to: Zeke

**RACE RELATIONS COMMITTEE**

**PROJECT: ERNEST GREEN**, SPEAKER
THURSDAY, FEBRUARY 4, 1993 at 8:00 p.m.
LEADERSHIP LEVEL OF BENSON UNIVERSITY CENTER

***COSTS**: Honorarium - $1500.00
Travel - $400.00 - $600.00 (paid for by Vice President Zick)
Accomodations - $150.00 - $200.00 (paid for by Vice President Boyette)
Reception - $250.00 - $300.00

---

**$1800.00 - REMAINING FUNDS NEEDED TO BE RAISED**

***DONATIONS THUS FAR:**

+ $500.00 - Dr. Ernie Wade, Director of Minority Affairs
+ $500.00 - Dr. David Brown, Provost
+ $150.00 - Mr. Harold Holmes, Dean of Student Services

---

**$ 1150.00 - TOTAL DONATIONS**

***OTHER POSSIBLE SOURCES FOR FUNDING:**

- Chaplain Dr. Ed Christman
- Vice President Boyette (if overnight accomodations are not necessary)

***POSSIBLE SPONSORS (AND FUNDERS) OF RECEPTION:**

- Politics Honor Society
- NAACP
- Black Student Alliance

---

We are requesting that Student Government aid us in financing the remaining costs of Mr. Green's honorarium. Judging from the comments of Chaplain Christman and Vice President Boyette, we are skeptical about the ability of their donations to cover the remainder of our costs. We need $350.00.

Zeke -
- See me or Eric w/ questions, etc.
- Michele
x6397

WAKE FOREST UNIVERSITY STUDENT GOVERNMENT ASSOCIATION
RACE RELATIONS COMMITTEE

Michele L. Bollinger, co-chairperson — SEEKING

CORE COMMITTEE
Cherry Chevy
Mariana Iribarne
Roxane White
Tayyib Rana

Eric E. Boone, co-chairperson

AUXILIARY COMMITTEE
Africa Dalton
Brent Driggers
Tisa Martin
Amy Ragan
Wendell Taylor
Darren Thompson
Wrett
Dan Munn
Meredith McCall
Edward Garrett
Chris Cox
Ken Stuckey
Eric Williams
Jeannie Schnieder
Joe Kaufman
Todd Porter
Terry Craine
Andrew Shorter
Jessica Davey

MISSION: to improve the nature of campus racial relations by means of socialization, service, and education.

Committee - 8:00 10/21

SOCIALIZATION GOALS:

1.) REGGAE BAND PARTY
- When: spring semester, ASAP? set date by the end of November
- Where: Mag patio, Davis field, Davis/Taylor parking lot
- Band: "One Tribe" ???
  call Jay Stevens at 748-1064 (Ziggy's) W-F 11-5 for suggestions and contacts
- Extras: Jamacian food
- Alcohol: don't even mention it
  suggest pre-party happy hours, covered secondary containers

Money - Eric
Band - Michele

2.) Work through ISC/IFC - Black/white Greek system
meet w Kelly, Sam - Oct 28
3.) Multicultural celebration - Blackfest kind of thing
present to comm.

SERVICE PROJECTS:

1.) Clean up Washington Park
2.) renovate the new house for CONTACT
Jim - 723-4338
3.) Habitat for Humanity
4.) Homeless shelter nights

EDUCATION:

1.) SPEAKERS

| Name | Contact person |
|---|---|
| Ernie Green | Eric, Jim Hunt |
| Shirley Chisholm | Jim Hunt |
| anyone in the Democratic party | Jim Hunt |
| anyone in the Republican party | Jennette Hyde (Raleigh) |
| journalists | Al Hunt |
| Charlene Huntergault | Sandra Boyette |
| Jackie Farmer | Sandra Boyette |
| first black female at Wake | Ed Christman, Lu Leake |

Alice Walker
Oprah Winfrey

Wilma Mankiller

Maya Angelou
Maya Angelou, Jim Steele

Bill Myers (history dept.)
---
Dr. Sears, (international studies dept.)

SPECIAL EVENTS:

1.) Unity Coalition of Winston-Salem
university partnerships

2.) Martin Luther King Day - January 15, 1993
-reenactment of the March on Washington on the Quad
-Dr. Pollard: give the "I have a dream speech"
-student speakers, reenact activism

Volunteer Interaction — March 16-21 (the week following Spring Break): Organization Partnerships
Salvation Army - Bingo w/children
making dinner, etc.
4:30 - 8:00 p.m.
contact: Jessica Davey

✓RR Comm. Bonding Experience via blooddrive Feb. 8.

Social Interaction — Reggae ~~March~~ in April 22 or following Saturday
Contact Todd Porter:
where: Davis/Taylor Pkg. Lot,
Magi Field or Patio,
Pit or FSC Lounge.

Reggae Party

T-Shirts



# THE REPORT OF THE STUDENT GOVERNMENT PRESIDENT'S SELECT COMMISSION ON RACE RELATIONS

WAKE FOREST
UNIVERSITY

**Members of the Commission:**

Anthony Chavis, Co-Chairman
Steve Mayo, Co-Chairman
Carla Atkinson
Mark Cave
Jennifer Cullom
Paul Gilbert
Will Knecht
Kathryn Mallory
Dee Dee McEntire
Mark Miller

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*One person said during an interview that before change can happen people have to be made uncomfortable. We don't squirm until the finger is pointing at us. Nevertheless, it is a fact that the people in our society with the most power to create large-scale change are the people with the most power — and whose lives are also the most comfortable. In each of the areas we examined, we found some problems which will be solved only after powerful people are disturbed. We must all work to make that happen.*

*. . . In the end, we are convinced that the outcome of these efforts will depend on people from all sectors having the courage, discipline, and will to listen to one another.*

From *Unequal Choices*,
a report of the North Carolina
Human Relations Commission, July 1986

## PREFACE

The Commission on Race Relations has put in seven months of work, study and listening. In giving you this report, we complete our official responsibilities, while yours are just beginning. We have not solved the race relations problem. Our purpose was to define the problems and to tell you — whether you are a student, faculty member, or administrator — how you can solve them.

Soon after the commission was formed *The Old Gold and Black* ran an editorial titled, "Empty Words," the basis of which was that listening to people and writing a fat report would lead to no visible, tangible results.

Whether our report leads to results is not our responsibility, however: it is yours.

We have talked openly with administrators, students, and alumni about Wake Forest's background, policies, minority statistics, and most importantly, have asked what can be done to make Wake Forest a community more sensitive to its minorities. Because most minority students at Wake Forest are black, much of the information we gathered this semester concerned the situation of black students and faculty at Wake. Our concerns are not restricted to the black population, however; they apply to the situation of all minorities at Wake Forest. In order to produce a report which would be an effective, valuable tool rather than a vague, sweeping statement on the condition of race relations at Wake Forest, we chose specific areas of concern as our targets, organizing our report around those targets:

1) Bringing about more involvement of minorities in the Board of Trustees, the Board of Visitors and the Administration.
2) Facilitating (financially) the actual enrollment of more minority students at Wake Forest.
3) Encouraging the hiring of more minority faculty members.
4) Increasing the involvement of minority alumni in the life of the university.
5) Finally, we wanted to see short-term results on campus among the people in the University community, simply through our existence and the publicity which that has generated. A raised consciousness among students is the mandatory first step in making Wake Forest a co-educational institution which "seeks to 'educate together' persons of both sexes and from a wide range of backgrounds — racial, ethnic, religious, geographical, socio-economic and cultural," as its Mission and Purpose states.

We have made suggestions, but without active concern and realization on the part of all students, faculty and administration that a race relations problem exists, our report will gather dust in files or on desks, in much the same way that previous reports on this topic have.

As the North Carolina Human Relations Council concluded about their efforts, our suggestions will not turn into tangible progress until those of us with the "most power... whose lives are also the most comfortable" are made uncomfortable — until we begin to squirm on our perch among the comfortable majority.

The bottom line is that the success of the Commission on Race Relations does not rest solely with the members of the committee — it rests with each and every one of you: each student, each faculty member and each administrator. We, too, "are convinced that the outcome of these efforts will depend on people from all sectors having the COURAGE, DISCIPLINE, and WILL to listen to one another."

- Student life
- Minority scholarships
- Minority recruiters hired
- Minority faculty increase

## BOARD OF TRUSTEES, BOARD OF VISITORS AND ADMINISTRATION

In that the Board of Trustees, Board of Visitors, and the Administration make the major decisions concerning the University and are the most influential forces within the university structure, it is strongly recommended that these bodies confront the racial iniquities prevalent on the Wake Forest campus. They must deal with these inequities directly and make a stand publicly concerning their position. These bodies can support the rectification of the University's inequities by using their influence as a whole to make the necessary changes.

### Board of Trustees

1) The Board of Trustees, as the governing body of the University which establishes University policies, must deal with racial problems as a major policy issue. If the Board of Trustees makes the necessary stand on racial issues, it must monitor and implement its policies within all levels of the University structure.

2) In that the Board of Trustees hires the administrators of the University, it must actively advertise openings in professional publications which attract a vareity of people, and upon application of minorities, attempt to place them in these administrative positions. The addition of "Minorities are encouraged to apply" in advertisements for job openings is one way to encourage greater response from minority educators.

3) It is also strongly recommended that as the Board approves the annual budget of the University, it does not take money from one minority program to better another. It is also suggested, that, as necessary, the University re-allocate funds to improve these minority programs. One area where funds are lacking is minority recruitment.

4) Finally, as the Board votes on the admittance of new members, it is encouraged to consider and place more minorities in its vacancies. (see Appendix A)

### Board of Visitors

1) The Board of Visitors, as an advisory board which supports issues and gives advice to the Wake Forest community, is encouraged to turn its attention to the racial issues on campus. Meeting twice a year discussing one major topic per meeting, the Board of Visitors should devote its first possible meeting to a symposium addressing Race Relations at Wake Forest. After this symposium, the Board could make suggestions and give advice to the university concerning their findings.

In its official position, the Board of Visitors should strongly encourage the President of the University to appoint minorities to the Board, thereby increasing the diversity of ideas and input on the Board. (see Appendix B)

### Administration

1) The administration of Wake Forest must step to the forefront in dealing with the issue of race. The University community as a whole and the administration itself must ask themselves if they are comfortable with the present statistics concerning minority enrollment, minority professorships, and minority administrators on this campus. If the answer is "no," they must be willing to take action.

2) To increase the minority population, the administration must decide whether it will increase overall enrollment or increase minority enrollment at the expense of the majority population.

3) A full-time assistant/secretary as well as work-study assistants should be added to the staff of the Office of Minority Affairs. At present, the Office of Minority Affairs staff consists only of Dr. Wade and a part-time secretary, who also works with another office.

4) The University must see that the budget of the Office of Minority Affairs is sufficient to meet its needs.

5) Minorities must be hired in all aspects of campus life. For example, there is a need for a Black Chaplain, a Minority Counselor, and a Dean for Minority Students.

6) The University must seek out minorities to make major addresses, including Commencement, Opening Convocation, and Founder's Day Convocation. It is the responsibility of the University as a whole, not just the Office of Minority Affairs and the Black Student Alliance, to seek out minority speakers.

7) The University must also take a legal stance against racist actions and racial threats that occur in the Wake Forest community.

8) Finally, the administration must emphasize and advertise Wake Forest as an Equal Opportunity Employer.

The Commission urges University leaders on the Board of Trustees, Board of Visitors, and the Administration to push for implementation of the proposals outlined in the entirety of this report. In their official positions, these bodies must work with the faculty and the students to increase overall awareness of this issue on campus. We must all realize the urgency of this issue; it is one that must be taken off the backburner and placed at the top of the Wake Forest agenda.

## THE RECRUITMENT AND ENROLLMENT OF MINORITY STUDENTS

According to the Mission and Purpose of Wake Forest University, being exposed to people of different races, backgrounds and cultures is an important part of the liberal arts process. As of the Fall of 1986, minorities comprise roughly 3% of the Wake Forest student population on the Reynolda campus. This breaks down to include 116 blacks (69 of whom are athletes), 23 Asians, 8 Hispancis, and 2 Indians. When compared to the national minority population of 14.9%, Wake Forest falls considerably short. Given that it should be a microcosm of the national population, Wake Forest needs to increase its minority enrollment level in order to make it more reflective of the national population. The following are recommendations which the Commission feels will increase Wake Forest's success in recruiting, and eventually enrolling, minority students:

Recruitment

1) Wake Forest does not have to lower its standards to increase minority enrollment. There is a large pool of prospective minority students who could contribute to the academic and social well-being of Wake Forest University. It is the responsibility of the University to recruit these students. In the Class of 1990, there were only 132 minority applicants out of a total of 5200. This suggests that Wake Forest needs a more zealous approach in its recruitment of minority students.

2) Wake Forest needs to broaden its targeting base in the recruitment of minority students. There is a large number of prospective minority applicants in Wake Forest's current recruiting region who need to be told about Wake Forest. For example, the predominantly black high schools in North Carolina should be targeted when Wake Forest is recruiting minority students.

3) There is a need for the creation of an Assistant Director of Admissions position responsible for Minority Admissions. This position would be modeled after the Scholarship Officer and Assistant Director of Admissions responsible for Women's Admissions. Like these positions, this person would have duties as an admissions officer, but would ultimately be responsible for coordinating and directing a minority recruitment program. The creation of this position would show Wake Forest's committment to the recruitment of minorities and ensure that an ongoing effort would be made to recruit minorities. Funds must be made available for the creation of this position.

4) Currently, the position of Minority Recruiter is a low-paying, entry-level position with little opportunity for advancement. These circumstances make it difficult to keep a person in this position for more than two years. Until an Assistant Director of Admissions for Minority Admissions is hired, we recommend that the Minority Recruiter work under the guidance of the Director of Minority Affairs in coordination with the Admissions Office. Following the hiring of an Assistant Director of Admissions for Minority Admissions, the Minority Recruiter would report to this person. The main responsibility of the Minority Recruiter would be to travel and to recruit minority students. In addition, funds must be made available to increase the salary of the Minority Recruiter.

5) The Office of Minority Affairs should create a student recruiting program which would reach back into the high schools of present Wake Forest students. The University should make funds available for this program, and the Admissions Office should make the necessary materials available for the students to give presentations and distribute information about Wake Forest. For example, students could be used during Spring Break, summer vacation, and Christmas Break to make these presentations. This program should at least be in the planning stages by this coming fall.

6) To improve its chances of actually admitting exceptionally qualified minority students (those who would be eligible for Carswell, Minority, and Reynolds Scholarships, etc.) the Admissions Office needs to notify these students of their admission at an earlier time. Too often by the time an outstanding minority student is notified of Wake Forest's acceptance, the prospect has already been accepted and offered a scholarship and/or financial aid package by another school. This puts Wake Forest at a definite disadvantage when recruiting outstanding minority students.

7) The Admissions Office needs to develop a minority brochure that would relay the "Minority Experience" on the Reynolda campus. The brochure should highlight student activities and financial aid and scholarship opportunities. In addition, the brochure could highlight the accomplishments of minority graduates. It should be sent to every prospective minority student. This should be available by the Fall of 1987.

8) Since University publications are often used as a recruiting tool, a concerted effort should be made to include photos of minority students and faculty members playing an active role in campus life. Case in point: in the 1987 Summer Session bulletin, there was only one picture of a minority student.

9) A more organized and concerted effort needs to be put toward the Minority Weekend program. There should be at least one weekend in the Fall for High school Seniors and Juniors, and at least one in the Spring for rising Seniors. Primary responsibility should be shifted to the Office of Minority Affairs. More funds must be made available for the Minority Weekend program.

10) The University should make every effort to establish a summer program for minority students (not an SAT training program) perhaps modeled after Davidson College's July Experience, a program which brings high school students to the campus for a month of classes and study.

Financial Aid

Financial aid is very important to the minority student on the Reynolda Campus. According to the Financial Aid Office, roughly 30% of the current student body receives financial aid. However, almost 90% of the minority students currently enrolled (a large portion of whom are on athletic scholarship) receive some form of financial assistance.

1) Although the Minority Scholarship program is a step in the right direction, more scholarships must be made available in order for the program to be effective.

2) The University should also create a scholarship program for minority upper-classmen, which could be modeled after the Carswell Scholarship for upper-classmen.

3) The University should immediately seek funds from untried resources for the specific purpose of bringing more minority students to this campus. These resources include major corporations in the same league as those who have recently given large endowments to the Student Center building fund.

In keeping with its heritage as the first Southern private school to desegregate, Wake Forest must assume a leadership role and take the initiative in the recruitment of minority students. To bring its minority enrollment up to a level that is more reflective of the national population, it will be necessary for Wake Forest to make a choice. It must either increase its total enrollment and become larger or decrease its majority enrollment in order to bring in more minorities. We challenge the faculty and students to spend the time necessary to increase minority enrollment. Such time could be spent giving presentations, interviewing and identifying prospective students, and most importantly, pushing for changes that will increase minority enrollment. Furthermore, we challenge the administration to make the resources available and to set the goals necessary to increase minority enrollment. A larger minority population would help to enrich Wake Forest academically and culturally, and generally make it a more realistic place in which to learn.

## FACULTY

Wake Forest needs more minority faculty members. For example, the number of black faculty members at Wake Forest has fluctuated between two in 1974 and six in 1984. Although this represents a three hundred percent increase within a period of ten years, the existing percentage of black faculty (2.7) remains even below the already miniscule percentage of black students (3.6) on campus. The low percentage of black faculty is not only a misrepresentation of our committment to an integrated education, it is also repugnant to the very ideal of liberal arts.

The increase of minority faculty members would undoubtedly enhance the value of a Wake Forest education. Serving as role models in the classroom and interacting with students, faculty and administration, minority faculty members help to break through the barriers of racism. Therefore, the courting and hiring of minority faculty members is essential.

The following suggestions should not be seen as criticisms of recent gains in this area, but seen rather as feasible ways to bring about an increase in minority faculty members:

1) The addition of a minor in Black Studies.

Under the direction of the Provost, a committee should be formed with the sole purpose of initiating an interdisciplinary Black Studies minor. This minor could perhaps be modeled after the Women's Studies minor recently added to the curriculum. The committee should make use of the classes that already exist, as well as adding new classes where deemed appropriate.

2) The formation of a committee concerned with departmental hiring.

This committee, made up of students, faculty and administrators, would formulate and enforce a master plan for departmental goals related to the hiring of minority faculty. The Provost should at least be a member of this committee.

3) Concerted efforts to increase the minority faculty applicant pool.

The addition of "Minorities are encouraged to apply" in advertisements for job openings is one way to achieve greater response. Competitive salaries must be offered to prospective minority faculty in order to increase the number of minority applicants. In addition, it should be made clear that tenure track jobs are available to the minority Ph.D. candidates.

4) Faculty exchange program with Winston-Salem State University.

This program should be initiated by the Provost. The Provost should attempt to make this idea attractive to the faculty members of both campuses. On its simplest level, this program will exchange our white faculty with their black faculty members.

## ALUMNI

Although the number of minority alumni is relatively small, they have a vital position in the Wake Forest community. Wake Forest must make a concerted effort to bring minorities into the mainstream of alumni activities. There follows a list of several key areas of concern, as well as suggestions which would lead to increased involvement among minoirty alumni.

### Alumni in Recruiting

1) The Alumni in Admissions program provides an excellent means for involving minority alumni more heavily in the recruiting process. Approximately 250 alumni (among them, 1 black alumnus) are currently involved with the Alumni in Admissions program. There is also a trained group of approximately 100 alumni (one black alumnus) who represent Wake Forest at various College Night gatherings. The number of minority alumni involved in this program needs to be increased. In an effort to do so, personal invitations should be sent to minority alumni asking them to participate in this program.

2) Minority alumni are capable of sharing a unique insight into the Wake Forest experience with prospective minority students — an insight which would be helpful to these students, as they make decisions about which school to choose. The minority alumni can enhance the recruiting process by speaking at Minority Weekend gatherings, by identifying prospective students in their area, and through increased use of personal alumni interviews.

3) An additional effort should be made to insure minority representation at local receptions and programs.

### Involvement with Current Students

Regular contact between students and minority alumni in a networking relationship is extremely beneficial. Several programs have been established in previous years and need increased involvement and support.

1) The first program is a "Hotline" in which minority students can use minority alumni as contacts for summer jobs, internships, and as references when applying for professional jobs before graduation.

2) The second is the "Adopt A Freshman" program. An incoming black freshman is adopted by an alumnus in the Winston-Salem area, and this alumnus acts as an advisor and contact for the student during his first year.

### Minority Alumni Involvement Program

The Office of Minority Affairs, the Alumni Office, and the Black Alumni Association should design and implement a socially-oriented, yet educational, annual reunion-type program which would enable minority alumni to become a more integral part of the University.

1) Such an event would be centered around a theme: "The Future of Minorities in the Workforce" is one possibility.

2) Workshops, lectures, and various programs would be given by and for alumni.

3) Minority students as well as others in the Wake Forest community should be invited. In various workshops or programs, alumni could advise students on such topics as how to succeed in careers, and how to survive in the corporate world.

## Communication

Communication between minority alumni and the university must be improved.

1) Wake Forest must keep alumni better informed about the progress which is being made and about changes in the minority situation, and about programs being established which address minority concerns and needs. For example, information about Minority Scholarship winners and reports of exceptional minority students could be publicized.

2) There must also be increased exposure of the accomplishments and experience of minority alumni. The Commission suggests that a publication be written which initially could be part of the alumni magazine, but would ultimately become a separate brochure. This publication could contain narratives by minority alumni on their experiences at Wake Forest, as well as biographical sketches. This publication would not only increase the exposure of minority alumni, but it could also be used as a helpful tool in recruiting minority students.

## Alumni Council

Presently, there are 85 members (5 minorities) on the Alumni Council. As a result of their small numbers, minorities have a disadvantage in representation; therefore, the University must increase the number of minorities on the council so that they will be better represented.

## Parents Council

The University must also increase the number of minorities on the Parents Council. At the present time, there are only 3 black parent units out of a total of 52 parent units on the Parents Council.

## THE STUDENT BODY

Before more minority students can be attracted to Wake Forest, the opportunities and lifestyle available to those students must be improved. That improvement must start with each student's attitude and sensitivity toward those of different backgrounds, and must be carried over into the actual activities which are offered as a part of the "Wake Forest experience." Student organizations must also become more aware of race relations issues, particularly in light of past racial incidents which involved organizations. In short, campus life at Wake Forest must cease to be majority-oriented.

### Student Life

1) Establishment of a permanent Student Government committee to oversee the progress of race relations and to push for the accomplishment of the goals set this year by the Commission.

2) The Dean of Students office should support and facilitate the request that has been made for the establishment of a predominantly but not exclusively black sorority.

3) Organizations such as Student Government and Student Union should include minority- and internationally-related social and educational activities among their traditionally sponsored events, in an effort to demonstrate their dedication to the different backgrounds and interests of all Wake Forest students. IFC and ISC should also keep this in mind for their campus-wide projects and events; more mixers and parties should be held with minority and international groups.

4) The minority student population at Wake Forest should be encouraged to run for more offices on campus and to become involved to a greater extent in the Resident Advising program.

5) BSA and Minority activities should be allocated more money, perhaps through the Appropriations and Budget Committee of Student Government for Black History Month and other special projects (i.e., speakers throughout the year, and Minority weekends)

6) An exchange with Winston-Salem State University could be created, with our students taking classes there, and their students coming here. The Academic Affairs Committee of Student Government should investigate the possibilities of implementing this program.

7) Establishment of an NAACP branch on the Wake Forest campus, since the NAACP is an organization made up of whites and blacks concerned about race problems.

8) A slot on the Freshman Orientation program could be given to a returning member of the Commission in order that he or she might make freshmen aware of the positive aspects of the Commission's work this year, thereby making them aware of the issue from the beginning of their Wake Forest years. A race-related discussion or program might also be added to the orientation schedule.

Housing

The pairing of freshman roommates should be random as to race, rather than making a conscious effort to avoid placing black with blacks.

Student-Student Athlete Relations

The percentage of minority students at Wake Forest is obviously small. A large percentage of that group are athletes, and are segregated from main campus life. The greatest aid to race relations, as we have already stated, is bringing more minority students to Wake Forest; we cannot expect to make great strides in race relations when we are segregating the largest group of minority students (the athletes) already here. The Commission feels strongly that it is detrimental to both students and student-athletes, majority and minority, to separate the two groups to such a great extent.

There are various routes to solving this problem, though admittedly, none are simple. Two possibilities. . . :

1. Athletes could be placed on main campus their freshman year and given an option as to where they would live during their next three years.

2. Only freshman athletes would be required to live in the athletic dorms, for the reason that becoming accustomed to their stringent schedule of study and practice would require a certain amount of guidance. The rooms not occupied by incoming freshman athletes would be open to students in general, thereby making the dorms a community with a wide range of students, comparable to main campus life.

## Appendix A

### Candidates for the Board of Trustees

Ms. Yvonne B. Burke, Former Calif. Congresswoman
Ms. Shirley Chisholm, Former New York Congresswoman
Dr. Dorothy Height, President, National Council of Negro Women, Washington, D.C.
Dr. William P. Hytche, Chancellor, University of Maryland-Eastern Shore, Princess Anne, Maryland
Dr. T.J. Jemison, Pastor, Mt. Zion Baptist Church, Baton Rouge, Louisiana
Dr. William A. Jones, Pastor, Bethany Baptist Church, Brooklyn, New York
Dr. Jewell Prestige, Professor of Sociology, Southern University
Dr. L.C. Riddick, Mt. Carmel Baptist Church, Charlotte, N.C.
Dr. Prezell Rubinson, President, St. Augustine College, Raleigh, N.C.
Dr. Franklin Thomas, President, The Ford Foundation, New York, New York

## Appendix B

### Candidates for the Board of Visitors

Mr. Steve Bowden, Attorney, Greensboro, N.C.
Ms. Mutter Evans, Owner of WAAA, Winston-Salem, N.C.
Rev. R.G. Logan, Executive Director of Baptists, Raleigh, N.C.
Mr. James McDougald, R.J. Reynolds, Atlanta, GA
Mr. George Parker, Investment Banker, New York

## Appendix C

The Commission would like to thank the following for their invaluable contribution and support throughout the year:

Ms. Martha Allman
Dr. John Anderson
Dr. Brian Austin
Dr. G. McLeod Bryan
Dr. Ed Christman
Ms. Michelle Connor
Dr. Herman Eure
Dr. Jack Fleer
Dr. Laura Ford
Mr. Mike Ford
Dr. Thomas K. Hearn
Ms. Beth Hopkins
Dr. Larry Hopkins
Mr. Steve LaMastra
Ms. Suzette Leffwich
Mr. Gil McGregor
Dr. Dolly McPherson
Dr. J. Rodney Meyer
Mr. Bob Mills
Ms. Vonda Reece
Dr. Charles Richman
Dr. Donald Schoonmaker
Dr. J. Howell Smith
Dr. Margaret S. Smith
Mr. Bill Starling
Ms. Beverly Stewart
Mr. Rodney Trapp
Dr. Ernest Wade
Dr. Edwin Wilson

In addition, the Commission would also like to thank the countless others throughout the Wake Forest community that helped us in some way during the year.



& al can sympathize w/ the hesitancies of hiring Pol's w/ little teaching exp, but al hope that such hesitancies are not just words when probing the inadequate number of min. faculty at ASU.

Have any letters dated ~~and stated~~ "Not here to counsel you of goals of min.-fac. recruitment bec. this has publicly expressed its support for ~~[redacted]~~ providing mentors for the ~~[redacted]~~ 1300 minority students on our campus

Here to ask for action, action which is more than words.

I do not suggest that the ~~[redacted]~~ things which go along w/ min. faculty aren't difficult, but I believe the financial pressures ~~[redacted]~~ is the less~~er~~ battle to be ~~won~~.

Asst. Provost offered little, learned f/Todd Turner at Provost Brown's hope that minority Prof.s already he ext. prof.s →

# Af. Amer. St.s
# of Faculty (as a whole + other minorities)

- Rev. Green
- Rev. Cousins
- Mr. Bigby
- Mrs. Parks

---

Others:

# St.s (Min. %) 279 Black, 84 Other (Asian 61, Ind 11, Hisp. 12) 363 ≈ 9%. 10.2%.
# Fac. (Min.) 10-12 of 287. ≈ 3.5%. 3.5% 12 13.3%.

---

Eq.s Faroccan
Hard to hire, few Ph.D.s - must compete w/ ~~KGB~~ in high demand (↓)

Mentor Roles - 1992 p. 5
- not enough for st. org.s

p. 12

Ex. of Duke + Skip Gates.

---

- Keeping Them + Retaining Them.
- Counseling

---

(+) Stafford

Stafford, Denmark, Hutchins

Zeke

Jill: Pres. to Eric Boone

Joanne O'Brien

Matt Rill

Practices

- Letters to minority colleagues
- Minority Pol. Sci. listings
- ~~Gloria Coggs~~ — Office of Affirmative Action — asst to Adm.

Religious

Provost — wants to be kept apprised of faculty vacancies

Lauren Saul

Asking for an "Affirmative Action Report" as a part of their annual report.

? of how to get folks not wanting to make a change — Issues in Not just Chronicle but other

- Problem (-) retention

Wright & Briggs — will come back

won't come back

- Black female (-) not enough to advise sororities

initiatives for depts who try to recruit

- not giving up.

Black Issues in Higher Education

- must Recruit,
- can't expect WPH is Pinnacle; must sell them.

WAKE FOREST
UNIVERSITY

Student Government

January 28, 1993

Dear Members of the Board of Trustees:

We are writing to you on behalf of the Wake Forest University student body. We would like to thank you for all your time and dedication to our university. We appreciate your efforts on our behalf. The purpose of this letter is to share with you the student climate with regard to our tuition dollars. Students value our community and issues relating to the economic status of the university are important to us. These are not the sole issues of student concern, but since you will be discussing tuition at your meeting, we hope that you will welcome the opportunity for us to delineate important issues regarding tuition money.

Students are concerned with each dollar spent and that those dollars will support the ideals we are dedicated to. To continue our university's commitment to a diverse student population, we must meet that populations' monetary needs. Because tuition has increased dramatically in the past five years, there is concern that future increases will leave the university inaccessible to middle class students who do not qualify for financial assistance. The university cannot benefit from such a polarization along socioeconomic lines. We should not only award need-based scholarships to incoming students, but also have an obligation to meet the changing needs of present students. Financial hardship should not force students to leave if tuition rises beyond expectation in their four years. In addition, while awarding scholarships to incoming student for their past and potential achievements, we must also reward our present students for making substantial contributions to the university. It is only fair that we reward our students for their contributions to our university by expanding scholarship opportunities to upperclassmen.

While community and the development of the individual are integral to the Wake Forest experience, we cannot stray from the academic mission of the university. Our library is the central resource of our campus and a source of pride to the university. However, it must remain true to its role to foster the academic pursuits of each student. Students are concerned that they are not maximizing the use of this facility. In particular, we cannot utilize the library when its hours do not coincide with student schedules. The library must be prepared to open its stacks for research beyond midnight on week nights and in the evening on weekends, especially during exams.

Box 7292 • Reynolda Station • Winston-Salem, N.C. 27109 • Phone (919) 759-5293

As we work to establish equal opportunities for all students to attend Wake Forest, we must provide an atmosphere to support their needs. Financial support is only a beginning. A diverse student population requires a faculty and administration of diverse gender, race, and ethnicity. Financial commitments should be made for the early recruitment of minority PhD candidates. The growing number of minority students is seeking mentorship and would greatly benefit from such a commitment.

This year marks fifty years of women at Wake Forest. Women now comprise fifty percent of our student body and we are obligated to provide gender equity for women. Women's organizations require the same housing and lounge space as men to serve a purpose beyond just meeting space. While men have traditionally held the majority of space on campus, we do not want to take this space away. Nor is it fair for us to continually expect men to provide the social life of the campus. Women's organizations should not be exempt from hosting social functions due to lack of space. We must pride ourselves on the accomplishments of women at Wake Forest by recognizing them and rewarding their achievements.

We realize that bringing our university to its full potential will require greater monetary resources. However the student body is committed to doing all that we can to achieve these goals while striving to keep our tuition as low as possible. This year, the Student Government Student Budget Advisory Committee required student organizations to limit their funding requests to the lowest amount necessary for existence. As a result, student organizations have dedicated themselves to proving our commitment to budgetary efficiency. The Student Budget Advisory committee was then able to fund both new organizations and the special needs and projects of existing organizations while still staying beneath the ten percent ceiling agreed upon three years ago by the Student Government and the administration.

We recognize that our community has changing needs and we are willing to make sacrifices in order to free the resources to fund these needs. Thank you for your dedication to our lives as students of Wake Forest University. Please feel free to stop and talk to students while you are on our campus. We are eager to meet you and share with you in any way that we can. Together, we are the past, present, and future of Wake Forest. Let us work together to further our common goals.

Sincerely,

Student Government Executive Officers
Zeke Creech, President
Jill Weiskopf, Speaker of the House
Lesley Williams, Secretary
Matt Rebello, Treasurer

c: President Thomas K. Hearn, Jr.

WAKE FOREST
UNIVERSITY

BOARD OF TRUSTEES

March 22, 1993

Mr. Zeke Creech, President
Ms. Jill Weiskopf, Speaker of the House
Ms. Lesley Williams, Secretary
Mr. Matt Rebello, Treasurer
Student Government
P.O. Box 7292
Wake Forest University
Winston-Salem, NC 27109

Dear Student Government Officers:

Thank you for your letter of January 28, which has been referred to the Student Life Committee of the Board of Trustees. It was refreshing and encouraging to receive your requests because they were presented reasonably and with an obvious realization that the trustees must set priorities among a large number of worthy and urgent requests.

The purpose of this letter is to respond to your specific points and to invite you to meet with the Student Life Committee on Friday, April 2, at 9:45 a.m. in Room 1114 of the Worrell Professional Center to discuss these concerns with us. I hope you will let Vice President Zick know if you can attend and who will be joining us. Between now and then, may I ask that you give some thought to two matters raised in your letter? First, you present a number of very strong cases, all of which require substantial financial support. It would help us if you could assign priority order among those requests, so that as we make the inevitable choices among resource allocations, we will be cognizant of student preferences. Second, you mention in the last paragraph of your letter that students are willing to sacrifice to help us meet some of these priorities. I would appreciate your preparing a list of services or other items that you believe students would give up to meet some of the stated priorities. Your opinions will be invaluable to us.

P. O. Box 7656 • Winston-Salem, North Carolina 27109 • 919/759-6101

Regarding your first item---the need for conservatism in raising tuition and the need for scholarships to middle class students and upperclassmen---I am pleased to report that our tuition increase this year was, as promised, under 10 percent. In fact, at 8.3 percent, it was our lowest in nine years.

As you may know, we have raised tuition to help increase faculty salaries; and that leads to a point in the resolution accompanying your petition. In the second paragraph, the resolution states that the College has not improved its average professor salaries. This item is incorrect. We have improved remarkably on faculty salaries. This year when the AAUP rankings are released, we expect to be at the top level in our category at all ranks except "instructor," where we will be at the second level. This ranking represents a substantial improvement from the 1987 AAUP rankings, when we were at the top level only at the rank of "professor." Our ranking at the level of associate professor, assistant professor, and instructor were 2, 3, and 4 respectively

The matter of generating more scholarship support is a challenge which will, I suspect, always be at or near the top of our priority list. I am assured by Vice President Joyner that he and his staff continue to seek scholarship aid in the Heritage and Promise effort. You will be interested to know that recently, Mr. Pete Kulynych, a trustee, made a large gift to the College for scholarships. As pledges begin to be paid, I am confident that the financial aid pool will grow larger and available to more students. Be assured that the trustees recognize that excellent financial aid is critical to our continuing to attract students of diverse backgrounds.

Financial aid takes more forms than scholarships. Most students hope to leave college with little or no debt, and working in campus jobs is certainly one way to avoid loans. This year 301 students received the College Work-Study opportunity as part of their overall financial aid package. This represents a budgeted annual amount of $440,000. These students were given an on-campus job and the opportunity to individually earn between $1250 and $1500 during the academic year. Through our Job Location and Development Office, over 200 local companies and individuals provided job opportunities on a part-time basis. At last count, the office approximated over $225,000 in trackable

wages thus far into the academic year. The Job Location and Development Office also provides information to students about summer opportunities throughout the United States, such as camps, parks, plus state and federal government summer jobs. The University employs over 1,000 student assistants, resident advisors, hall directors and library assistants annually. These positions are in addition to the college work-study students placed in on-campus positions. The regular student assistant payroll comes close to a million dollars a year. Mr. Currin and his staff are available to help students find these positions, and I hope you will find a way to help him alert more students to these possibilities.

We are especially appreciative of your strong recommendations concerning the library. This semester, we will expand the weeknight hours through 1 a.m. two weeks before exams as a test of usage during those hours. Because we must be careful stewards of our library dollars, we want to be certain that when we extend hours (thus, costs), we also gain the greatest benefit for students. Next year, we will continue to experiment and monitor the cost benefits of expanding hours.

Your reminder of our obligation to provide gender equity for women is a sound recommendation and one on which we have great progress to report. With the completion of the new residence hall near the student apartments, we will have allocated over 7000 square feet of new space for women's organizations, bringing the total to around 10,000 square feet. Men now have about 12,000 square feet, some of which may be converted. These changes should bring us to parity, since there are more men's organizations than women's on campus. We will have committed $1 million to this effort, a substantial amount in today's economic climate.

Finally, we commend you for your request that we strengthen our efforts to recruit more minority faculty members. Because the program planning process is now underway, we urge you to submit this recommendation to Provost Brown, so that it can be part of the priority-setting in that process.

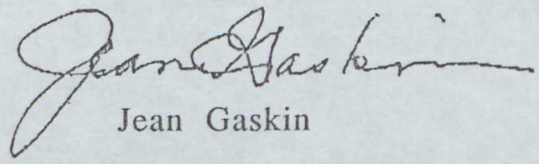
I was pleased to note in your letter that your Student Budget Advisory Committee had exercised prudent management and fiscal restraint in staying within last year's 10% budget limitation. We

understand the struggle that you faced first hand, because we too have struggled to manage and balance the needs of maintaining academic excellence within a limited budget.

In conclusion, I am pleased to share with you an article that appeared in a recent issue of *Window on Wake Forest*, the University's employee newspaper. It covers a recent faculty examination of administrative costs and reveals that Wake Forest is doing an excellent job of keeping those costs down. Last year, there were no administrative operating budget increases outside of salary, and no new positions were added. This year's budget may reflect minimal operating budget increases, but all of us recognize that careful financial management has enabled Wake Forest to maintain a low faculty/student ratio, to maintain our physical plant so that it does not become an unmanageable financial burden, and to continue to bring the best students and faculty to Wake Forest to study and work. The trustees are committed to a lean and efficient enterprise.

On behalf of the Student Life Committee, I thank you for your very thoughtful recommendations, and I look forward to seeing you on Friday, April 2.

Sincerely yours,



Jean Gaskin

Attachment

# A leaner machine

**AAUP statistics show that, comparatively speaking, Wake Forest does not suffer from 'administrative bloat'**

BY DAVID FYTEN

Wake Forest spends less on administration as a percentage of instructional expenditures than any of 10 other peer institutions and is well below the national average in this regard.

According to data compiled by the American Association of University Professors (AAUP), Wake Forest spent 22 cents on academic and non-academic administration for every dollar it spent on instruction in 1988-89, the most recent year for which data are available. The national average that year was 55 cents.

By contrast, UNC-Chapel Hill spent 27 cents; Rice, 40 cents; Emory, 41 cents; Duke, 44 cents; Virginia, 49 cents; Furman, 56 cents; Dartmouth, 70 cents; Vanderbilt, 71 cents; Richmond, 86 cents, and Davidson, 92 cents.

Administrative costs as a percentage of both total expenditures and educational and general (E&G) expenditures have risen only slightly on the Reynolda Campus since 1984-85. That year, administrative expenditures were 1.86 percent of total expenditures and 2.55 percent of E&G expenditures. This year, the figures are 2.42 and 3.31, respectively.

Between June 30, 1985 and June 30, 1992, total administrative employment on the Reynolda Campus rose by one-third, from 572 to 854. Broken down by categories, the numerical and percentage increases were as follows:

- Executive/administrative/managerial, 53 to 59 (11.3 percent);
- Non-faculty professional, 148 to 260 (75.7 percent);
- Clerical/secretarial, 206 to 299 (45.1 percent);
- Technical/paraprofessional, 19 to 39 (105.3 percent);
- Skilled crafts, 42 to 57 (35.7 percent)
- Service, 104 to 140 (34.6 percent).

From fall of 1985 to fall of 1991, the number of full-time faculty on the Reynolda Campus grew from 271 to 317, an increase of 17.0 percent.

The eight areas with the largest numerical staff increases were Physical Facilities, Athletics, University Relations, Law, Data Communications, Student Life, Babcock and Admissions. But of the 177 total staff additions in these areas, fewer than half—78—were in the professional category. The other 99 were classified as support staff. Of the 38 new employees Physical Facilities added, for example, all but one were support staff, and most of those were custodial workers hired to care for new buildings.

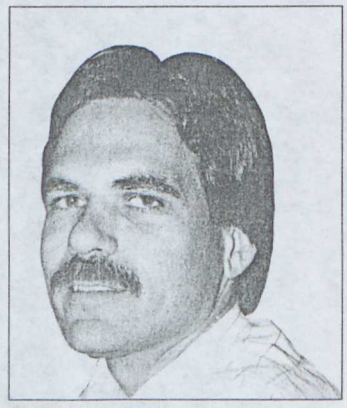
According to John P. Anderson, vice president for administration and planning, other factors which contributed to the growth of administration include campus automation, a steep increase in undergraduate admissions applications and heightened student and parental expectations for services such as counseling and career planning and placement.

In terms of both total dollars and as a percentage of total payroll, faculty constitute the University's largest salary category by a wide margin. Between 1987-88 and 1991-92, total Reynolda Campus payroll grew 48.4 percent, from $20,494,059 to $30,404,004. In 1987-88, faculty salaries totaled $15,347,321, or 74.9 percent of total payroll. In 1991-92, the faculty figures were $22,553,387 and 74.2 percent.

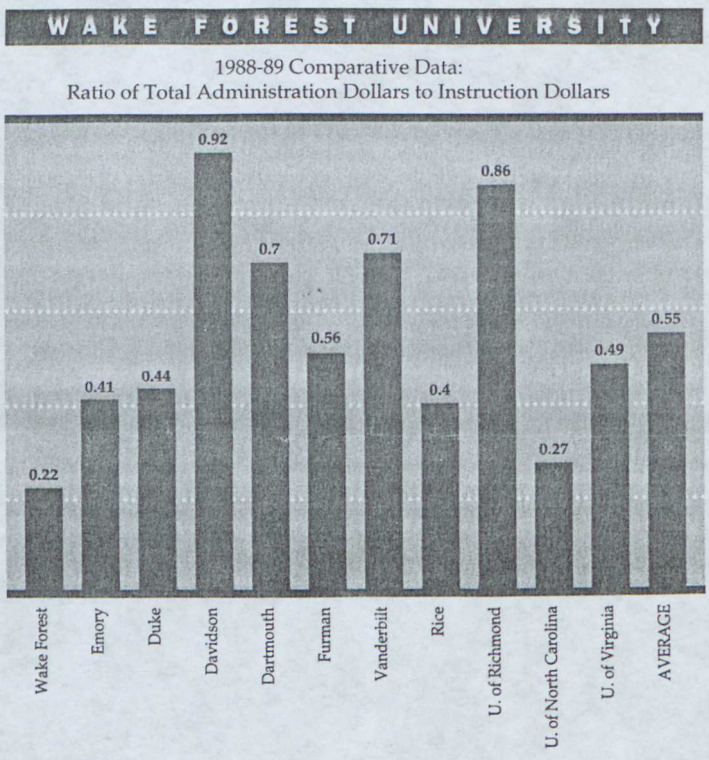
The data were compiled at the request of Wake Forest's AAUP chapter and were presented and discussed at the chapter's meeting Dec. 7.

Psychology professor Mark Leary, who was president of the campus AAUP chapter last year when the study request was made, said the data clearly indicate that Wake Forest does not suffer from "administrative bloat."

"Certainly that's the case with academic administration," he said. "The numbers get a little higher—closer to the national norm—when you look only at non-academic administration, but they still in no way suggest bloat." ■



**Mark Leary: sees no evidence of excessive staff expenditures**



Student Government has long stood for a diverse campus community. In 1987, the Student Government President's Select Commission on Race Relations was formed. A Student Government Executive Committee on Race Relations is in existence. The Committee has hosted speakers such as Carey Kacey (Fellowship of Christian Athletes), Ed Reynolds (first minority student to attend WFU), and Ernest Green (Civil Rights Leader) and pursues issues regarding race and events which will bring students together.

January 29,1993 letter from Student Government to the Board of Trustees: "A diverse student population requires a faculty and administration of diverse gender, race, and ethnicity. Financial commitments should be made for the early recruitment of minority PhD candidates. The growing number of minority students is seeking mentorship and would greatly benefit from such a commitment."

June 1992, *Wake Forest University Magazine*:

1984 Statement of University commitment.

1987 Student Government President's Select Commission on Race Relations. - Campus ministry + Counseling

1987 Report of the Ad Hoc Committee on Social and Academic Responsibility.

1988 University President's Committee on Race Relations: Statements of University Commitment.

1992 Report —

1993 Number of African American Faculty.

General Recruitment Practices:

Letters to Minority Colleges and Universities.

Utilization of Minority Professionals Listings.

Advertising in the *Chronicle of Higher Education* and *Black Issues in Higher Education*.

Networking (campus and interdisciplinary conventions).

Other University Activity:

The Provost is requiring departments to include an "Affirmative Action Report" in annual reports.

Report of the University President's Race Relations Commission is upcoming.

Provost's Program Planning Committee.

Possible Action:

Special funds for departments specifically for the recruitment of minority PhD candidates.

Incentives in the form of research dollars for departments which work most diligently in this area.

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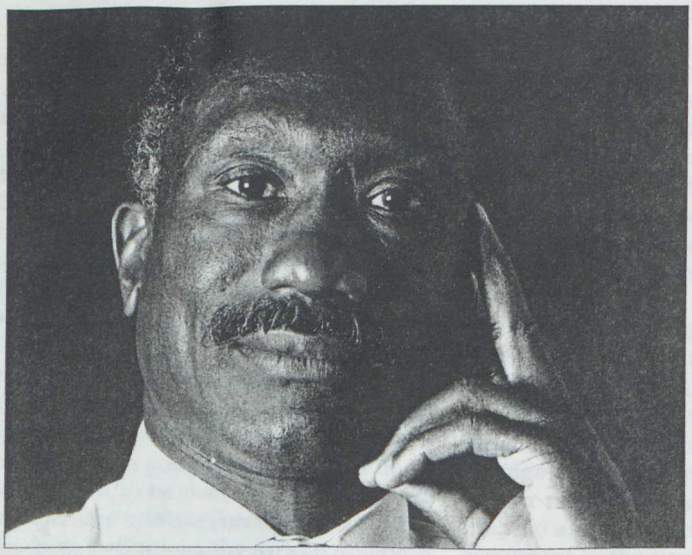
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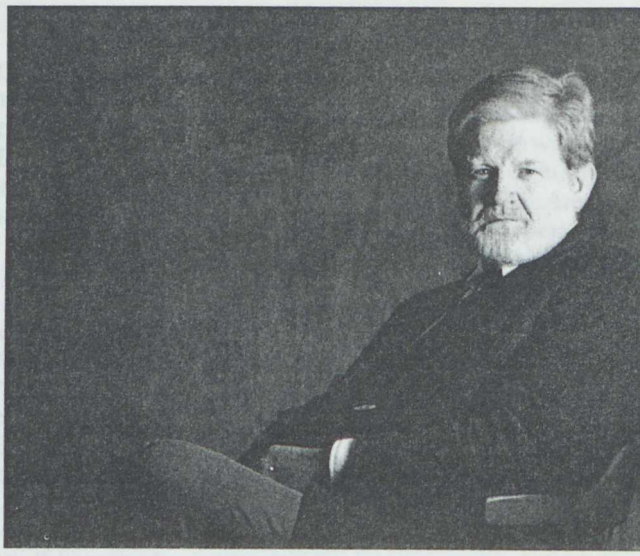
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HERMAN EURE



J. HOWELL SMITH

# Black faculty were a long time coming

**by Herman Eure and J. Howell Smith**

It was 10 years after Wake Forest had awarded its first baccalaureate degree to a black student that it appointed its first full-time African American faculty members. Edward Reynolds, a Ghanaian, graduated in 1964 with a B.A. in history. In 1974, professors Dolly A. McPherson of English and Herman Eure of biology began their appointments at Wake Forest.

## BLACKS AND WHITES IN GRAY

Why, at a school whose motto suggests that it exists for the benefit of humankind, did it take so long for the faculty to be integrated?

Surely, the same factors that had slowed the desegregation of the student body a decade earlier were still present. Traditions that had dictated that the first full-time black student would be an African rather than an African American also dictated a reluctance to desegregate the faculty. The commitment to the value of a racially diverse faculty was inadequate.

The first African American to teach full-time at Wake Forest was Joe Norman, a Winston-Salem CPA who taught accounting in the School of Business and Accountancy during the spring semester of 1969. No other blacks had been employed as faculty members at Wake Forest prior to then.

During the summer of 1970, Edward Reynolds, who since his graduation from Wake Forest had received an M.A. at Ohio University and a B.D. at Yale and was completing his Ph.D. at the London School of Oriental and African Studies, accepted an offer from the Department of History to teach two courses in summer school. There was hope he would accept an offer to become the first full-time black faculty member, but the University was slow to tender a bona fide offer. By the time one was extended , Reynolds had already accepted a position at San Diego State.

Dolly McPherson first visited the University when she accompanied writer Maya Angelou on a visit to campus in 1970. Both women found the campus and community appealing and made friends with administrators, students and faculty. At the time, the University was responding to students' demands for courses in Black Studies, and when a position came open on the English faculty, she accepted.

McPherson and Eure had to dispel the notion among students and faculty that African American scholars were somehow less qualified than their white counterparts. It was a learning experience for everyone. Students who had never been asked to defer to a black found that they could learn from black authority figures. They learned that the responses of African American faculty members did not conform to stereotypes. And African American students learned that black faculty, who might otherwise be their advocates in a community adjusting to integration, did not compromise the University's academic standards for their sake.

During the late 1970s, Wake Forest unde stood the value of having faculty from d verse backgrounds, but with a few notab exceptions, it did not compete well for e ceptional African American scholars. In t spring of 1975, Laura Rouzan came from t University of Georgia to teach in the spee department, and later that year, the R mance Languages department hired Sand Daniel, a Ph.D. from the University of Mar land, to teach French. Both would later lea Wake Forest.

The Office of Minority Affairs was esta lished in 1978 to support the still small b growing number of black students at Wa Forest. Larry Palmer, who had earned Ed.D. from Indiana University, was hired its first director. He also taught African H tory in the Department of History. Af Palmer left to join the U.S. Diplomatic Co in 1981, Herman Eure assumed the direc ship, serving in a dual faculty-adminis tive capacity until 1984, when he returne full-time teaching. Suzette Leftwich ser as acting director until 1986, when Ernes Wade was appointed director.

In 1980, President James R. Scales dire an advisory committee to the Office of E Opportunity to "make every effort to ha least one black candidate interviewe campus" for each faculty opening. That Willie Pearson Jr., a Southern Illinois versity Ph.D. whose books on caree terns and minorities in science were na ally recognized, joined the sociology fa Also in 1980, Maxine Clark, a Cinci native who had earned a Ph.D. at th versity of Illinois, came to Wake For teach psychology. Her research int

which focused on self-esteem in African American children, added much to campus understanding of minority scholastic issues.

The early black faculty members were welcomed by most in the Wake Forest community, but they also faced prejudice. Some of their colleagues assumed that African American students were not as good; that they were "lazy." Black faculty found some students restless and, as one put it, "peeking through their fingers when there was a black person in the class and there was a race issue on the agenda." Racial graffiti and "student minstrel shows" defiled their existence with painful evidence that much still needed to be done. But while change came as hard to Wake Forest as it did to other Southern institutions, the African American faculty who came to Wake Forest felt as a whole that they were wanted and respected.

In 1981, when it was clear that traditional faculty recruitment strategies were not attracting sufficient numbers of black faculty, the University created a Dean's Committee on Minority Faculty Recruitment. Noting that the number of black faculty had remained at four since 1976, it encouraged departments to invest extraordinary effort in identifying and recruiting African American faculty. A milestone was achieved in 1982 when Maya Angelou joined the University as interdisciplinary Reynolds Professor of American Studies. Her impressive reputation as a performer, writer and lecturer enhanced the University's national image and the campus community.

By 1984 the University had brought a total of 18 African American faculty candidates to campus for interviews and had hired seven. The total number of black faculty had never exceeded six out of a faculty that then numbered about 250. Provost Edwin G. Wilson wrote to departments in February of that year that the University "recognizes a moral obligation and educational need to increase the number of black faculty members." The university was ready to invest time, effort and resources to create a stronger black presence on campus.

Eddie Easley joined the School of Business and Accountancy faculty in 1984 and Wade joined the administrative staff as minority affairs director in 1986. The School of Law had added William H. Dowdy (J.D., Stanford) and Calvin W. Sharpe (J.D., Northwestern) to its faculty in 1981 and 1982, respectively, but it would not be until 1989, with the hiring of Luellen Curry (J.D., Northwestern) that the school would have a sustained African American faculty presence. Since 1986, Sterling Spainhour and Hazel Mack have taught occasionally as adjunct law faculty members.

The appointment of a series of race relations commissions in the 1980s reflected the tenacity of the issue. A 1987 Student Government President's Select Commission on Race Relations report declared: "The low percentage of African American faculty is not only a misrepresentation of our commitment to an integrated education, it is also repugnant to the very ideal of liberal arts ...The courting and hiring of minority faculty members is essential." The fall 1987 report of a faculty Ad Hoc Committee on Social and Academic Responsibility pointed out that minority faculty members were asked to serve as role models for black students, to agree to serve on any committees that dealt with minority affairs and to be "high profile players in the [Winston-Salem] black community" on behalf of the University—all the while shouldering the teaching, research and publication responsibilities that undergird an academic career.

In 1988 President Hearn appointed a Committee on Race Relations chaired by Provost Wilson. Its report said the University "should seek to increase the number of a wide variety of minorities on its campus, including Hispanics, Asian Americans, Native Americans and others." But of primary importance, the report noted, was "the critical need to increase the number of black students and faculty in the Wake Forest community." It pointed out that in 1987-88, African Americans constituted only 2.3 percent of the full-time faculty on the Reynolda Campus—six out of 263—and called for a conscious, committed effort to raise the number of black faculty to 12 by fall 1990 and 18 by fall 1992. Acknowledging that black faculty recruitment was highly competitive nationally, it called for allocation of funds to support the effort. As a result of this impetus, African American faculty were added to the departments of Religion, History, Romance Languages, Politics, Sociology, Health and Sport Science and Education and to the School of Law.

The 24 African American faculty members hired from 1974 to 1991 have enriched the Wake Forest mosaic. They have come from states across the country and from institutions as varied as Duke, Illinois, Rochester, Iowa, UCLA, Stanford, Northwestern, Southern Illinois, Tennessee, Ohio, Iowa State, UNC-Greensboro, SUNY-Buffalo, Michigan State, Notre Dame, Indiana and Pittsburgh. Their fields have ranged from English through sociology to religion and science. But while they have added much that was new and diverse, they have shared in Wake Forest's common commitment to teaching and scholarship.

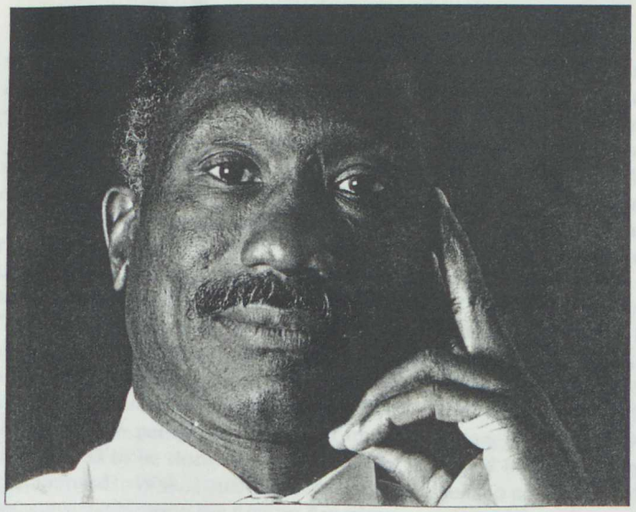
All of the African American faculty who have come to Wake Forest have not stayed. Some left for better positions; others, for larger cities and more diverse cultural experiences; still others, to complete degrees. But whatever the reasons for their departure, their contribution to Wake Forest's becoming a more open and tolerant community is gratefully acknowledged. And those who have stayed are valued for their contributions to the University's growth toward horizons far beyond the classroom, the research lab and the library stacks.

*Herman Eure is a professor of biology and J. Howell Smith is chairman and professor of history at Wake Forest.*

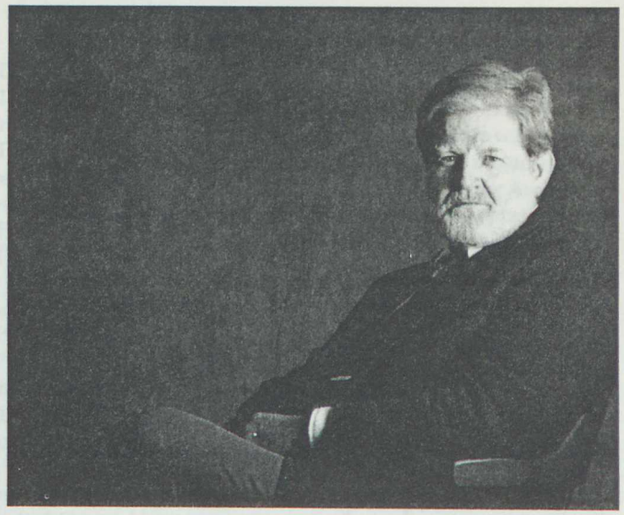
**African American Faculty at Wake Forest**
*(list does not include military science faculty or athletic coaches)*

| *Name* | *Dates of Service* | *Department* |
|---|---|---|
| Joe Norman | 1969 | Business/Accountancy |
| Henry Lewis Jr.* | 1970 | Religion |
| Herman Eure | 1974-present | Biology |
| Dolly A. McPherson | 1974-present | English |
| Laura V. Rouzan | 1975-80 | Speech |
| Sandra F. Daniel | 1975-77 | Romance Languages |
| Larry Womble | 1974-75 | Education |
| Larry Palmer | 1978-81 | Administration and History |
| Maxine Clark* | 1980-90 | Psychology |
| Willie Pearson Jr. | 1980-present | Sociology |
| William Dowdy | 1981-82 | Law |
| Maya Angelou | 1982-present | American Studies |
| Calvin Sharpe | 1982-83 | Law |
| Edward Miller Jr. | 1983-84 | Romance Languages |
| Eddie Easley | 1984-present | Business |
| Ernest Wade | 1986-present | Administration |
| Sterling Spainhour* | 1986 | Law |
| Alton Pollard | 1988-present | Religion |
| Alonzo Stephens | 1988-89 | History |
| Beverly Wright | 1989-present | Sociology |
| Hazel Mack* | 1989 | Law |
| Debra Boyd-Buggs | 1989-present | Romance Languages |
| Yomi Durotoye | 1989-90 | Political Science |
| Barbee M. Oakes | 1989-present | Health and Sport Science |
| Anthony Parent | 1989-present | History |
| Luellen Curry | 1989-present | Law |
| Susan Wallace | 1989-91 | Psychology |
| Loraine Stewart | 1990-present | Education |

* adjunct or part-time



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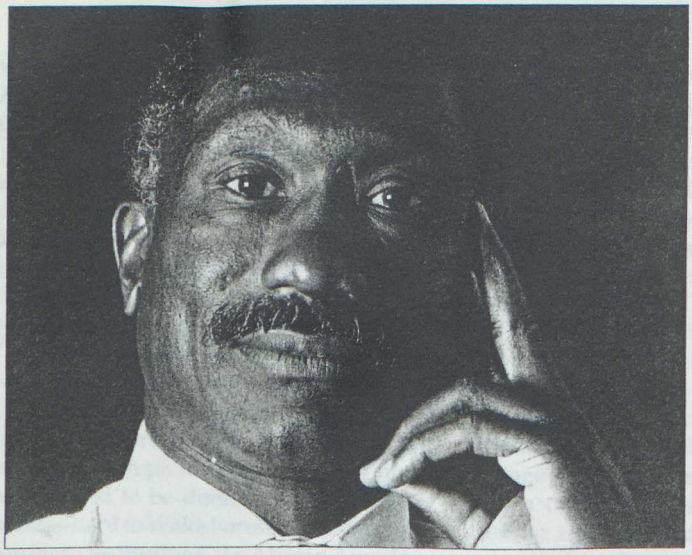
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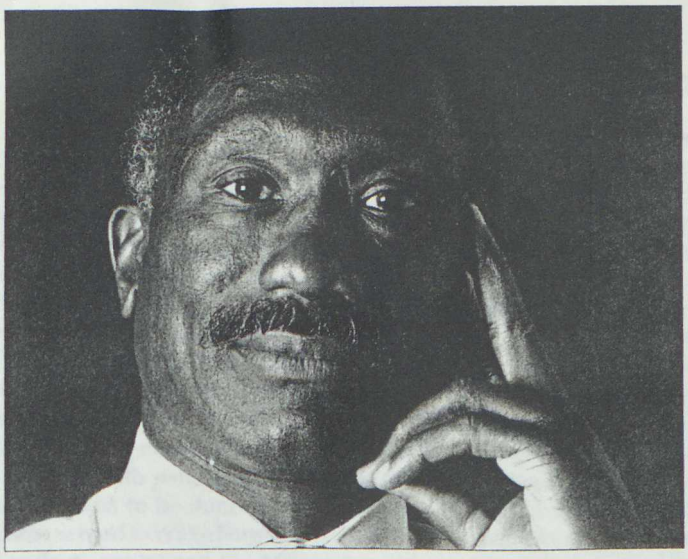
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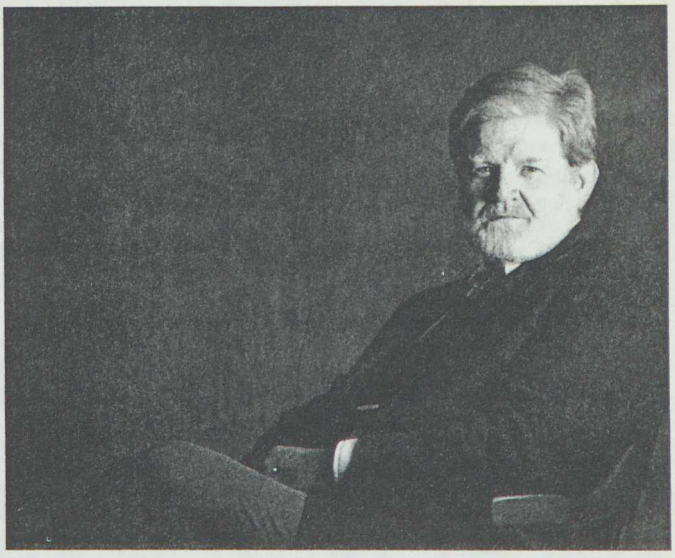
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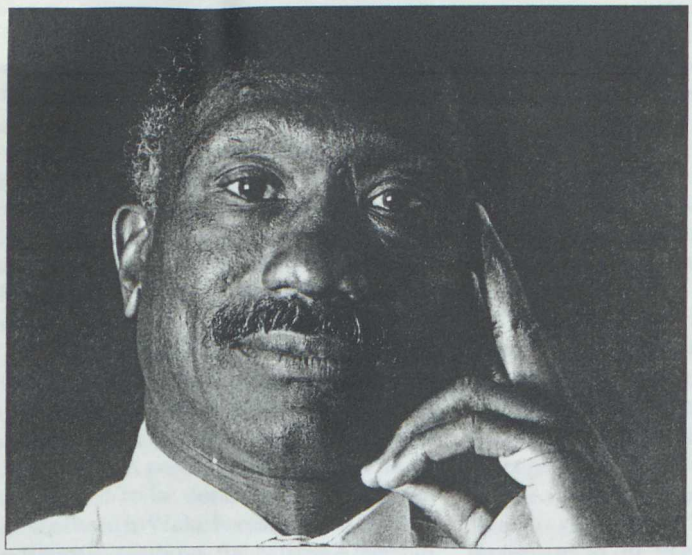
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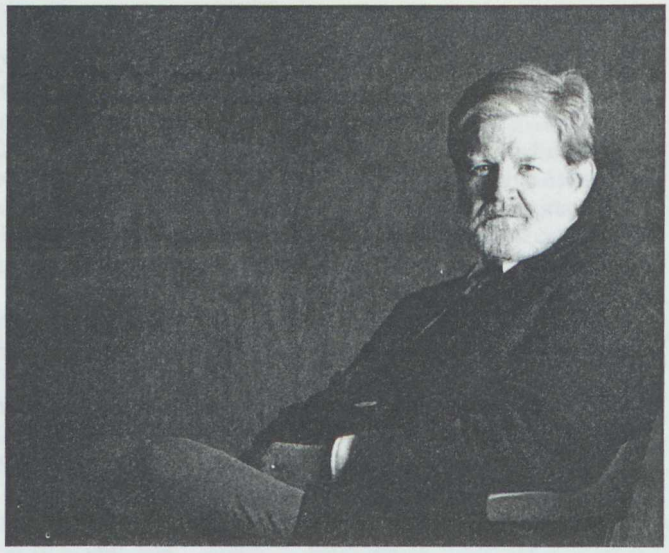
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# Black faculty were a long time coming

**by Herman Eure and J. Howell Smith**

It was 10 years after Wake Forest had awarded its first baccalaureate degree to a black student that it appointed its first full-time African American faculty members. Edward Reynolds, a Ghanaian, graduated in 1964 with a B.A. in history. In 1974, professors Dolly A. McPherson of English and Herman Eure of biology began their appointments at Wake Forest.

BLACKS AND WHITES IN GRAY

Why, at a school whose motto suggests that it exists for the benefit of humankind, did it take so long for the faculty to be integrated?

Surely, the same factors that had slowed the desegregation of the student body a decade earlier were still present. Traditions that had dictated that the first full-time black student would be an African rather than an African American also dictated a reluctance to desegregate the faculty. The commitment to the value of a racially diverse faculty was inadequate.

The first African American to teach full-time at Wake Forest was Joe Norman, a Winston-Salem CPA who taught accounting in the School of Business and Accountancy during the spring semester of 1969. No other blacks had been employed as faculty members at Wake Forest prior to then.

During the summer of 1970, Edward Reynolds, who since his graduation from Wake Forest had received an M.A. at Ohio University and a B.D. at Yale and was completing his Ph.D. at the London School of Oriental and African Studies, accepted an offer from the Department of History to teach two courses in summer school. There was hope he would accept an offer to become the first full-time black faculty member, but the University was slow to tender a bona fide offer. By the time one was extended , Reynolds had already accepted a position at San Diego State.

Dolly McPherson first visited the University when she accompanied writer Maya Angelou on a visit to campus in 1970. Both women found the campus and community appealing and made friends with administrators, students and faculty. At the time, the University was responding to students' demands for courses in Black Studies, and when a position came open on the English faculty, she accepted.

McPherson and Eure had to dispel the notion among students and faculty that African American scholars were somehow less qualified than their white counterparts. It was a learning experience for everyone. Students who had never been asked to defer to a black found that they could learn from black authority figures. They learned that the responses of African American faculty members did not conform to stereotypes. And African American students learned that black faculty, who might otherwise be their advocates in a community adjusting to integration, did not compromise the University's academic standards for their sake.

During the late 1970s, Wake Forest understood the value of having faculty from diverse backgrounds, but with a few notable exceptions, it did not compete well for exceptional African American scholars. In the spring of 1975, Laura Rouzan came from the University of Georgia to teach in the speech department, and later that year, the Romance Languages department hired Sandra Daniel, a Ph.D. from the University of Maryland, to teach French. Both would later leave Wake Forest.

The Office of Minority Affairs was established in 1978 to support the still small but growing number of black students at Wake Forest. Larry Palmer, who had earned an Ed.D. from Indiana University, was hired as its first director. He also taught African history in the Department of History. After Palmer left to join the U.S. Diplomatic Corps in 1981, Herman Eure assumed the directorship, serving in a dual faculty-administrative capacity until 1984, when he returned to full-time teaching. Suzette Leftwich served as acting director until 1986, when Ernest M. Wade was appointed director.

In 1980, President James R. Scales directed an advisory committee to the Office of Equal Opportunity to "make every effort to have at least one black candidate interviewed on campus" for each faculty opening. That year, Willie Pearson Jr., a Southern Illinois University Ph.D. whose books on career patterns and minorities in science were nationally recognized, joined the sociology faculty. Also in 1980, Maxine Clark, a Cincinnati native who had earned a Ph.D. at the University of Illinois, came to Wake Forest to teach psychology. Her research interests,

which focused on self-esteem in African American children, added much to campus understanding of minority scholastic issues.

The early black faculty members were welcomed by most in the Wake Forest community, but they also faced prejudice. Some of their colleagues assumed that African American students were not as good; that they were "lazy." Black faculty found some students restless and, as one put it, "peeking through their fingers when there was a black person in the class and there was a race issue on the agenda." Racial graffiti and "student minstrel shows" defiled their existence with painful evidence that much still needed to be done. But while change came as hard to Wake Forest as it did to other Southern institutions, the African American faculty who came to Wake Forest felt as a whole that they were wanted and respected.

In 1981, when it was clear that traditional faculty recruitment strategies were not attracting sufficient numbers of black faculty, the University created a Dean's Committee on Minority Faculty Recruitment. Noting that the number of black faculty had remained at four since 1976, it encouraged departments to invest extraordinary effort in identifying and recruiting African American faculty. A milestone was achieved in 1982 when Maya Angelou joined the University as interdisciplinary Reynolds Professor of American Studies. Her impressive reputation as a performer, writer and lecturer enhanced the University's national image and the campus community.

By 1984 the University had brought a total of 18 African American faculty candidates to campus for interviews and had hired seven. The total number of black faculty had never exceeded six out of a faculty that then numbered about 250. Provost Edwin G. Wilson wrote to departments in February of that year that the University "recognizes a moral obligation and educational need to increase the number of black faculty members." The university was ready to invest time, effort and resources to create a stronger black presence on campus.

Eddie Easley joined the School of Business and Accountancy faculty in 1984 and Wade joined the administrative staff as minority affairs director in 1986. The School of Law had added William H. Dowdy (J.D., Stanford) and Calvin W. Sharpe (J.D., Northwestern) to its faculty in 1981 and 1982, respectively, but it would not be until 1989, with the hiring of Luellen Curry (J.D., Northwestern) that the school would have a sustained African American faculty presence. Since 1986, Sterling Spainhour and Hazel Mack have taught occasionally as adjunct law faculty members.

The appointment of a series of race relations commissions in the 1980s reflected the tenacity of the issue. A 1987 Student Government President's Select Commission on Race Relations report declared: "The low percentage of African American faculty is not only a misrepresentation of our commitment to an integrated education, it is also repugnant to the very ideal of liberal arts ...The courting and hiring of minority faculty members is essential." The fall 1987 report of a faculty Ad Hoc Committee on Social and Academic Responsibility pointed out that minority faculty members were asked to serve as role models for black students, to agree to serve on any committees that dealt with minority affairs and to be "high profile players in the [Winston-Salem] black community" on behalf of the University—all the while shouldering the teaching, research and publication responsibilities that undergird an academic career.

In 1988 President Hearn appointed a Committee on Race Relations chaired by Provost Wilson. Its report said the University "should seek to increase the number of a wide variety of minorities on its campus, including Hispanics, Asian Americans, Native Americans and others." But of primary importance, the report noted, was "the critical need to increase the number of black students and faculty in the Wake Forest community." It pointed out that in 1987-88, African Americans constituted only 2.3 percent of the full-time faculty on the Reynolda Campus—six out of 263—and called for a conscious, committed effort to raise the number of black faculty to 12 by fall 1990 and 18 by fall 1992. Acknowledging that black faculty recruitment was highly competitive nationally, it called for allocation of funds to support the effort. As a result of this impetus, African American faculty were added to the departments of Religion, History, Romance Languages, Politics, Sociology, Health and Sport Science and Education and to the School of Law.

The 24 African American faculty members hired from 1974 to 1991 have enriched the Wake Forest mosaic. They have come from states across the country and from institutions as varied as Duke, Illinois, Rochester, Iowa, UCLA, Stanford, Northwestern, Southern Illinois, Tennessee, Ohio, Iowa State, UNC-Greensboro, SUNY-Buffalo, Michigan State, Notre Dame, Indiana and Pittsburgh. Their fields have ranged from English through sociology to religion and science. But while they have added much that was new and diverse, they have shared in Wake Forest's common commitment to teaching and scholarship.

All of the African American faculty who have come to Wake Forest have not stayed. Some left for better positions; others, for larger cities and more diverse cultural experiences; still others, to complete degrees. But whatever the reasons for their departure, their contribution to Wake Forest's becoming a more open and tolerant community is gratefully acknowledged. And those who have stayed are valued for their contributions to the University's growth toward horizons far beyond the classroom, the research lab and the library stacks.

*Herman Eure is a professor of biology and J. Howell Smith is chairman and professor of history at Wake Forest.*

**African American Faculty at Wake Forest**
*(list does not include military science faculty or athletic coaches)*

| *Name* | *Dates of Service* | *Department* |
|---|---|---|
| Joe Norman | 1969 | Business/Accountancy |
| Henry Lewis Jr.* | 1970 | Religion |
| Herman Eure | 1974-present | Biology |
| Dolly A. McPherson | 1974-present | English |
| Laura V. Rouzan | 1975-80 | Speech |
| Sandra F. Daniel | 1975-77 | Romance Languages |
| Larry Womble | 1974-75 | Education |
| Larry Palmer | 1978-81 | Administration and History |
| Maxine Clark* | 1980-90 | Psychology |
| Willie Pearson Jr. | 1980-present | Sociology |
| William Dowdy | 1981-82 | Law |
| Maya Angelou | 1982-present | American Studies |
| Calvin Sharpe | 1982-83 | Law |
| Edward Miller Jr. | 1983-84 | Romance Languages |
| Eddie Easley | 1984-present | Business |
| Ernest Wade | 1986-present | Administration |
| Sterling Spainhour* | 1986 | Law |
| Alton Pollard | 1988-present | Religion |
| Alonzo Stephens | 1988-89 | History |
| Beverly Wright | 1989-present | Sociology |
| Hazel Mack* | 1989 | Law |
| Debra Boyd-Buggs | 1989-present | Romance Languages |
| Yomi Durotoye | 1989-90 | Political Science |
| Barbee M. Oakes | 1989-present | Health and Sport Science |
| Anthony Parent | 1989-present | History |
| Luellen Curry | 1989-present | Law |
| Susan Wallace | 1989-91 | Psychology |
| Loraine Stewart | 1990-present | Education |

* adjunct or part-time

# REPORT
of the

## PRESIDENT'S RACE RELATIONS COMMISSION

### OVERSIGHT COMMITTEE

Rhoda Channing - Co-Chair
Ernest Wade, Co-Chair

### ADMINISTRATIVE SUBCOMMITTEE

Gloria Cooper
Reid Morgan
Toby Hale
Jane Balbach
Marc Dalton
Harold Holmes (Ex Officio)

### STUDENT SUBCOMMITTEE

Connie Carson
Charlie Davis
Martha Allman
Judy Shannon
Betsy Taylor
David Upchurch
Melissa Harris
Kelly Salsbury

### FACULTY SUBCOMMITTEE

Debbie Best
Mary DeShazer
Peter Weigl
Tony Parent
Sam Funk
Jonathan Lehman
Sam Gladding (Ex Officio)

Executive Summary

## Report of the Oversight Committee

Racial harmony is a moving objective requiring ongoing attention and sensitivity, as the recent events in Los Angeles have reminded us. At Wake Forest, the implementation of many of the thirty nine recommendations of the President's Commission on Race Relations continues and evolves.

The establishment of the Oversight Committee and the development of a "Statement of Principle" are two examples of implementation of the Commissions's Report which demonstrate the Wake Forest commitment to a climate fostering knowledge, understanding and opportunity for students, faculty and staff.

Progress can also be seen in the recognition of distinguished minority faculty at Convocation, the voluntary revision of course content to include more writers of color, and the increase in important roles as leaders in student government and student publications held by African-American students.

Well conceived and well attended programs involving students and faculty highlighted Kwanza, South Africa's apartheid, black awareness, Martin Luther King's birthday, and global issues in the middle east, and Latin America.

A survey of classes offered revealed a breadth and richness of courses across several departments. The hiring of a consultant to advise on a proposed American Ethnic Studies program has been approved, and the program committee is currently selecting the individual to make the report.

Several university publications have given prominence and attention to issues of race, and have allowed different voices to be heard and faces to be seen.

Put into perspective, we have as a university made our greatest strides in isolated programs without ongoing investment and in areas involving students and the individual initiatives of faculty and others; progress in areas requiring faculty agreement, new funding or systemic change has been slower, partly due to the difficulties in attracting and retaining minority faculty, and minority administrators in key positions when we are holding to a tight budget line.

This Committee has learned how many and how elusive are the measures of the racial climate on this campus, and is ready to suggest areas of emphasis for next year, including the development of more ongoing awareness training for faculty.

June 1992

Here follows a summary of activities related to the thirty-nine recommendations of the President's Commission on Race Relations. It will serve only as a rough measure of activity on this campus, and is by no means exhaustive.

## Institutional Statements

*1. Emphasize the institutional mission statement more and develop a new Wake Forest Creed that is affirmative in regard to the university's position on the issue of race relations and cultural diversity. The creed should encourage the common experience of being a Wake Forester while at the same time articulating the university mission statement position that as an institution Wake Forest University will not tolerate racist, sexist, or discriminatory acts of any kind from students, faculty, or administrators. The mission statement and creed should be published widely and frequently articulated.*

Last year a Wake Forest University Statement of Principle was drafted , circulated, and approved by the Senate. This statement affirms the value of differences and emphasizes good will, respect and equality, while rejecting hatred and bigotry. As a statement, it stresses the positive and avoids specific proscriptions. We have not seen how frequently and in what manner this statement will be shared with the university community. We would encourage President Hearn to refer to these principles often.

*2. The link between alcohol consumption and irresponsible behavior such as racial or sexual acts needs to be more clearly articulated in university forums and publications, i.e., alcohol abuse and actions that accompany such abuse will not be seen as an excuse for inappropriate and harmful behavior such as racial slurs.*

New, tighter, alcohol policies designed to curb abuses and consumption at athletic events and elsewhere will soon take effect. These will stress responsibility and will reinforce the themes in the recommendation. A recent case of assault off campus points to the importance of continuing the battle against alcohol abuse by students.

*3. University publications and university leaders need to stress themes of harmony on a continuous basis among all individuals within the Wake Forest University community. This idea should be addressed in a proactive manner and should be reinforced by official university literature containing statements on the value and importance of learning within a culturally diversified atmosphere.*

Our university publications have undergone substantial change with the hiring of a new University Editor. The treatment of racial issues has been extensive, serious and thoughtful, but no attempt has been made to distort the reality to stress themes of harmony. The reality is more complex than that. The writers on campus publications have a responsibility to present the positive events, and write the several success stories of individual accomplishments but they also have to talk about the incidents and the frustrations that exist on a real campus with the same tensions as campuses across the nation.

Official university literature and videotapes are showing, rather than telling, that this is a campus with quality faculty, students, programs and facilities, and that a variety of races and ethnic backgrounds are found here. We should encourage those responsible to continue their efforts.

The demise of the Iron Curtain and the opening of eastern Europe has further accelerated the development of a global outlook. Although we have not heard the President, Provost or Deans speak often about issues of racial harmony, we have heard of the Provosts's Worldview initiatives and the stress they put on foreign study, understanding of other cultures and cultivation of a global outlook. More direct attention, perhaps at a convocation, could be given to racial harmony at Wake Forest and elsewhere.

*4. Academic and administrative departments should be encouraged to state in their annual reports what efforts they are making to promote cultural diversity.*

The Committee will send a memo asking that academic and administrative department heads consider adding information on cultural diversity to their Annual Reports.

## Student, Faculty and Administrative Initiatives

*1.The President and other leaders in the administration, faculty, and student organizations must take a firm and public stance that racial slurs, and racist attitudes will not be tolerated on campus.*

This recommendation, however well intentioned, is fraught with legal difficulties. As an academic institution we are not well positioned to deny the exercise of free speech. Regulating attitudes is probably both impossible and undesirable. Changing them by affirmative stance, by encouraging the administration, faculty and student leaders to public and private demonstrations of their commitment to tolerance and to diversity is a more positive approach. We would also expect swift and public condemnations of racist behavior and speech from the administration whenever such occasions arise.

*2. Interactions among students on all levels should be encouraged. An emphasis of this interaction should be on shared common, positive goals such as those found through Habitat for Humanity or other cooperative endeavors where open communication is fostered and diversity of background is minimized.*

There are several programs in place which encourage cooperative endeavors to foster open communication and minimize diversity of background. Although the Habitat for Humanity project has not been as successful in bringing together diverse groups as had been hoped, the problems have been identified, so that future ventures should be better planned, involving a larger number of groups in the planning process.

The WFU Athletes Care program, a community outreach project, utilizes student-athletes volunteering as classroom assistants, mentors, tutors, supporters and friends to elementary and middle schools in Forsyth County. In this effort, the program has been effective in bringing together young men and women of different social and ethnic backgrounds as well as strengthening the bonds between Wake Forest University and the Community. The improvement of race relations has been an unexpected but welcome dividend of the program.

A similar program, Partners in Education, has provided a partnership with Cook Middle School through which a tutoring program has been established. Wake Forest students visit the Cook campus to work individually with middle school students, and lectures are provided by Wake Forest staff to supplement classroom teaching. Cultural sharing occurs in the program among students of different ages, different races and different cultures.

*3. Residence house council programming should continue to be used to address the subject of racism on campus and promote student initiated responses on how to break down barriers between groups. Make attendance at such programming mandatory following the pattern of the AIDS seminars. Involve faculty and administrators in these programs.*

House Council Organizations and the Resident Student Association (their governing board) are student elected boards which typically plan social and educational activities. Unlike the Student Union, they cannot mandate student participation. The Office of Residence Life and Housing has developed a set of opportunities for meeting this recommendation. It is our understanding that the May, 1992 retreat of the Division of Residence life and Housing worked on planning for programming to improve race relations. Residence Advisors are trained in racial sensitivity and awareness of diversity.

*4. Faculty and administrators need to be active in serving as role models for students in promoting diversity in a harmonious fashion inside and outside the classroom environment. This type of behavior must be continuously encouraged.*

Many faculty and staff members, African-American, Asian, Caucasian, are actively engaged in activities which pattern racial and ethnic harmony. Even more shine as examples to young people by their work, their dedication, community involvement and their lives. The influence of faculty and staff on student life is a benefit of the small size of Wake Forest University which makes personal interaction easier. Because there are so many ways in which one may be a role model, it is difficult to identify one means to encourage this activity. It

may be best to remind faculty and staff that students may look to them to absorb normative behavioral standards, and that like it or not, they do set an example.

*5. Highlight through student, faculty, and administrative efforts holiday celebrations important to students, faculty, and staff on campus outside of the Christian tradition, e.g., Passover.*

In 1991 and 1992 several holiday celebrations or commemorations took place on campus including two Holocaust memorial observances. Two campus groups and the Winston-Salem Jewish Community Council co-sponsored the visit of a Jewish feminist writer and activist, herself a Holocaust survivor. Although many students, Christian and Jewish, participate in Passover at community gatherings or faculty homes, there are no seders on campus. Small numbers of students learn about the Jewish holidays in elective courses like Contemporary Judaism, Hebrew Literature and Language, and Jewish American Literature. Professor Andrew Ettin is attempting to organize Jewish faculty and staff to invite Jewish students for an occasional Sabbath or holiday meal, and perhaps use the existing Thursday worship period for reading of the Torah.

By 2000, 25% of the world's population will be Muslim! There is no formal observance of Muslim holidays on campus, and only an informal organization of Muslim students on campus. This is an area in which much more must be done to prepare for global demographic changes.

In December of 1991 Kwanza was celebrated in Reynolda Hall. Over 100 people participated, and African-American student organizations such as the BSA and Nia House, plus the Office of Minority Affairs were instrumental in the success of the program, which featured performances, African foods, and a lecture by Dr. Alton Pollard

*6. Student-initiated efforts to improve race relations on campus such as those initiated by Residence Life, the Student Union, and the Office of Minority Affairs should be encouraged. This initiative can help improve race relations, especially among those who have been insensitive to the importance of this issue because of their limited backgrounds.*

The Student Union is dedicated to social, cultural, and educational programming for the entire Wake Forest Community. Possessing goals aimed at promoting cultural diversity, Student Union schedules a set number of multicultural performers each year. In addition Student Union sponsors social hours, art exhibits, and movies which address or include diverse cultures. Next fall the Student Union plans to present a Cultural Fair.

The Student Government represents the needs, concerns, and opinions of the undergraduate student body. There is a Student Government Race Relations Committee charged with addressing relevant issues. The committee is examining the feasibility and benefits of reconvening the groups that met at freshman orientation to discuss race relations to continue discussion . This effort would give freshmen the chance to express their perceptions and

reactions to race relations on campus. In addition the committee would like to sponsor a race relations conference to invite students at similar schools to discuss ways to address the issues. The Office of Minority Affairs will sponsor black student leaders to attend a race relations conference for predominantly white schools at UNC-Wilmington in February of 1993.

*7.High profile and influential groups such as fraternities and societies need to be encouraged to set examples for excellence in matters of multicultural diversity. A Greek guideline promoting multicultural efforts must be established by the Interfraternity and Intersociety Councils and become an effective means for combating racism and intolerance in the campus community.*

Presidents of the Interfraternity Council and the Inter-Society Sorority Council have initiated discussions regarding efforts to promote better multicultural awareness. The Interfraternity Council, it is reported, is "currently examining its approach to effective promotion of multicultural efforts" and is considering the possibility of adding a ninth category to its Greek Guidelines, drafted to address multicultural efforts. The ISC plans to investigate and integrate a similar category into their guidelines. They envision additional parties, service projects and gatherings of organizations of different cultural backgrounds. The ISC plans to hold informal meetings of all societies and sororities to discuss similarities, differences, and goals in a relaxed setting with the ultimate goal of establishing a multicultural awareness committee.

*8. Campus security personnel need to be continuously supported in their efforts to be sensitive to promoting positive human relationships in the Wake Forest community. Such an effort should continue to be aimed at eliminating overt or covert acts of racism by security personnel.*

For the past three years Campus Police have had a week of summer in-service training, and Dr. Wade has done a presentation on racial sensitivity. In addition, this year, there was a week of training focused on customer satisfaction, rapport building and related issues in which our campus security force joined with those at Winston-Salem State University and North Carolina A & T, both traditionally black schools. Regina Lawson, newly appointed as Chief of Campus Security, is considering using the resources of the Winston-Salem Police Department to share training at a future date.

*9. As an institution of higher education, Wake Forest needs to examine its Southern heritage and conservative nature in the context of racism. The W.J. Cash Symposium this year was an excellent beginning to what should continue to be a process of examination and evaluation.*

The June 1992 issue of Wake Forest Magazine focused on thirty years of changing patterns of race relations at Wake Forest in a thoughtful way. It was a step in putting today's campus into the perspective of changing attitudes in society over three decades.

*10. Resources on the Wake Forest campus, especially faculty and staff who are experts in human relations, should be utilized whenever possible to break down racial barriers.*

Although it is difficult to know what qualifies one as an expert in human relations, we can point to faculty and staff who are warm, caring and effective at dealing with problems. They are already heavily engaged in formal and informal interactions with students and groups. The staff of a variety of administrative departments, and the staff in the Student Life division have either had or will have sensitivity training which will be used daily. The effectiveness of present staff in breaking down racial barriers is difficult to measure, but the commitment of the Administration, especially in Student Life is clear in the emphasis given to racial issues.

*11. Attention should be given to the relationship issues between students and ARA and Servicemaster staffs. The university's employees at all levels serve as role models to students and represent the institution. A balanced group of employees, at the lowest levels of employment, which is not dominated by one racial group would be a positive step for Wake Forest to take in promoting equality and providing positive role models for all members of the university community. Likewise, ARA should be encouraged to include African-Americans in Management.*

The Director of Affirmative Action has scheduled a meeting with managers from ARA and Servicemaster. The Oversight Committee will ask to be notified of the results of the meeting, and will request information about the percentage of minorities at the various levels of employment .

*12. Programs in multicultural awareness should be offered annually for all members of the Wake Forest Community, e.g., faculty/staff development days, courses for students on multicultural issues.*

A number of efforts have been undertaken to promote multicultural awareness among students. Under the stimulus of the World View Spires of Excellence we describe a proposed "global issues" course elsewhere in this report. The introductory course in Health and Sports Science is being revised to include a module on diversity beginning in Fall of 1993. The Office of Minority Affairs sponsors a number of race relations seminars throughout the year, including the celebration of Martin Luther King's birthday.

The Provost has shared with the Department Chairs his desire to have a seminar on racial issues for the chairpersons and he will be developing this proposal for the Fall of 1992. As yet there is no plan to include all faculty or to include administrators and other staff. Many of the higher level administrators in the university have participated in the Charles King seminars during the past several years.

Several student organizations regularly sponsored programs in multicultural and/or crosscultural awareness during 1991 and 1992. Students Against Apartheid offered such events as South Africa Week, featuring Randall Robinson from TransAfrica; a teach-in on divestment and sanctions; and spring

anti-apartheid rally featuring Dr. Alton Pollard, Religion Department, and Dr. Debra Boyd-Buggs, Department of Romance Languages. The Black Students Association co-sponsored a race relations seminar with Sigma Chi, attended by 300; celebrated Black Awareness Week September 30-October I, 1991, culminating in a poetry reading by Maya Angelou. The Women's Issues Network sponsored a series of discussions between African-American and Caucasian women entitled "Sister/Sister?" and held a forum on "Women and AIDS: A Crosscultural Perspective." The Asian Student Alliance , created in spring 1991 with a major goal of recruiting more Asian students to campus, co-hosted the International Club Dinner in November, co-sponsored (with ISC, IFC, and Minority Affairs), a forum on race relations attended by 50, and co-sponsored a lecture on Chinese literature by Dr. Leo Lee in January, 1992. Another new organization, the Global Awareness Group, has sponsored films and lectures on Latin America in Transition, Women in El Salvador, Changes in South Africa, and Israeli-Palestinian Peace Dialogues. One of the heartening developments at Wake Forest was seen, on television, in the aftermath of the Rodney King verdict in Los Angeles. Students, black and white, held a peaceful prayer vigil at Wait Chapel. Surely, with reports of riots on other college campuses, this response speaks to the possibilities of fellowship on this one.

Courses for students emphasizing multicultural and/or crosscultural issues and awareness are taught in the departments of Anthropology (e.g., People and Cultures of Africa, The American Indian), English (e.g., Black American Literature, Women Writers and Society), History (e.g., Global Economic History, Origins of the Americas, African Slavery and Slave Trade), Politics (e.g., International Politics, Government and Politics of South Asia), Psychology (Crosscultural Psychology), Religion (e.g., African American Religious Experience, The Emerging Church in the Two-Thirds World), Sociology (e.g., Race and Ethnic Relations, Sociology of Family), and Speech Communications (Rhetoric of Race Relations) as well as in the International Studies (e.g., Japan Since World War II), Asian Studies, (e.g., Chinese Revolutionary Literature), and Women's Studies Programs (e.g., Women, War, and Peace), in many foreign language courses, and in interdisciplinary humanities (e.g., Philosophy of Liberation in Literature, African Culture and Its Impact on the U.S.). One possible goal that could be facilitated by the administration would be to encourage each department to develop at least one course for its majors that emphasizes multicultural and/or crosscultural awareness.

## Curriculum Development

*1.Establishment of an American Studies major should be carefully examined by the faculty in that it would help promote cultural diversity across the university campus. Should the faculty approve such a major, resources should be made available to make this possibility a reality.*

A subcommittee of the Academic Planning Committee has been working on a proposal for an American Ethnic Studies Program for several years. This year they were given approval to hire a consultant to look at existing faculty and

courses and make recommendations as to the viability of such a program here . After the consultant is selected and makes a report, the subcommittee will present their plan to the Committee on Academic Planning, which will in turn accept or reject it. If accepted it will go to the faculty for approval. The Provost and Dean of the College will need to address any issues of additional resources.

*2. The possibility of establishing an Africana Studies Program (studying people of African descent) should be considered. The establishment of such a program by the faculty would create more courses at the university but would also cause the entire university to further examine its attitudes collectively and individually about race.*

Little activity has been reported on any movement to have a specific Africana Studies Program, although the American Ethnic Studies Proposal would certainly deal with Americans of African descent.

*3. The establishment of foreign study programs in nonwestern European areas, such as Africa and Central and South America, should be carefully considered. Programs of this nature would expose students to new ideas and experiences concerning diversity and could have a subtle but significant effect throughout the campus community.*

Although Asia is not specifically mentioned in the recommendation, it is relevant to state that there is significant growth in the numbers of Wake Forest students going to China and Japan to study. Last fall we sent 9 students to Tokai, this fall it will be 14. About 20 students go to China each year.

Foreign study in Central and South America has not been a popular choice, but it is expected to increase as it will be a priority for the International Studies Office, and was identified as the second priority in the Pew Grant process.

Very few students have gone to study in Africa. Other schools have foreign study programs which include African sites, and our students often attend the overseas programs of other schools, so that the lack of a Wake Forest program in Africa is not the major deterrent. There have been few requests for foreign study in Africa, but as yet there has been little promotion of the concept. Without a program of African Studies our students may not see an academic advantage to study in Africa.

It is not necessary to establish our own programs; our students could be encouraged to consider foreign study through existing programs elsewhere if course quality is acceptable. Foreign study in areas in which we do not have programs could be facilitated for students if they could take their scholarships with them.

*4. The possibility of including the contributions of minority writers and researchers by faculty into already existing course offerings should be*

*encouraged. This type of activity could help breakdown stereotypes and promote positive interactions among members of different races on the Wake Forest University campus.*

This year several new courses and course changes added new writers to the selection offered. English 375, American Drama, covers Hansberry and Wilson; English 379, Literary Forms of the American Personal Narrative, has students read several Asian and African-American writers and English 394, Contemporary Drama adds to the mix. Humanities 380, Humanities, Film and Society, includes Alice Walker and Richard Wright.

These new courses will be part of a much larger number that includes many others in English, History, Politics, Religion and Women's Studies. A new offering in Psychology is titled "Prejudice, Discrimination and Racism," and looks at cross-cultural similarities and differences.

*5. In keeping with the spirit of Wake Forest's commitment to diversity, the college faculty is urged to explore the possibility of offering a divisionally required multicultural course.*

The World View Spire of Excellence Program has a committee co-chaired by Don Schoonmaker and Sarah Watts which has been working on a multicultural course and investigating grant possibilities to support faculty wishing to spend a summer developing such a course. Perry Patterson has agreed to teach a pilot for the course in Spring of 1993. William McNeill of the University of Chicago, considered the "father" of the world history movement, has agreed to do a workshop for faculty interested in the concept of world history.

Dick Sears and Provost Brown have had discussions about the possibility of a multicultural module for all freshmen, beginning at orientation and extending into the semester. The additional insights and new perspectives received would then be with the students for the whole four years of their undergraduate life at Wake Forest.

The number of talented and committed faculty from a spectrum of departments working on the challenge of broadening students' understanding of the rest of the world is a very positive beginning. Change in curriculum and in academic requirements requires a certain amount of consensus, and must therefore be implemented with respect for academic values and sensitivity to issues of academic freedom and workload.

## Orientation

*1. Support should be given to the implementation of a program that has already been formulated by the Orientation Committee in which a mutual respect for cultural and differences in background will be emphasized.*

An orientation and sensitivity session for freshmen was delivered last summer (August of 1991). With the efforts of Dr. Wade, Dr. Harris and Rev. Christman, the program has been revised and repositioned for the August 1992 orientation to better facilitate interaction between the races. With orientation limited in time and so many issues to cover, this type of approach clearly cannot stand alone, but must be reinforced at other points in the student experience. This reinforcement could be provided by the proposal of Student Government that the groups be reconvened to resume discussion later in the year.

## Recruitment and Employment

*1. African-American administrators and faculty should be used in the recruitment of potential new colleagues and students to the greatest extent possible.*

Good use is already being made of African-Americans in the recruitment of new faculty and students. They have been effective in the identification and follow through phases of recruitment and serve as resources in many ways.

*2. The ongoing efforts of campus ministries to employ a campus minister of color, preferably an African-American, must be encouraged and supported.*

There is still no campus minister of color. One suggestion which offers promise is to enlist the aid of our minority students to identify a suitable local minister of color who might wish to affiliate with our campus ministry. This might allow us to have the services of a minister for pastoral counseling of our students before a full time minister could be added.

*3. Support the efforts of the University Counseling Center to employ an African-American so that minority students experiencing psychological difficulties will have someone with whom they can readily identify and work with in resolving situational or developmental difficulties.*

Some further refinement of this recommendation has focused on the need for an African-American male, because of the special problems of this group, including their low enrollment. It was also suggested that all counseling staff attend sessions which concentrate on the special problems of minorities.

The University Counseling Center has facilitated a minority Women's Support Group which has met weekly for two years, using minority graduate student interns. This type of peer support arrangement can be very beneficial to participants.

Although the Counseling Center has had minority interns, it has no minority counselors and no vacancies. As vacancies arise or new positions are created, Counseling should look for an African-American psychologist.

*4. Wake Forest University should continue to recruit minority students who bring broad-based experiences, diversity, and energy to the campus and, in the process, promote awareness of diversity issues by those in the majority.*

Dr. Wade and others continue to market Wake Forest University aggressively to academically gifted minority students. Several suggestions to use current African-American students to encourage prospective students to choose Wake Forest with personal telephone calls and to identify potential students from their old high schools have promise to increase the applicant pool and the yield.

The recent increase in financial aid for minority students is an enormous benefit to us in recruiting.

*5. There is a need for more African-American administrators and faculty on campus. Students especially need African-American faculty and administrators as positive role models.*

Personnel will be scheduling, according to Gloria Cooper, a meeting to involve African-American faculty further in the recruitment of potential new colleagues. Other suggestions include having minority representation on the search committee, continuing advertisement in the Chronicle of Higher Education, Black Issues in Higher Education and other relevant minority publications; active searches through the Directory of Minority Ph. D. and MFA Candidates and Recipients, and minority vitae banks might increase the numbers considering Wake Forest a good place to work.

Unfortunately, especially in the faculty area, the caliber of minority candidate we look for has many opportunities for greater tangible rewards and less of a teaching load. The competition for the best faculty is as intense as it is for the best students. For research oriented faculty, of any race, the lack of graduate programs and students, and research resources can make Wake Forest less attractive than other universities. The social climate for minority faculty must also be seen by potential candidates as receptive and desirable. We have to consider ways to deal with these issues.

Attracting and hiring minority faculty will not add to the atmosphere of race relations unless we can also retain these individuals. Of the 28 African-Americans hired into faculty positions since 1969 fewer than half are still teaching here, and several others are untenured. The problems of retaining talented faculty are not limited by race, but the likelihood of finding minority replacements is slimmer, making the situation of turnover more critical. Added to the small number of African-American faculty on the staff is the reality that not all minority faculty want to take on the extra, and oftimes heavy burdens of being role models, mentors, counselors. Like other faculty, they have families, class preparations, and research responsibilities. They must qualify for tenure and cannot afford to devote all their energies to service.

*6. The Harbinger Corps of the Admissions Department needs to present the university as a place where people of all races are openly welcomed. There is*

*a need to pursue diversity in recruitment policies, such as having a representative group of minority students in the Corps.*

Last year the tour leaders of the Harbinger Corps included one African-American student. Next year there will be five African-American students giving tours. The implementation of the recommendation to include students of color met with opposition from the existing members who felt that the tour guides should be chosen on merit alone, although all those choosing were white. It was the Admissions Officer with the help of Dr. Wade, who identified good minority candidates and reopened the process. Once included, the minority members will certainly recruit others in future years, as most of the awareness of the Corps comes from word of mouth. Other activities of the Harbinger Corps have long been open to anyone who volunteered.

It has been further suggested that all Harbinger Corps members know and describe opportunities for minority students, including fraternities and sororities, the Black Student Alliance and the NAACP.

*7. The efforts of the Residence Life and Housing Office in their goal of recruiting an African-American for their central office staff should be encouraged and supported.*

The Residence Life and Housing Office has had a mandate to consider Affirmative Action issues in recruiting central office staff as vacancies occur. They have not yet added an African-American for these positions, but are continuing their recruitment efforts.

## Athletics

*1. Student athletes, especially African-American athletes, must be supported in the achievement of their academic as well as athletic goals. Programs must be implemented to make sure that members of this group do not "fall through the cracks" in regard to their studies.*

Dr. Wade, Dean Holmes, Charlie Davis, Bill Currin, Doug Bland, Mike Ford and Sam Gladding are working on a program developed by Charlie Davis and called "Strive for Excellence." The university is currently implementing certain recommendations in theBeck Report which also addressed issues of academics and athletics.

*2. The academic counselor for athletics should report and be responsible to the Provost.*

This was also a recommendation of the Beck Report. With the change in leadership in Athletics, it is possible that other administrative realignments will follow.

*3. More African-American administrators, coaches, and support staff should be employed within the Athletic Department, especially within the revenue sports programs, since African-American student-athletes are heavily represented in these programs.*

Vacant positions have not been widely posted in the past. Gloria Cooper, Director of Affirmative Action, has suggested that Athletics advertise in the Chronicle of Higher Education and in Black Issues In Higher Education to widen the applicant pool. She also suggested they solicit referrals from within the Athletic Department and elsewhere at Wake Forest.

As positions become vacant, it will be important to remind Athletics to be proactive in seeking out qualified minority candidates.

## International Students

*1. Promote the activities of the International Club to students and stress the opportunities through the club to intermingle and learn about other countries and their people.*

The International Club endeavors to provide opportunities for students to intermingle and learn about other countries and their people. The International Club is open for membership to both American and international students, as are all activities sponsored by this organization. The International House, part of the theme house system, is open to anyone who is interested in a cross-cultural experience. House residents this year included students from the U.S., Spain, Kenya, Hong Kong, Pakistan and India.

The Student Ambassador program, an outgrowth of the International Club, provides for upperclass volunteers to be paired with incoming international students as a special friend. The opportunity exists for both the Ambassador and his/her international student friend to share culture and experiences.

*2. Provide a lounge on campus for international students to mingle and to hold activities. This space could be used for events that promote an awareness of diversity and a sensitivity to universal aspects of humankind that everyone shares.*

This may have been discussed, but nothing has been decided.

## Long-Range Planning

*1. A comprehensive plan that is systematic and long-range in nature for promoting positive race relations on campus must be developed. It should stress common values and the heritage that all Wake Foresters share. This type of plan could include programs such as the Charles King Seminars or other proven workshops that address and constructively deal with racism.*

Now that Charles King has died, we will no longer have the opportunity to be jolted into heightened awareness of race issues as he presented them. However, the Personnel Department is planning race relations sensitivity training for the Fall of 1992, utilizing videos and experts, and intended for an audience of Administrators and Supervisors. Details should be available soon.

In addition, Wake Forest will have the option of continuing its training with one of Charles King's disciples.

*2. The Office of Minority Affairs should be renamed the Office of Multicultural Student Services. The focus should be on the diversity of cultures represented on the Wake Forest campus.*

Conversations on this change have begun with Harold Holmes, Mary Beil, and Vice-President Ken Zick. A new location for an expanded Office of Multicultural Student Affairs has been tentatively identified. The subject will be addressed during the fall 1992 budget process.

It has been determined that the International Student Advisor will not join the Office of Minority Affairs, under whatever name, but will operate separately. Discussion about the change of name is continuing.

*3. More focus needs to be given to the achievement of African-American students/faculty/staff on campus in areas other than athletics. Stories which feature African-American student/faculty/staff achievements should be regularly promoted in the Old Gold and Black, Window on Wake Forest and The Wake Forest Magazine.*

One of the best implemented of the recommendations of the Race Relations Commission has been the increase in coverage of minority faculty, staff and students. All three of the publications above have focused on minority issues and persons. Official publications as well as the Wake Forest Video Yearbook show pictures of minority groups and individuals, so that no one who has read these publications could be unaware of the diversity on this campus.

The staff in the University Editor's Office will continue to make a conscious attempt to show the value and importance of learning within a culturally diversified environment.

*4. Special efforts should be made to increase the number of African-American members on influential boards of the university such as the Board of Visitors, the Board of Trustees, and the Alumni Council.*

The means of selection of the Trustees is intrinsically conservative, from a Nominating Committee of their members. We suggest that President Hearn take on the responsibility of identifying and promoting additional African-Americans who will be able to contribute to the Boards. Race should not be the major factor in filling vacancies, but a more diverse governing body may be more concerned about issues affecting the racial climate on campus.

The Parents' Council routinely looks at race in making appointments to assure that all segments of the student population are represented.

*5. A standing Race Relations Commission, which would be accountable to the university and would help to systematically plan culturally diversified activities among all segments of the university community, should be established. This type of standing commission would symbolically and substantially address any questions about whether Wake Forest is committed to promoting racial harmony among its students, faculty and administrators.*

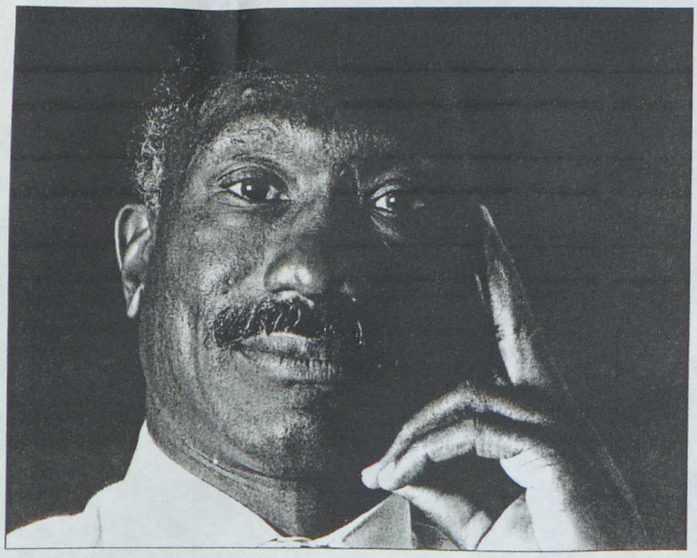
An oversight committee has been appointed, but has spent the first year of its life in tracking implementation of the 39 recommendations and evaluating activities related to improving the racial climate. It has not yet begun to plan any activities of its own, and indeed, might be better used coordinating and publicizing those of others, as the oversight committee has no budget. Far more needs to be done in finding out about events on campus, and in funneling the presentation of racial problems and opportunities to administration. The Committee will make annual reports to the President to accomplish two purposes: first, to keep him abreast of steps taken to improve racial harmony on campus, and obstacles to that goal; second, to revise the recommendations as the racial climate and multiculturalism evolve at the university.

## Conclusion

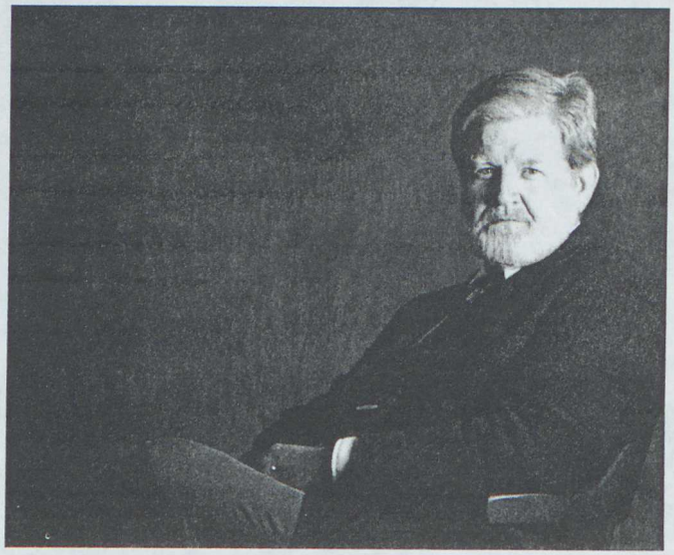
Wake Forest University can take justifiable pride in the initiatives of individual faculty, staff and students in making a difference and improving life on campus for all members of the community. From increased programming and higher visibility of minority students and faculty in publications and in leadership roles in student government, to continuous integration of racial sensitivity training for key staff, to curriculum changes that address multicultural issues and include diverse perspectives, we have clearly made progress in implementing and enhancing the recommendations of the President's Commission on Race Relations, and set mechanisms in place to continue to broaden our world views.

Where progress is halting, as in adding minority faculty, counselors, chaplains, administrators, or in implementing new academic programs, we have been able to pinpoint the difficulties, suggest alternative methods of accomplishing the aims of specific recommendations. Changing the hearts and minds of individual students and faculty may be the goal, but may also be the by-product of programs which work, and interactions of students and faculty who find they have more to unite them than to divide them.

In light of the recent events in Los Angeles, we are reminded that there is racial tension which lurks below the surface of our lives and can remain out of sight until there is a crisis. At Wake Forest we have not waited for a major crisis to erupt before continuing and accelerating the evolutionary process of change which began over thirty years ago with the admission of the first black student. We are moving along the right path, too slowly for some and too fast for others, but with the numbers of fellow travellers committed to the journey at this university, we will continue to move forward.



HERMAN EURE



J. HOWELL SMITH

# Black faculty were a long time coming

**by Herman Eure and J. Howell Smith**

It was 10 years after Wake Forest had awarded its first baccalaureate degree to a black student that it appointed its first full-time African American faculty members. Edward Reynolds, a Ghanaian, graduated in 1964 with a B.A. in history. In 1974, professors Dolly A. McPherson of English and Herman Eure of biology began their appointments at Wake Forest.

Why, at a school whose motto suggests that it exists for the benefit of humankind, did it take so long for the faculty to be integrated?

Surely, the same factors that had slowed the desegregation of the student body a decade earlier were still present. Traditions that had dictated that the first full-time black student would be an African rather than an African American also dictated a reluctance to desegregate the faculty. The commitment to the value of a racially diverse faculty was inadequate.

BLACKS AND WHITES IN GRAY

The first African American to teach full-time at Wake Forest was Joe Norman, a Winston-Salem CPA who taught accounting in the School of Business and Accountancy during the spring semester of 1969. No other blacks had been employed as faculty members at Wake Forest prior to then.

During the summer of 1970, Edward Reynolds, who since his graduation from Wake Forest had received an M.A. at Ohio University and a B.D. at Yale and was completing his Ph.D. at the London School of Oriental and African Studies, accepted an offer from the Department of History to teach two courses in summer school. There was hope he would accept an offer to become the first full-time black faculty member, but the University was slow to tender a bona fide offer. By the time one was extended , Reynolds had already accepted a position at San Diego State.

Dolly McPherson first visited the University when she accompanied writer Maya Angelou on a visit to campus in 1970. Both women found the campus and community appealing and made friends with administrators, students and faculty. At the time, the University was responding to students' demands for courses in Black Studies, and when a position came open on the English faculty, she accepted.

McPherson and Eure had to dispel the notion among students and faculty that African American scholars were somehow less qualified than their white counterparts. It was a learning experience for everyone. Students who had never been asked to defer to a black found that they could learn from black authority figures. They learned that the responses of African American faculty members did not conform to stereotypes. And African American students learned that black faculty, who might otherwise be their advocates in a community adjusting to integration, did not compromise the University's academic standards for their sake.

During the late 1970s, Wake Forest understood the value of having faculty from diverse backgrounds, but with a few notable exceptions, it did not compete well for exceptional African American scholars. In the spring of 1975, Laura Rouzan came from the University of Georgia to teach in the speech department, and later that year, the Romance Languages department hired Sandra Daniel, a Ph.D. from the University of Maryland, to teach French. Both would later leave Wake Forest.

The Office of Minority Affairs was established in 1978 to support the still small but growing number of black students at Wake Forest. Larry Palmer, who had earned an Ed.D. from Indiana University, was hired as its first director. He also taught African history in the Department of History. After Palmer left to join the U.S. Diplomatic Corps in 1981, Herman Eure assumed the directorship, serving in a dual faculty-administrative capacity until 1984, when he returned to full-time teaching. Suzette Leftwich served as acting director until 1986, when Ernest M. Wade was appointed director.

In 1980, President James R. Scales directed an advisory committee to the Office of Equal Opportunity to "make every effort to have at least one black candidate interviewed on campus" for each faculty opening. That year, Willie Pearson Jr., a Southern Illinois University Ph.D. whose books on career patterns and minorities in science were nationally recognized, joined the sociology faculty. Also in 1980, Maxine Clark, a Cincinnati native who had earned a Ph.D. at the University of Illinois, came to Wake Forest to teach psychology. Her research interests,

which focused on self-esteem in African American children, added much to campus understanding of minority scholastic issues.

The early black faculty members were welcomed by most in the Wake Forest community, but they also faced prejudice. Some of their colleagues assumed that African American students were not as good; that they were "lazy." Black faculty found some students restless and, as one put it, "peeking through their fingers when there was a black person in the class and there was a race issue on the agenda." Racial graffiti and "student minstrel shows" defiled their existence with painful evidence that much still needed to be done. But while change came as hard to Wake Forest as it did to other Southern institutions, the African American faculty who came to Wake Forest felt as a whole that they were wanted and respected.

In 1981, when it was clear that traditional faculty recruitment strategies were not attracting sufficient numbers of black faculty, the University created a Dean's Committee on Minority Faculty Recruitment. Noting that the number of black faculty had remained at four since 1976, it encouraged departments to invest extraordinary effort in identifying and recruiting African American faculty. A milestone was achieved in 1982 when Maya Angelou joined the University as interdisciplinary Reynolds Professor of American Studies. Her impressive reputation as a performer, writer and lecturer enhanced the University's national image and the campus community.

By 1984 the University had brought a total of 18 African American faculty candidates to campus for interviews and had hired seven. The total number of black faculty had never exceeded six out of a faculty that then numbered about 250. Provost Edwin G. Wilson wrote to departments in February of that year that the University "recognizes a moral obligation and educational need to increase the number of black faculty members." The university was ready to invest time, effort and resources to create a stronger black presence on campus.

Eddie Easley joined the School of Business and Accountancy faculty in 1984 and Wade joined the administrative staff as minority affairs director in 1986. The School of Law had added William H. Dowdy (J.D., Stanford) and Calvin W. Sharpe (J.D., Northwestern) to its faculty in 1981 and 1982, respectively, but it would not be until 1989, with the hiring of Luellen Curry (J.D., Northwestern) that the school would have a sustained African American faculty presence. Since 1986, Sterling Spainhour and Hazel Mack have taught occasionally as adjunct law faculty members.

The appointment of a series of race relations commissions in the 1980s reflected the tenacity of the issue. A 1987 Student Government President's Select Commission on Race Relations report declared: "The low percentage of African American faculty is not only a misrepresentation of our commitment to an integrated education, it is also repugnant to the very ideal of liberal arts ...The courting and hiring of minority faculty members is essential." The fall 1987 report of a faculty Ad Hoc Committee on Social and Academic Responsibility pointed out that minority faculty members were asked to serve as role models for black students, to agree to serve on any committees that dealt with minority affairs and to be "high profile players in the [Winston-Salem] black community" on behalf of the University—all the while shouldering the teaching, research and publication responsibilities that undergird an academic career.

In 1988 President Hearn appointed a Committee on Race Relations chaired by Provost Wilson. Its report said the University "should seek to increase the number of a wide variety of minorities on its campus, including Hispanics, Asian Americans, Native Americans and others." But of primary importance, the report noted, was "the critical need to increase the number of black students and faculty in the Wake Forest community." It pointed out that in 1987-88, African Americans constituted only 2.3 percent of the full-time faculty on the Reynolda Campus—six out of 263—and called for a conscious, committed effort to raise the number of black faculty to 12 by fall 1990 and 18 by fall 1992. Acknowledging that black faculty recruitment was highly competitive nationally, it called for allocation of funds to support the effort. As a result of this impetus, African American faculty were added to the departments of Religion, History, Romance Languages, Politics, Sociology, Health and Sport Science and Education and to the School of Law.

The 24 African American faculty members hired from 1974 to 1991 have enriched the Wake Forest mosaic. They have come from states across the country and from institutions as varied as Duke, Illinois, Rochester, Iowa, UCLA, Stanford, Northwestern, Southern Illinois, Tennessee, Ohio, Iowa State, UNC-Greensboro, SUNY-Buffalo, Michigan State, Notre Dame, Indiana and Pittsburgh. Their fields have ranged from English through sociology to religion and science. But while they have added much that was new and diverse, they have shared in Wake Forest's common commitment to teaching and scholarship.

All of the African American faculty who have come to Wake Forest have not stayed. Some left for better positions; others, for larger cities and more diverse cultural experiences; still others, to complete degrees. But whatever the reasons for their departure, their contribution to Wake Forest's becoming a more open and tolerant community is gratefully acknowledged. And those who have stayed are valued for their contributions to the University's growth toward horizons far beyond the classroom, the research lab and the library stacks.

*Herman Eure is a professor of biology and J. Howell Smith is chairman and professor of history at Wake Forest.*

**African American Faculty at Wake Forest**
*(list does not include military science faculty or athletic coaches)*

| *Name* | *Dates of Service* | *Department* |
|---|---|---|
| Joe Norman | 1969 | Business/Accountancy |
| Henry Lewis Jr.* | 1970 | Religion |
| Herman Eure | 1974-present | Biology |
| Dolly A. McPherson | 1974-present | English |
| Laura V. Rouzan | 1975-80 | Speech |
| Sandra F. Daniel | 1975-77 | Romance Languages |
| Larry Womble | 1974-75 | Education |
| Larry Palmer | 1978-81 | Administration and History |
| Maxine Clark* | 1980-90 | Psychology |
| Willie Pearson Jr. | 1980-present | Sociology |
| William Dowdy | 1981-82 | Law |
| Maya Angelou | 1982-present | American Studies |
| Calvin Sharpe | 1982-83 | Law |
| Edward Miller Jr. | 1983-84 | Romance Languages |
| Eddie Easley | 1984-present | Business |
| Ernest Wade | 1986-present | Administration |
| Sterling Spainhour* | 1986 | Law |
| Alton Pollard | 1988-present | Religion |
| Alonzo Stephens | 1988-89 | History |
| Beverly Wright | 1989-present | Sociology |
| Hazel Mack* | 1989 | Law |
| Debra Boyd-Buggs | 1989-present | Romance Languages |
| Yomi Durotoye | 1989-90 | Political Science |
| Barbee M. Oakes | 1989-present | Health and Sport Science |
| Anthony Parent | 1989-present | History |
| Luellen Curry | 1989-present | Law |
| Susan Wallace | 1989-91 | Psychology |
| Loraine Stewart | 1990-present | Education |

* adjunct or part-time

12 - Law - Wright = 10 poss. Rel,

# Race Relations Survey

KEY: "LOD" = "lack of diversity"

91 surveyed

| | | #3 | #4 | #5 | #6 | Comments/Quotes |
|---|---|---|---|---|---|---|
| ✓ White male | soph | Y | N | N | Y | Campus-wide party; re-vamp Greek system |
| ✓ W m | soph | N | N | N | Y | |
| ✓ W m | soph | N | N | N | N | |
| ✓ W m | soph | N | N | N | Y | more minority scholarships |
| ✓ Asian m | soph | Y | N | N | N | more minority representation and recruitment; we have lots of good scholarships (diversity is better here than at U.M.) |
| ✓ W m | soph | N | N | N | N | we need a more diverse campus |
| ✓ W m | soph | Y - among some people | N (but it exists) | N | Y | |
| ✓ W m | soph | Y | N | Y | Y | BSA is very exclusive, but Gospel Choir and N.A. those very integrated; the only time racial harmony exists is at basketball games; my high school was about ½ white & ½ black, but WFU is mostly white; we should interact more; Greeks should get together |
| W female | senior | Y | N | ? | ? | we should encourage attendance to events that promote integration; the basic place for races to interact is in the dorm community integrate Gym Jams; here we have very homogeneous upper middle class |
| W female | soph | N | N | N | Y | |

| | | | | | | |
|---|---|---|---|---|---|---|
| fem Af-Am | fr | y | N | y | y | I hate the assumption that people think I'm here b/c I'm black – someone said that to me; there should be mandatory race relations orientation or workshop; don't integrate Greeks (Black Greeks are different – they're friends for life); no LOD here; recruit Hispanics; why do black Greeks have to have security at parties, unlike whites? And metal detector. Whites are allowed to drink, blacks aren't. Police harass blacks afterwards. |
| fem black | fr | y. | N | y | y | In classes people don't listen to what I say; people were prejudiced when they got mad about homecoming. Don't integrate Greeks; no LOD here; recruit lots of minorities, not just caucasian. |

Why don't they put 2 black girls in a room together? Most black girls don't like their white roommates.

| | | | | | | |
|---|---|---|---|---|---|---|
| fem cauc | fr | y | N | y | y | LOD (esp in Greek system); when power went out, there were 20 or so big black guys in our lounge and people made comments about the "nigger with the flashlight." |
| fem cauc | fr | y | N | y | y | You have individual black friends but you can't get in on black groups; there is separation in the Pit. I accidentally sat on the athlete side of the Pit + felt uncomfortable. LOD. Recruits must be based on merit. Black friends don't feel they can get into white systems. |

Maybe have a bigger freshman seminar program. Interaction can build from out-of-class. Racial separation is done in groups, not individually. No separation I see in academics.

| | | | | | | |
|---|---|---|---|---|---|---|
| fem Cherokee, Caucasian, African-American | fr | y | N | N | y | LOD; recruiting is good; WPU needs an image change from "private elite" |
| male cauc. | fr | y | N | N | y | [redacted] LOD |
| female cauc. | fr | y | N | N | y | LOD |
| fem cauc. | fr | y | Y (Aramark workers' attitudes) | N | y | Integrate Greek systems; LOD → have more recruiting |
| fem cauc. | fr | y | N | y | y | LOD; Khaki + plaid is dominant b/c of school expense |
| fem cauc | fr | y | N | N | y | Don't have separate black Greek system; integrate into white Greeks |
| female HUMAN. | fr | y | N | Y racial slurs towards others + TV | y | minorities feel they don't [redacted] fit into the white thing; LOD is [redacted] sad, but don't recruit just to fill quotas; make people feel welcome everywhere |
| female Euro-cultural background | fr | y | N | N | y | we do have LOD, but I don't agree w/ aff. action; have workshops + open forums for ideas; the Southern just mostly upper white. |
| fem Af-Am | fr | y | N | N | y | NO GREEK INTEGRATION!!; LOD; but "DIVERSITY" is more than the color of your skin. White people are all the same here. Even within one race you should have different people (all whites here are "plaid + Khaki"); [redacted] should be workshops on interracial living in orientation b/c just because races accept each other doesn't mean they don't have fundamental differences. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Af-Am f | fr | Y | N | Y (indirectly) | Y | no LOD |
| W f ✓ | soph | Y | N | Y hiring policy; housekeeping + Pit workers → are prejudiced against whites (attitudes in general) | ? | LOD; but DON'T have quotas |
| Irish-Italian f | fresh | Segregated but not tense | N | N | Y | I never see a lot of integration. Make an effort to get more diversity ONLY if the people are fully qualified. |
| W m | fr | Y | N | Y (verbally) | Y | athletics divide us |
| W m | fr | Y | N | Y (verbally) | Y | It's not a problem for everyone (social div.); need more Asians, Latinos |
| W fem | fr | Y | N | Y | Y in most cases | Black sororities take care of their own; white sororities don't. |
| black fem | fr | Y | N | N | Y | Have activities that force people to become closer. |
| white m | fr | N | N | N | N | |
| W m | fr | Y | N | N | Y | |
| W m | fr | N | N | N | Y | |
| W m | fr | Y | N | N | Y | You CAN'T fix this problem. |
| W m | fr | Y | N | N | Y | |
| W m | fr | N | N | Y | N | People have called me a Polack. |
| W m | fr | N | N | Y | Y | I've heard racist comments to others, but I don't think that they would ever be acted upon. Part of the division is athletics-Athletes naturally become friends b/c that's who they're usually with. |

| | | | | | | |
|---|---|---|---|---|---|---|
| female Caucasian | jun | Y | N | N | Y | no L.O.D. |
| male Caue. | fr | N | N | N | Y | no L.O.D. |
| male Caue. | fr | If there is, I don't know. | N | N | Y | intramurals are really times for racist shits. |
| White male | jun | N | N | N | Y | |
| White male | jun. | Y | N | N | Y | No affirmative action! |
| White male | jun. | N | N | Y - I've felt rudeness | N | |
| White fem. | jun | Y | N | N | Y | Black Greeks should integrate w/ "obvious" Greek life |
| White fem | jun | N | N | N | N | |
| ✓ White [redacted] male | soph | N | N | Y | Y | |
| ✓ White male | soph | Y | N | Y | Y | no quick solution! |
| White fem | sen. | Y | N | N | Y | There are very separate cliques — not overt |
| ✓ White fem | soph | Y | N | N | Y | It's up to students to make a conscious effort. |
| Whi. fem. | jun | Y | N | Y | Y | Hard to get people to come. |
| ✓ W m | soph | Y | N | N | Y | |
| Af-Am fem | fr | Y | N | N | Y | More parties outside frat parties. (p.s. WFU sucks.) |
| Af-Am fem | fr | Y | N | N | Y | Have more all-races group. |

| | | | | | | |
|---|---|---|---|---|---|---|
| w f | jun. | Y | N | N | Y | too much separation; not enough personal or intellectual action between groups; but the problem is bigger than our campus: we can't address it, b/c we simply draw homogeneous people |
| W f | jun | Y | N | N | Y | Get groups to work together → like KAθ having party w/ A.Phi A. |
| W f | jun | Y | N (sexism, yes) | Y (making fun of white people dancing) | Y | |
| black f ✓ | soph | Y | N | N | Y | Things must improve on an individual basis. Do you think forums REALLY help? It's something deeper. You have to deal with the cause of it first. |
| White m | fr | N | N | N | Y | People only hang out in one-color groups; there definitely is LOD at WPU, but don't recruit minorities → take most qualified |
| Wh f | fr | Y | N | I don't know - lack of communication and lots of attitudes | N | LOD → advertise to more minority high school seniors |
| ~~Caucasian~~ male | fr | N | N | N | N | No LOD; Greeks will not change |
| Hispanic/black male | fr | N | N | Y | Y | At frat parties, they always think I'm trying to steal something. No LOD. Intramurals always brings up racist comments in ~~the~~ sports. |
| male African-American | fr | Y | N | Y (verbally) | Y | More social interaction on campus-no LOD now; Campus-wide ~~party~~ party; people should go to organizations ~~that~~ ~~they~~ where they are comfortable |

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|---|---|---|---|---|---|---|
| fem English/Polish | fr | Y | N | N | Y | How do you change racism. There is not subtle way of mixing. LOD. NO AFF. ACTION |
| W fem | sen | Y | N | Y | Y | I hear attitudes + talk |
| black fem | soph | Y | Y | Y | N | If you go after class teachers treat you dumb. Teachers treat you like you're in a gang when they see you w/black friends. It make me mad that some white boys ~~want~~ were joking around about trying to get a minority scholarship at W-S State. We have lots of good programs about race, but there are some organizations that don't need to be integrated. |
| W fem | jun | Y | N | N | Y | Student Govt really does a lot. Pit Jams are assumed to be for one race, but it's not a big deal. |
| W fem | sen | Y | N | Y (jokes) | Y | It's better than it was. Maybe we can have more co-sponsored events. |
| W fem | jun | Y | N | Y (ignored) | sorta | |
| W f | jun | Y | N | Y (I've seen it.) | Y | People are trying to integrate, (parties) but nothing seems to help. |
| W fem | jun | Y | N | N | Y | Joint parties + mixers are good |
| W fem | jun | Y | N | N | Y | |

| | | | | | | |
|---|---|---|---|---|---|---|
| W m | sen | N | N | N | Y | |
| W me ✓ | soph | Y | N | N | Y | BSA, black fraternities should try mixers (not that they be totally mixed) |
| ½ Oriental ✓ male | soph | Y | N | Y | Y | Last yr., people knew I was part oriental & made generalization for me. |
| black male | fr | Y | N | Y | Y | more culturally diverse parties |
| W male | fr | Y | N | N | Y | |
| male white | fr | Not as much as in Kentucky | N | N | Y | no LOD |
| male ½ White ½ Lebanese | fr | Y | N | N | Y | Social division needs to be changed. Student body should be more up-to-date. Nothing we can do—it's the people that's the problem. Stuck in their ways. The South. LOD. Should actively recruit minorities. |
| fem white | fr | Y | N | Y | Y | A lot of people come from purely white backgrounds. LOD. There is diversity, but we resist it. |
| Af-Am fem | fr | Y | Y (terms used in class) | Y | N | I worked at Pizza Hut & people assumed I didn't go to school here b/c I'm black. They called me "you people." I think there are natural cliques—not just of race, but of personality. Need better education of both cultures. Freshman orientation seminars. |

ARCH's "Game of Life" really good - we have diversity. We shouldn't recruit purely for image of WPU. It should start from childhood -

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|---|---|---|---|---|---|---|
| fem cauc | fr | y | N | N | Y | Racial tension is not negative- there are uncomfortable feelings among blacks who feel they want white friends but feel compelled to stick in black circles; LOD; WFU is homogeneous. Weird, since I'm from the north. I actively seek people from other cultures. People with similar backgrounds stick together. I miss the experience of lots of races. No Jewish people here- why? Don't recruit for groups - stick w/ merit. |
| fem cauc | fr | y | N | N | y | LOD; ~~[illegible]~~ we shouldn't try to ~~[illegible]~~ actively recruit minorities though. |
| male white | fr | N | N | N | y | Social division ain't a problem; no LOD |
| male cauc | fr | y | N | y | y | Greek system is mainly white. Should it be combined? It depends on what they want. Would that create a problem? We have good diversity for a private school. |
| female cauc | fr | y | N | Y I've felt tension | y | Greek system? Maybe we shouldn't integrate b/c there really are differences in how we socialize. I don't see LOD. Black guys are at regular parties more than black girls. |
| male German | fr | y | N | N | y | Social division isn't bad. Racism a huge problem- you can't just change it. NO AFF. ACTION; no active minority recruiting no LOD |

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|---|---|---|---|---|---|---|
| female cauc | fr | N | N | N | Y | LOD. Active recruiting would be good. |
| female white | fr | Y | N | N | Y | Black Greeks should be integrated. no LOD |
| fem W | fr | Y | N | N | Y | no LOD. There should be something done about Greek system. Blacks aren't integrated. they should be. |
| fem cauc | fr | N | N | N | Y | Social division doesn't need to be addressed b/c it really doesn't have a negative effect. LOD. DO something - Admissions should have quotas, maybe just advertise to more high school Senior classes to get more applications from qualified minorities. |
| male white | fr | Y | N | N | Y | People aren't gonna integrate unless they want to. LOD. Don't have quotas. |

WAKE FOREST
UNIVERSITY

Student Government

November 23, 1992

Ernest G. Green,
Managing Director
Lehman Brothers
1627 I Street N.W.
Suite 1100
Washington, DC 20006

Dear Mr. Green:

Greetings. I am writing you to follow up a conversation we had at the recent NAACP National Board meeting in Charlotte, North Carolina , or more specifically, the conversation we had at the conclusion of the Search Committee meeting.

As I told you, I am a student at Wake Forest University where I serve as a co-chair of a Student Government Executive Committee on Race Relations along with Ms. Michele Bollinger. There is a great interest on the part of Student Government and the University for you to come and address the student body.

You possess a historic role in the development of American society. You played an important part in the integration of American schools as one of the "Little Rock Nine" and you continue in this tradition of a positive national influence as one of President-Elect Bill Clinton's top advisors. We would like for you to share this experience with the members of the Wake Forest community so that they may draw the necessary inspiration to continue in the path you forged so many years ago.

The ideal date for the program would be January or February 1993. Part of the reasoning for this is so that you can attend a Wake Forest Demon Deacons basketball game. Our preferred day for the program would be Thursday, but we are flexible and willing to work around your schedule. Two very good tickets for the different games have already been set aside and we are waiting for your response to confirm. The University shall provide the necessary travel arrangements and will put you up in the Graylin Conference Center for the evening. I have enclosed a brochure for your reviewal, as well as a schedule of the home basketball games.

Upon your consideration, you may contact Ms. Sandra Boyette, Vice-President of the Public Affairs Office at (919) 759-5890 with your response to this invitation.

Box 7292 • Reynolda Station • Winston-Salem, N.C. 27109 • Phone (919) 759-5293

I would like to thank you in advance for your time and attention to this matter. Your sincere consideration of my request is greatly appreciated. We eagerly await your response.

Sincerely,

Eric E. Boone

Eric E. Boone, Co-Chairperson
SG Race Relations Committee

cc: Michele Bollinger, Co-Chairperson
Race Relations Committee
Sandra Boyette, Vice-President of Public Affairs Office
Zeke Creech, SG President

**Student Government**
**Survey on Race Relations**

This survey is being administered by the Student Government Executive Committee on Race Relations as an effort to discover and address sources of racial tensions at Wake Forest University. We appreciate your cooperation and look forward to using your comments and suggestions as a base for working towards possible solutions. Feel free to use the back if you need additional space for your comments.

1) Please circle one: Male Female

2) What is your ethnic background, and what year student are you?

3) Do you feel that racial tension exists at Wake Forest University?

4) Have you ever encountered or experienced racism from the administration, faculty or staff? If yes, please describe the nature of the incident(s).

5) Have you ever encountered or experienced racism from your fellow students? If yes, please describe the nature of the incident(s).

6) Do you feel the social atmosphere on campus is racially divided? If yes, do you have any suggestions on how to change this situation?

7) How do you feel the lack of diversity in the student body can be addressed?

8) Do you have any other comments or suggestions regarding race relations at Wake Forest?

The Commission on Race Relations was established to create a forum for students regarding race relations. We encourage all students to voice their thoughts and concerns at our biweekly meetings on Thursdays at 8:30PM in Benson 310. Please contact chairman David Slade at x8584 if you have any questions.