

INDIANA UNIVERSITY

INTERDEPARTMENTAL COMMUNICATION

To: President Joseph Sutton
ATTN: Members of the Faculty
DEPT. Council
SUBJ. Report

FROM: Ad Hoc Committee on
Consolidation of Afro-American
Programs

DATE: February 25, 1969

The Office of Afro-American Affairs presented to the Faculty Council a detailed set of proposals which would establish an institutional program of Afro-American studies. The memorandum asked the University to make a clear and unambiguous statement concerning the steps it intended to take to organize and fund a variety of programs to educate people, both white and black, to the concept of cultural pluralism.

The Faculty Council endorsed, without a negative vote, the plans, magnitude, and direction of the proposals in the memorandum. The Faculty Council also recommended to the President the creation of a joint committee to report to the President and the Council within 30 days concerning the implementation of the suggested proposals.

The Committee on Consolidation of Afro-American Programs is in agreement with the philosophy and the goals as stated in the memorandum from the Office of Afro-American Affairs and we saw no need to reiterate them in this report. The time limit placed on this Committee has forced some constrictions on the details of our report. Much of the discussion which surrounded our deliberations and led to our recommendations is not elaborated. The Committee has deliberately attempted to be succinct and to focus directly on the five most important facets of the original memorandum.

Without knowing the extent of resources for the next biennium, it is impossible for this Committee to make realistic dollar proposals. The Committee has not discussed, nor will it suggest, specific budget allocations earmarked for each section of the report. The Committee recognizes and wishes to make absolutely clear that the funding for these programs will have to be obtained from existing university programs and/or specially earmarked funds from the legislature.

The following proposals are included as the report of the Committee:

Section I

1. Chief Administrator of Afro-American Affairs
 2. Institute of Afro-American Studies
 3. Office of Afro-American Affairs

Section II

1. Joint Committee on Discriminatory Practices
 2. Center for Human Relations

Section III

Final Recommendations

Section I

Chief Administrator of Afro-American Affairs

If Indiana University is to develop a significant program in Afro-American affairs, the Committee feels that an administrator must be appointed high up in the University's organization structure to: a) coordinate the various components of the program, b) integrate the program with other University programs, and c) plan for future developments. The appointment of such a person would not only be innovative for a major American university but, more importantly, it would be an appropriate step for symbolizing the importance Indiana University places on constructing programs in Afro-American affairs. By providing an administrator with authority and substantial financial resources in this area, it should be possible to build a viable program in this area with a minimum amount of structural delays. The administrator's primary responsibility would be toward the development of a program for the Bloomington Campus. He should also provide stimulation for the establishment of programs on regional campuses. As these latter programs are developed, this person might be expected to coordinate them and participate in overall University planning.

Although the final format for University reorganization has not been announced the Committee agrees that the person charged with responsibilities under the program should have access to and meet regularly with those whose decisions will have an important influence upon the scope, intensity, and format of the entire Afro-American program. It is particularly important that all efforts affecting the program be coordinated to prevent undue and costly duplication.

The appropriate level of the position is either as Vice President or Vice Chancellor.

(a) The Case for Vice President

- (i) more direct access to the President
- (ii) an apparently higher level in the administrative hierarchy
- (iii) concern for all campuses

(b) The Case Against Vice President

- (i) a further addition to the number of Vice Presidents may not be desirable
- (ii) if the role of the President and Vice President is to engage in broad planning for the system as a whole and to represent the University to the state and nation, the degree of direct involvement in campus affairs will be remote - in fact it will have to be channelled through the Chancellor
- (iii) the program discussed in our report is specifically oriented towards the Bloomington campus - conditions on other campuses differ substantially - except for the Joint Committee on Discriminatory Practices, implementation of the program for Afro-American Studies considered here may be inappropriate, i.e., a state-wide concern is not necessarily desirable if conditions are as different as we are led to believe.

(c) The Case for Vice Chancellor at Bloomington

- (i) direct relationship with the top decision-making and budget authority regarding this campus
- (ii) direct involvement with and responsibility for campus activities
- (iii) similar Vice Chancellors can be established at other campuses but organized to suit their own peculiarities.

(d) The Case Against Vice Chancellor at Bloomington

- (i) not as apparently high on the administrative echelon - this may appear to be less important
- (ii) access to President more remote than a Vice President

RECOMMENDATION

On balance, if the division of responsibilities is along lines noted above, the Committee prefers Vice Chancellor to Vice President and would give strong support to an additional title, University Coordinator for Afro-American Affairs.

Appendix I shows the various proposed relationships of the Vice Chancellor to other elements of the University and the Afro-American Affairs program.

INSTITUTE OF AFRO-AMERICAN STUDIES

There are four broad areas which should be coordinated and directed from within the Institute of Afro-American Studies: (I) Academic programs, (II) Research on the graduate and post-graduate levels, (III) Special academic and social programming for special students in both undergraduate and graduate programs, and (IV) Establish cooperative programs and exchanges with institutions other than Indiana University. Progress is already underway in some of these areas. Each of the four areas will be discussed separately, first summarizing what has already been done and then our recommendations for further action.

I Academic Programs

On September 16, 1968, the Curriculum Committee of the College of Arts and Sciences recommended to the faculty the establishment of the Afro-American Studies Program. On October 16, 1968, the Afro-American Studies Program became an official part of the College of Arts and Sciences. The official description of the Program reads as follows:

Afro-American Studies will not offer a major but it is anticipated that a minor may develop in the near future. Afro-American Studies is a flexible and dynamic program designed to introduce students to a wide range of historical and current thinking and research related to the history, lives, and character of Afro-Americans. The program will involve the cooperation and contribution of students and faculty members from the College of Arts and Sciences as well as other divisions of the University in Bloomington and at the Regional Campuses.

The program may submit (to the Curriculum Committee of the College of Arts and Sciences) academic courses of its own and will coordinate and cross-list all appropriate courses being offered by regular departments and schools.

The program will have a Director and an advisory committee.

The Dean of Faculties Office made funds available for hiring a Director of the Program. On October 17, 1968, Dean Byrum E. Carter established a planning and search committee. The members of the Committee were: David Baker-Music; Rozelle Boyd-Junior Division; Leo Fay-Education; Robert Johnson-student; John Joyner-Speech and Theatre; J. Gus Liebenow-African Studies; William Panschar-Business; Michael Schwartz-Sociology; David Smith-American Studies; Owen Thomas-English; Clarence Turner-student; and Richard David Young-College of Arts and Sciences. The Committee has been collecting information on potential candidates for the directorship and plans to begin inviting candidates to campus this spring. The Committee would like to hire a Director as soon as possible so that he could begin immediately to establish the program for fall 1969. If no candidate can be hired before July 1, 1969, the Committee plans to utilize the funds available for a conference on the problems and challenges of establishing an Afro-American Studies Program.

While not directly related to the Afro-American Studies Program, the year-long Campus-wide effort Focus: Black America has provided incentive and leadership in highlighting the many contributions which have been and are being made by Black citizens to all phases of American society. Through the efforts of the Coordinating committee of Focus: Black America a number of academic courses were offered during the fall and spring semesters. The majority of these courses were cross-listed in the Afro-American Studies Program and in their home departments.

Fall Semester

Anthropology	A367	Introduction to Cultures of Africa
Comp. Literature	C420	Afro-American Literary Relations
Economics	E399-499	The Political Economy of Racial Discrimination
English	L370	Recent Black American Literature
Government	G490	Negro Politics in Urban America
History	H215	The Negro in America
Sociology	S335	Race and Ethnic Relations
Education	K490	Social and Emotional Disturbances in Black American Children and Youth
History	E431	History of Africa I
Linguistics	A301	Elementary Swahili I
	A345	Elementary Hausa I
Near Eastern Lang.	N2Q1	Elementary Arabic I

Spring Semester

Economics	E495	Economic Development of Low Income Areas with Emphasis on Africa and Afro-America
	E406	The Economics of Poverty in an Affluent Society
Education	H440	Race and Education in Contemporary America
English	L370	Recent Black American Literature
	L381	Recent Writing
Folklore	F484	American Negro Folklore and Culture
Government	G406	Current Problems in America: Black Power
History	A349	Afro-American History
	A340	History of the South
	A342	History of Africa II
Journalism	J403	Problems in Reporting
Linguistics	A302	Elementary Swahili II
	A346	Elementary Hausa II
Near Eastern Lang.	N202	Elementary Arabic II
Psychology	P399	Inter-racial Social Interaction
	P420	Social Psychology
	P520	Experimental Social Psychology
Study of Religion	R160	Introduction to Religion In Culture
Sociology	S260	Current Social Issues and Public Policy
	S335	Race and Ethnic Relations
	S309	The Community
College of Arts	J101	Slavery and Its Impact on American Culture
and Sciences	J300	Seminar in Racism

The courses can be divided into five types of curriculum for an Afro-American Studies Program:

1. Courses which have been taught in various departments for some time and are appropriate for cross-listing, e.g. Elementary Swahili; History of Africa; History of the South; and Race and Ethnic Relations.
2. Special courses designed primarily for departmental majors which provide the bases for new analysis and research into Afro-American influences, e.g. The Political Economy of Racial Discrimination; Current Problems in America; Black Power; Race and Education in Contemporary America.
3. New courses developed to academically probe important developing topics in Afro-American affairs, e.g. Negro Politics in Urban America; The Economics of Poverty in an Affluent Society.
4. Special survey courses designed to introduce students to the contributions and significance of Afro-Americans to society, e.g. The Negro in America; Recent Black American Literature; American Negro Folklore and Culture.
5. Some courses which have no relationship to the essential guidelines of the programs, e.g., Elementary Arabic; Social Psychology.

The outlines and reading lists for a number of these courses have been examined by this committee. Not all of the courses listed were devoted completely to Afro-American issues, some contained only a small section of these issues, others contained a significant portion, while some others merely shifted their emphasis. Not all of them were successful - some teachers were not well qualified, some students were not vigorous in their intellectual attack, some areas do not have a sufficient body of scholarly literature for an undergraduate course - but no new experiment with curriculum is ever completely successful. The experience, however, has provided us with some sound ideas on how to proceed with the development of an academically sound Program in Afro-American Studies.

RECOMMENDATIONS

1. The Academic Program shall be housed in the College of Arts and Sciences.
2. The Director of the Institute shall have a joint appointment in Arts and Sciences and in the office of the Vice Chancellor for Afro-American Affairs. For example, he might be titled "Director of the Afro-American Studies Program and Assistant to the Vice-Chancellor for Afro-American Affairs".
3. All faculty of the Academic Program shall have regular appointments with normal recourse to promotion and tenure. These appointments may be jointly with other schools and departments or exclusively in Afro-American Studies.
4. Qualification to teach in the program shall be based upon competence gained through experience and/or specialized study. It should be

clearly understood that such competence is assured neither by college degree nor race (though either or both may be relevant variables).

5. New courses developed for the academic program will be approved by the faculty and the Director as well as the appropriate curriculum committee of the school offering credit.
6. The Director and the faculty shall have the power to admit into the Program and cross-list with the Program's offerings courses from various departments in the College as well as from other schools of the University.
7. Courses in the Program are to count toward fulfillment of degree requirements.
8. Degree granting powers reside in the colleges in which students are enrolled, and students shall conform to the requirements of their colleges.
9. We recommend that an outside minor in Afro-American Studies for graduate degrees and an undergraduate minor in Afro-American Studies be established at once.
10. We further recommend that the Director submit at the earliest practicable time plans for a joint graduate degree, as for example, a Ph.D. in Anthropology and Afro-American Studies, and an undergraduate major in Afro-American Studies within the College of Arts and Sciences.
11. The Dean of the College of Arts and Sciences shall appoint an Advisory Coordinating Committee to initiate these recommendations in lieu of a Director and permanent faculty. The Committee may be discharged by the Dean when the Director and faculty are prepared to accept the operation of the Program.

II

RESEARCH

There are a number of ongoing research projects within the University which may be relevant to the interests of the Institute. There is no intention of transferring any projects to the Institute, except through mutual consent. Once established the Institute would develop research activities in three broad categories:

1. Research conducted by faculty and students in areas of their scholarly interests,
2. Research specifically directed toward evaluation of various programs of Afro-American Studies,
3. Research involving non-University public programs, such as elements of the model cities projects or community action programs.

SPECIAL PROGRAMMING

Another facet of the overall program for an Institute for Afro-American Studies is that of Special Programs. This area has little formal precedent and offers an opportunity for institutional innovation and creativity as the University reassesses its role in relation to the larger society.

Special Programming is a designation for several functions that already exist, relatively isolated from one another. Specifically, this area is concerned with the transitional programs necessary for students from disadvantaged backgrounds. These programs would provide special academic approaches or services to high school students moving into the college, and for holders of baccalaureate degrees moving from small, poorly equipped colleges, into the graduate schools.

The purpose of these programs is to provide the academic environment that best facilitates the acquisition of skills necessary for adequate performance at the next level. The program should be designed to coordinate and take advantage of the efforts of all agencies working on these questions, such as the Junior Division and the Office of Afro-American Affairs, and should be concerned with social as well as academic problems.

There are several problems engendered by the concept of the special program. This committee envisions the program as one approach to a category of students and it is hoped that its nature will be such as to immunize the isolation and stigma attached to "remedial" gestures. This can be achieved by emersing these approaches in the ongoing regular processes of University divisions, and by developing creative projects that transcend remediation.

RECOMMENDATIONS

1. Junior Division and the Office of Afro-American Affairs collaborate on the development of programs for the recruitment, orientation, tutoring and counseling of both high school students and baccalaureate degree holders, whose academic backgrounds are adjudged as deficient, but whose potential for acceptable performance at the college level has been judged substantial.
2. Innovative course work must be devised for these students, and special considerations be made in terms of how these courses are offered.
 - a. It is recommended that the Director of the Institute for Afro-American Studies design courses that provide topical interest for Junior Division students (such courses as J101 - The Impact of Slavery on American Society and the sections of W131 taught to the Giry Project Students are examples).
 - b. It is recommended that course loads for new undergraduate and graduate students be reduced to a level that affords the greatest probability of success in each course.
 - c. It is recommended that the pupil-instructor ratio be low enough to afford substantial individual attention.

- d. It is recommended that the status of Junior Division membership be lengthened to honor the progress of each student as an individual. (This is also suggested in the preliminary report of the Educational Policies Committee of the College of Arts and Sciences.)
- 3. That the Director of Afro-American Studies be provided with funds with which to recruit faculty and teaching associates from University departments and schools beyond the Institute.

IV

INTER-INSTITUTIONAL COOPERATION

It is obvious to everyone that there is a critical shortage of highly qualified faculty members and not enough resource materials for every college and university to mount an adequate program in Afro-American Studies. In order to establish this program and avoid continuous "faculty raiding", inter-institutional cooperation seems mandatory. Indiana University already engages in such activity through its affiliation with the Committee on Institutional Cooperation (C.I.C.). The University has also established a cooperative program with Stillman College and the School of Business has a very active exchange program with Texas Southern College.

On February 10, 1969, Vice President Joseph Hartley presented the following proposals of this Committee to C.I.C.

- 1. The establishment of traveling fellowships for C.I.C. students in the area of Afro-American Studies.
- 2. The establishment of a new concept, the C.I.C. Traveling Faculty scholar.
- 3. The establishment of C.I.C. summer institutes in Afro-American affairs which might be modeled on the highly successful C.I.C. language institutes.
- 4. Establish an information exchange on the availability faculty and resource materials, as well as data on what has happened in various courses and programs in Afro-American Affairs currently being developed by C.I.C. schools.
- 5. Indiana University will sponsor a program this spring to which student and faculty representatives from a number of schools will be invited to discuss problems and possibilities of establishing responsible Afro-American Studies programs.

The Committee recommends that these and additional cooperative programs be developed more fully by the Director and Advisory Board of the Institute.

OFFICE OF AFRO-AMERICAN AFFAIRS

The Office of Afro-American Affairs was initiated last spring. Its purpose was to mobilize and coordinate some of the social and academic activities of black students on the campus. The Office was operated on an ad hoc basis and encompassed all facets of the Black academic community-faculty and students.

The major goals of the Office were:

1. The establishment of a Black Studies Program.
2. The recruitment of qualified black administrators and faculty for the Black Studies Program.
3. The increase of enrollment of black students at Indiana University at Bloomington.
4. The dissemination of pertinent social and academic information, which was to include a News Service (general information), a publications center (scholarly work), and a community relations bureau.
5. The establishment of a resources bank in which general statistical information relevant to academic and social prospects would be gathered and organized.
6. The establishment of an action center to order and interpret information, and to implement programs directed toward the solution of discriminatory practices and problems.

To date, action is underway to establish the Institute for Afro-American Studies, and to recruit the personnel necessary for operating such a program. A free tutorial program, which uses faculty and graduate student volunteers, is operating in conjunction with the Junior Division. A viable recruitment (student) program is in the planning stages with the Junior Division. There is also preliminary planning underway for a special counseling program that will use black graduate students, faculty, and staff in a coordinated effort towards developing vocational, academic, and social services in counseling. A plan for the provision of special services to black students also is in the process of being worked out. The plan includes the provisions of special publications designed to orient the incoming black student to the facilities and resources of the University.

Most of these efforts - current and planned - move along in a spasmodic, uncoordinated way. This problem exists because the volunteer staff of the Office of Afro-American Affairs proceeds without a sustaining budget, the implements necessary for the efficient management (file cabinets, telephones, adding machines, office supplies), or funds for the procuring of the aforementioned items.

RECOMMENDATIONS

The Office of Afro-American Affairs is a unique student effort on this campus. Its activities partially resemble those of the Neuman Clubs and Hillel. However, the academic component creates a unique innovative and creative new force for this University. As such, it should be funded so that its contributions might become stabilized and expanded. It is recommended that an annual sustaining budget from the Vice Chancellor for Afro-American Affairs be extended for:

1. The provision of salaries for a director and clerical staff, office equipment and supplies, and those materials necessary for carrying on an efficient, ongoing operation of the office.
2. The provision of salaries for a director and clerical staff for an expanded tutorial program.
3. The planning, implementation, and coordination of recruitment, orientation, and counseling programs for black students.
4. The procurement of books, bibliographies, and resource materials for an office library.
5. The establishment of a program to provide social services to visiting black lecturers and other guests at the University.
6. The planning of a program that establishes a meaningful relationship with the Upward Bound Program and Job Corps.

In the original proposals from the Office of Afro-American Affairs, the Joint Committee on Discriminatory Practices and the Sensitivity Training Program were under the Chief Administrator for Afro-American Affairs. After detailed consideration the Committee recommends reassignment of these programs in order to obtain the most effective implementation. The Joint Committee should continue to be a standing Presidential Committee and responsible directly to the President. The Sensitivity Training Program is one part of the Center of Human Relations and as such it should be responsible directly to the Chancellor of the Bloomington Campus.

JOINT COMMITTEE ON DISCRIMINATORY PRACTICES

The purpose of the Joint Committee on Discriminatory Practices is to eliminate all vestiges of racial, religious, ethnic or national discrimination, both overt and covert, at Indiana University. The Committee receives grievances from members of the academic community, but does not wait for complaints to be brought to it before launching an investigation. Instead, it takes the initiative to seek out areas where there might be discriminatory practices.

The Committee consists of nine persons, six blacks and three whites. Of the nine members, two are administrators, two are professors, and the remainder are students. Since its inception, the Committee has been literally avalanched with work. It has become abundantly clear that there are a number of serious problems within the University. The Committee has made several attempts to help remove them. Notable among the Committee's achievements are, a) recommendation for the elimination of the 1968 Homecoming Queen Contest because of the inherently discriminatory nature of such an event, and b) development of a set of explicit requirements for fraternities and sororities with respect to membership selection without regard to race, creed, or color.

The Committee's history has been extremely hectic. The individuals appointed to the Committee initially failed to receive endorsement from the black student community on the grounds that they had not indicated any particular interest in, or competence for, the areas of human relations and Afro-American Affairs. Students refused to work with the Committee and insisted that former President Stahr appoint a new Committee consisting of individuals who had indicated more sensitivity to the problems of discrimination on the campus. In a precedent-breaking action the President appointed a new Committee composed of individuals who had demonstrated more concern with the issue of discrimination and who were more attuned to the needs of black students.

Since the appointment of the new Committee it has given attention to a number of problems. At the moment, the Committee has handled about 35 cases. Approximately one-half of the problems were brought to the Committee by individual complaints. The remaining problem areas grew out of Committee initiatives. A summary of the kinds of problems on which the Committee has worked is shown in Appendix III.

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Although the Committee has attended to a number of problem categories, it has failed to bring many of them to a satisfactory conclusion. Further, it has failed to submit monthly reports to the academic community as promised originally. This failure resulted from a dearth of available manpower. To investigate cases and interact with all phases of University life with respect to race and ethnicity is extremely time consuming. Further, Committee members have been deluged with telephone and mail requests from individuals and agencies outside the University for information and opinions. These requests have come from other Universities, private citizens, mass media, etc. Because of the inordinate amount of time necessary to execute the internal and external aspects of the Joint Committee's mission, it is unlike most University Committees. (The Chairman of the Joint Committee noted that members spend more than 40 hours per week in Committee and related duties, including attendance at meetings of other University committees and groups interested in problems of discrimination). All Committee members have normal academic loads without reduction of teaching and research responsibilities. In addition, much of the Committee is made up of students, all black, who also have normal academic responsibilities. Because these students are black and likely, therefore, to be in more academically insecure positions, these time demands represent added and unnecessary hardship. The Committee has only twelve hours of work-study assistance. In fact, it operates out of a professor's office, uses departmental secretaries, has no telephone, and is done on a purely gratuitous basis.

RECOMMENDATIONS

If the Joint Committee on Discriminatory Practices is to be effective, it is mandatory that a set of specific guidelines be developed. These guidelines must include:

1. An explicit charge from the President of the University with respect to jurisdiction and authority.
2. A set of carefully developed and legally defensible operational procedures for handling cases.
3. A procedure for membership selection.

In addition, it is recommended that the President provide funds to secure paid professional assistance. These funds would be used to hire two administrative assistants to do preliminary fieldwork on individual complaints and in areas of interest to the Committee, and to assist in the Committee's external work. In addition to personnel, the Committee needs office space, office supplies and secretarial assistance.

SENSITIVITY TRAINING PROGRAM

It is recognized generally that many persons may be described as basically inhibited in their interpersonal relations. It has been suggested that being inhibited may be related to a depressed level of being able to trust another person. Conversely, free or non-inhibited persons have been described as being characterized by a high level of basic interpersonal trust. Low interpersonal trust leads to close mindedness and prejudices while high interpersonal trust releases inhibited behavior and leads to open mindedness and the delaying of judgments.

Levels of interpersonal trust may be modified by systematic procedures one of which is sensitivity training. In a broad sense, sensitivity training may be defined as:

"an education strategy which is based primarily on the experiences generated in various social encounters by learners and aims to influence attitudes and develop competencies about human interactions."¹

Traditionally, American education has concerned itself primarily with the development of intellectual and physical capabilities while affective capabilities have gone unattended. National education concerns, until recently, have given low priority to affective capabilities. Sensitivity training experiences have furnished considerable data which demonstrate the necessity of pursuing affective components of behavior. As such, sensitivity training is directed toward utilizing the affective avenues of the educational process.

Evaluation Techniques

It is just as true of sensitivity training as it is of other pathways in the education process that a variety of techniques can be applied to the procedure to evaluate its behavior modification effects. Techniques that may be used include the following:

1. Interaction Analysis
2. Judgments and Assessments by Trained Observers
3. Standardized Tests
4. Self-Reports
5. Objective Performance

abcd

Implementation

EXERCISING
ACCOUNTING

The Office of Afro-American Affairs proposal suggests that sensitivity training be implemented through a chief administrative office. One of the established functions of the Center for Human Relations is to provide sensitivity training to all elements of the University. Therefore, the monies requested in the Office of Afro-American Affairs proposal should be allocated to the Center for

¹ Schein, E. H. and Bennis, W.G., Personal and Organizational Change Through Group Methods: the Laboratory Approach, Wiley, New York, 1965, p.4.

Human Relations but earmarked for sensitivity training in the area of black-white relations. While sensitivity training should not be viewed exclusively as black-white relations concern, this concern is the more pressing human relations problem at this time.

RECOMMENDATIONS

1. The Center for Human Relations be allocated additional personnel. (A description of the present staff and personnel of the Center for Human Relations is included in Appendix III).
 - a. that this additional personnel would include representation from the Office of Af. American Affairs.
 - b. that this additional personnel be trained with some emphasis on black-white relations.
2. Because the Center for Human Relations is an integral part of these recommendations, the Committee is of the opinion that the following recommendations are in order:
 - a. the Center for Human Relations must be autonomous in its decision making function and be responsible only to the Chancellor or the President. The Center for Human Relations must not operate under the control of any one or only a few factions of the University, but must be free to be committed to all factions. It is conceivable that the Center could function as the University's ombudsman.
 - b. The Chief Administrator should be titled Director of the Center for Human Relations and Special Assistant to the Chancellor.

Section III

FINAL RECOMMENDATIONS

In making our recommendations, we have assumed that an adequate level of office and research space, supplies, clerical assistance, etc., will be made available for the smooth functioning of these programs as they become operational.

It is not likely that Indiana University could instantly implement all of these recommendations. Of necessity there are priorities. It is obvious, however, that nothing will happen until there is an appointment of the Vice Chancellor, Director of the Institute, and funds made available to the Office of Afro-American Affairs. The Committee recognizes the urgency for immediate action if any of these programs are to be operational by next fall. Therefore, we strongly recommend 'acting appointments' be made now until permanent appointments can be made -- for the central administrative staff and that funds for the Office of Afro-American Affairs be made available to these administrators.

Larry Coleman

Robert Johnson

John Joyner

Jerome Milliman

Orlando Taylor

Clarence Turner

James Vaughan

Ann Veysey

James Weigand

George Wilson

Richard David Young

SUGGESTED ORGANIZATIONAL SCHEMA

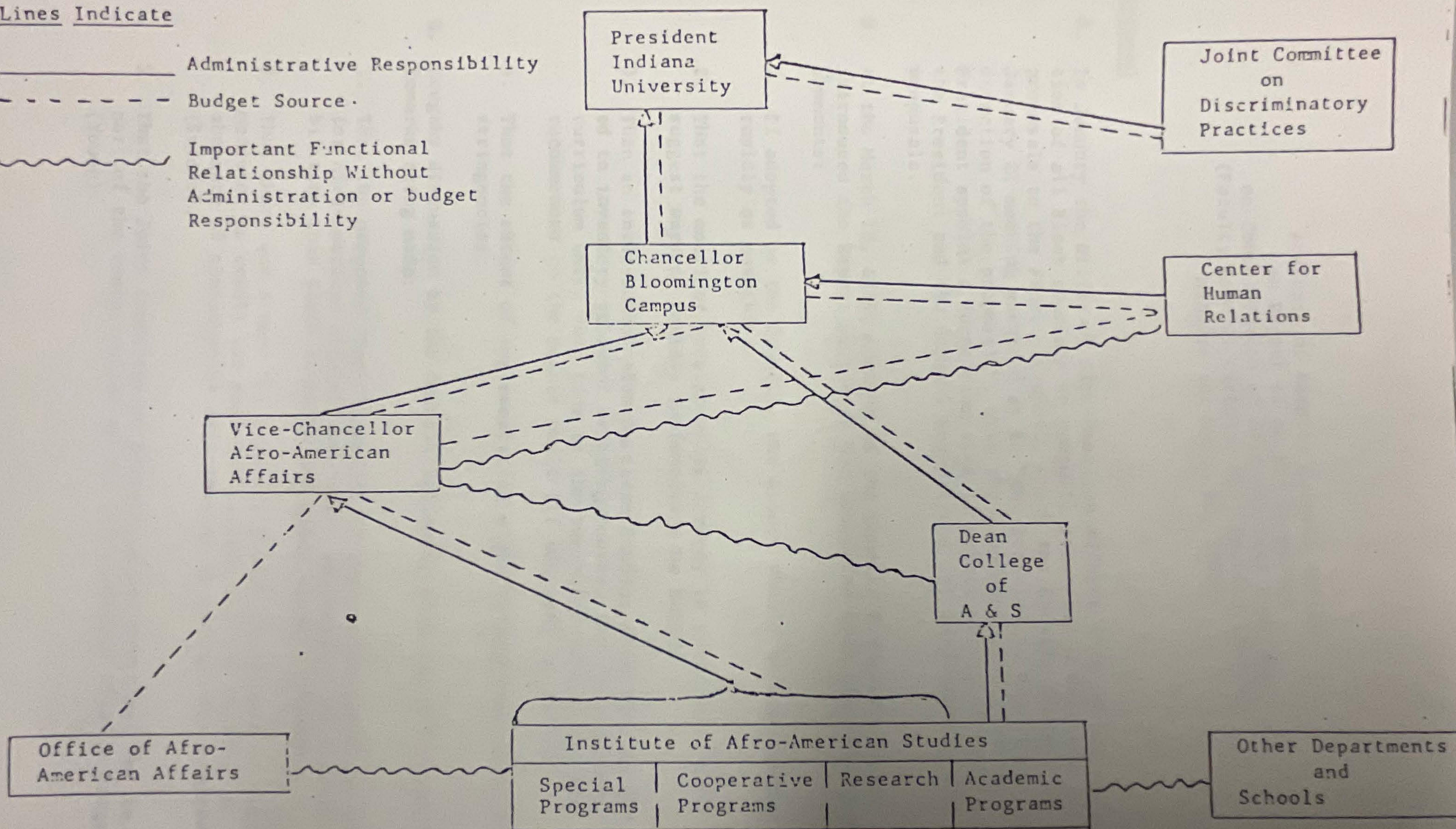
Lines Indicate

Administrative Responsibility

Budget Source.

Important Functional
Relationship Without
Administration or budget
Responsibility

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Abstract of Faculty Council Action
on Report of Ad Hoc Committee
on Consolidation of Afro-American Programs
(Faculty Council Circular #67; Faculty Council
Minutes for March 18, 1969)

Background

- A. In January the Office of Afro-American Affairs ("an ad hoc organization of all Black students on campus") presented a detailed set of proposals to the Faculty Council, which the Faculty Council at its January 21 meeting endorsed as to "the principles, magnitude, and direction of the proposals", with the recommendation that the President appoint a joint committee to submit within 30 days to the President and the Council suggestions for implementing the proposals.
- B. At the March 18, 1969, meeting of the Council President Sutton introduced the Report of the Ad Hoc Committee with the following comments:
 - 1. If adopted by the Council, the Report should be implemented as rapidly as possible.
 - 2. That the model of area programs already in existence would suggest ways of rapidly implementing the Report.
 - 3. That an inter-school Afro-American Studies Committee be appointed to inventory relevant existing courses and to recommend a curriculum until such time as the administrative positions recommended in the Report would (if adopted) be filled.
 - 4. That the extent of implementation might be affected by budget stringencies.
- C. Lengthy discussion by the Council followed, with the following salient remarks being made:
 - 1. That the proposed Vice-Chancellor of chief administrative offices for Afro-American Affairs have wider administrative responsibilities than Black students and Black studies (Snyder).
 - 2. That there was a need for University-wide acceptance of such measures as credit for remedial courses and the holding in abeyance of credit-point deficiencies in stretch-out programs (Snyder).
 - 3. That the Joint Committee on Discriminatory Practices not be a part of the consolidation of the Afro-American Affairs Program (Young).

4. That the hope and expectation of the Ad Hoc Committee was that this would be "one of the most rigorous departments or institutes on the campus" and that therefore people brought into the programs would be sufficiently accredited to meet criteria for promotion and tenure (Johnson).
5. No exclusion of non-Black students was intended by the Committee (Johnson).
6. Though some "lowering" of standards was probably involved, the University could not excuse itself for ten generations of failure by American society and its educational system by appealing to "standards"; moreover, the proposed program might well have educational value for white people as well (Martin and Farmer).
7. This program could begin to take a position of national leadership (Taylor).
8. Interest of the C.I.C. in constructive joint efforts might offer opportunities (Hartley).
9. That the President give an explicit charge to the Joint Committee on Discriminatory Practices and a set of definitive procedures (Gray).
10. That the Center for Human Relations would deal with basic attitudes involved in discriminatory practice, while the Joint Committee would be concerned with the practice itself (Joyner).
11. That the problems of implementation be left to the President (Hartley).

- ✓ Joyner
12. OR T.D.J. Johnson to DC, report work highly favorable resolution, to extent of using Tuolumne Program as model - USOE, guidance, not legal.
 13. C.I.C. C.I.C.
 14. Yet to do:
 - a. State universities conservative
 - b. Dept. problems tuition running hi through, one thing, it's been, tuition, things, etc.
 - c. Convictors problem
 - d. Funding
- ✓ Hartley
- ✓ Martin
- ✓ Taylor
- ✓ Gray

SUMMARY OF PROBLEMS STUDIES BY THE JOINT COMMITTEE ON DISCRIMINATORY PRACTICES

Individual Complaints

1. Harassment of Hillel Foundation by social fraternity.
2. Job discrimination against black secretary by I.U. School of Business.
3. Actions of Resident Hall Counselor re: black students use of hot plate in dormitory.
4. Discriminatory membership policies by local social fraternity.
5. Alleged housing discrimination in Bloomington apartment.
6. Recognition of workingmen engaged in the construction of the new library.
7. Disruption of EOF mail service.
8. Alleged discriminatory treatment against black professor on I.U. regional campus.
9. Queen contest at homecoming.
10. Alleged discriminatory treatment against black undergraduate student by a teaching associate.
11. Alleged discriminatory treatment against black undergraduate student by Professor (2 cases).
12. Alleged discrimination in selection of pom-pom girls.

Institutional Patterns Studied on Committee Initiative

1. Statement regarding faculty hiring in English Department.
2. Need for more enlightened policies and programs to eliminate racism from every phase of University life.
3. Discrimination in fraternities and sororities.
4. Financial aid for black students.
5. Collection of racial data on IU students.
6. University's relationships with Indianapolis Public School System in light of Civil Rights Suit brought against it by Justice Department.
7. Dearth of black magazines and periodicals in IMU and Biddle Continuation Center.
8. Dearth of black graduate and professional school students at the University 1967-68.
9. Inconsistent University advertising as an "Equal Opportunity Employer".
10. Use of Business, Education and Government Placement Offices by firms not using fair employment practices.
11. Need for University self-study of black employees.
12. Student senate involvement in Race Affairs.
13. Black Literature in IU Libraries.
14. Dearth of Black counselors in Junior Division.
15. Treatment of black athletes.
16. Dearth of blacks in Bryan Administration (secretarial and administrative).
17. Coordination of all programs in Black Affairs.
18. Disproportionate percent of black workers in menial jobs at Indiana University, especially at the Medical Center.
19. Black Market Fire.
20. Snowball fight.
21. Scheduling of University events on Jewish holy days.

APPENDIX III

Present Staff of Center for Human Relations

1 - Director

1 - Secretary

1 - Research Assistant