systems. This individual should be familiar with the University of North Texas, its recruitment methods, and demonstrate initiative in developing retention models.

University Response:
A key component in the effort to improve recruitment and retention is the newly implemented Academic Success Partnerships in Reaching Excellence (ASPIRE) program. This program was called Progress in Academic Support System (PASS) in the May 31, 1996 "University’s
Response to the Recommendations of the Blue Ribbon Committee on African-American Student Concerns." Eleven new advisory positions were authorized in the schools and colleges beginning in Fall 1997 to help sustain student retention efforts. Students who encounter academic difficulty early in their first semester will be assisted by the expanded advisory and mentoring efforts across the university.

Questions regarding the ASPIRE program should be directed to the Office of the Provost and Vice President for Academic Affairs.

Student Request, as submitted:
We request full access to the recent marketing survey results done by John Fullingham and Associates by Friday, October 10, 1996 to the Dean of Students office in care of Kebharu Smith, President, NT Chapter, NAACP.

University Response:
The marketing survey reports contain information which is considered confidential by law. A recent Attorney General’s Opinion stated that some but not all of the reports should be withheld from public disclosure. The University has requested a reconsideration and clarification of that Opinion. It is the University’s and Addison Marketing Group’s position that findings outlined in the reports constitute trade secrets and proprietary information and their release would have negative commercial and financial repercussions for both parties. These issues involve mandatory exceptions under the Public Information Act. A mandatory exception may not be waived and carries with it certain liability exposure if the University inappropriately divulges the protected information. Therefore, in order to protect its interests, the University must assert this exception and receive thorough and clear instructions from the Office of the Attorney General before releasing any copies of the reports. See Appendix E for a copy of the letter to the Office of the Attorney General.

Questions regarding release of the marketing survey reports should be directed to the Office of the General Counsel and Vice President for Legal Affairs.
As a collective body of students of color who attend the University of North Texas, we are disappointed that the general goals of the University Diversity statement has not been met. We do not believe that the university "has a history of seeking to preserve an atmosphere of openness and tolerance," nor has this university proven that it is "committed to maintaining an unpretentious and accepting atmosphere welcoming to anyone who will strive to achieve his or her personal best." UNT has failed to demonstrate it "values" the increasing diverse populations.

For years, "minority" students have fought to be a part of this institution and while only minor gains have been made, we feel, if the present administration is serious about the University Diversity Statement, they will work with us, not against us, in developing a "welcoming environment" for its diverse student body.
Coalition Request

We believe that student issues are important to the success of the University of North Texas. In no way do we want to retain the type of image that the University of Texas at Austin has. However, it has become obvious to us that students of color are not fully valued at the University of North Texas and it is time for a change. We have developed a list of requests that we feel are fair and long overdue. This is not the first time that students of color have made such requests. This institution has yet another opportunity to prove its commitment to diversity, and we ask that this administration, under the leadership of Chancellor Alfred Hurley provide and produce the following documents within the specified time lines.

1) According to the University Blue Ribbon Committee Response dated February, 1996, there are existing policies concerning intolerance and racism.

We request that the university provides all written policies and penalties that address intolerance and racism in and outside of the classroom (on university property and at university sponsored events) to the Dean of Student’s office in care of the NT Chapter of the NAACP, Kebharu Smith. Please provide this document no later than Friday, October 10, 1997 at 12 noon.

We request that all reports of racism, intolerance or incivility between and among students or faculty be reported directly and solely to the Equal Opportunity Office and a student advocacy organization, such as the NAACP, Hispanic Students for Higher Education, Women’s Collective, and Courage.

2) According to the Blue Ribbon Committee Response, dated February 1996 $300,000 was made available annually for the recruitment of minority faculty members.

We request that a portion of these funds be utilized to develop a degree granting program in Ethnic Studies, which consist of but not limited to an African American track, and a Latino track.

We request that a search committee, consisting of two representatives of the AHANA (African, Hispanic, Asian and Native American) Executive Council, two faculty/administrative representative from the School of Community Service,
the Dean of Arts and Sciences, the Director for the Center for Cultural Diversity, and a selected community member be established no later than October 24, 1997, to hire an outside person with academic credentials in an Ethnic Studies area who demonstrates the ability to develop such a program to be in place no later than the beginning of the Fall, 1998 semester.

We request that a portion of the $300,000 be utilized to hire full time faculty to teach in the Ethnic Studies Department.

We request that a portion of the $300,000 be utilized towards a free standing Center for Cultural Diversity.

We request that a team representing the Association for Black Culture Centers, the professional organization for culture centers, visit the site to evaluate and suggest the appropriate space, structure, and budget considerations for a free standing facility.

We are requesting that $10,000 be provided immediately to the Center for Cultural Diversity to develop a cultural-based lecture series.

We request an audit by an independent agency of the $300,000 which was originally allocated for the recruitment and retention of minority faculty during the span of November 1995 up to the actual time of audit requested.

We request that Dr. Blaine Brownell, Provost, provide a list of faculty of color, the area they teach, their hire date, and their tenure status, no later than Friday, October 10, 1997, at 12 noon to the Dean of Students office in care of Kebharu Smith, President of the NT chapter of the NAACP.

4) According to the Blue Ribbon Committee Response dated February 1996, at least one UNT student will be appointed as a full voting member of all search committees.

We request that one student representative from the AHANA Executive Council serve on ALL university committees which select new faculty, professional staff, and administrators effective immediately.
5) According to the Blue Ribbon Committee Response dated February 1996, the Chancellor will continue to emphasize the University policy that addresses intolerance ... and the university will increase awareness and sensitivity among faculty and staff and provide, enhance and expand diversity training.

We are requesting that top-level administrators, which includes the Chancellor, Provost, and Vice Presidents (Associates and Assistants), attend the National Coalition of Building Institute (NCBI) Diversity Training on Friday, October 10, 1997 and continue to attend NCBI Diversity Training Workshops on an annual basis.

We request that policy be developed where all current university full and part time faculty, and professional staff members, participate in NCBI Diversity Training prior to August, 1998, all new faculty and professional staff participate in the same training within six months of their start date, and that these individuals participate at least once every two years.

6) According to the Blue Ribbon Committee Response dated February, 1996, a request was made to establish a tracking system for students during their first semester in efforts to assist with retention

We request that a full time position be established to develop university wide retention programs and tracking systems. This individual should be familiar with the University of North Texas, its recruitment methods, and demonstrate initiative in developing retention models.

We request full access to the recent marketing survey results done by John Fullingham and Associates by Friday, October 10, 1996 to the Dean of Students office in care of Kebharu Smith, President, NT Chapter, NAACP.