

IN THE UNITED STATES DISTRICT COURT
FOR THE EASTERN DISTRICT OF NORTH CAROLINA
RALEIGH DIVISION

STATE OF NORTH CAROLINA, et al.,)
)
Plaintiffs,)
) No. 79-217-CIV-5
v.)
)
DEPARTMENT OF EDUCATION, et al.,)
)
Defendants.)

SECOND ANNUAL REPORT UNDER
THE CONSENT DECREE
ENTERED ON JULY 17, 1981

December 30, 1982

PREFACE

This report to the Court is made in accordance with Section VIII-2 of the Consent Decree (Decree), which provides:

Through December 1986, the University shall file each December, beginning in December 1981, annual reports with the Court, with copies to counsel for the Government and the Assistant Secretary for Civil Rights of the Department of Education, setting out (1) the actions taken by the University and its constituent institutions in accordance with the commitments set forth in Section VI of this Decree; (2) the minority presence enrollments at the predominantly white and predominantly black institutions for each year beginning in 1981-82; (3) the current operations and capital improvements budgets for each comprehensive and general baccalaureate constituent institution as approved by the Board [of Governors] for each fiscal year beginning with 1981-82; and (4) the implementation of the institutional development plans for each of the predominantly black institutions as set forth in Section VII.

The report cites each commitment as contained in Sections VI and VII of the Decree and then describes the actions taken to meet the commitment. Each section of the report corresponds to

the identically numbered or lettered section of the Decree. Copies of current operations and capital improvements budgets of the comprehensive and general baccalaureate institutions, as approved by the Board of Governors for the fiscal year 1982-83, and copies of the 1983-85 Budget Request of the Board of Governors have previously been provided pursuant to Section VIII-2 of the Decree.¹

1. See Letter from Joseph J. Levin, Jr., to J. Rich Leonard (Nov. 2, 1982) (transmitting The 1983-85 Budget Request of the Board of Governors of The University of North Carolina (Oct. 15, 1982)); Letter from Joseph J. Levin, Jr., to J. Rich Leonard (Aug. 11, 1982) (transmitting The 1982-83 Budgets of the Board of Governors of The University of North Carolina Supplemental Report and recommendations (July 30, 1982)). No editions of Long-Range Planning have been adopted by the Board of Governors since the entry of the Decree.

SECTION VI

COMMITMENTS TO INCREASE
MINORITY PRESENCE ENROLLMENTS AND EMPLOYMENT

1. The University shall engage in extensive informational and student recruitment activities . . . [as specified hereinafter].
2. Informational Activities

COMMITMENT -

The University General Administration shall continue to fund, staff, and operate the Educational Opportunities Information Center (EOIC). The EOIC shall coordinate and supervise the publication and dissemination of the following publications:

ACTION -

The 1982-83 Continuing Operations Budget for The University of North Carolina - General Administration, Operating Budget, as established by the Board of Governors, provides for continued funding of the EOIC and that office is staffed and continues to be fully operative. Publications are described below.

- a. Educational Opportunities . . . The University of North Carolina

COMMITMENT -

Educational Opportunities . . . The University of North Carolina -- a brochure of approximately eight pages describing all undergraduate degree programs offered by each of the sixteen constituent institutions. The brochure shall include discussion of the University's nondiscrimination policies and the intent of the University to increase minority presence enrollment at each constituent institution. The brochure shall be revised annually and shall be produced in quantities sufficient to ensure its availability to students in grades 7 through 12 of the public and private schools in North Carolina, in community colleges, in technical colleges and institutes, and in private junior colleges in North Carolina. Copies shall be sent to all principals, librarians,

and guidance and counseling staffs of all public and private schools that have students in grade 7 or higher, and to all presidents, librarians, and counseling staffs of community colleges, technical colleges and institutes, and the private junior colleges in North Carolina. Copies shall be made available to adults through the North Carolina Educational Information Center.

ACTION -

A revised publication was developed in the fall of 1981. A copy is attached as Exhibit 1. Distribution was made by mail in the spring of 1982. A copy of the publication was made available to each student in grades 7 through 12 of the public and private schools in North Carolina and in the community colleges, technical colleges and institutes, and private junior colleges.

Copies of the publication also were sent to the Superintendent of Public Instruction, all superintendents of public schools, and the President of the Department of Community Colleges. Because federal funding of the North Carolina Educational Information Center (NCEIC) was discontinued in December 1981, the EOIC distributed this publication to the 57 agencies (Exhibit 2) with which NCEIC worked.

- b. Graduate and Professional Education in the University of North Carolina

COMMITMENT -

Graduate and Professional Education in the University of North Carolina -- a brochure of approximately eight pages describing all graduate and first professional degree programs offered by constituent institutions. The brochure shall include discussion of the University's nondiscrimination policies and the intent of the University to increase minority presence enrollment at each constituent institution. The brochure shall be revised annually and shall be produced in

quantities sufficient for distribution to the academic counseling staffs of each public and private senior institution of higher education in the State, and shall be made available to adults through the North Carolina Educational Information Center and to the personnel directors of major private and governmental employers within the State.

ACTION -

A revised publication was developed in the fall of 1981. A copy is attached as Exhibit 3. Distribution was made by mail in the spring of 1982 and included mailings to the 57 NCEIC agencies listed in Exhibit 2. Distribution was made to the firms identified by the State Department of Commerce as the 100 largest manufacturing and 50 largest non-manufacturing employers in the State (Exhibit 4), and to all principal State agencies specified in N.C.G.S. § 143A-11 (the offices of the Governor and Lieutenant Governor and the departments of the Secretary of State, the State Auditor, the State Treasurer, Public Instruction, Justice, Agriculture, Labor, Insurance, Administration, Transportation, Natural Resources and Community Development, Social Rehabilitation and Control, and Commerce), as well as to the departments of Cultural Resources, Human Resources, and Revenue.

c. The University of North Carolina

COMMITMENT -

The University of North Carolina -- a booklet of approximately fifty pages providing detailed information about the University, including program offerings, admissions procedures, and student financial aid programs at each of the sixteen constituent institutions. The booklet, which shall be revised annually, shall include discussion of the University's nondiscrimination policies and the intent of the University to increase minority presence enrollment at each

constituent institution. The University shall produce sufficient quantities of this booklet to ensure that it is available to the principals, librarians, and guidance and counseling staffs of the schools in North Carolina with grades 9 through 12, to the presidents, librarians, and counseling staffs of the community colleges, the technical colleges and institutes, and the private junior colleges in North Carolina, and to adults through the North Carolina Educational Information Center.

ACTION -

A revised publication was developed in the fall of 1981. A copy is attached as Exhibit 5. Distribution was made by mail in the spring of 1982 to the recipients specified in the commitment, including the 57 NCEIC agencies listed in Exhibit 2. The publication also was sent to the Superintendent of Public Instruction, all superintendents of public schools, and the President of the Department of Community Colleges.

- d. Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina

COMMITMENT -

Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina -- a manual prepared by the Joint Committee on College Transfer and published by the University General Administration describing the policies of the constituent institutions of the University, as well as the policies of the thirty private senior colleges and universities in North Carolina, governing the admitting of and granting of academic credit to students transferring from two-year colleges. The manual shall be revised annually and shall be produced in quantities sufficient to ensure its availability to students and to academic, admissions, counseling, and other administrators at the community colleges, technical colleges and

institutes, private junior colleges, and all senior institutions in North Carolina.

ACTION -

The sixth edition of the Policies was printed in December 1981. A copy is attached as Exhibit 6. Distribution was made by mail in January 1982. Ten copies were mailed to each public and private institution of higher education in North Carolina and, as in the past, additional copies are being supplied at their request.

- e. The University of North Carolina: A Multi-Campus University

COMMITMENT -

The University of North Carolina: A Multi-Campus University -- an eight-minute video-cassette providing basic information about the University and its sixteen constituent institutions, including the location of constituent institutions, the variety and levels of degree programs available within the University, admissions procedures, and the availability of financial aid. The presentation shall feature the multi-racial character of the institutions. The cassette, along with projection equipment if necessary, shall be placed in each public high school in North Carolina with a total enrollment of 500 students or more, with the permission of the school authorities, for use in connection with guidance and counseling programs maintained by the respective public high schools. Additional copies of the cassette, along with necessary projection equipment, shall be maintained by the EOIC to respond to requests from other institutions or groups.

ACTION -

The University General Administration contracted with the Learning Resources Network (LRN) to produce this eight-minute video-cassette about the University and its 16 constituent institutions. The cassette and projection equipment were provided

during the 1981-82 academic year to public high schools in North Carolina identified by the North Carolina Department of Public Instruction as having 500 or more students in grades 10 through 12. Exhibit 7 provides the name and address of each of these 225 high schools. The contract specifies that LRN will maintain the cassette and projection equipment in the high schools through May 31, 1987. Additional copies of the cassette, along with projection equipment, will be maintained by the EOIC to respond to requests from other institutions or groups.

f. Video-Cassette for Each Constituent Institution

COMMITMENT -

Under the direction of the EOIC, each constituent institution shall produce and distribute beginning in 1981-82 an eight-minute video-cassette which shall supply basic information about the institution, portray the multi-racial character of the institution, and direct viewers to sources of additional information about the institution. Each institution's cassette, along with projection equipment if necessary, shall be placed in each North Carolina public high school with a total enrollment of 500 students or more.

ACTION -

Each constituent institution contracted with LRN either to revise its video-cassette or to produce a new one and, during the 1981-82 academic year, to place copies, along with projection equipment, in all public high schools in North Carolina identified by the North Carolina Department of Public Instruction as having 500 or more students in grades 10 through 12. Exhibit 7 provides the name and address of each of these 225 high schools. The contracts specify that LRN will maintain the

cassettes and projection equipment in these high schools through May 31, 1987.

g. Institutional Catalogues

COMMITMENT -

Each constituent institution shall distribute its most current undergraduate and graduate catalogues or bulletins to each public and private high school in North Carolina and to each public and private institution of higher education in North Carolina. All such catalogues or bulletins shall highlight the institution's policy of nondiscrimination and its intent to increase minority presence enrollment.

ACTION -

Catalogues were distributed by mail or in person during high school counselor workshops, College Day Programs, or special high school recruitment visits. All catalogues included this text:

[Name of institution] is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, [name of institution] is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of [white/black] students.

The constituent institutions that had distributed catalogues to North Carolina public and private high schools and institutions of higher education for the 1981-82 school year by the time the Decree was entered sent letters containing the text quoted above to the schools and institutions which already had received catalogues, requesting that copies of the letter be inserted in those catalogues. All other constituent institutions distributed

either existing catalogues with the quoted text inserted therein or revised catalogues which included the quoted text.

The University General Administration reviewed each general, undergraduate, graduate, and summer school catalogue; each catalogue for schools of dentistry, law, medicine, or veterinary medicine; and any separate catalogue for a school or college within a constituent institution that was revised during the 1981-82 academic year. This review assured that each catalogue prominently displayed the text quoted above near its beginning, included a description of any relevant Minority Presence Grant programs, and portrayed the multi-racial character of the institution.

In subsequent years, reprinted general and undergraduate catalogues will be distributed to each public and private high school and institution of higher education in North Carolina. Reprinted graduate catalogues, and any catalogues for schools of dentistry, law, medicine, or veterinary medicine, will be distributed to each public and private institution of higher education in North Carolina.

h. Brochures for Prospective Minority Presence Students

COMMITMENT -

Each predominantly white institution shall produce a four to six page brochure, specifically for prospective minority presence students, highlighting the institution's policy of nondiscrimination and its intent to increase minority presence enrollment and including such items as information about organizations and activities in the institution that may be of special interest to prospective minority presence students. Copies of the brochure shall be sent to high schools and two-year institutions prior to recruiting

visits, with the request that they be made available to potential minority presence students. Each brochure shall include a card to be completed and returned by the student to the admissions office. All cards submitted by members of the high school graduating class shall be placed in a central file at the institution. The file shall be checked to determine whether the student has applied to the institution and, if the student has applied, whether the application is complete. If the student has not applied to the institution, the institution shall send the student an application with a letter encouraging the student to apply. If the student's application is not complete, the institution shall contact the student by mail or telephone to encourage the student to complete the application.

ACTION -

A brochure for prospective minority presence students was produced by each constituent institution (Exhibit 8). Each predominantly white constituent institution (except the North Carolina School of the Arts) sent enough copies for the estimated number of black students in the graduating class (Exhibit 9) to each public high school in North Carolina to be visited; at least 30 copies to each community college or private junior college in North Carolina to be visited; and at least 15 copies to each technical college or institute in North Carolina to be visited. Mailings normally took place from one to four weeks before each visit during the 1981 fall semester. The brochures were accompanied by letters to the principals of the high schools (Exhibit 10) and presidents of the two-year institutions (Exhibit 11) requesting that copies be made available to black students, particularly those in the graduating class.

In March 1982, the North Carolina School of the Arts mailed five copies of its brochure to each North Carolina public high school teacher of music or drama identified by the North Carolina Department of Public Instruction and to each North Carolina teacher of dance identified by the director of admissions at the North Carolina School of the Arts. An accompanying letter (Exhibit 12) requested that copies be given to black students with special talent in the performing arts, particularly those in their senior year of high school.

The five predominantly black constituent institutions also produced brochures for prospective white students. During the fall 1981 semester, each of these institutions sent at least 100 copies to each public high school to be visited in its county and all adjacent counties, at least 20 copies to each additional public high school in North Carolina to be visited, at least 30 copies to each community college or private junior college in North Carolina to be visited, and at least 15 copies to each technical college or institute in North Carolina to be visited. The brochures were accompanied by letters to the principals of the high schools (Exhibit 10) and presidents of the two-year institutions (Exhibit 11) requesting that copies be placed on bulletin boards and made available to white students.

The brochure for each institution included a card (Exhibit 8) which could be completed and returned by the prospective student to the admissions office. In each case, the card was addressed for return to the admissions office and the cost of postage paid by the institution.

When such a card was received by the admissions office, the application file was checked to determine whether the student had applied. An application and letter (Exhibit 13) were sent to those prospective students who had not applied. Applicants with incomplete applications were sent a letter (Exhibit 14) specifying the items needed to complete the application process.

3. Statewide Liaison With the North Carolina Public Schools

COMMITMENT -

In cooperation with the State Department of Public Instruction, the University General Administration shall sponsor a series of workshops for the guidance and counseling staffs of the public junior and senior high schools of the State. One such workshop shall be conducted each fall in each of the eight Education Districts as established by the State Department of Public Instruction. Representatives of guidance and counseling staffs, as designated by each superintendent in the District, and other appropriate representatives of the public schools in the District shall be invited to attend. The workshops shall be conducted by representatives of the University General Administration and of each constituent institution located in that District, with such additional institutional representation as necessary to have representation from both a predominantly black and a predominantly white institution. The institutional participants by District shall include the following:

- District 1 - Elizabeth City State University
East Carolina University
- District 2 - University of North Carolina at
Wilmington
East Carolina University
Fayetteville State University
- District 3 - North Carolina Central University
North Carolina State University
at Raleigh

- District 4 - Fayetteville State University
Pembroke State University
University of North Carolina at
Charlotte
- District 5 - North Carolina Agricultural and
Technical State University
University of North Carolina at
Chapel Hill
University of North Carolina at
Greensboro
Winston-Salem State University
- District 6 - North Carolina Central University
University of North Carolina at
Charlotte
- District 7 - Appalachian State University
North Carolina Agricultural and
Technical State University
- District 8 - Western Carolina University
Winston-Salem State University
University of North Carolina at
Asheville

The workshops shall focus on increasing junior and senior high school students' awareness of and interest in college opportunities. They shall seek to address ways in which public school personnel can work more effectively to encourage more students to complete their high school studies, to increase the college-going rate of North Carolina high school graduates, to acquaint all students with the range of educational opportunities available in the University and with the fact that these opportunities are open to all students without regard to race, and to explore means by which the University can better assist in these efforts.

The workshops shall highlight the institutions' policy of nondiscrimination and their intent to increase minority presence enrollment, and shall provide comprehensive information about the increased minority presence at the institutions and about the support services and programs designed to further increase minority presence.

With respect to students in grades 7 through 9, the workshops shall focus upon techniques to help these students and their parents to understand the variety of opportunities offered in the constituent institu-

tions of the University, the availability of various student financial aid programs, and the consequences of high school curricula choices in the college admissions process.

For students in grades 10 through 12, the workshops shall focus on assisting counselors in encouraging students and their parents to consider the range of higher educational opportunities available in the University. Particular attention shall be devoted to student financial aid programs, their nature and availability, and the means of applying for and obtaining such aid.

ACTION -

Workshops in each of the eight Education Districts were held for high school counselors between August 25, 1981, and September 4, 1981 (Exhibit 15) and for junior high school counselors between April 27, 1982, and May 7, 1982 (Exhibit 16). Representatives from the constituent institutions specified by the commitment and from the University General Administration attended each workshop.

Prior to the workshops for high school counselors, the President of the University sent a letter (Exhibit 17) to all public high school guidance directors in the State encouraging attendance. Prior to the workshops for junior high school counselors, a letter (Exhibit 18) and information about the workshops were sent from the President to the guidance director of each public school in the State having a seventh, eighth, or ninth grade. In addition, the Superintendent of Public Instruction wrote to all public school system superintendents in North Carolina (Exhibit 19) asking them to encourage attendance by junior high school counselors.

At each workshop, presentations addressing topics specified in this commitment were made by representatives of the North Carolina Department of Public Instruction, the College Board, the University General Administration, and admissions officers from constituent institutions. The agenda for the high school counselor workshops is included in Exhibit 15 and the agenda for the junior high school counselor workshops are included in Exhibit 16. University General Administration representatives informed the counselors of the commitments made by the University in the Decree and requested the counselors' help in achieving the goals set forth in the Decree. Admissions officers from the institutions specified in the commitment provided catalogues or informational brochures, or both, to the counselors and answered questions about their institutions.

4. Undergraduate Recruitment¹

a. Minority Presence Admissions Officers

COMMITMENT -

Each predominantly black institution shall make a good faith effort to employ one or more admissions officers who are white and each predominantly white institution shall make a good faith effort to employ one or more admissions officers who are black.

ACTION -

During the 1981-82 academic year, each predominantly white institution (except the North Carolina School of the Arts) had

1. because of its specialized nature, the North Carolina School of the Arts is exempt from the requirements set out in this part of the Decree. See Decree at 15n.1. It is implementing commitments 4.b., 4.c., 4.f., and 4.j. as efforts to increase its enrollment of black students.

one or more black admissions officers, and Elizabeth City State University, North Carolina Agricultural and Technical State University, and North Carolina Central University each had one white admissions officer (Exhibit 20). A white admissions officer was hired in July 1982 at Fayetteville State University and in June 1982 at Winston-Salem State University.

b. High School Visits

COMMITMENT -

Each constituent institution shall continue to conduct visitation programs to high schools in the State. In all instances where it is practicable to do so, the high school shall be visited by a minority presence staff or faculty member. In its high school visits, each constituent institution shall make special efforts to contact minority presence high school students, to acquaint them with the institution's policy of nondiscrimination, its intent to increase minority presence enrollment, and the nature and extent of student financial aid and the manner in which application may be made for such aid, and the Minority Presence Grant Program.

ACTION -

Each institution conducted visitation programs to high schools in the State during 1981-82. A letter (Exhibit 21) was sent to minority presence faculty and professional staff members at each institution requesting volunteers to attend high school visitation programs not covered by a minority presence admissions officer. Where practicable, volunteers made high school visits or took part in other recruitment activities.

Institutional representatives took copies of their institution's brochure for prospective minority presence students (Exhibit 8) on high school visits held after the brochures were

published and made them available to interested minority presence students to acquaint the students with the institution's policy of nondiscrimination, its intent to increase minority presence enrollment, the nature and extent of student financial aid and the manner in which application may be made for such aid, and the Minority Presence Grant Program. Also, a summary of information about financial aid (Exhibit 22) was taken on visits after mid-October and made available to students. Information contained in Meeting College Costs and Early Financial Aid Planning Services, publications of the College Scholarship Service of the College Board, is included in this summary.

c. Minimum Number of High School Visits

COMMITMENT -

There were a total of 4,282 North Carolina public high school visits by the University's constituent institutions during 1980-81. The constituent institutions shall visit each year a number of public high schools at least equal to the number visited in 1980-81.

ACTION -

During the 1981-82 academic year, there were a total of 4,498 North Carolina public high school visits by the University's constituent institutions (Exhibit 23).

d. Visits to High Schools Having More Than 15 Percent Black Enrollment

COMMITMENT -

Notwithstanding the minimum requirement stated in the preceding paragraph, each predominantly white institution having in any given year a budgeted enrollment of 4,000 or more regular session full-time equivalent (FTE) students shall visit at least 100 of the public senior high schools in the State having more than 15% black enrollment as most

recently reported by the State Department of Public Instruction.

ACTION -

For 1981-82, Appalachian State University, East Carolina University, North Carolina State University at Raleigh, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, the University of North Carolina at Wilmington, and Western Carolina University each had a budgeted enrollment of 4,000 or more regular session FTE students. Accordingly, each of these institutions met this requirement. The public high schools in the State having more than 15 percent black enrollment, as most recently reported by the State Department of Public Instruction, are listed in Exhibit 24. The number of these schools visited during 1981-82 by each of the designated constituent institutions is provided in Exhibit 25.

e. Minority Presence Students on PSAT and SAT Lists

COMMITMENT -

The University General Administration shall obtain from the College Board and provide to each predominantly white institution each fall a complete list of all North Carolina students still enrolled in high school, identified by race, who took the Preliminary Scholastic Aptitude Test or the Scholastic Aptitude Test earlier in the year and agreed to have their names released, to assist the predominantly white institutions in identifying prospective minority presence students.

ACTION -

The University General Administration ordered from the College Board a complete list of all black North Carolina high

school students who took the Scholastic Aptitude Test (SAT) at any administration between March and December of 1981 and agreed to have their names released. The list was not limited to those students who were high school seniors, as was reported in the First Annual Report. This list was provided to each predominantly white institution (except the North Carolina School of the Arts) in February 1982.

Each student on the SAT list who had not submitted an application or contact card was sent by each constituent institution an application, a copy of its brochure for prospective minority presence students, and a letter (Exhibit 26) encouraging the student to make application for admission.

Names of black North Carolina high school students who took the Preliminary Scholastic Aptitude Test (PSAT) in the fall of 1981 and agreed to have their names released were also provided to the predominantly white institutions (except the North Carolina School of the Arts) in July 1982. Each institution sent a contact card for prospective minority presence students and a letter (Exhibit 27) encouraging future application for admission to each high school student on the PSAT list.

f. Solicitation of Names from Minority Presence Alumni and Enrolled Students

COMMITMENT -

Each constituent institution shall solicit each fall from its currently enrolled minority presence students and its minority presence alumni the names of individuals who may be prospective minority presence applicants to the institution.

ACTION -

During the 1981 fall semester, Elizabeth City State University and the North Carolina School of the Arts placed articles in publications sent to all alumni of their respective institutions requesting the names and addresses of individuals who may be prospective minority presence applicants (Exhibit 28). Each of the other institutions mailed a letter (Exhibit 29) to minority presence alumni with the same request. All 16 institutions mailed letters (Exhibit 30) to enrolled minority presence students requesting that they submit names and addresses of prospective minority presence students.

Each institution sent a letter (Exhibit 31) to each prospective minority presence student whose name and address was provided by an enrolled student and a letter (Exhibit 32) to each prospective student whose name and address was provided by an alumnus, along with an application and a brochure for prospective minority presence students. The letters encouraged the student to apply for admission.

g. Visits to Two-Year Institutions

COMMITMENT -

Each constituent institution annually shall visit each community college, technical college or institute, and private junior college located in the county in which the constituent institution is located or in any adjacent county. Each public community college annually shall be visited by the nearest predominantly white institution and by at least one predominantly black institution. In all instances where it is practicable to do so, the two-year institutions shall be visited by a minority presence staff or faculty member. In its visits, each constituent institution shall make special

efforts to contact minority presence students, to acquaint them with the institution's policy of nondiscrimination, its intent to increase minority presence enrollment, the nature and extent of student financial aid and the manner in which application may be made for such aid, and the Minority Presence Grant Program.

ACTION -

During 1981-82, each constituent institution visited each two-year institution located in its county or in any adjacent county, and each public community college was visited by the nearest predominantly white institution and by at least one predominantly black institution. Exhibit 33 lists the two-year institutions visited.

A letter (Exhibit 21) was sent to minority presence faculty and professional staff members at each institution (except the North Carolina School of the Arts) requesting volunteers to attend visitation programs at two-year institutions not covered by a minority presence admissions officer. Where practicable, volunteers visited two-year institutions or took part in other recruitment activities.

Institutional representatives took copies of their institution's brochure (Exhibit 8) for prospective minority presence students on visits to two-year institutions after the brochures were published and made them available to interested minority presence students to acquaint the students with the institution's policy of nondiscrimination, its intent to increase minority presence enrollment, the nature and extent of student financial aid and the manner in which application may be made for such aid, and the Minority Presence Grant Program.

h. Black Students on Talent Roster of Outstanding Minority
Community College Graduates

COMMITMENT -

The University General Administration annually shall obtain from the College Board and provide to each predominantly white institution the Talent Roster of Outstanding Minority Community College Graduates in North Carolina to assist the predominantly white institutions in identifying prospective minority presence students.

ACTION -

In March 1982, the University General Administration provided a copy of the 1981-82 Talent Roster of Outstanding Community College Graduates from the College Board to each predominantly white institution (except the North Carolina School of the Arts). Each of these institutions mailed an application to each student from North Carolina on the list who had not submitted an application, along with a brochure for prospective black students, and a letter (Exhibit 34) encouraging that student to apply.

i. Joint Committee on College Transfer Students

COMMITMENT -

To provide information designed to minimize the loss of credit and time in the transfer process to academic advisors and potential transfer students at two-year institutions, the University shall continue to be a member of, provide staff to, and assist in producing and distributing the publications of the Joint Committee on College Transfer Students.

ACTION -

The Associate Vice President for Student Services and Special Programs served during 1981-82 as the Joint Committee's

Secretary and as a member ex officio. In addition to the Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina (Exhibit 6), the University also publishes and distributes the Joint Committee's Guidelines for Transfer (Exhibit 35).

j. Admitted Minority Presence Students

COMMITMENT -

All minority presence students admitted to a constituent institution shall be contacted by mail, telephone, or personal visit and encouraged to enroll at the constituent institution.

ACTION -

Each institution sent a letter (Exhibit 36) after the notice of admission to all admitted minority presence students encouraging them to enroll. The letter also reminded students who planned to apply for financial aid that they should complete the application process as soon as possible.

k. Campus Visits

COMMITMENT -

Each predominantly white institution annually shall invite to its campus a number of prospective minority presence students from high schools and two-year institutions not less than 2% of the total size of the most recent entering freshman class and undergraduate transfer cohort at the institution. The visits shall be used to inform the prospective students of the University's and the institution's nondiscrimination policy and intent to increase minority presence enrollment and of the educational opportunities available at the institution.

ACTION -

The predominantly white institutions (except the North Carolina School of the Arts) sent letters (Exhibit 37) to at least the required number of black students inviting them to participate during the 1981-82 academic year in the institutions' campus visitation programs. The programs at each campus were attended by prospective black students and included information about the institution's nondiscrimination policy and intent to increase black student enrollment as well as general information about educational opportunities available at the institution.

5. Graduate and First Professional Recruitment

a. Graduate School Recruitment

COMMITMENT -

The University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, and the University of North Carolina at Greensboro, the major research and other doctoral-granting institutions, annually shall make at least one recruiting visit to each predominantly black institution and to at least three of the predominantly black private colleges in North Carolina. The deans of the graduate schools shall arrange and organize such visits. Special efforts shall be made to contact minority presence students to acquaint them with the institution's policy of nondiscrimination and its intent to increase minority presence enrollments. Presentations made and information distributed during such visits shall be designed to provide students with information about opportunities for graduate and professional study, application procedures and schedules, admission requirements, and financial aid programs, including opportunities for scholarships, fellowships, and assistantships.

These same three institutions annually shall utilize the Minority Graduate Student Locator Service of the Graduate Record Examination Board for distribution by the

deans of each graduate school to all departments to assist them in identifying prospective minority graduate students.

ACTION -

During 1981-82, representatives of the three graduate schools visited each predominantly black constituent institution and at least three private predominantly black colleges in North Carolina. Before each visit, the dean of the graduate school at each of these three institutions sent a letter to the chancellor or president of the predominantly black college or university (Exhibit 38) which emphasized the institution's policy of nondiscrimination and its intent to increase black student enrollment, included information about the Minority Presence Grant Program for doctoral students, and requested that the visit be publicized and prospective graduate students encouraged to attend.

Each of the three graduate schools also utilized the Minority Graduate Student Locator Service of the Graduate Record Examination Board. Black students on the three lists made available by the Graduate Record Examination Board in 1981-82 who were contacted by a graduate school, who indicated an interest in a program of study offered by the institution, who had a North Carolina address or were graduates of a college or university in North Carolina, and who had not applied for admission, were sent the following materials: an application for graduate school admission, information about the appropriate degree program, and a letter (Exhibit 39) indicating the institution's policy of nondiscrimination and its intent to increase black student enrollment.

The University of North Carolina at Greensboro sent information to such students appearing on the three 1981-82 lists. North Carolina State University at Raleigh sent materials to those students appearing on one of the lists. Individual academic departments at the University of North Carolina at Chapel Hill sent information to selected students appearing on the three lists. In subsequent years, all three graduate schools will follow the procedures used by the University of North Carolina at Greensboro in 1981-82.

b. Health-Related Professional School Recruitment

COMMITMENT -

The deans of the schools of medicine at East Carolina University and the University of North Carolina at Chapel Hill, the Dean of the School of Dentistry at the University of North Carolina at Chapel Hill, and the Dean of the School of Public Health at the University of North Carolina at Chapel Hill annually shall send representatives to each predominantly black institution and to at least three predominantly black private colleges in North Carolina. Special efforts shall be made to contact minority presence students to acquaint them with the institution's policy of nondiscrimination and its intent to increase minority presence enrollments. Presentations made and information distributed during such visits shall be designed to provide students with information about opportunities for study in these fields and in other health profession programs, application procedures and schedules, admission requirements, and financial aid programs, including opportunities for scholarships, fellowships, and assistantships.

ACTION -

During 1981-82, representatives of the designated professional schools visited each predominantly black constituent

institution and at least three private predominantly black colleges in North Carolina. Prior to each visit, the dean of each of the designated professional schools sent a letter to the chancellor or president of the predominantly black college or university (Exhibit 40) which emphasized the institution's policy of nondiscrimination and its intent to increase black student enrollment, and requested that the visit be publicized and prospective students encouraged to attend. The letters also included information about special financial aid programs. The School of Veterinary Medicine at North Carolina State University at Raleigh also met the requirements of this commitment.

c. Printed Information About Graduate or First Professional Programs

COMMITMENT -

Each other constituent institution that offers graduate or first professional degree programs shall transmit each fall printed information about such programs to the chancellor, the chief academic officer, and the chief student affairs officer of each other constituent institution with a majority undergraduate enrollment different in racial composition from its own. The information shall include application procedures and schedules, admissions requirements, and financial aid programs, including opportunities for scholarships, fellowships, and assistantships. The receiving institution shall direct such information to interested students.

ACTION -

During the 1981 fall semester, Appalachian State University, East Carolina University, Pembroke State University, the University of North Carolina at Charlotte, the University of North Carolina at Wilmington, and Western Carolina University sent

printed information about their graduate and first professional degree programs to the predominantly black constituent institutions. Fayetteville State University, North Carolina Agricultural and Technical State University, and North Carolina Central University sent information about their graduate and first professional degree programs to the predominantly white constituent institutions during the 1981 fall semester.

d. Information to Public School Personnel

COMMITMENT -

Each constituent institution offering, or serving as the site of a Graduate Center for, master's degree programs for in-service teachers and administrators in the public schools annually shall contact each public school in the county in which the institution is located and in adjacent counties to acquaint public school personnel with the availability of such programs, the institution's policy of nondiscrimination, and its intent to increase minority presence enrollments.

ACTION -

A letter (Exhibit 41) was sent by each institution offering, or serving as the site of a Graduate Center for, master's degree programs to the principal of each public school located in its county and in all adjacent counties. Each letter included information about the institution's master's degree programs for in-service teachers and administrators, its policy of nondiscrimination, its intent to increase minority presence enrollment, and a request that this information be made available to teachers and other administrators in the school.

6. Special Student Financial Aid Programs

a. Minority Presence Grant Program -- General Program

COMMITMENT -

The University shall continue to fund, at the current level (\$720,000 per year) or higher, the Minority Presence Grant Program -- General Program. The University shall allocate this money to predominantly white and predominantly black institutions to aid them in recruiting financially needy North Carolina students who would be minority presence students at the respective institutions by enabling the institutions to offer relatively more aid for minority presence students in the form of grants rather than loans. This general program includes funds for minority presence grants for students attending the North Carolina Central University School of Law.

ACTION -

The Board of Governors allocated \$1,140,000 to the constituent institutions for the Minority Presence Grant Program-- General Program for 1982-83, as compared with an allocation of \$720,000 in 1981-82.

b. Minority Presence Grant Program -- Doctoral Study, Law, and Veterinary Medicine

COMMITMENT -

The University shall continue to fund, at the current level (\$280,000 per year) or higher, the Minority Presence Grant Program -- Doctoral Study, Law. Under this program, black North Carolinians who are selected to participate receive a stipend of up to \$4,000 for the academic year, with an option of additional support in the amount of \$500 for study in the summer session, to pursue doctoral and law degrees at East Carolina University, North Carolina State University at Raleigh, the University of North Carolina at Chapel Hill, and the University of North Carolina at Greensboro. Recipients must be full-time graduate students who demonstrate financial need. The University shall con-

tinue to give priority to students pursuing degrees in fields in which black participation has been historically low (e.g., engineering and the physical sciences). Beginning in 1982-83, a veterinary medicine component shall be added to the program. Black North Carolina residents who are admitted to the veterinary medicine program at North Carolina State University at Raleigh shall be eligible for scholarships under the program.

ACTION -

The Board of Governors allocated a total of \$360,000 to East Carolina University, North Carolina State University at Raleigh, the University of North Carolina at Chapel Hill, and the University of North Carolina at Greensboro for the Minority Presence Grant Program--Doctoral Study, Law, and Veterinary Medicine for 1982-83, as compared with an allocation of \$280,000 in 1981-82.

c. Board of Governors Medical Scholars Program

COMMITMENT -

The University shall continue to fund, at the current level or higher, the Board of Governors Medical Scholars Program. This program provides special funds for approximately sixty minority and disadvantaged students annually to enroll at the University of North Carolina at Chapel Hill, East Carolina University, Duke University, and Bowman Gray medical schools. Each scholarship pays all tuition and fees plus an annual stipend of \$4,000. North Carolina residents who are full-time students are eligible.

ACTION -

The Board of Governors allocated \$499,744 to the University General Administration for the Board of Governors Medical Scholars Program for 1982-83, as compared to the allocation of \$460,864 in 1980-81.

d. Board of Governors Dental Scholars Program

COMMITMENT -

The University shall continue to fund, at the current level or higher, the Board of Governors Dental Scholars Program. This program is now in its third year and is designed to provide special funds for approximately twenty minority and disadvantaged students annually to enroll at the University of North Carolina at Chapel Hill School of Dentistry. Each scholarship pays all tuition and fees plus an annual stipend of \$4,000. North Carolina residents who are full-time students are eligible.

ACTION -

The Board of Governors allocated \$137,513 to the University General Administration for the Board of Governors Dental Scholars Program for 1982-83, as compared to the allocation of \$107,715 in 1980-81.

7. Minority Presence Enrollment Goals

COMMITMENT -

By the 1986-87 academic year, minority presence enrollment shall equal or exceed 15.0% of the total combined headcount enrollment in the predominantly black institutions and shall equal or exceed 10.6% of the total combined headcount enrollment in the predominantly white institutions. These enrollment goals pertain to all regular session fall headcount enrollments and include fall headcount enrollments in the Fayetteville Graduate Center at Fayetteville State University, the Elizabeth City State University Graduate Center, and the Winston-Salem Graduate Center at Winston-Salem State University. In the event the actual rate of change in minority presence enrollment in the predominantly black institutions exceeds the average annual rate implied by the 15.0% goal (.63%), then that excess, less any under-realization of the average annual rate in any other prior or subsequent year, shall be added to the 15.0% goal. In the event the actual rate of change in minority presence

enrollment in the predominantly white institutions exceeds the average annual rate implied by the 10.6% goal (.53%), then that excess, less any underrealization of the average annual rate in any other prior or subsequent year, shall be added to the 10.6% goal.

ACTION -

The following table presents minority presence enrollment data for the predominantly black and predominantly white institutions for the fall of 1982:

	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Percent Minority Presence</u>
<u>Predominantly Black Institutions -</u>	13,725	2,098	653	16,476	12.7
<u>Predominantly White Institutions -</u>	8,129	91,973	4,295	104,397	7.8
<u>UNC Total -</u>	21,854	94,071	4,948	120,873	

8. Monitoring Institutional Compliance

COMMITMENT -

The President shall monitor each constituent institution's compliance with the minority presence student recruitment commitments in this Section of the Decree, and these commitments shall be regularly reviewed and discussed with the chancellors in the Administrative Council. If at any time a constituent institution appears not to be meeting in a timely manner those commitments or any benchmarks set for the institution by the President or the Board, the President shall direct the chancellor to take appropriate corrective action.

ACTION -

Minority presence enrollment goals and other Decree commitments were discussed with the Chancellors in Administrative Council on July 28, 1981, October 27, 1981, December 15, 1981, January 26, 1982, and April 27, 1982. (In 1981, the Council did not meet in August or in November, and there was no meeting in May 1982.) At the meeting of the Council on January 26, 1982, it was agreed that during the next three weeks each Chancellor would meet personally with principal staff having responsibilities for recruitment of minority presence students (undergraduate, graduate, and first professional, as appropriate) to emphasize the importance of these efforts and the Chancellor's personal involvement.

The President and his staff reviewed in early January 1982 the minority presence enrollments for the fall of 1981 at each constituent institution. An extended discussion of the 1981 minority presence enrollments followed at the January meeting of the Administrative Council. Thereafter, during the last week of January or in the month of February, there was a conference with each of the Chancellors about the 1981 minority presence enrollment in their institution and the progress being made toward the benchmarks and overall goals. On May 18, 1982, a meeting of the undergraduate admissions directors of each constituent institution was held in Chapel Hill. The admissions staff members having principal responsibility for minority presence recruitment also attended. There was a review of the first year's experience under the Decree, including a discussion

of the means by which the University General Administration could assist institutions in some areas of minority presence recruitment.

Minority presence enrollment reports for fall 1982, as reported above, were received by the University General Administration in November and are being reviewed and analyzed. The 1982 minority presence enrollments will be on the agenda of the Administrative Council in January 1983 and, beginning in that same month, conferences will be held with each constituent institution.

9. Employment

COMMITMENT -

Each constituent institution's affirmative action plan now extends over a five-year period ending October 1, 1983. By June 30, 1983, these plans shall be revised for a period to expire December 31, 1986, and shall comply with the requirements of Executive Order 11,246.

ACTION -

Each institution is continuing efforts in accordance with its affirmative action plan. The schedule has been established by the President for the revision of these plans, and it was discussed with the Chancellors in Administrative Council on November 16, 1982. There were also extended discussions of the affirmative action plans in the fall meeting of the chief academic officers on December 2, 1982, and the affirmative action officers of all constituent institutions met at the University General Administration on December 8, 1982.

Section VII

COMMITMENTS FOR THE FURTHER DEVELOPMENT
OF THE PREDOMINANTLY BLACK INSTITUTIONS

1. State Financial Support for Current Operations

COMMITMENT -

The University shall provide financial support consisting of appropriations and tuition receipts to each predominantly black institution at least equal to the weighted average of the financial support provided to the predominantly white institutions in the same institutional category (excluding the East Carolina University School of Medicine), measured on a per-budgeted-FTE-student basis.

ACTION -

The Board of Governors has established 1982-83 Current Operations Budgets which provide the specified financial support in the amount of: \$4,718 per student for North Carolina Agricultural and Technical State University and \$4,202 per student for North Carolina Central University, as compared with the weighted average of \$3,773 per student for the predominantly white comprehensive universities; and \$4,898 per student for Elizabeth City State University, \$3,980 per student for Fayetteville State University, and \$4,568 per student for Winston-Salem State University, as compared with the weighted average of \$3,747 per student for the predominantly white general baccalaureate universities.

2. Student-Faculty Ratios

COMMITMENT -

At each predominantly black institution in each year, the University shall maintain a budgeted student-faculty ratio at least equal to the most favorable ratio of any predominantly white institution in the same institu-

tional category (excluding the East Carolina University School of Medicine).

ACTION -

The Board of Governors has established 1982-83 Current Operations Budgets which provide for student-faculty ratios of: 15.1-1 for North Carolina Agricultural and Technical State University and 15.5-1 for North Carolina Central University, as compared to the most favorable ratio for any predominantly white comprehensive university, 15.5-1 for East Carolina University; and 15.3-1 for Elizabeth City State University, 15.3-1 for Fayetteville State University, and 14.9-1 for Winston-Salem State University, as compared to the most favorable ratio for any predominantly white general baccalaureate university, 15.7-1 for the University of North Carolina at Asheville and the University of North Carolina at Wilmington.

3. State Appropriations for Faculty Salaries

COMMITMENT -

[T]he budgeted average teaching salary in State funds for budgeted teaching positions in the predominantly black institutions is at parity with that provided the predominantly white institutions in the same institutional category with three exceptions: the East Carolina University School of Medicine, the North Carolina Central University School of Law, and the University of North Carolina at Asheville. The University shall maintain this parity, with the exceptions noted.

ACTION -

The Board of Governors has established 1982-83 Current Operations Budgets which provide average teaching salaries of \$25,353 for each comprehensive university, except the East Carolina University School of Medicine and the North Carolina Central Univer-

sity School of Law, and \$24,501 for each general baccalaureate university except the University of North Carolina at Asheville.

4. State Financial Support for Libraries

COMMITMENT -

Table 4 compares library budgets for the comprehensive and general baccalaureate institutions in 1972-73 and 1980-81. In a 1974 library improvement plan, the University undertook to bring all University libraries up to minimal standards in terms of their overall collections and their level of funding as defined in the plan. The goal was accomplished in fiscal 1978-79. A comparable pattern of support now exists. The University also has given priority to increases in library acquisitions budgets to offset severe inflationary cost increases. These increases have been allocated across the board to all institutions and additional increases in acquisition funds intended to offset inflationary price increases in books and journals shall be distributed in a similar manner. The University shall consider carefully any institutional request for funds to address particularized library needs.

ACTION -

The institutional requests from the predominantly black institutions for library improvements funds for 1983-85 were: \$24,000 for each year from Elizabeth City State University; \$27,000 for 1983-84 and \$29,000 for 1984-85 from Fayetteville State University; \$70,365 for 1983-84 and \$69,323 for 1984-85 from North Carolina Agricultural and Technical State University; \$88,000 for each year from North Carolina Central University; and \$28,000 for each year from Winston-Salem State University. The 1983-85 Budget Request of the Board of Governors includes requests for annual funding for the institutions (Schedule of Priorities - Current Operations, Line 7, Libraries) as follows:

Elizabeth City State University, \$24,000; Fayetteville State University, \$29,000; North Carolina Agricultural and Technical State University, \$71,000; North Carolina Central University, \$88,000; and Winston-Salem State University, \$28,000. The requests, as forwarded by the Board of Governors, are for the purposes identified by the institutions.

5. State Appropriations for Summer Session Instruction

COMMITMENT -

The University has established and shall maintain parity in State appropriations, per budgeted credit hour of instruction for in-state students, for summer session instruction provided to the predominantly black and predominantly white institutions in the same institutional category.

ACTION -

The Board of Governors has established 1982-83 Current Operations Budgets which provide State appropriations of \$15.85 per credit hour, as specified, to each comprehensive university and \$15.25 per credit hour, as specified, to each general baccalaureate university.

6. State Appropriations for Student Financial Aid

COMMITMENT -

The University has established and shall maintain parity in State appropriations, per budgeted full-time equivalent regular session in-state student, for non-service scholarships provided to predominantly black and predominantly white institutions in the same institutional category.

State appropriations for matching funds for College Work-Study per budgeted regular session full-time equivalent student attending the predominantly black institutions shall be at least equal to the weighted average of such appropriations to the predominantly

white institutions in the same institutional category.

ACTION -

The Board of Governors has established 1982-83 Current Operations Budgets which provide State appropriations for: non-service scholarships of \$19 per in-state student for each comprehensive university and \$19 per in-state student for each general baccalaureate university; matching funds for College Work-Study of \$20 per student for North Carolina Agricultural and Technical State University and \$47 per student for North Carolina Central University, as compared with the weighted average of \$11 per student for the predominantly white comprehensive universities; and matching funds for College Work-Study of \$55 per student for Elizabeth City State University, \$51 per student for Fayetteville State University, and \$61 per student for Winston-Salem State University, as compared with the weighted average of \$10 per student for the predominantly white general baccalaureate universities.

7. Tuition Rates for Regular Session Students

COMMITMENT -

[P]arity exists in tuition charges to in-State students attending the predominantly black and predominantly white institutions in the same institutional category (excluding the higher tuition charges at the East Carolina University School of Medicine). This parity shall be maintained, except that the Board reserves the right to establish different tuition rates for graduate and first professional students than for undergraduates. In that event, parity shall be maintained among institutions in the same institutional category and among categories of students (undergraduate, graduate, and first professional).

Tuition charges to out-of-state students attending institutions in the same institutional category differ. The University shall, effective fall 1981, establish parity for tuition charges to out-of-state students attending the predominantly black and predominantly white institutions in the same institutional category (excluding the higher tuition charges at the East Carolina University School of Medicine). When realized, this parity shall be maintained.

ACTION -

The Board of Governors has established the following tuition rates per academic year, effective fall term 1982: in-state students at the comprehensive universities, \$372 (except the East Carolina University School of Medicine); out-of-state students at the comprehensive universities, \$2,160 (except the East Carolina University School of Medicine); in-state students at the general baccalaureate universities, \$318; and out-of-state students at the general baccalaureate universities, \$1,900.

8. State Financial Support for Capital Improvements

COMMITMENT -

For the construction of new facilities or major additions, the University shall continue to request funds from each successive Session of the General Assembly for those projects at the predominantly black institutions identified on Line 5 of the Schedule of Priorities - Capital Improvements in the 1981-83 Budget Request of the Board of Governors but for which funds were not available for allocation from appropriations made by a preceding Session; moreover, such requests shall be assigned priority over those for any new facilities or major additions at any other constituent institution not already identified on Line 5. Other capital improvements requests put forward by the Board shall include requests on behalf of the predominantly black institutions that are at least proportionate to those institutions'

size as measured by their share of total University enrollment. Share of total enrollment shall be defined in terms of the authorized regular session enrollments at the time the requests are made.

ACTION -

The projects at the predominantly black institutions identified on Line 5 of the Schedule of Priorities - Capital Improvements in the 1981-83 Budget Request of the Board of Governors were: Administrative Office Building, Elizabeth City State University; New Library, Fayetteville State University; Engineering School Classroom/Laboratory Facility, North Carolina Agricultural and Technical State University; Physical Education and Recreation Complex, North Carolina Central University; and Acquisition and Renovation of Anderson Junior High School, Winston-Salem State University. The 1981 General Assembly made available and the Board allocated funds for: planning and construction of the North Carolina Central University project; establishing a substantial reserve for acquisition of the property and for planning the required renovations for the Winston-Salem State University project; and planning the projects for Elizabeth City State University, Fayetteville State University, and North Carolina Agricultural and Technical State University. The 1983-85 Budget Request of the Board of Governors includes requests for the funding required for completion of the projects for Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, and Winston-Salem State University. The requests are included in the 1983-85 Schedule of Priorities - Capital Improve-

ments (Line 5, New Facilities and Major Additions). The projects for other constituent institutions included in the Line 5 requests for 1983-85 consist exclusively of projects identified on Line 5 in the 1981-83 Budget Request. No other requests for new facilities or major additions are included in the Schedule of Priorities requests for 1983-85.

The capital improvements requests put forward by the Board of Governors for 1983-85 other than those for new facilities and major additions total \$67,000,000 (Lines 1, 2, 3, and 4 of the Schedule of Priorities - Capital Improvements). Of the total, \$3,000,000 is for University-wide land acquisition, without further institutional identification. Included in the remaining \$64,000,000 in requests are: \$960,000 for Elizabeth City State University, 1.50% of the total; \$1,414,400 for Fayetteville State University, 2.21% of the total; \$3,084,800 for North Carolina Agricultural and Technical State University, 4.82% of the total; \$2,771,200 for North Carolina Central University, 4.33% of the total; and \$1,273,600 for Winston-Salem State University, 1.99% of the total. The institutions' shares of total authorized regular session enrollments (FTE), 103,825 at the time the requests were made, were as follows: 1,560 for Elizabeth City State University, 1.50% of the total; 2,290 for Fayetteville State University, 2.21% of the total; 5,000 for North Carolina Agricultural and Technical State University, 4.82% of the total; 4,500 for North Carolina Central University, 4.33% of the total; and 2,070 for Winston-Salem State University, 1.99% of the total.

9. Institutional Development

a. Faculty development

COMMITMENT -

The University shall continue the Faculty Doctoral Study Assignment Program at its present level of funding (\$400,000 annually). In making awards under this program, priority shall continue to be given to faculty in the predominantly black institutions.

ACTION -

The Board of Governors has allocated \$400,000 to the University General Administration for the Faculty Doctoral Study Assignment Program for 1982-83. Of 15 faculty members who received awards in 1982-83, 11 are from the predominantly black institutions.

COMMITMENT -

The University shall require the doctorate or other appropriate terminal degree for all new full-time faculty appointments to the predominantly black institutions and for the conferral of permanent tenure on any faculty member, unless there are exceptional circumstances. Each such exception must be approved by the President in the instance of new faculty appointments and by the President and the Board in the conferral of permanent tenure.

ACTION -

Formal guidelines have not yet been issued for defining appropriate terminal degrees other than the doctorate or first professional, and the University General Administration has therefore continued to review under this provision all new full-time faculty appointments, including first-time appointments and reappointments to new contracts of individuals currently on the

faculty, in each instance where the individual does not hold the doctorate or first professional degree. Under this operating rule, the following number of exceptions have been approved during 1982:

First-time appointments	38
Reappointments without tenure	123
Reappointments with tenure	2

(It is the practice to recognize the master's degree as an appropriate terminal degree in nursing, studio art, music (performance), and drama. The above figures include 13 individuals in nursing and 16 in the three fine arts areas.)

The five institutions have reported that 12 of the faculty members approved as exceptions since the entry of the Decree have subsequently completed their studies for the doctorate.

COMMITMENT -

The University General Administration shall convene one or more conferences annually involving all deans and selected department heads of the predominantly black institutions to discuss issues related to academic personnel policies.

ACTION -

Conferences with all deans and department heads were held as follows during the 1981-82 academic year: Elizabeth City State University, February 4, 1982; Fayetteville State University, March 31, 1982; North Carolina Agricultural and Technical State University, April 26, 1982; Winston-Salem State University, May 5, 1982; and North Carolina Central University, May 10, 1982. In each instance, the conferences were held at the institution. The agenda was prepared in consultation with the chief academic officers of the five institutions, and it included

several areas of academic personnel policy as well as academic program planning and evaluation.

b. Administration

COMMITMENT -

The University shall work for continued improvements in the administration and management of the predominantly black institutions. Each year the University General Administration shall convene conferences for the following groups of administrative officers at these institutions:

- (1) Chief academic officers
- (2) Chief financial officers
- (3) Chief student affairs officers
- (4) Affirmative action officers
- (5) Directors of student financial aid
- (6) Directors of admissions
- (7) Directors of physical plant planning and operations
- (8) Directors of institutional research
- (9) University librarians

Additional institutional staff in each of these administrative areas shall be asked to participate in these conferences as may be appropriate. The conferences shall be designed to identify areas in which technical assistance may help effect improvements. Technical assistance shall be provided by the University General Administration or, as the President may deem appropriate, by other institutional staff or external consultants.

ACTION -

Conferences conducted by the University General Administration for the indicated groups of administrative officers from the predominantly black institutions since the filing of the First Annual Report are as follows:

- (1) Chief academic officers - April 30, 1982, and October 7, 1982
- (2) Chief financial officers - January 29, 1982

- (3) Chief student affairs officers - March 17, 1982
- (4) Affirmative action officers - December 8, 1982
- (5) Directors of student financial aid - June 17-18, 1982
- (6) Directors of admissions - see below
- (7) Directors of physical plant planning and operations - May 13, 1982
- (8) Directors of institutional research - April 22, 1982
- (9) Librarians - April 20, 1982

Each of the institutions was represented at each conference by the designated administrative officer. The meeting for directors of admissions for the 1981-82 academic year was held on November 2, 1981. The meeting for the 1982-83 academic year will be held in the spring of 1983.

COMMITMENT -

Prior to December 31, 1986, the University shall provide State funds to establish senior administrative positions for institutional development at Elizabeth City State University, Fayetteville State University, and Winston-Salem State University.

ACTION -

As reported in December 1981, these positions have been funded and established. A Vice Chancellor for Developmental Affairs has been appointed at Winston-Salem State University, effective August 1, 1982, and a Vice Chancellor for Institutional Development has been appointed at Fayetteville State University, effective November 1, 1982. The search process at Elizabeth City State University is continuing.

c. Institutional Plans and Commitments

COMMITMENT -

The new program planning authorizations enumerated below are incorporated in the University's Long-Range Planning, 1980-1985. These programs shall be established by December 31, 1986.

ACTION -

See discussion under institutional sections below.

COMMITMENT -

No fewer than one-third of any new degree programs not presently enumerated in Long-Range Planning, 1980-1985 that may be authorized for planning in the comprehensive institutions shall be in the predominantly black comprehensive institutions, and no fewer than one-half of any new degree programs not presently enumerated in Long-Range Planning, 1980-1985 that may be authorized for planning in the general baccalaureate institutions shall be in the predominantly black general baccalaureate institutions.

ACTION -

No additional degree programs have been authorized for planning in any of the comprehensive or general baccalaureate institutions since the filing of the First Annual Report in December 1981.

COMMITMENT -

In the event the Board closes a nursing program at a predominantly black institution, the resources that were allocated to the nursing program shall be reassigned to strengthen an existing degree program or to initiate a new degree program in that institution.

ACTION -

The Board of Governors has not closed a nursing program at a predominantly black institution.

COMMITMENT -

The University General Administration shall give assistance to the institutions in the planning of these new programs and shall convene one or more conferences annually involving all deans and selected department heads of the predominantly black institutions to discuss academic program development procedures.

ACTION -

Program planning was a part of the agenda at each of the conferences with deans and department heads held at the predominantly black institutions as reported above at pages 46-47.

Throughout the year, University General Administration staff has worked with faculty and administrators at the institutions in developing academic program plans. For example, staff members from the University General Administration met several times during February and March with faculty and administrative officers at Elizabeth City State University to discuss draft proposals for the degree programs in accounting and computer science. A number of conferences were also held during the year at Winston-Salem State University to assist in the development of the degree proposal in chemistry and with North Carolina Central University in connection with the master's program in political science. Assistance continues to be given to Fayetteville State University in connection with the preparation of the M.B.A. program proposal, and there have been meetings with the Dean of Engineering and the Vice Chancellor for Academic Affairs at North Carolina Agricultural and Technical State University about the development of the School of Engineering and its new degree programs.

1. Elizabeth City State University

COMMITMENT -

Elizabeth City State University shall continue as a general baccalaureate institution.

Four new baccalaureate degree programs are authorized for planning. They are Computer Science, Applied Mathematics, Accounting, and Music.

ACTION -

Elizabeth City State University continues as a general baccalaureate institution. The new baccalaureate degree programs in Accounting and in Music have been established. A program proposal for the baccalaureate degree program in Applied Mathematics has been submitted by the institution and is now being reviewed. After initial review by the University General Administration, the program proposal for the new baccalaureate degree program in Computer Science is being revised.

COMMITMENT -

The Elizabeth City State University Graduate Center, established in the fall of 1980, shall continue. Master's programs or individual courses at the master's level offered by any constituent institution in that region shall be offered through this Center. To support the Center, the University shall make an annual allocation of \$78,000. The program of the Center shall focus on serving the needs of public school personnel in that region for access to master's level programs and courses in education and related fields.

ACTION -

The allocation of \$78,000 to the University General Administration for operation of the Elizabeth City State University Graduate Center has been made for 1982-83. Three programs continue to be offered in the Center: the master's in

Elementary Education by East Carolina University; the master's in Special Education by the University of North Carolina at Chapel Hill; and the master's in Occupational Education by North Carolina State University at Raleigh.

COMMITMENT -

The administrative offices of the [Graduate] Center shall be housed in the Continuing Education Center building when it is completed. The University also shall allocate \$50,000 annually to the Continuing Education Center to support an expansion of extension and public service programs in the northeastern region of the State.

ACTION -

The Continuing Education Center building was completed in 1982, and the Graduate Center offices have been placed there. The Board of Governors has allocated \$50,000 to Elizabeth City State University for the Continuing Education Center. A position of Director of Continuing Education has been established through this allocation, and a search for a Director has begun.

2. Fayetteville State University

COMMITMENT -

Fayetteville State University shall be changed from a general baccalaureate to a comprehensive institution.

Three new baccalaureate degree programs are authorized for planning. They are Accounting, Art, and Criminal Justice.

Three master's degree programs are authorized for planning. They are Special Education, Educational Administration and Supervision, and Business Administration. As these master's programs are approved and established, the Fayetteville Graduate Center shall be closed and a division of graduate studies established.

ACTION -

The transition of Fayetteville State University from a general baccalaureate to a comprehensive institution continues on schedule. Program proposals for the new baccalaureate degree programs that have been authorized for planning in Accounting, Art, and Criminal Justice are being prepared. The new master's degree programs in Special Education and in Educational Administration and Supervision have been established. A program proposal for a master's degree program in Business Administration is being prepared.

With the establishment of the master's in Special Education at Fayetteville State University, that program was discontinued as part of the Fayetteville Graduate Center. This Special Education program along with the two previously established master's degree programs in Educational Administration and Supervision and in Elementary Education are now degree programs given by Fayetteville State University through its graduate studies division in Academic Affairs.

3. North Carolina Agricultural and Technical State University

COMMITMENT -

North Carolina Agricultural and Technical State University shall continue as a comprehensive university.

Five new baccalaureate degree programs are authorized for planning. They are Special Education, Reading Education, Chemical Engineering, Civil Engineering, and Occupational Safety. Four new master's degree programs are authorized for planning. They are Mechanical Engineering, Architectural Engineering, Applied Mathematics, and Transportation. In addition, a

sixth-year certificate of advanced study is authorized in Education Media.

ACTION -

North Carolina Agricultural and Technical State University continues as a comprehensive university. Proposals for the new baccalaureate degree programs in Special Education and in Reading Education are still in preparation. The program proposals that have been submitted for the new baccalaureate degree programs in Chemical Engineering, Civil Engineering, and Occupational Safety and Health are being reviewed. The engineering degree programs were discussed in conferences with the Chancellor, the Vice Chancellor for Academic Affairs, and the Dean of Engineering in the fall of 1982.

The master's degree program in Mechanical Engineering has been established. Program proposals for the new master's degree programs that have been authorized for planning in Architectural Engineering, Applied Mathematics, and Transportation are being prepared.

The program proposal is being prepared for a Sixth-year Certificate of Advanced Study in Education Media.

COMMITMENT -

Continued emphasis shall be placed on strengthening programs in engineering, science, and technology. The School of Engineering shall remain a principal element in the process of institutional development. North Carolina Agricultural and Technical State University shall participate in the Microelectronics Center of North Carolina and, through its program in animal science, shall have a major role in the training of pre-veterinary medicine students.

ACTION -

In 1982-83, the Board of Governors again allocated to the institution \$300,000 from appropriations made in response to the Schedule of Priorities for purchase of scientific equipment. The University General Administration has requested that this amount be added to the Continuation Budget. The institution continues to participate in the Microelectronics Center of North Carolina (MCNC). The Chancellor serves on the Board of Directors of MCNC, and the institution has received from MCNC a grant for establishing a fabrication laboratory for instruction in the School of Engineering. A design station has been established in the School of Engineering as part of the MCNC program, and in 1982 a minicomputer was added. North Carolina Agricultural and Technical State University has four graduate fellowships in 1982-83 that have been funded by MCNC. It also has received from MCNC a grant to strengthen its FM radio transmitter tower. The new animal science building has been completed.

4. North Carolina Central University

COMMITMENT -

North Carolina Central University shall continue as a comprehensive university.

One new baccalaureate degree program, Computer and Information Science, and two new master's degree programs, Criminal Justice and Political Science, are authorized for planning.

ACTION -

North Carolina Central University continues as a comprehensive university. The program proposal for the new baccalaureate degree program in Computer and Information Science and the

proposal for the new master's degree program in Political Science have been prepared and are now being reviewed. The proposal for the master's degree program in Criminal Justice is now undergoing revision.

COMMITMENT -

Special attention shall be given at North Carolina Central University to improvements in the School of Business and to the continuing effort to improve the School of Law (including the further development of its evening program). In conjunction with the development of the master's program in Criminal Justice, the University shall develop an organized research program in that field. To initiate the program, the University shall make an annual allocation of \$65,000 beginning in 1983-84 for support staff and for released faculty time for research.

ACTION -

Work continues in preparing for accreditation of the School of Business by the American Assembly of Collegiate Schools of Business. The application for accreditation will be filed in September 1984, and it is anticipated that the accreditation site visit will be made during the 1984-85 academic year. Two faculty members of the School of Business are on leave in 1982-83 to study for the doctorate; one is studying under a Faculty Doctoral Study Assignment award. The School moved back this fall into the newly renovated Willis Building.

Enrollment in the Evening Program at the School of Law increased to 45 in the fall of 1982. An additional faculty position was allocated this year (1982-83) to the School of Law to strengthen the program.

5. Winston-Salem State University

COMMITMENT -

Winston-Salem State University shall continue as a general baccalaureate university.

Six new baccalaureate degree programs are authorized for planning. They are Accounting, Recreation Therapy, Economics, Communications, Spanish, and Chemistry.

ACTION -

Winston-Salem State University continues as a general baccalaureate institution. The new baccalaureate degree programs in Accounting, Economics, and Chemistry have been established. Program proposals for the new baccalaureate degree programs in Communications and in Spanish have been submitted and are being reviewed by the University General Administration. A program proposal in Recreation Therapy is being developed.

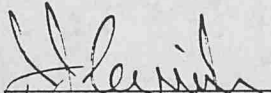
COMMITMENT -

A Graduate Center shall be established at Winston-Salem State University beginning no later than the fall of 1981, with the University of North Carolina at Greensboro or some other constituent institution offering an M.B.A. program in that Center. Beginning in 1981-82, the University shall allocate \$60,000 annually for at least two years to support this undertaking. Major responsibility for other master's level courses and programs in the Center will be assigned to North Carolina Agricultural and Technical State University and to the University of North Carolina at Greensboro, with the participation of other constituent institutions as appropriate. All master's level courses and programs offered in Winston-Salem by University constituent institutions shall be offered through the Center and, to the extent facilities and services can be provided, such offerings will be on the campus of Winston-Salem State University.

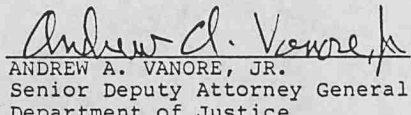
ACTION -

The Board of Governors has allocated \$77,500 for 1982-83 to the University General Administration for operation of the Winston-Salem Graduate Center. Two programs continue to be offered in the Center: the master's in Business Administration, offered by Appalachian State University; and the master's in Education Administration, offered by North Carolina Agricultural and Technical State University.

Respectfully submitted,



JOSEPH J. LEVIN, JR.
EDWARD ASHWORTH
J. RICHARD COHEN
Morgan Associates, Chartered
1899 L Street, N.W.
Washington, D.C. 20036
(202) 466-7000



ANDREW A. VANORE, JR.
Senior Deputy Attorney General
Department of Justice
P. O. Box 629
Raleigh, North Carolina 27602
(919) 733-3377

COUNSEL FOR PLAINTIFFS

Dated: December 30, 1982