The University of Memphis

Diversity Plan

August 1, 2011
INTRODUCTION:

In 2005, the University of Memphis revealed its Strategic Plan: *Realizing the Vision: A Great Metropolitan Research University.* In the University’s strategic plan, several goal and vision statements reflect outcomes and programs which include access and diversity initiatives. The University of Memphis’ revised diversity plan will formally address our commitment to Access and Diversity. Our stated goals and values, coupled with our sincere desire to infuse strong diversity principles, best practices, and action oriented strategies into all aspects of the University, will ultimately allow the campus to achieve a truly integrated University that combines the values of diversity and academic standards in order to achieve total institutional excellence.

The University of Memphis’ Access and Diversity Plan is a living and fluid document that impacts every student, staff, and faculty member, as well as constituents from the surrounding communities and internationally. As a major urban research institution, the 2005-2010 plan started the University on a journey of actions and works toward creating a diverse, inclusive, and accessible environment to coincide with the University Strategic Plan that expired in 2010. This revised plan will continue this journey, while paying particular attention to assessment and measurable outcomes.

Diversity, inclusion and access require work, thought, effort, and engagement. The direction and aspirations of this living document serve as a guide for infusing diversity and education as a method to attain institutional excellence.

PURPOSE

The purpose of this plan is to provide a university wide perspective for the establishment of a comprehensive campus access/diversity plan for the University of Memphis. This plan will include a University statement, goals and objectives, concrete strategies, benchmarks, recommended requirements, incentives and specific assignments.

The University of Memphis Access/Diversity Plan shall explore and address all aspects of creating and sustaining a diverse campus life including at least the following areas: undergraduate, graduate, and professional enrollment, retention, graduations rates, employment, counseling, social and service organizations, community relations, climate, culture, curriculum and any other areas defined by the University Access/Diversity Committee.

GUIDING DEFINITIONS FOR THE UNIVERSITY OF MEMPHIS CAMPUS DIVERSITY PLAN:

The University of Memphis recognizes that institutional excellence is derived, at least in part, from diversity and the University is committed to continued enhancement of our local, state, regional and national reputation as a leader in this area.

This plan will be guided by three (3) basic principles for access and diversity: 1) our University statement, 2) federally protective classes, and 3) climate and respect areas.

**University Statement**
To increase recruitment, retention, and graduation rates of students from underrepresented populations.  
To enhance recruitment and retention of faculty and staff from underrepresented populations.  
To continually foster a climate of respect and inclusion.  
To continually infuse diversity into our teaching, research/scholarship, and service.  
To ensure universal access to all elements of the University to include spaces, facilities, and organizations.

**Federally protected areas:**
Educational programs, activities and employment will be afforded without regard to race, color, religion, gender, ethnicity, national origin, qualified disability or covered veteran status.

**Climate and respect areas:**
Persons will be treated with respect and dignity regardless of their affiliations or associations with sexual identity, multicultural, cultural, international or socioeconomic issues or any underrepresented populations.
DEMOCRAPHICS AND UNIVERSITY HISTORY:

As reflected in the tables below, the University of Memphis has a long history of providing educational opportunities to a
diverse student population, employing a diverse workforce, and providing services to a diverse community. Over the years, the
University has received numerous accolades and awards citing our excellence for producing some of the nation’s highest
diverse populations of graduates in many disciplines. Likewise, the University is known for having a workforce that leads the
nation in its diversity. However, there is still much work to be accomplished as the University moves into an ever changing
population, shifting demographics, societal inequalities, workforce needs, and the internationalization and globalization of
gender and racial diversity.

For the last thirty (30) years, educational institutions in the State of Tennessee were mandated by the federal courts to provide
programs designed to address some aspects of diversity in the desegregation court case known as Geier.

However, what resulted from the Geier case served many purposes. During these years, although the University was required
to examine all aspects of the campus community related to alleviating discrimination of one class of persons, the changes made
during these years by the University ultimately resulted in equity and fairness for all populations. When a campus promotes
consistency and fairness everyone becomes a winner. The fundamental framework has been established for diversity,
inclusion, access, and equality for all persons.

The University continues to be committed to diversity and access in this post Geier environment. Concerns over many
different issues include the following: 1) West Tennessee continues to have the State’s lowest rates of persons attending
college; 2) major differences continue in access, graduation, and retention rates of underrepresented populations; and 3) the
underrepresented populations in the STEM (Science, Technology, Engineering and Math) enrollment areas continue to be
dismal. Issues that are more problematic in the immediate area include more socioeconomic issues such as enrolling first
generation college graduates, disadvantaged populations from the inner-city areas into college, increasing parental educational
levels and fighting against other economic influences. One of the crucial roles of this diversity plan will be to examine, on a
case by case basis, what constitutes the underrepresented population. Additionally, this underrepresentation will be examined
as part of the individual aspects of this diversity plan every two years unless otherwise stated.
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<td>76</td>
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<td>Not applicable</td>
<td>Not applicable</td>
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</table>

*Prior to 2009 Other Pacific Islander was included in this category; New Racial/Ethnic categories added in 2010.
**UNIVERSITY OF MEMPHIS’ FOCUS AREA GOALS FOR INSTITUTIONAL EXCELLENCE**

1.0 - Institutional Commitment: To achieve a just environment for our campus community where everyone feels welcome, respected, and safe.

2.0 - Curriculum and Scholarship: Develop a university-wide curriculum that guides students to think critically about social justice and economic justice issues and provides faculty and staff with the tools to teach, educate and support inclusivity.

3.0 - Research and Scholarship: Create an academic environment that appreciates and values cultural/social/intercultural differences by encouraging, valuing, and supporting research and scholarship that focuses on these issues.

4.0 - Underrepresented populations: Increasing the representation of historically underrepresented populations among faculty, staff, students and external constituents.

5.0 - Inter-group and Intra-group relations: Create a just and safe environment that recognizes and celebrates differences to include, but not be limited to: gender, race, color, age, disabilities, religion, national origin, veteran status, sexual identity, ethnicity, cultural, international, social, economical, etc., by enhancing and encouraging relations and interactions within and among groups.

**Institutional Commitment Goals, Strategies, and Benchmarks**

**GOAL 1.1.0**
Hold each college and vice presidential area accountable for progress on access/diversity issues plans.

STRATEGY:
By the end of fiscal year 2011-12 at least two additional units will develop an action plan on access/diversity for their respective areas. To help reach this goal, Addendum A provides a template, created by the College of Education during their review during AY 2007-2008 that can be used by the departmental, college or divisional areas. While there are numerous committees already operating on the campus, this new approach will ensure that the access/diversity efforts are inclusive and addressed by every aspect of the campus community. To date four major units have either completed action plans or are in the final stages of developing these plans.

BENCHMARK:
The Access and Diversity Committee (ADC) using information compiled by former committee member Paul Wright will provide assistance to units interested in developing action plans. By June 30, 2012, actions plans will have been developed for at least two (2) additional units addressing diversity action items in the Diversity or Strategic Plans.

RESPONSIBLE: Executive Committee
ASSISTANCE: The Access/Diversity Committee

**GOAL 1.2.0**
Use the current evaluation system category “commitment to affirmative action and diversity” as a tool for evaluation of departmental heads, directors, chairpersons, deans and upper level administrators if relevant. Prepare a universal instrument that will guide evaluators.

STRATEGY:
As a result of the **Geier Stipulation of Settlement**, all TBR universities were required to add a performance evaluation question for an individual’s commitment to Affirmative Action. While this tool has been used for over twenty years, it has not historically been a tool that was measured by consistent outcomes and in most cases was not a tool that offered any positive or negative rewards as a result of the score received. In order to demonstrate a campus-wide value for diversity, those in authority should lead by example. The recommendation is to incorporate “contributions to diversity” to the existing evaluation item of commitment to affirmative action into the system of rewards in administrative evaluation and review. The following activities should be used in this evaluation:

1. Increases in diversity of faculty, students, staff in their departments or promotion of inclusive work environments for those departments where turnover is low.
2. Identifying affirmative action expectations, implementing plans for attracting and retaining women and minorities.
3. Fostering inclusive curricula and/or programs, and encouraging respect for all persons in the unit.
4. Instituting support systems to enhance the success of new faculty, staff and/or students. Policies and systems will include methods to reward activities supportive of diversity and corrective actions will be taken when individuals are not in compliance with University goals.

BENCHMARK:
In 2010, language related to an employee commitment to diversity was added as an item on the annual evaluation for deans, directors, chairs, vice presidents, and Provost. To show continued commitment to the philosophy that all administrators should show commitment, the ADC will monitor the use of this evaluative measure and support effective use of the tool. The ADC will conduct an evaluation each year using a survey method and make appropriate changes made if necessary.

RESPONSIBLE: All administrators who conduct evaluations
ASSISTANCE: The Access/Diversity Committee

**GOAL 1.2.1**
Add an additional optional category to the faculty evaluation related to diversity activities.

STRATEGY:
Annual evaluations of faculty will take into account and recognize an individual’s contribution, both in terms of quality and time spent, to the enhancement of the climate for diversity at the institution, and in the outlying community, through their scholarship/creative activities, teaching, mentoring, seeking external support, service, and outreach activities.

BENCHMARK:
In support of diversity values and the commitment of faculty to the goals and values of the University, explore the feasibility of adding an additional category to the faculty evaluation that will address commitment to diversity. Establish a process to begin using this optional tool for faculty during the evaluation cycle 2012-13. In the event that this measure is not added as a standard statement, the ADC will work with individual departments to encourage the use of adding core items related to diversity in individual department evaluation assessments. Currently departments may add additional core items for evaluation that would allow for the evaluation of commitment to diversity.

RESPONSIBLE: Provost

**GOAL 1.2.2**
Monitor the use of the additional optional category to the staff evaluation related to diversity activities. The same benchmark as Goal 1.2.1 will be used.

STRATEGY:
Annual evaluations of staff will take into account and recognize an individual’s contributions, both in terms of quality and time spent, to the enhancement of the climate for diversity at the institution. These activities could include customer service, projects, services or any other relevant activity.

BENCHMARK:
Commitment to diversity was added to the annual evaluation tool. The same benchmark as Goal 1.2.1 will be used.

RESPONSIBLE: All administrators who conduct evaluations.

**GOAL 1.3.0**
Encourage each department to have a diversity mission statement that includes official university goals and also addresses individual underrepresentation as defined by the department’s needs and goals.

STRATEGY:
Approximately 20 campus units have individual diversity mission or value statements on departmental websites. The ADC strongly supports that each department statement should reflect individual needs based on the discipline’s underrepresentation, goals and that each statement may be different.
BENCHMARK:
By the end of FY 2012, all major divisions will have completed a statement included in its mission, goals, or values that addresses diversity. While individual departments may also include a statement, it is imperative that each division have a statement that addresses and supports the University’s mission and goals.

RESPONSIBLE: Departmental Administrator

**GOAL 1.4.0**
Provide opportunities for programming and sensitivity training for faculty, staff and students in the area of differences.

**STRATEGY:**
The U of M required on-line training and annual refresher courses on sexual harassment, sexual discrimination, and Title VI several years ago. Training such as this is a first start at addressing early behaviors that are not inclusive or acceptable for an inclusive educational environment. The University contracted with New Media Learning in 2009 to provide self-paced intensive on-line training. Welcoming Diversity and Preventing Employment Discrimination were added to already existing modules of self-paced on-line training. During new employee orientation, these modules are introduced and it is strongly recommended that new employees participate in the training. Campus e-mail reminders are sent out every two years reminding employees of our commitment.

BENCHMARK:
The University will continue to promote this training. To date, approximately 20% of University employees have successfully completed the Welcoming Diversity or Preventing Employment Discrimination training. The goal will be to increase campus participation by 5% each year until 100% of University employees have completed the training.

RESPONSIBLE: The Affirmative Action/Diversity Office will maintain completer roster list.

**Curriculum and Scholarship Goals, Strategies and Benchmarks:**

**GOAL 2.1.0**
Require that departments include a uniform diversity statement on all syllabi to let students know that the university has policies against discrimination based on the stated protected areas.

**Aligns with Strategic Goal 1.B – Increase and promote academic programming that critically engages cultural/social/intercultural differences.**

**STRATEGY:**
Currently many departments include statements related to some form of discrimination and inform students where to look for applicable policies and procedures. This affords students with the tools for informed decisions concerning processes. It would be recommended that a short term committee or the Faculty Senate develop this statement for inclusion into syllabi.

BENCHMARK:
To date approximately 30% of the academic departments will have a statement in the syllabi. By the end of 2012, an additional 10% will have such a statement.

RESPONSIBLE: Administrative Department Heads

**Goal 2.2.0**
Ask academic departments to evaluate current listings in the catalog to update classes that may have evolved over time to insure that additional diversity issues are included in the classes.

**Aligns with Strategic Goal 1.B – Increase and promote academic programming that critically engages cultural/social/intercultural differences.**

**STRATEGY:**
Several Access/Diversity committee members began to review existing course descriptions and found that several courses have evolved to include other diversity aspects, which are not included in the current course description. Updating any relevant course descriptions will accurately reflect what will be covered in the class so that students will have a better understanding of what to expect.
BENCHMARK:
This is a very time consuming task, therefore we would like to have 2 new departments each year who have reviewed and updated course descriptions. We will continue to add 2 new departments each year until the project is complete.

RESPONSIBLE: Academic Chairpersons

Goal 2.3.0
Request that the U of M undergraduate curriculum committee and TBR, if appropriate, examine core curriculum requirements to ensure that diversity is an important element in core requirements for University students.

Aligns with Strategic Goal 1.B – Increase and promote academic programming that critically engages cultural/social/intercultural differences.

STRATEGY:
Addendum B presents a discussion concerning the development of an intercultural curricula as an important component of articulating TBR’s and U of M’s missions related to the stated goals supporting a scholarly approach to diversity.

BENCHMARK:
Faculty from the ADC will present this discussion to the U of M undergraduate curriculum committee during the AY 2011. By 2012, U of M appropriate offices will determine if the alternative plan, described below in Addendum B is viable and proceed accordingly.

RESPONSIBLE: ADC Committee Member: Richard Lou will work with appropriate offices.

Research and Scholarship

Goal 3.1.0
Begin initiatives to expand the scope of research into our campus environment.

Aligns with Strategic Goal 3.A.2 – Cultivating a welcoming, respectful, intellectually stimulating campus environment.

STRATEGY:
Use the 2006 Climate Survey completed in the Division of Student Affairs for initial recommendations. However, develop a program of more frequent, timely, and ongoing campus climate assessment. The campus will develop a regular and systematic approach for measuring progress against specific climate performance indicators that allow comparisons to other institutional efforts that need to be implemented.

BENCHMARK:
Members of the Strategic Planning Facilitation Group, Office of Student Development, members of the Diversity Committee and other interested parties selected the EBI Climate Assessment instrument to provide baseline metric for Goal 3, Access and Diversity in the Strategic Plan: Cultivating a welcoming, respectful, intellectually stimulating campus environment. The climate survey was administered January 19-31, 2010 with 3,500 randomly selected undergraduate and graduate students. The University set a response rate of 30% and through various efforts from offices across campus received a 37.6% response rate.

The preliminary results have been shared with various groups across campus. Based on results, individual goals will be set in the Diversity Plan to address concerns. The climate survey will be re-administered in 2012.

RESPONSIBLE: Student Affairs and Strategic Planning Committee

Underrepresented Populations Goals and Benchmarks:

Goal 4.1.0
Ensure committees conducting searches continue to use TBR and U of M guidelines to ensure that diverse pools of persons are made aware of employment opportunities at the University.

Aligns with Strategic Goal 3.C4 – Demonstrated progress on the recruitment and retention of faculty and staff in accordance with the University Plan.
STRATEGY:
Affirmative Action policies and practices are in place to ensure that search committees cast the recruiting net as far as possible with regard to underrepresented groups. However, more attention should be made to ensuring that fair and equitable evaluations are made of applicants.

BENCHMARK:
Using the Affirmative Action Plan goals and objectives as guiding principles, request written documentation on each search relevant to the assessment of applicants. Additionally ensure that recruitment efforts via a formalized recruitment plan are submitted before a search begins and includes outreach efforts for underrepresented groups. Formal analysis will be conducted each year via the annual Affirmative Action Plan for underrepresented groups included in that plan.

RESPONSIBLE: Affirmative Action/Diversity Office
Human Resources – Employment Office

Goal 4.2.0
Ensure that Tennessee Board of Regents Access/Diversity scholarship awards are awarded to those persons who have been identified as underrepresented and appropriate evaluations and changes, if necessary, are conducted yearly.

Aligns with Strategic Goal 3.3 – Increase number of scholarships and fellowships awarded to underrepresented populations.

STRATEGY:
During 2007-08 Access/Diversity funding was made available for scholarships for undergraduate, graduate and law students. Criteria was developed for each of these groups based on data available related to underrepresented populations or groups. These scholarships may continue and additional data related to demographics will be collected for historical purposes.

BENCHMARK:
Using all data available, each year the representatives responsible for awarding Access/Diversity scholarships will evaluate the data and alter any criteria needed each year to reflect underrepresented groups or populations.

RESPONSIBLE: Graduate School, Law School and Undergraduate Scholarship Office.

Goal 4.3.0
Begin initiatives to update the campus with a revised comprehensive ADA survey.

Aligns with Strategic Plan item Goal 6.A2 – Sense of Place – Improved physical access and way finding measures.

STRATEGY:
Although several surveys have been completed updating various physical facility plans, a comprehensive survey, examining curriculum, forms, applications and academic requirements and other items that affect people has not been completed in many years. As many administrators have changed, a new comprehensive survey needs to be completed to assess all phases of ADA compliance. The University ADA Committee continues to update the facilities plan while addressing immediate needs of individual programs and students.

BENCHMARK:
By the end of June 2012, the University will have devised a plan to address items related to the completion of revised plan with an assessment of facilities being the primary target.

RESPONSIBLE: David Zettergren and Tony Poteet
ASSISTANCE: University ADA Committee will work with responsible parties

Goal 4.3.1
Explore options of increased signage and landmarks to include visible ADA signage in public parts of the campus.

Aligns with Strategic Plan item Goal 6.A.1 – Sense of Place – Creating a welcoming and identifiable campus.
STRATEGY:
The University of Memphis, because of its location, is used by many persons with disabilities for classes and other University sponsored programming. While the University has continued to increase signage for accessibility, there are some continued needs to ensure that the campus is inviting and usable for those persons with disabilities.

BENCHMARK:
Work with Office for Students with Disabilities and determine if additional signage is needed by 2012.

RESPONSIBLE: David Zettergren and Tony Poteet
ASSISTANCE: University ADA Committee

GOAL 4.3.2
Ensure that the walkability project includes areas of concern related to wheelchair users or persons with mobility concerns.

Aligns with Strategic Plan item Goal 6.A2 – Sense of Place, Improved physical access and way finding measures.

STRATEGY:
The ADA Committee has explored providing information to persons with disabilities concerning campus routes. Due to the age of the campus, certain areas of the campus may be impassable during heavy rains or other weather related or traffic issues.

BENCHMARK:
Work with appropriate parties to ensure that issues related to accessible routes for wheelchair users or persons with mobility concerns are included in the evaluation of this item in the strategic plan.

RESPONSIBLE: Physical Plant and Planning, Campus Planning and working with the University ADA Committee.
ASSISTANCE: University ADA Committee

GOAL 4.4.0
Improve the persistence and graduation rates for groups from underrepresented populations to include, rural West Tennessee Counties, historically ethnic minorities, underrepresented populations, and persons with disabilities.

Aligns with Strategic Plan Goal 1.D2 – Student Success – Increase Student Persistence and timely graduation.

STRATEGY:
As retention and completion of degrees become a priority for the University as well as the State of Tennessee, there is an immediate need to explore programs that show progress in meeting this need. During Spring Semester 2011, the University provided Access and Diversity funding to support six (6) pilot retention and completers programs. These pilot programs included programs that address the following needs: students within one or two semesters of completing degrees and who were not currently enrolled due to various circumstances, juniors and seniors who are in jeopardy of graduation because of an academic warning status, students with disabilities who need career development for successful completion of degrees, TRIO students, a student career mentoring program and campus based internships.

BENCHMARK:
Provide funding during 2011-2012 for at least one (1) of these programs based on the final assessments. If additional funding is available, provide funding for another program during 2012-2013. Also examine avenues to integrate these strategies into programs already operating on campus.

RESPONSIBLE: University Academic and Retention Committee
Department administrator of A/D funded retention programs

Goal 4.5.0
Increase undergraduate and graduate enrollment by historically underrepresented groups.

Aligns with Strategic Goal 3.C1 – Increase the representation of historically underrepresented groups.
STRATEGY:
As defined in the University Strategic Plan

BENCHMARK:
As defined in the University Strategic Plan.

RESPONSIBLE: Provost and Gary Donhardt

Goal 4.6.0
Increase number of undergraduate and graduate degrees completed by underrepresented populations.

Aligns with Strategic Goal 3.C2 – Increase the representation of historically underrepresented groups.

Goal 4.7.0
Review processes related to the awarding of Graduate Teaching and Research Assistantships on campus.

Aligns with Strategic Goal 3.C3 - Increase the number of scholarships and fellowships awarded to underrepresented populations.

STRATEGY:
Graduate teaching and research assistantships provide substantial monetary benefits with waiver of tuition for both in and out-of-state students and incentives such as monthly stipends. There are also other career path opportunities of an assistantship to include collaboration on papers with faculty, presentations at conferences with faculty and other benefits. Recent IPEDS information reveals that when examining the actual number of graduate assistants by gender and ethnicity as compared to actual enrollment statistics of graduate students by gender and ethnicity, at least two ethnic groups receive assistantships at a lower percentage than other groups with actual lower enrollment. To address this concern, the University will examine the assistantship selection process.

BENCHMARK:
Using 2011 IPEDS data related to graduate assistantships awarded, review the processes used for selection of graduate assistantships to ensure equal educational opportunity.

RESPONSIBLE: Graduate School.

Inter-group and Intra-group relations Goals, Strategies, and Benchmarks:

Goal 5.1.0
Create an on-line campus access/diversity inventory of all related activities and resources for faculty, staff, and students.

Aligns with Strategic Plan Goal 3 - Cultivating a welcoming, respectful, intellectually stimulating campus climate.

STRATEGY:
THE ADC began compiling a comprehensive campus inventory of all activities, programming, curriculum, and research/scholarship being conducted on campus. These activities will be added to the University website to demonstrate the activities and programs conducted by the University in support of diversity efforts. While some activities and groups receive greater visibility, the webpage will provide information for faculty, students, and staff regarding different committees, organizations, resources, events, etc., highlighting diversity and access resources on campus. This webpage can also serve as a resource for all as to the types of activities, curriculum, and events available for collaboratory projects.
BENCHMARK:
Initial Access/Diversity Campus inventory was distributed in March, 2008. Categories have been developed and initial layout has been developed. Cross references and resource tabs will be placed on the Diversity webpage for other collaborative efforts. Although additional staffing is needed to complete this project, it is anticipated that the link will be operational by September 1, 2011.

RESPONSIBLE: ADC Committee

**Goal 5.2.0**

Establish a student training program related to communication with other students about differences, and the negative effects of remarks, oppression, stereotypes or being a member of a marginalized community.

**Aligns with Strategic Plan Goal 3 - Cultivating a welcoming, respectful, intellectually stimulating campus climate.**

STRATEGY A:
The on-line training module, Welcoming Diversity, secured by the University is appropriate training for students in an academic environment as well as social interactions to illustrate that persons experience conflicts differently. This training module can be used to augment classroom educational training as well as student social and academic organizations addressing subjects related to difficult dialogues.

BENCHMARK:
By the summer of 2011, evaluate and propose uses for student related functions. Items to be investigated include incorporating this on-line training into the diversity module currently used in ACAD classes. Other uses may include providing tangible incentives to encourage the use of this training with student affairs leadership groups, student organizations and other non-traditional methods.

RESPONSIBLE: ACAD administrators, Student Affair leadership

STRATEGY B:
The University of Memphis partnered with local columnist Wendy Thomas to provide discussion on race (Common Ground) involving faculty, staff and students. Campus groups participated in 4 week programs designed to address differences. The University has conducted two (2) discussion groups, with approximately 100 faculty, staff and students completing the program.

BENCHMARK:
Hold at least one Common Ground program each year. University employees, trained in the Common Ground instructional method, will serve as facilitators for these sessions.

RESPONSIBLE: Affirmative Action/Diversity Office and the Division of Student Affairs

**Goal 5.3.0**

Review and evaluate all student related policies, procedures and practices related to student programs, activities, etc., to ensure consistency, fairness and equity in policies, access to opportunities, and funding.

**Aligns with Strategic Plan Goal 3 - Cultivating a welcoming, respectful, intellectually stimulating campus climate.**

STRATEGY:
Feeling included sometimes is a reflection of one’s access to campus opportunities and services. It is generally known in an academic environment that some perceive others to be able to obtain more than themselves. The ADC recommends establishing a student related group to identify policies, procedures or practices that may need to be reviewed to ensure fairness, inclusion and equity.
BENCHMARK:
A subcommittee will review all current student related policies, procedures and practices related to student programs, activities, etc. Preliminary assessment will be completed by June 30, 2012.
RESPONSIBLE: Student Affairs Administrators

Goal 5.4.0

Develop a plan to explore options making available in alternate language translations, such as Spanish, enrollment and recruitment documents such as forms and financial aid information. Also survey public areas of campus to ensure that public areas of the campus have appropriate signage and information.

Aligns with Strategic Plan item Goal 6.A. 1 – Sense of Place – Increased number and quality of signage and landmarks.

STRATEGY:
In the past few years the Hispanic population in Memphis and the State of Tennessee has increased. This increase is indicative to occurrences across the nation. Additional efforts are being made statewide to provide access to enrollment materials for persons where English is not the predominant language.

BENCHMARK:
Develop a plan within the Recruitment and Admissions functions to accommodate various language obstacles that may be present related to the admissions processes. Preliminary assessment will be completed by June 30, 2012.

RESPONSIBLE: Admissions Office
2011-2016 Implementation Access/Diversity Committee

Michelle R. Banks – Chairperson – Equal Employment/Affirmative Action/Diversity Compliance Officer
Betty Huff – Vice Provost for Enrollment Services
Stephanie Blaisdell – Assistant Vice President for Student Development
Yolanda Ingram – Assistant Dean, TIP Program, School of Law
Ben Kedia – Professor/Chair of Excellence – Department of Economics
Lonnie Latham – Assistant Dean of Multicultural Affairs
Richard Lou – Chairperson, Department of Art
Lisa Lucks-Mendel – Associate Professor – AUSP
Sue Ann McClellan – Assistant Dean – Law School Admissions
Melanie Murry – Associate University Counsel
Lynne Parkes – Associate Athletic Director
April Tyson – Director, Scholarships
Gayle Shiba – Associate Dean Nursing Graduate Programs – School of Nursing
Karen Weddle-West – Vice Provost – Graduate School
Paul Wright – Associate Professor – Health and Sport Science
Calvin Strong – Assistant Director of Physical Plant and Planning
Tennessee Board of Regents Funded Access/Diversity Efforts

Access/Diversity Graduate Scholarships

Name and award

The funds for the 1st Generation Ph.D./MFA Fellowship Program are made available to The University of Memphis by the State of Tennessee. The purpose of the fellowship is to provide financial assistance to graduate students who are underrepresented in their respective disciplines or who will become the first person in their immediate families to earn a doctoral degree.

1st Generation Ph.D./MFA Fellowship Selection criteria

In order to be eligible to apply, students must be:

- A resident of Tennessee
- Fully admitted to a graduate program by March 2008
- Underrepresented in the discipline/major by gender or race
- First immediate family member to complete a doctoral or MFA program

Fellowship recipients must agree to the following:

- To enroll in at least 9 semester hours of graduate course work for the full-time option or 6 hours for the part-time option
- Maintain a grade point average of at least 3.0 in order to be eligible to continue the fellowship.

Award Information

- **Full-Time Option** (minimum of 9 hours per semester): Tuition scholarship plus a $6,000 stipend ($750 per month for four months each semester)
- **Part-Time Option** (6 hours per semester): Tuition scholarship plus a $1,000 stipend ($500 per semester)
- **Award Period**: The fellowship is awarded for one academic year contingent upon the student maintaining each semester a 3.00 or higher grade point average.
- **Summer Support**: Summer support is contingent upon availability of funds and is not guaranteed.

Application Information

Applicants must complete the 1st Generation Ph.D./MFA application with required documentation and the Graduate School Competitive Award self application.

In addition to the application, applicants must submit two letters of recommendation, one of which should be academic. Letters should be sent by the recommender.

Review process

Underrepresented areas will be defined by local and national disciplines each year by the Graduate School. Continuing scholarship holders will be reviewed for academic standing to ascertain eligibility by academic standing. New awardees will be selected based on funding.
Tennessee Institute for Pre-Law Program (TIP)

Methodology for the TIP Program

To help achieve diversity in the classroom, each summer the University of Memphis School of Law & the University of Tennessee-Knoxville College of Law operate the Tennessee Institute for Pre-Law Program (TIP) for applicants who are not admitted through the regular admissions process, but who show potential for the study of law and bring diversity to the class. TIP seeks to matriculate students from diverse backgrounds and circumstances who are capable of participating successfully in law school curricular and co-curricular programs. Applicants who are admitted into TIP and successfully complete the summer program will be eligible for admission, beginning in the fall semester, to the law school where the applicant submitted an application for admission. Students interested in admission at both the University of Memphis School of Law and the University of Tennessee College of Law must complete the application process for both schools.

UNIVERSITY OF MEMPHIS SCHOOL OF LAW: Students interested in being considered for TIP and admission at the University of Memphis must complete and submit the University of Memphis School of Law Application for Admission, the TIP portion of the application, and the required supplemental TIP statement by March 1. The TIP portion of the application requests information on ethnic background or race: whether a student graduated from an historically black college or university; whether a student is a first-generation college graduate, foreign-born, or a first-generation U.S. citizen; whether a student has a physical disability; whether a student was raised in an economically disadvantaged inner-city environment; or, whether a student is or was economically disadvantaged. The required TIP supplemental statement asks the student to describe the circumstances that qualify the student for participation in the program, the way in which the student might contribute to the law school's diversity, and requests that the student attach corroborating information concerning an economic or educational disadvantage if such information is available.

TIP Selection criteria:

Enrollment in the Tennessee Institute for Pre-Law is limited. Admission to the program is a highly competitive process. The following are minimum criteria for admission:

- All applicants must be legal residents of the State of Tennessee.
- All applicants must have taken and attained a score on the Law School Admissions Test (LSAT) which, when considered with an undergraduate grade point average of the applicant, projects that the applicant, upon successful completion of the program, would be admissible either to The University of Memphis Cecil C. Humphreys School of Law or The University of Tennessee College of Law, or both.
- Have made a timely application either to The University of Memphis Cecil C. Humphreys School Of Law or The University of Tennessee College of Law, or both. (Eligibility for TIP requires application to one or both law schools).

In addition to meeting these minimum criteria, consideration is given to other factors in the applicant’s background which provide evidence of the applicant’s potential to benefit from the program and to be admitted and successfully complete the study of law. Other factors considered are:

- Significant work experience or master’s degree
- Campus leadership activities
- Public or community service
- Personal background
- Statement of reasons why the applicant wishes to pursue a career in law
- Letters of recommendation
- Any other factors that bear on the applicant’s potential success
- Undergraduate major and performance in core courses in the applicant’s major
Anyone previously enrolled at an accredited law school is not eligible for enrollment in TIP.

Selection Procedure

Since the number of participants who can be accommodated in the program is limited, admission to the program is competitive. Applications to the program are evaluated by representatives of both The University of Memphis School of Law and The University of Tennessee College of Law. Admission to the program does not guarantee admission to either Law School. Only successful completion of the Sr. Partner level will make the student eligible for admission to one or both law schools.

Evaluation

- Number of TIP participants who enroll in law school
- Number of TIP who students graduate from law school

Other Program Particulars

Description

The program level is for college graduates only. TIP participants concentrate primarily on law school related courses with an emphasis on Legal Analysis. The writing course emphasizes legal research and writing. Oral arguments are based upon legal problems in a courtroom setting. Courses are taught by regular members of the faculty at the Law School and by practicing attorneys.

Policies and Guidelines

Program Expenses – participants in the Programs are provided the following without cost:

- Tuition for the summer program
- Room – As outlined in the program guidelines
- Board (Meal Allowance) – for first two weeks only
- Books

Stipends

TIP Program participants will receive stipends. The stipend amount will be determined based on enrollment. Stipend checks will be issued every two weeks in equal amounts. Stipends are taxable and should be reported as income.

For all unexcused absences, bi-weekly stipend checks will be reduced accordingly. Medical emergencies with a doctor’s written note are the only "excused" absences for which stipend support remains in effect. Students should be prepared to pay for their own personal expenses to the extent that they exceed the stipend.
**Tennessee Board of Regents Law Scholarships**

**Name and amount of award**

The new post-Geier diversity scholarships will be officially called Tennessee Board of Regents Law Scholarships (TBRLS), though in this outline they will be referred to more generically as “diversity scholarships.” Each award will be renewable for two additional years as long as the recipient maintains her or his grades at a level equal to or exceeding the cumulative 50% rank of the recipient’s class, subject to availability of continued special funding for the Program. This scholarship is only available to residents of Tennessee.

While the amount of the award may vary from year to year, as it did during the Geier period, the law school awarded $8,500 per year to recipients of the class entering in 2007. This amount represents 75% of tuition and fees. The available budget for first-year awards enabled the law school to fund 8 scholarships to members of the entering class.

**Selection of awardees**

**Criteria.** This goal is to promote diversity in the student body by awarding scholarship support to high-index applicants who fall within one or more of the categories within the definition of diversity applicable to the law school. Those categories are:

- Underrepresented racial and ethnic populations
- First generation college graduate
- Attended a historically black college or university
- Foreign-born or first generation citizen
- Physical disability
- Raised in an economically disadvantaged inner-city environment
- Family economically disadvantaged
- Parental education level

**Process.** During the first year of the program with an expanded concept of student body diversity, the law school sought evidence from applicants’ files concerning whether they fit within one or more of the categories of this expanded diversity concept. The application form in use for the class entering in fall of 2007 was printed (as it had to be for operational reasons) before the terms of the new diversity scholarship program were finalized and, therefore, was not designed to solicit specific information regarding the categories listed above. The 2008 application form has been modified to request this specific information. Completion of the diversity scholarship portion of the admissions application is optional.

The law school is confident our alternative method of ascertaining qualified scholarship recipients was reasonable and prudent during this transitional year. We carefully examined each applicant’s personal statement, letters of recommendation, and honors and awards. We also considered the portion of the application in which applicants provided information about their parents, including their parents’ highest educational levels, employers, occupations and titles. Our goal was to identify a pool of applicants who appeared to fit within one or more of the diversity categories.

We used the academic index number to make scholarship decisions within the identified pool of applicants who qualified for diversity scholarship consideration. The academic index number is based on both the LSAT score and the undergraduate GPA. We awarded diversity scholarships to the applicants who either:

- Had an academic index at or above a pre-determined level (which is subject to change yearly based on the applicant pool) and who qualified for the diversity scholarship on the basis of underrepresented racial and ethnic populations, or
- Had an academic index at or above a pre-determined level (which is subject to change yearly based on the applicant pool) and who qualified for the diversity scholarship in a category other than underrepresented racial and ethnic populations.

The diversity scholarship award process is necessarily a dynamic one, inasmuch as some of those selected may choose not to attend our law school. When that happens, we will return to the pool for further selections and will keep returning until the pool or the budget is exhausted.
Memphis Advantage Undergraduate Scholarships – Program for 2009-2010

The Memphis Advantage Scholarship Program is designed to support two primary goals of the University. The first goal is to ensure a diverse student enrollment that reflects our community, leads to meaningful classroom interactions and reaches out to underrepresented ethnic populations.

The second goal is to attract regional rural West Tennessee students to the University in an effort to improve college attainment rates in the 20 West Tennessee counties outside of Shelby County (see county list below). The percentage of the population who has earned a bachelor’s degree is below the national and state average in most of these counties. This program strives to support state-wide initiatives to improve this condition in our region.

The Memphis Advantage Scholarship Program is a competitive need-based academic scholarship that stipulates the following minimum requirements for consideration:

Selection criteria:
In order to be eligible to apply, students must meet all of the following requirements:

- Tennessee resident
- 2009 high school graduate
- Minimum ACT composite score 23
- Minimum cumulative high school GPA 3.0 (weighted)
- Family AGI of less than $80,000 annually (as indicated on the FAFSA)

And meet at least one of the following criteria:

- Underrepresented ethnic population
- First generation college student (neither parent possesses a bachelor’s degree)
- Be a resident of one of the rural West Tennessee Counties listed below

Award Consideration:
Awards will be determined by a standing committee. Committee selections will be based on a competitive process, which considers academic credentials and the other student attributes described in this document.


Advantage Application Deadline and FAFSA Application Deadline: May 1, 2009

Note: Awards may not be combined with other general university academic scholarships.

Award: $4,000 per year for four years.

Maintenance GPA Requirement: 2.75 cumulative GPA in the first year and 3.0 cumulative GPA in subsequent years. Students must have continuous full-time enrollment (not including summers) in order to receive the scholarship.
Campus Climate

Over the course of many years, the University has completed various types of surveys. Some of these surveys attempted to evaluate our image within the community, while others attempted to ascertain how our students, faculty or staff feel about our University. In addition, several departments and divisions have conducted smaller surveys to ascertain the climate in the respective departments or divisions.

Academic environments need to assess the perceptions of our institutional climate. Accrediting agencies for academic departments are beginning to use climate and diversity assessments, and progress, as one of the factors considered in reaccreditation committees.

A community image survey was conducted in 1992 prior to the U of M’s first evaluation on diversity. In 2006, led by the Division of Student Affairs, a climate survey was completed. During FY 2007-2008, information related to this survey was submitted to various campus groups. Appendix C presents some of the recommendations from this survey. The ADC will review these recommendations.

The ADC will use preliminary data from this study for preparation of the initial campus plan; however, during January, 2010, a climate survey was conducted. The ADC reviewed several models and several different groups reviewed the models before the survey was complete. A regular and systematic approach for measuring progress against specific issues has been developed.
ADDENDUM A

Example of a Diversity Plan
Introduction

A recent campus-wide survey\(^1\) of 1,670 students, faculty, and staff at the University of Memphis (U of M) highlights the need to improve the recruitment and retention of faculty and staff from historically underrepresented groups. Preliminary results\(^2\) of this survey indicate: 1) racial segregation is palpable on campus; 2) individuals with different cultural and linguistic backgrounds often face discrimination; and 3) individuals with sexual orientations other than heterosexual experience extreme isolation. Findings from open responses especially relevant to this project indicate: 1) there is a need to recruit and retain more faculty and administrators from underrepresented groups; and 2) faculty could use more diversity training.

As evidenced in the strategic plans of the Tennessee Board of Regents (TBR) and the U of M, increasing the level of diversity and ensuring a supportive climate for diversity requires change at many levels. We are convinced that recruiting and retaining faculty and staff from historically underrepresented groups is a key to our success in this area. We also believe most of our current faculty and staff value and support diversity as a concept but are largely unable to articulate clear expectations regarding diversity. Moreover, few faculty and staff know how to enact their commitment to diversity in systematic and transparent ways. While changes in policy, leadership training, and administrative commitment are all important we recognize a need to create networks and structures that more effectively engage the various colleges and departments with our commitment to diversity. For it is at these levels that the culture of this university is either replicated or changed. At the U of M, like many institutions of higher learning, diversity issues have been addressed with mandates, quotas, policies, and training generally imposed from the top down. There has been relatively little ownership of this issue at the college and department level. As part of our new plan, we intend to create structures that will engage faculty, staff, and students more actively at these levels. In developing these plans we look to the example of our College of Education (COE). Funded by a TBR Access & Diversity grant, our COE has undertaken a year-long initiative to promote the enactment of a set of diversity standards they ratified in 2007. Their initiative has been quite successful and demonstrates the feasibility of enlisting key individuals from each department to come together as a college committee that stimulates awareness and progress related to diversity issues through structured communication, grassroots activities, and systematic assessment.

The COE Initiative

To help the COE faculty and staff become change agents and create a working environment that will attract and retain individuals from diverse backgrounds, they developed and ratified a set of diversity standards (see Appendix A). The primary purpose of their initiative was to promote and facilitate the enactment of the COE diversity standards by faculty and staff. The

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1 “53 Questions to an Even Better Campus: A Survey of Cultural Attitudes and Climate at the University of Memphis” administered in the 2006-2007 academic year through the Center for Counseling, Learning and Testing.

2 According to Dr. Carl Gilleylen, Director of the Center for Counseling, Learning and Testing.
One of the initiative’s goals was to **promote** the enactment of the COE diversity standards. Project components that linked primarily to this goal included a series of events and activities focused on diversity issues. Dr. Morris, Assistant Dean for Faculty & Staff Development, organized a two-part seminar series on the diversity standards for COE faculty and staff in the Fall of 2007. Dr. Cross, Moss Chair of Excellence in Urban Education, will organize the COE’s annual urban education symposium in the Fall of 2008 around the theme of diversity. Dr. Wright, COE Liaison for Urban Education and member of the Diversity Council will lead the design and delivery of a one-day diversity retreat on April 18, 2008. This event will provide opportunities for faculty and staff to engage in dialogue, produce ideas, reflect, share best practices, and plan next steps. Throughout the Spring 2008, there have also been a number of department level activities. These have been quite distinct in size and focus but all events have been coordinated through the initiative and advertised openly.

Another COE initiative goal was to **facilitate** the enactment of the COE diversity standards. Project components that linked primarily to this goal include the formation of a COE Diversity Standards Committee (DSC) and the creation of a manual with guidelines and specific strategies to operationalize the standards. Drs. Wright, Cross, and Morris began the project by recruiting 10 committed faculty members that represented all COE departments. DSC members were recruited based on their demonstrated commitment to diversity and their willingness to: 1) attend project-related events; 2) serve as a point-person for diversity in their department; 3) model best-practices throughout the year; 4) lead discussions on best-practices during the retreat; 5) sponsor department level diversity activities; and 6) contribute to the design and writing of the diversity standards manual. This manual will be key in facilitating the enactment of the standards going forward. The manual will be completed at the end of the initiative in the summer of 2008 and will be informed by the year’s activities, discussions, and formal assessment data. The manual will likely include an explicit articulation of the standards, specific outcomes, guidelines for assessing progress (i.e. emerging, developing, and proficient levels of enactment), and applied examples.

**Systematic Assessment**

The assessment plan for the COE initiative is being executed in partnership with the Center for Research in Educational Policy (CREP). There is ongoing assessment involving individual project components using process documentation, focus groups and evaluation forms. Process documents such as electronic communications, flyers, handouts, and sign-in sheets from the seminars, symposium, and retreat are being retained as records implementation. The seminars have been assessed using evaluation forms with quantitative ratings and open response items. Notes from focus groups conducted at the symposium and diversity retreat events are also retained and analyzed inductively. Structured reviews of the diversity standards manual will be conducted by five COE faculty/staff who were not involved in its creation. These reviews will inform the final version of the manual.

The COE initiative’s summative assessment will be based in a faculty and staff on-line survey. This measure focuses on: perceptions of diversity in the COE; awareness of the standards; relevance of the standards; training & support for the standards; and enactment of the standards. The survey was developed and administered early in the project to gather baseline data. Over 100 faculty and staff members from all departments and centers in the COE participated in this baseline survey which was administered electronically by CREP. The survey will be administered again toward the end of the project to assess any changes and inform future activities. Appendix B summarizes progress with assessment activities and benchmarks for success associated with each project component. Although beyond the scope of this project, impact of these efforts could also be reflected in actual COE recruitment and retention data.

**Sustainability**
This project built on momentum from an ongoing initiative in the COE and will be sustained at the college level. Achieving national prominence for expertise and effectiveness in urban education is one of three major goals in the COE strategic plan. This will be difficult to accomplish if the COE is not successful in recruiting and retaining faculty and staff from diverse backgrounds. For this reason and a desire to improve the educational experience, work on the diversity standards began in earnest in 2006-2007. These standards were developed through open dialogue and feedback sessions with current COE administrators, faculty and staff. The standards were formally ratified by all of the COE departments and unveiled in May 2007 at the COE strategic planning summit. As indicated by the accompanying letter from the interim dean of the COE, project activities will be sustained in the following ways: 1) the DSC formed for this project will become a standing COE committee; 2) the diversity standards and accompanying manual will be featured on the COE website; 3) the standards and manual will be integrated into the COE orientation for new faculty, staff, and graduate teaching assistants; 4) diversity topics will continue to be a focus of COE professional development; and 5) enactment of the COE diversity standards will be integrated into the faculty annual review process.

**Conclusion**

This initiative not only aligns with the current goals of the U of M Diversity Council but provides a model for how these goals can be enacted ‘on the ground’. The project team is willing to coordinate with the Diversity Council to share the COE standards, data collected throughout the initiative and the customized survey that was created for the COE initiative. We believe the structures created in the COE initiative provide a model that might benefit other colleges and units at the U of M that have a commitment to diversity but lack a coherent set of expectations and strategies to enact that commitment. Moreover, the activities initiated in this project will serve as evidence of our commitment to diversity and an inclusive working environment.
Addendum A, Appendix A College of Education Diversity Standards

Final Draft of Diversity Standards
University of Memphis, College of Education
May 8, 2007

The following standards represent a key strategy for the COE to operationalize our commitment to diversity, which is one of the three elements of our Conceptual Framework (Leadership, Effective Practice, and Commitment to Diverse Communities). The standards, developed by current COE faculty, staff and community partners, have been presented on several occasions, revised based on feedback, and endorsed by all departments in the COE.

<table>
<thead>
<tr>
<th>Diversity Performance Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>The COE Community (including students, faculty, staff, and partners)</td>
</tr>
</tbody>
</table>

- Understands diversity, social justice, and equity in order to promote effective learning in their everyday practice.
- Understands linguistic, ethnic, racial and socioeconomic, disability, religious and sexual orientation diversity and demonstrates culturally relevant practices.
- Understands the relationships among various historical and present social inequities and uses reflective practice to challenge their work and explicitly confront social inequality.
- Understands the larger national and global contexts and demonstrates a clear sense of their own identities in relationship to social justice.
- Understands and values the importance of engaging in comprehensive and sustained professional growth to enhance professional practices involving diverse populations.
Addendum A, Appendix B: Draft Project Monitoring Tool

<table>
<thead>
<tr>
<th>Project Component</th>
<th>Assessment/Benchmark</th>
<th>Responsible Parties</th>
<th>Status update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and administer online survey</td>
<td>Execute in a timely manner so a true baseline measure can be taken before major project components are initiated.</td>
<td>Dr. Wright in collaboration with CREP</td>
<td>Developed survey in September 2007; successfully administered to 100 faculty &amp; staff from all departments</td>
</tr>
<tr>
<td>Form COE Diversity Standards Committee (DSC)</td>
<td>Recruit 10 committed individuals representing all COE departments; retain at least 90% of those individuals for duration of project.</td>
<td>Drs. Wright, Cross, &amp; Morris</td>
<td>Successfully recruited 10 individuals and held numerous meetings</td>
</tr>
<tr>
<td>Seminar #1, focus on standards 1-3</td>
<td>Administer evaluation form with quantitative and open response items; document process.</td>
<td>Dr. Morris</td>
<td>Well attended and successful; October 2007</td>
</tr>
<tr>
<td>Seminar #2, focus on standards 4 &amp; 5</td>
<td>Administer evaluation form with quantitative and open response items; document process.</td>
<td>Dr. Morris</td>
<td>Well attended and successful; November 2007</td>
</tr>
<tr>
<td>Department level activities</td>
<td>Conduct at least one department level activity before the end of the year; advertise widely; use initiative funds</td>
<td>DSC committee members</td>
<td>HSS-open house; ICL-leadership team meeting; LEAD-book club; CEPR-movie night &amp; discussion</td>
</tr>
<tr>
<td>Host symposium*</td>
<td>Conduct focus groups to assess effectiveness; document process.</td>
<td>Dr. Cross</td>
<td>Being planned for Fall 2008</td>
</tr>
<tr>
<td>Produce draft manual</td>
<td>Solicit structured reviews from five COE faculty/staff members.</td>
<td>Dr. Wright, Dr. Cross, &amp; DSC</td>
<td>Planned for Summer 2008</td>
</tr>
<tr>
<td>Sponsor faculty retreat</td>
<td>Conduct focus groups to assess effectiveness; Customized evaluation form with quantitative ratings and open response items.</td>
<td>Drs. Wright, Cross, &amp; Morris</td>
<td>Scheduled for April 18, 2008</td>
</tr>
<tr>
<td>Finalize manual</td>
<td>Finalize manual, incorporating reviewer feedback; unveil at COE strategic planning summit; upload to COE website; incorporate into package for new faculty/staff/graduate teaching assistant orientation.</td>
<td>Dr. Wright, Dr. Cross, &amp; DSC</td>
<td>Summer 2008</td>
</tr>
<tr>
<td>Summative evaluation</td>
<td>Administer post-project online survey; analyze results; identify key findings; develop recommendations for next steps.</td>
<td>Drs. Wright, Cross, &amp; Morris in collaboration with CREP</td>
<td>Summer 2008</td>
</tr>
<tr>
<td>Final Report</td>
<td>Submit end of project report including a final Expenditures Report to <a href="mailto:wendy.thompson@tbr.edu">wendy.thompson@tbr.edu</a> within 60 days of the conclusion of the project.</td>
<td>Dr. Wright</td>
<td>July 31, 2008</td>
</tr>
</tbody>
</table>

*This annual urban education symposium is funded through another source. However, if the proposed project is funded by TBR we will connect the symposium theme of diversity.*
ADDENDUM B

Draft Plan to Include Diversity into the Curriculum
**Addendum B**

PROPOSAL TO CHANGE THE GENERAL EDUCATION REQUIREMENTS TOWARDS FULLFILLING STATED TENNESSEE BOARD OF REGENTS AND UNIVERSITY OF MEMPHIS RESPECTIVE MISSIONS AND VISIONS:

In recent iterations of strategic plans for both the Tennessee Board of Regents, *Setting New Directions: The Tennessee Board of Regents 2005-2010 Strategic Plan*, and the University of Memphis, *Realizing The Vision: A Great Metropolitan Research University*, there are stated goals supporting a scholarly approach to diversity through the development of an intercultural curricula as an important component of articulating our respective missions. Given that explicit and theoretical support to, “Foster equitable access and promote and support intercultural and international understanding, diversity, inclusion and communication,” we propose the establishment of a university-wide set of courses that would be required of all students: a Multicultural/American Cultures graduation requirement. Courses that fulfill this requirement would focus on issues in U.S. history or culture; examine issues of race, ethnicity, and gender and provide students with the intellectual skills to understand their own cultural identity as well as the identities and histories of others. The need for a Multicultural/American Cultures graduation requirement is two-fold. One, it is the missing part of the discourse in order for our campus to be a research university that is unafraid to directly question and challenge, not obliterate, the Western canon. Two, this is a curricular, programmatic, philosophical, climatic signal to our students, faculty and staff, community, state and region that we are committed to genuinely integrating the philosophy of a scholarly approach to diversity, and that we respect and honor all voices.

Our initial research has shown that no other public university in Tennessee has such a course as a university-wide graduation requirement.

The Multicultural/American Cultures graduation requirement will need to be imbedded into the General Education Curriculum as the purpose of the GE curriculum at the University of Memphis is to cultivate in our students those habits of mind that will prepare them for the responsibilities of citizenship in our republic and to be able to function with sensitivity and alertness as global citizens and leaders. We seek to provide our students with a liberal education that enables them to understand and critically assess their own cultural inheritance as well as to impart a deeper appreciation of the histories and cultures of races, nations, and societies throughout the world.

Below is a Draft of how General Education at the University of Memphis would appear if the university would articulate its mission through its curriculum. Changes are in yellow highlights.

**FROM 2008-09 COLLEGE CATALOG:**

**GENERAL REQUIREMENTS**

**STATEMENT OF TENNESSEE BOARD OF REGENTS GENERAL EDUCATION POLICIES**

Effective Fall Semester 2004, each institution in the State University and Community College System of Tennessee (The Tennessee Board of Regents System) will share a common lower-division general education core curriculum of forty-one (41) semester hours for baccalaureate degrees and the Associate of Arts and the Associate of Science degrees. Lower-division means freshman and sophomore courses. The courses comprising the general education curriculum are contained within the following subject categories:

**Baccalaureate Degrees and Associate of Arts and Associate of Science Degrees***

Communication 9 hours**  Humanities / Fine Arts 9 hours (At least one course must be in literature.)  Social/Behavioral Sciences 6 hours  History 6 hours***  Natural Sciences 8 hours  Mathematics 3 hours  Multicultural/American Cultures 3 hours — these course may be taken within the Humanities/Fine Arts and Social/Behavioral Sciences categories

Total 41 hours

*Foreign language courses are an additional requirement for the Associate of Arts (A.A.) and Bachelor of Arts (B.A.)
degrees. The B.A. degree requires proficiency in a foreign language equivalent to completion of two years of college-level work. The A.A. degree requires proficiency in a foreign language equivalent to completion of one year of college-level work.

**Six hours of English Composition and three hours in English oral presentational communication are required.**

***Students who plan to transfer to Tennessee Board of Regents (TBR) universities should take six hours of United States History including the Multicultural/American Cultures (three hours of Tennessee History may substitute). Students who plan to transfer to University of Tennessee System universities or to out-of-state or private universities should check requirements and take the appropriate courses.

Although the courses designated by Tennessee Board of Regents (TBR) institutions to fulfill the requirements of the general education subject categories vary, transfer of the courses is assured through the following means:

- Upon completion of an A.A. or A.S. degree, the requirements of the lower-division general education core will be complete and accepted by a TBR university in the transfer process.
- If an A.A. or A.S. is not obtained, transfer of general education courses will be based upon fulfillment of complete subject categories. (Example: If all eight hours in the category of Natural Sciences are complete, then this “block” of the general education core is complete.) When a subject category is incomplete, course-by-course evaluation will be conducted. The provision of block fulfillment pertains also to students who transfer among TBR universities.
- Institutional/departmental requirements of the grade of “C” will be honored. Even if credit is granted for a course, any specific requirements for the grade of “C” by the receiving institution will be enforced.
- In certain majors, specific courses must be taken also in general education. It is important that students and advisors be aware of any major requirements that must be fulfilled under lower-division general education.

Courses designated to fulfill general education at the University of Memphis are published below. A complete listing of the courses fulfilling general education requirements for all system institutions is available on the TBR website (www.tbr.state.tn.us) under Transfer and Articulation Information.

**UNIVERSITY GENERAL EDUCATION PROGRAM**

Room 500, Wilder Tower

http://academics.memphis.edu/gened/

The University General Education Program promotes a shared core learning experience for all undergraduate students at the University of Memphis and provides a framework upon which the college major can build. The major purpose of the Program is to provide students the opportunity to acquire tools, develop skills and awareness necessary for completing a college career and assuming the roles of a lifelong learner and an active, informed participant in contemporary society.

The University of Memphis General Education Program consists of 41 hours of coursework from a variety of disciplines. Students should consult their advisors on specific General Education Program courses that may be required for the major. The following are the General Education Program categories and their approved courses. Former course numbers appear in parentheses.

**A. Communication (9 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1010 (1101)</td>
<td>English Composition - Expository writing, emphasizing content, organization, and style.</td>
</tr>
<tr>
<td>ENGL 1020 (1102)</td>
<td>English Composition and Analysis - Expository writing emphasizing synthesis, including library work and documented papers.</td>
</tr>
</tbody>
</table>

[All candidates for graduation at the University of Memphis are required to complete English 1010 and 1020, or their equivalents, with a grade of “C” or better. Before enrolling in English 1010, a student must have either (1) an ACT English score of 19 or above, or (2) an SAT verbal score of 460 or above, or (3) a satisfactory completion of a placement test administered by the University of Memphis Testing Center. Those who do not meet the requirements above, must successfully complete DSPW 0800 with a grade of “C” or better before proceeding to English 1010. English 1010 and 1020 must be taken in sequence; no credit will be allowed for English 1020 until 1010 has been completed successfully.]

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 2381</td>
<td>Oral Communication - Basic oral communication, includes speaking, critical listening, and decision-making.</td>
</tr>
</tbody>
</table>
### B. Mathematics (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1420</td>
<td>Foundations of Mathematics (3) - Algebra review and applications.</td>
</tr>
<tr>
<td>MATH 1530</td>
<td>Introduction to Statistical Reasoning and Application (3)</td>
</tr>
<tr>
<td>MATH 1710</td>
<td>College Algebra (3) - Analysis of functions, partial fractions, equations, and applications.</td>
</tr>
<tr>
<td>MATH 1730</td>
<td>College Algebra and Trigonometry (4) - Exponents, radicals, quadratic functions, laws of sines and cosines.</td>
</tr>
<tr>
<td>MATH 1830</td>
<td>Elementary Calculus (3) - An introductory course to calculus.</td>
</tr>
<tr>
<td>MATH 1910</td>
<td>Calculus I (4) - Calculus for the following majors: math, computer science, science, and engineering.</td>
</tr>
<tr>
<td>MATH 2000</td>
<td>Experiences in Mathematics (3) - Introduction to contemporary mathematics and its application to various areas of modern life.</td>
</tr>
</tbody>
</table>

### C. Humanities (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 2202</td>
<td>Literary Heritage: African-American Emphasis</td>
</tr>
<tr>
<td>ENGL 3325</td>
<td>African American Literature through the Harlem Renaissance</td>
</tr>
<tr>
<td>ENGL 3326</td>
<td>African American Literature since the Harlem Renaissance</td>
</tr>
<tr>
<td>ARTH 4166</td>
<td>Social History of American Art</td>
</tr>
<tr>
<td>ARTH 4185</td>
<td>African American Art</td>
</tr>
</tbody>
</table>

*Plus two of the following courses*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1030</td>
<td>Introduction to Art - Fundamental principles of visual artistic expression as the basis for understanding Western and non-Western traditions.</td>
</tr>
<tr>
<td>CLAS 2481</td>
<td>Mythology - Thematic study of ancient myths.</td>
</tr>
<tr>
<td>COMM 1851</td>
<td>Introduction to Film - Film as a cultural, artistic, and social phenomenon.</td>
</tr>
<tr>
<td>DANC 1151</td>
<td>Introduction to Dance - Dance as an expressive art form, a symbolic language, and an integral aspect of world cultures.</td>
</tr>
<tr>
<td>HIST 1110</td>
<td>Development of World Civilization I - Traces civilization from ancient times to circa 1500.</td>
</tr>
<tr>
<td>HIST 1120</td>
<td>Development of World Civilization II - Forms of civilization from 1500 to the present.</td>
</tr>
<tr>
<td>MUS 1030</td>
<td>Music Appreciation - Music of various Western and non-Western cultures.</td>
</tr>
<tr>
<td>MUS 1040</td>
<td>Music in America - Music history, sources and current styles of American music.</td>
</tr>
<tr>
<td>PHIL 1101</td>
<td>Fundamental Issues in Philosophy - Critical exploration of such issues as knowledge, reality, and the good life.</td>
</tr>
<tr>
<td>PHIL 1102</td>
<td>Values and the Modern World - Introduction to social and ethical issues: good and evil, science, religion, sex, race.</td>
</tr>
<tr>
<td>POLS 1101</td>
<td>Introduction to Ancient Political Thought - Fundamental questions of ancient political thought.</td>
</tr>
<tr>
<td>POLS 1102</td>
<td>Introduction to Modern Political Thought - Fundamental questions of modern political thought.</td>
</tr>
<tr>
<td>THEA 1030</td>
<td>Introduction to Theatre - Experiential, conceptual, historical, and cultural study of theatre.</td>
</tr>
<tr>
<td>UNIV 3580</td>
<td>Hebrew and Greek Legacy - Interdisciplinary examination of major traditions of ancient Hebraic and Greek cultures.</td>
</tr>
<tr>
<td>UNIV 3581</td>
<td>Faith, Reason and Imagination - Interdisciplinary examination of the religious, rationalist, and aesthetic viewpoints as distinctive ways of understanding.</td>
</tr>
</tbody>
</table>

### D. American U.S. History (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 2010</td>
<td>The United States to 1877 - United States from discovery to end of political reconstruction.</td>
</tr>
</tbody>
</table>
Plus one of the following courses: Multicultural/American Cultures

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 3282</td>
<td>Cultural History of American Communities</td>
</tr>
<tr>
<td>HIST 4879</td>
<td>From Africa to Americas: African American History to 1820</td>
</tr>
<tr>
<td>HIST 3863</td>
<td>Social and Intellectual History of the United States</td>
</tr>
<tr>
<td>HIST 3881</td>
<td>African-American History</td>
</tr>
<tr>
<td>HIST 4851</td>
<td>History of Women in America</td>
</tr>
<tr>
<td>POLS 4212</td>
<td>Constitutional Law: The Origins and Evolution of Civil Liberties in the United States</td>
</tr>
<tr>
<td>POLS 4405</td>
<td>Origin and Development of American Political Thought</td>
</tr>
<tr>
<td>SOCI 3422</td>
<td>Racial and Ethnic Minorities</td>
</tr>
<tr>
<td>HIST 4880</td>
<td>Slavery to Freedom to Segregation</td>
</tr>
<tr>
<td>HIST 4882</td>
<td>Civil Rights Movement: Roots, Protest, and Legacies</td>
</tr>
<tr>
<td>HIST 4941</td>
<td>History of the American Indian</td>
</tr>
</tbody>
</table>

E. Social /Behavioral Sciences (6 hours)

Choose one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1100</td>
<td>Biological Anthropology and Prehistory- Origins of humans and human society, behavior, and culture.</td>
</tr>
<tr>
<td>ANTH 1200</td>
<td>Cultural Anthropology - Origins and development of human culture throughout the world.</td>
</tr>
<tr>
<td>CSED 2101</td>
<td>The Family in Global Perspective - Interdisciplinary overview of the family as a primary, global, social institution.</td>
</tr>
<tr>
<td>ECON 2110</td>
<td>Introduction to Macroeconomics - Nature and functions of the national economy in a global context.</td>
</tr>
<tr>
<td>ECON 2120</td>
<td>Introduction to Microeconomics - Operations of the market economy at the individual and firm level.</td>
</tr>
<tr>
<td>ESCI 1301(GEOG 1301)</td>
<td>Survey of World Regions - Survey of economic, cultural, and physical traits characteristic of developing and industrialized nations.</td>
</tr>
<tr>
<td>ESCI 1401(GEOG 1401)</td>
<td>Introduction to Cultural Geography - Geographical aspects of human behavior.</td>
</tr>
<tr>
<td>POLS 1301</td>
<td>Governments of the World - Comparisons of political issues and systems in a variety of European, Asian, and African countries.</td>
</tr>
<tr>
<td>POLS 1501</td>
<td>International Relations - Conflict, competition, and cooperation among global factors in the world arena.</td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>General Psychology - Introduction to social aspects of psychology as a science of behavior.</td>
</tr>
<tr>
<td>PSYC 3510</td>
<td>Deviance: Its Role in History and Culture - Defamation and glorification of concepts of deviance across cultures.</td>
</tr>
<tr>
<td>SOCI 1111</td>
<td>Introduction to Sociology - Concepts and methods of sociology, social structure, and social institutions.</td>
</tr>
<tr>
<td>SOCI 2100</td>
<td>Sociology of International Development - Social change in an increasingly interdependent world.</td>
</tr>
</tbody>
</table>

Choose one course from the following: Multicultural/American Cultures

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 3112</td>
<td>Contemporary Social Problems</td>
</tr>
<tr>
<td>SOCI 3401</td>
<td>Social Inequality</td>
</tr>
<tr>
<td>SOCI 3422</td>
<td>Racial and Ethnic Minorities: A Socio-Historical Approach</td>
</tr>
<tr>
<td>SOCI</td>
<td></td>
</tr>
</tbody>
</table>
### F. Natural Science: 8 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1010/1011 (1071/1072)</td>
<td>Introduction to Biology I/Lab - General overview of cellular structure and function, genes and biodiversity.</td>
</tr>
<tr>
<td>BIOL 1020/1021 (1081/1082)</td>
<td>Introduction to Biology II/Lab - A study of the biosphere and the structure and functions of its plants and animals.</td>
</tr>
<tr>
<td>BIOL 1110/1111 (1151/1152)</td>
<td>General Biology I/Lab - Unifying principles of biology: cell structure, cell function, heredity, origin and development of life.</td>
</tr>
<tr>
<td>BIOL 1120/1121 (1161/1162)</td>
<td>General Biology II/Lab - Continuation of BIOL 1110 with emphasis on origin and diversity of life; structure, functions, and ecology of organisms.</td>
</tr>
<tr>
<td>CHEM 1010/1011 (1101)</td>
<td>Chemistry of Materials/Lab - Fundamental laws of chemistry and their impact on modern society.</td>
</tr>
<tr>
<td>CHEM 1020/1021 (1102)</td>
<td>Chemistry of Life/Lab - Basics of organic and biological chemistry.</td>
</tr>
<tr>
<td>CHEM 1110/1111 (1131/1121)</td>
<td>General Chemistry I/General Chemistry I Lab - Laws of chemistry.</td>
</tr>
<tr>
<td>CHEM 1120/1121 (1132/1122)</td>
<td>General Chemistry II/General Chemistry II Lab - Continuation of CHEM 1110.</td>
</tr>
<tr>
<td>ESCI 1010/1011 (GEOG 1001/1011, 1010/1011)</td>
<td>Weather and Climate/Lab</td>
</tr>
<tr>
<td>ESCI 1020/1021 (GEOG 1002/1022, 1020/1021)</td>
<td>Landforms/Lab - The Earth and its atmosphere, including climate, oceans, landscapes, environmental hazards.</td>
</tr>
<tr>
<td>ESCI 1040 (GEOL 1101, 1040)</td>
<td>Physical Geology - Introduction to processes that form rocks.</td>
</tr>
<tr>
<td>ESCI 1103 (GEOL 1103)</td>
<td>Environmental Geology - Processes that operate within, on and impact the surface of the Earth.</td>
</tr>
<tr>
<td>ESCI 1050 (GEOL 1102, 1050)</td>
<td>Historical Geology - Overview of the history of earth and its life.</td>
</tr>
<tr>
<td>PHYS 1010/1001</td>
<td>Introduction to Physics/Lab - Physics for non-technical students; natural laws of motion, heat, sound, light.</td>
</tr>
<tr>
<td>PHYS 1020/1002</td>
<td>Survey of Astronomy/Lab - Astronomy for non-technical students; earth, moon, stars, planets.</td>
</tr>
<tr>
<td>PHYS 2110/2111 (2510/2003)</td>
<td>Physics I for Science and Engineering - Calculus/Physics I Lab</td>
</tr>
<tr>
<td>PHYS 2120/2121 (2520/2004)</td>
<td>Physics II for Science and Engineering – Calculus/Physics II Lab</td>
</tr>
</tbody>
</table>

### 1. GRADE POINT AVERAGE

To receive a bachelor’s degree from any of the colleges in the University, students must have a grade point average of at least 2.00 for all college level courses. Students with transfer credit are required to maintain an average of 2.00 on all courses taken at the University of Memphis.
2. RESIDENCE REQUIREMENTS  A student will satisfy residence requirements for graduation by earning at least twenty-five (25) percent of credit hours required for the degree at the University of Memphis. At least thirty (30) of the final sixty (60) hours required for the degree must be completed at the University of Memphis. A student transferring credits from a two-year college or institution must complete, as a requirement for the baccalaureate degree, a minimum of sixty semester hours in an accredited senior institution. In addition, the student must meet the residence requirements for the specific degree as established by the college or school in which it is offered. Exceptions to residence requirements can be authorized by the appropriate dean. Residence requirements for specific degrees within each college or school may be found in the Colleges and Degree Programs section. For more details, the student should inquire in the office of the dean of the appropriate college or school.

3. University of Memphis Multicultural/American Cultures Graduation Requirement  Students who entered University of Memphis in fall 2005 or there-after in lower division standing with 0-41 semester units and all students who entered in fall 2009 or thereafter must satisfy the Multicultural/American Cultures Breadth Requirement in order to graduate. You satisfy the requirement by passing, with a grade not lower than C- or P, an Multicultural/American Cultures course. You may take an Multicultural/American Cultures course any time during your undergraduate career at University of Memphis. International students must satisfy the requirement.

A University of Memphis faculty committee determines which courses satisfy the requirement. Faculty from many departments teach Multicultural/American Cultures courses, but all courses have a common framework. The courses focus on themes or issues in United States history, society, or culture; address theoretical or analytical issues relevant to understanding race, culture, gender, and ethnicity in our society; take substantial account of groups drawn from at least three of the following: African Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latino Americans, Women, GLBT, and European Americans; and are integrative and comparative in that students study each group in the larger context of American society, history, or culture. The courses also provide students with the intellectual tools to understand better their own identity and the cultural identity of others in their own terms.

Multicultural/American Cultures courses may also meet other requirements, such as a college or school's breadth requirement or a department's major requirement.

4. TESTING AS A PREREQUISITE FOR GRADUATION  Any or all students may be required to take one or more tests designed to measure general education achievement and achievement in their major as a prerequisite to graduation, for the purpose of evaluation of academic programs. Unless otherwise provided for in any individual program, no minimum score or level of achievement is required for graduation. Participation in testing may be required for all students, for students in selected programs, and for students selected on a sample basis. Details concerning these regulations and the dates of the examinations will appear in the online class listings each semester.

5. FILING FOR GRADUATION  All students are required to file an intention to graduate during the semester preceding the semester of graduation. The deadlines for this filing are included in the academic calendar in the online class listings. It is the responsibility of the student to insure that this deadline is met.
ADDENDUM C

2006 Campus Environment Climate Survey Highlights
2009 Campus Climate Report
Addendum C

Affecting cultural change is no small task, and will not happen quickly. The action plan to accomplish such change should not be hastily constructed, and we will not attempt to do so here. Instead, the Campus Environment Survey (CES) has outlined a plan to plan; taking into consideration the key personnel who will need to be involved in the development of a cultural change action plan.

The steps to accomplish cultural change have already begun: An extensive Campus Environment Survey (CES) was conducted in fall, 2006 by a committee of faculty, staff and students concerned with the “emotional feel” of the campus including classrooms, interpersonal interactions, services on campus, departments and the overall physical environment. A total of 1,706 students, staff, and faculty responded to the CES. The results were analyzed and reported in 2007, and were recently presented to the President’s cabinet. While it is beyond the scope of this summary to report the findings of the CES, the recommendations follow:

Recommendations

Policy and Procedure

1. Create a comprehensive diversity plan that will involve a range of campus leaders and a campus-wide diversity strategic plan that culminates into activities and a continual institutional audit used to advise University decisions, initiatives, and policy making. Ideally, this effort would be led by a high ranking University administrator who reports directly to the president.

2. Establish a diversity mission statement and incorporate diversity into the overall University Strategic Plan.

3. Include the sexual orientation non-discrimination policy within all postings or listings of advertised U of M mission statement and harassment policies.

4. Encourage each department to have a diversity mission statement that includes race, ethnicity, gender, disability, sexual orientation and religion.

5. Undertake a careful review of existing university policies and identify areas of concern where policy does not currently exist or in need of revision.

   ▪ Develop avenues for regular policy review by governance groups and create multiple access points for policy proposals and suggested revisions of existing policies.

   ▪ Evaluate and bring up to peer standards policies related to domestic partnership and benefits (e.g., family access to recreation facilities, partner leave for maternity on par with paternity procedures, insurance policies, etc.)

6. Develop a Priority List of Action Steps.

7. Address facility concerns in reference to accessibility and general comfort, i.e., appropriate sized classroom seating, broken elevators, etc. A uniform set of construction guidelines and procedures, including appropriate “sign offs” should be developed to ensure all new construction meets standards developed to address these issues.

8. Establish an ADA Coordinator to ensure ADA compliance and to ensure that disability access issues are dealt with in a consistent manner.

Education/Training

9. Undertake a promotional campaign to inform the campus about multicultural and diversity specific initiatives, issues and policies. These efforts should contain information about student services that provide multicultural outreach, disability services and accessibility, and other University activities that promote positive personal attitudes about diversity on campus.

10. Enhance multicultural training and address multicultural environment issues.

11. Provide opportunities for programming and sensitivity training for faculty and staff in the areas of differences in sexual orientation, gender issues, religion, disability and multicultural competencies. Training similar to the training on sexual harassment that staff and faculty was require to complete several years ago might be a model that works in this instance.

12. Require that departments include a uniform diversity statement on all syllabi to let students know that the university has policies against discrimination based upon race, ethnicity, gender, sexual orientation, religion, age, and disability.

13. Expand multicultural student activities and services.
14. Programs for students should integrate information regarding gender relations and negative effects of making insensitive remarks to others.
15. Support efforts to infuse multicultural/diversity (i.e. GLBT, gender relationships, various racial ethnic groups, etc.) topics into current course content where appropriate. For example, a scholarly topic could guide the selection of a future “Memphis Reads” book selection for incoming freshmen.
16. Create a safe space via a GLBT resource center where the Stonewall Tigers can hold meetings and GLBT students can congregate safely.
17. Elicit feedback on civility in the classroom and around campus regarding treatment of students and the students’ perception of their treatment by other students relative to harassment/discrimination.
18. Increase resources for departments and programs (e.g., Center for Research on Women, Office of Minority Affairs, International Students Office) that provide academic and co-curricular activities that focus on learning about diverse cultures and perspectives, and developing multicultural competency.
19. Support programs (not just speakers or workshops) to integrate diversity-related material into the curriculum.
20. Strengthen the university’s expectations for civility in the Student Code of Conduct so there is a method to better hold students accountable for their behaviors.

**Research**
21. Expand scope of multicultural research and other scholarly activities.
   - Begin a program of more frequent, timely and ongoing campus climate assessment. A regular and systematic approach for measuring progress against specific climate performance indicators that allow comparisons to other institutions’ needs to be implemented. For example, participation in the Educational Benchmarking (EBI) Climate Assessment (http://www.webehi.com/_AsmtServices/National/Climate.aspx), which covers over 20 factors that could provide insights into the perceptions of campus’ climate.
   - Develop recognition systems for faculty and staff that use their expertise to develop partnerships, provide service or conduct scholarly research with underrepresented populations.
   - Conduct focus groups with select populations (i.e., GLBT, Unclassified students, staff, underrepresented groups, persons with disabilities, etc.) to further determine and prioritize issues and guide future investigations.

Clearly, the CES’s recommendations on policies and procedures closely mirrors TBR’s requirements, and many of these steps have been acted upon. Other of these recommendations, including curricular and research initiatives, are addressed in various sections of this report. However, the majority of the recommendations need to be implemented by a strategic collection of persons who have the passion, persistence and persuasion to carry them forward in a meaningful way. We will assemble such a committee. Proposed participants include:

- Director of Diversity
- Director of Minority Affairs
- Director of Student Disability Services
- Director of Student Affairs Learning and Assessment
- Director of Judicial and Ethical Programs
- Representative of Counseling, Learning and Testing
- Representative of Communications and Marketing
- At least 3 Faculty representatives
- Student representatives from each of the following organizations:
  - Adult Student Association
  - Black Student Association
  - Stonewall Tigers
  - Graduate Student Association
  - Hillel of Memphis
  - Hispanic Student Association
  - Inter-fraternal Council
  - International Student Association
  - Pan-Hellenic Council
  - Student Activities Council
  - Student Government
2009 The University of Memphis Climate Report

In January, 2010, The University of Memphis (U of M) commissioned Educational Benchmarking, Inc (EBI), to administer an on-line Climate Assessment to 3,500 randomly selected undergraduate and graduate students. This administration of the EBI Climate Survey is intended to serve as a baseline metric for the university’s Strategic Plan Goal 3: Access and Diversity - Promote and sustain an accessible, vibrant community that values diversity; and specifically, “Cultivate a welcoming, respectful, intellectually stimulating campus environment”.

The survey was returned by 1316, or 37.6% of the respondent pool. With this response rate, we are able to generalize responses to our total student body with a 3.5% confidence interval (margin of error), with 99% accuracy. Respondent characteristics closely mirror the student population at the U of M.

The EBI Climate Assessment items are evaluated in two ways: a raw score and a comparison to other institutions. With only one exception, The U of M scored within the Excellent or Good range on every item in the inventory. The one exception is an item concerning ethnic/racial separation on campus, for which The U of M was rated in the Fair range. While this is clearly an area of opportunity for the campus, none of the U of M ratings fell in the Poor range.

In terms of comparisons with other institutions, the U of M scored significantly higher on 39 items. These strengths mainly concern developing an understanding of the world and the people in it, a feeling that people of different demographics are treated equally on campus, an absence of disparaging remarks heard on campus, and the ease with which students are able to get to know people who are different from themselves. Additionally, a number of strengths emanate from items focused on how students feel they have benefited from an exposure to diversity in higher education. Some of these benefits include the ability to think critically, considering real world problems from a variety of perspectives, a willingness to examine assumptions about others, and an awareness of one’s own cultural heritage. It is clear from these results that the diversity of our student body is viewed as an important aspect of developing these interpersonal and intellectual skills.

The diversity of our campus population also brings opportunity for growth. There were 12 items in which the U of M scored significantly lower than the mean of the other institutions participating in the assessment, despite the fact that our raw scores fell within the Excellent or Good categories, with the previously noted exception of one item in the Fair range. These items centered on feeling accepted by other students, feeling welcome in class, and interracial relations inside and outside of the classroom. Efforts focused on improving student relationships and creating more welcoming classrooms would strengthen our campus climate.

The assessment’s questions were organized into 20 different factors that are used as independent variables in a regression analysis with the 21st factor, Overall Evaluation of the Institution, as the dependent variable. This analysis found that two factors have the highest impact (moderate) on Overall Evaluation of Institution:

1. Academic Achievement and Personal Development
2. Diversity Experiences Impacted: Learning and Development,

In other words, improvement on items within these two factors is most likely to increase overall satisfaction with the institution. Academic Achievement and Personal Development items include:

- developing intellectual skills (Excellent)
- broadening interests (Excellent)
- providing skills that enable students to enter the job market/graduate school (Excellent)
- developing an understanding of the world and people in it (Excellent)
- developing social skills (Good)
- making lifelong friends (Good)

Since the U of M already scores in the excellent range on the first four items, efforts for improvement should focus on developing social skills and providing opportunities for connections between students.
The factor with the second greatest impact, The Diversity Experiences Impacted: Learning and Development, includes:

- developing critical thinking skills (Excellent)
- ability to consider real-world problems from multiple perspectives (Excellent)
- being prepared to work in diverse work places (Good)
- valuing learning about others who are different than you (Good)
- understanding that differences do not have to interfere with meaningful relationships (Good)

Again, since the U of M already scores in the excellent range for the first two items, efforts for improvement should focus on preparing students to work in diverse work places, providing opportunities for students to learn about others who are different from themselves, and assisting students in coping with differences in relationships.

The EBI Climate Assessment will be re-administered in 2012 to measure our progress on “Cultivating a welcoming, respectful, intellectually stimulating campus environment”. Our strategies relative to this goal are delineated in the U of M Strategic Plan.
ADDENDUM D

Memphis Advantage Scholarship Application – 2008

Instructions:

1. Please type or complete with an ink pen all items below:
2. Apply and be accepted for admission to the University of Memphis prior to May 1, 2008
3. Submit this application and required essay no later than May 1, 2008
4. File the 2008-2009 Free Application for Federal Student Aid (FAFSA) no later than May 1, 2008

Required Information

Full Name: ____________________________ Student I.D. # (SSN) ______________

Address: ____________________________________________

City, State, Zip: ____________________________ E-mail Address: ______________

Requirements. (Please mark with an “X” each of the following requirements that you meet) You must meet all of the following in order to be eligible to be considered for the Memphis Advantage Scholarship.

_____ Tennessee resident
_____ 2008 high school graduate
_____ Minimum ACT composite score 23
_____ Minimum cumulative high school GPA 3.0 (weighted)
_____ Family AGI of less than $80,000 annually (as indicated on the FAFSA)

And meet at least one of the following criteria (Please mark with an “X” each of the following criteria that you meet) You must meet at least one of the following criteria in order to be eligible to be considered for the Memphis Advantage Scholarship.

_____ Underrepresented ethnic population
    or
_____ First generation college student (neither parent possesses a degree from a four-year college or university)
    or
_____ Be a resident of one of the listed rural West Tennessee Counties

Essay

Please submit with this application a one-page essay in response to the statement below (typed and double-spaced):

The Memphis Advantage Scholarship is designed to ensure a more diverse student enrollment by providing scholarship funds to students who are in an underrepresented population (ethnicity, first-generation college
student, rural west Tennessee resident). Please describe how you, if awarded this scholarship, will help to fulfill this goal.

CERTIFICATION: I certify that all of the information provided on this application is true and that I have not willingly withheld any pertinent information. I will use scholarship funds for educational purposes only. I agree that if any information in this application is inaccurate that I may jeopardize my opportunity to be selected for this scholarship.

Signature ____________________________________________ Date ______________________________

The University of Memphis is an Equal Opportunity/Affirmative Action University. It is committed to education of a non-racially identifiable student body.

Please return this application to: University of Memphis Scholarship Office – 107 Wilder Tower
Memphis, TN 38152 or fax to (901) 678-5621

Memphis Advantage Scholarship Application 2009-2010

Instructions:
5. Please type or complete with an ink pen all items below:
6. Apply and be accepted for admission to the University of Memphis prior to May 1, 2009
7. Submit this application no later than May 1, 2009
8. File the 2009-2010 Free Application for Federal Student Aid (FAFSA) no later than May 1, 2009

Required Information

Full Name: ___________________________________ Student I.D. # (SSN) ______________________

Address: ________________________________________________

City, State, Zip: ___________________________ E-mail Address: ____________________________

Tennessee County of Residence: ____________________________

Requirements. (Please mark with an “X” each of the following requirements that you meet) You must meet all of the following in order to be eligible to be considered for the Memphis Advantage Scholarship.

_____ Tennessee resident
_____ 2009 high school graduate
_____ Minimum ACT composite score 23
_____ Minimum cumulative high school GPA 3.0 (weighted)
_____ Family AGI of less than $80,000 annually (as indicated on the FAFSA)

And meet at least one of the following criteria (Please mark with an “X” each of the following criteria that you meet) You must meet at least one of the following three criteria in order to be eligible to be considered for the Memphis Advantage Scholarship.

1. Underrepresented ethnic population (Mark if applicable)
   _____ Alaskan Native _____ American Indian _____ Asian or Pacific Islander
   _____ Black, not of Hispanic origin _____ Hispanic
   _____ Other (Please attach explanation to this application)
   
or
2. _____ First generation college student (neither parent possesses a degree from a four-year college or university)
   
or

________________________________________________________

Page 15 of 43
3. Be a resident of one of the rural West Tennessee Counties (list on front of application)

**CERTIFICATION:** I certify that all of the information provided on this application is true and that I have not willingly withheld any pertinent information. I will use scholarship funds for educational purposes only. I agree that if any information in this application is inaccurate that I may jeopardize my opportunity to be selected for this scholarship.

Signature ___________________________________________ Date ______________________________

*The University of Memphis is an Equal Opportunity/Affirmative Action University.*

*It is committed to education of a non-racially identifiable student body.*

Please return this application to: University of Memphis Scholarship Office – 107 Wilder Tower
Memphis, TN 38152 or fax to (901) 678-5621