

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

STATE OF NORTH CAROLINA, et al.,)

Plaintiffs,)

v.)

DEPARTMENT OF EDUCATION, et al.,)

Defendants.)

No. 79-217-CIV-5

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

December 30, 1983

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 1983-84, the 1983-85 Budget Request of the Board of Governors, and of Long-Range Planning, 1982-87 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. 4, 1983) (transmitting Long-Range Planning, 1982-87 (Sept. 9, 1983)); Letter from Joseph J. Levin, Jr., to J. Rich Leonard (Aug. 11, 1983) (transmitting The 1983-84 Budgets, Report and Recommendations (July 29, 1983)); 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)).

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 1983-84 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 -

Copies of the revised publication (Exhibit 1) were distributed by mail in the spring of 1983 to the recipients specified in the commitment. (Copies were made available to the specified students through their educational institutions.)

Copies of the publication also were sent to the Superintendent of Public Instruction, all superintendents of public school systems, the President of the Department of Community Colleges, and the major private employers and principal State agencies in North Carolina--the 100 largest manufacturing and 50 largest non-manufacturing employers in the State (Exhibit 2) as identified by the State Department of Commerce, 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), and the departments of Cultural Resources, Human Resources, and Revenue. 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 3) 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 -

Copies of the revised publication (Exhibit 4) were distributed by mail in the spring of 1983 to the recipients specified in the commitment, including the 57 NCEIC agencies (Exhibit 3) and the major private employers (Exhibit 2) and principal State agencies in North Carolina.

- 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 poli-

cies 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 -

Copies of the revised publication (Exhibit 5) were distributed by mail in the spring of 1983 to the recipients specified in the commitment, including the 57 NCEIC agencies (Exhibit 3). The publication also was sent to the Superintendent of Public Instruction, all superintendents of public school systems, 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 -

No major changes in the Policies were made during the year, so the sixth edition continues to be the operative publication. A copy is attached as Exhibit 6. The seventh edition of the Policies is scheduled for publication and distribution during the 1984 spring semester.

- 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, are 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 -

Each constituent institution which revised during 1982-83 its general or undergraduate catalogue distributed copies to each public and private high school and institution of higher education in North Carolina. Each constituent institution which revised during 1982-83 a graduate catalogue or a catalogue for a school of dentistry, law, medicine, or veterinary medicine, distributed copies to each public and private institution of higher education in North Carolina. 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 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 1982-83 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.

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 predominantly white and predominantly black 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. Each predominantly black institution 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 produced by Appalachian State University, East Carolina University, Fayetteville State University, North Carolina Central University, North Carolina State University, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, and the University of North Carolina at Wilmington were sent to the high schools, along with a letter (Exhibit 10) from the President of the University requesting that copies be

made available to prospective minority presence students, by the University General Administration in August 1982 as part of a centralized mailing program available to all constituent institutions. The other constituent institutions mailed their own brochures directly to the high schools, also with a letter (Exhibit 11) requesting distribution to prospective minority presence students, during the first week of September 1982.

Each constituent institution (except the North Carolina School of the Arts) mailed copies of their brochures directly to the two-year institutions in the first week of September 1982. The brochures were accompanied by a letter (Exhibit 12) requesting that copies be made available to minority presence students in the graduating class.

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 13) requested that copies be given to black students with special talent in the performing arts.

The brochure from 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 14) were sent to those prospective students who had not applied. Applicants with incomplete applications were sent a letter (Exhibit 15) 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 institutions 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 30, 1982, and September 10, 1982, and for junior high school counselors between May 3 and May 12, 1983. Representatives from the constituent institutions specified in the commitment and from the University General Administration attended each workshop.

Presentations addressing topics specified in this commitment were made by representatives of the College Board, the University General Administration, and admissions officers from constituent institutions at each workshop. The workshops for junior high school counselors also included presentations by representatives of the North Carolina Department of Public Instruction, the Governor's Task Force on Science and Technology, and junior and senior high school counselors. The agenda for the high school counselor workshops is included in Exhibit 16 and the agenda for the junior high school counselor workshops are included in Exhibit 17. 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 1982-83 academic year, each constituent institution (except the North Carolina School of the Arts) had at least one minority presence admissions officer (Exhibit 18).

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

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.

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 1982-83. A letter (Exhibit 19) 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.

During high school visits, institutional representatives made copies of their institution's brochure for prospective minority presence students (Exhibit 8) available to interested 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, including the Minority Presence Grant Program, and the manner in which application may be made for such aid. A summary of information about financial aid (Exhibit 20) was also 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 1982-83 academic year, there were a total of 4,496 North Carolina public high school visits by the University's constituent institutions (Exhibit 21).

- 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 1982-83, 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 commitment. 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 22. The number of these schools visited during 1982-83 by each of the designated constituent institutions is provided in Exhibit 23.

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 -

During 1982-83, the University General Administration obtained from the College Board and provided to the predominantly white constituent institutions (except the North Carolina School of the Arts) four separate lists of black high school students who took the Scholastic Aptitude Test (SAT) in North Carolina and agreed to have their names released. The first list, provided in October 1982, contained the names of black students who took the SAT in the spring or summer of 1982. The second list, provided in February 1983, contained the names of black high school seniors who took the SAT for the first time in the fall of 1982. The third list, also provided in February 1983, contained the names of black students who took the SAT as high school juniors in January 1982. The fourth list, provided in April 1983, contained the names of black high school seniors who took the SAT for the first time in January 1983.

All students on each list who had not previously submitted or been sent a contact card or an application were sent from each institution a contact card and a letter (Exhibit 24) encouraging

them to apply. Students on the lists provided in February and April 1983 who had not submitted or been sent a contact card or an application were also sent an application for admission.

The University General Administration also obtained from the College Board a list of all black high school sophomores and juniors who took the Preliminary Scholastic Aptitude Test in North Carolina during the fall of 1982 and agreed to have their names released. This list was provided to each predominantly white constituent institution (except the North Carolina School of the Arts) in April 1983. Each institution mailed to each student on the list a contact card and a letter (Exhibit 25) encouraging the student to apply for admission in the future.

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 1982 fall semester, Elizabeth City State University, the North Carolina School of the Arts, and Pembroke State University 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 26). Each of the other institutions mailed a letter (Exhibit 27) to minority presence alumni with the same request. All 16 institutions mailed letters (Exhibit 28) to

enrolled minority presence students requesting that they submit names and addresses of prospective minority presence students.

Each institution sent a letter (Exhibit 29) to each prospective minority presence student whose name and address was provided by an enrolled student and a letter (Exhibit 30) 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 1982-83, each constituent institution (except the North Carolina School of the Arts) visited each two-year institution located in its county or in any adjacent county, and each public community college was visited by the nearest predomi-

nantly white institution (other than the North Carolina School of the Arts) and by at least one predominantly black institution. Exhibit 31 lists the two-year institutions visited.

A letter (Exhibit 19) was sent to minority presence faculty and professional staff members at each institution 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.

During visits to two-year institutions, institutional representatives made copies of their institution's brochure for prospective minority presence students (Exhibit 8) 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, including the Minority Presence Grant Program, and the manner in which application may be made for such aid.

- 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 April 1983, the University General Administration provided a copy of the 1982-83 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 32) encouraging the 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 1982-83 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 33).

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 34) 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 35) inviting at least the required number of black students to participate during the 1982-83 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 1982-83, 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 36) 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 1982-83 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 37) indicating the institution's policy of nondiscrimination and its intent to increase black student enrollment.

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 1982-83, representatives of the designated professional schools, as well as representatives of the School of Veterinary Medicine at North Carolina State University at Raleigh, 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 38) 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.

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 1982 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. In addition, 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. Each institution sending material accompanied it with a letter (Exhibit 39) requesting that the information be disseminated to prospective students.

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 40) 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 1983-84.

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 continue 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 1983-84.

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 \$536,392 to the University General Administration for the Board of Governors Medical Scholars Program for 1983-84, as compared with the allocation of \$460,864 in 1980-81 (the "current level" referred to in the Decree).

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 \$159,684 to the University General Administration for the Board of Governors Dental Scholars Program for 1983-84, as compared with the allocation of \$107,715 in 1980-81 (the "current level" referred to in the Decree).

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 1983:

	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Percent Minority Presence</u>
<u>Predominantly Black Institutions -</u>	14,476	2,353	698	17,527	13.4
<u>Predominantly White Institutions -</u>	8,433	91,353	4,618	104,404	8.1
<u>UNC Total -</u>	22,909	93,706	5,316	121,931	

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, student financial aid, the revised affirmative action plans, and other Decree matters were discussed with the Chancellors in Administrative Council on September 28, 1982, November 16, 1982, January 25, 1983, February 22, 1983, and June 28, 1983. (The Council did not meet in August, October, or December in 1982, or in May 1983.)

In early January 1983, the President and his staff reviewed each constituent institution's minority presence enrollments for the fall of 1982. An extended discussion of minority presence enrollment and Decree goals then took place at the January meeting of the Administrative Council. After the meeting, the President sent each Chancellor of a predominantly white institution a memorandum comparing the progress made at that institution with institutional benchmarks and Decree goals.

At the President's direction, the Vice President for Academic Affairs, the Associate Vice President for Planning, and the Assistant Vice President for Student Services and Special

Programs then had meetings on minority presence enrollments at Appalachian State University (March 28), the University of North Carolina at Asheville (March 29), the University of North Carolina at Charlotte (April 28), the University of North Carolina at Greensboro (June 2), and East Carolina University (June 17). The Chancellors participated in these meetings, as did the Vice Chancellors for Academic Affairs, the Vice Chancellors for Student Affairs, the directors of admissions, the minority presence admissions officers, the directors of student financial aid, and other institutional officers. The Vice President for Academic Affairs also met with the Chancellor and Faculty Senate at the University of North Carolina at Wilmington on January 18 to discuss minority presence enrollments. During the winter and spring, the Vice President for Academic Affairs conferred with each of the other Chancellors about their minority presence enrollments, and on May 25, a meeting of all directors of undergraduate admissions and the admissions officers with principal responsibility for minority presence recruitment was held in Chapel Hill to assess the year's activity in minority presence recruitment.

Minority presence enrollment reports for fall 1983 were received by the University General Administration in November and are being reviewed and analyzed. The 1983 minority presence enrollments were discussed in the Administrative Council in December 1983, and discussions will be held with individual institutions during the 1984 spring semester.

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 constituent institution adopted a revised affirmative action plan prior to June 30, 1983, that complies with the requirements of Executive Order 11246. The plans were developed during the 1982-83 academic year in consultation with University General Administration staff.

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 1983-84 Current Operations Budgets which provide the specified financial support in the amount of: \$5,160 per student for North Carolina Agricultural and Technical State University and \$4,586 per student for North Carolina Central University, as compared with the weighted average of \$4,051 per student for the predominantly white comprehensive universities; and \$5,280 per student for Elizabeth City State University, \$4,449 per student for Fayetteville State University, and \$5,049 per student for Winston-Salem State University, as compared with the weighted average of \$4,039 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 1983-84 Current Operations Budgets which provide for student-faculty ratios of: 15.1-1 for North Carolina Agricultural and Technical State University and 15.4-1 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 1983-84 Current Operations Budgets which provide average teaching salaries of \$26,621 for each comprehensive university, except the East Carolina University School of Medicine and the North Carolina Central Univer-

sity School of Law, and \$25,726 for each general baccalaureate university, including 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 -

Requests for library improvements funds for 1983-85 submitted by the predominantly black institutions and those presented by the Board of Governors in its 1983-85 Budget Request were described in the Second Annual Report at 39-40 (Dec. 30, 1982).

From appropriations made available by the 1983 General Assembly for the 1983-84 fiscal year, the Board of Governors allocated the following amounts to the predominantly black constituent institutions for library improvements: Elizabeth City State University, \$15,171; Fayetteville State University,

\$18,331; North Carolina Agricultural and Technical State University, \$44,880; North Carolina Central University, \$55,626; and Winston-Salem State University, \$17,699.

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 1983-84 Current Operations Budgets which provide State appropriations of \$17.10 per credit hour, as specified, to each comprehensive university and \$16.45 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 1983-84 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 \$26 per student for North Carolina Agricultural and Technical State University and \$28 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 \$42 per student for Elizabeth City State University, \$50 per student for Fayetteville State University, and \$54 per student for Winston-Salem State University, as compared with the weighted average of \$9 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 1983: in-state students at the comprehensive universities, \$410 (except the East Carolina University School of Medicine); out-of-state students at the comprehensive universities, \$2,722 (except the East Carolina University School of Medicine); in-state students at the general baccalaureate universities, \$350; and out-of-state students at the general baccalaureate universities, \$2,384.

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 included 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 were included in the 1983-85 Schedule of Priorities - Capital Improvements (Line 5, New Facilities and Major Additions). The

projects for other constituent institutions included in the Line 5 requests for 1983-85 consisted exclusively of projects identified on Line 5 in the 1981-83 Budget Request. No other requests for new facilities or major additions were included in the Schedule of Priorities requests for 1983-85.

The Capital Improvements Appropriations Act for the 1983-85 biennium included funding for all the projects at the predominantly black institutions identified on Line 5 of the 1983-85 Schedule of Priorities - Capital Improvements (Line 5, New Facilities and Major Additions). The projects are funded in the following amounts: Elizabeth City State University, Administrative Office Building, \$3,876,000; Fayetteville State University, New Library, \$8,371,000; North Carolina Agricultural and Technical State University, Engineering School Classroom/Laboratory Facility, \$8,396,000; and Winston-Salem State University, Acquisition and Renovation of Anderson Junior High School, \$2,964,000.

Capital improvements requests for 1983-85 by the Board of Governors other than those for new facilities and major additions are described in the Second Annual Report at 44 (Dec. 30, 1982). No appropriations were made by the 1983 General Assembly to the Board of Governors in response to these requests. Appropriations were made to the Office of State Budget and Management for repairs and renovations to state property, without specification as to agency, institution, or project. The constituent institutions are authorized to participate in the

distribution of these appropriations upon direct request to the Governor and the Advisory Budget Commission.

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 1983-84. Of 15 faculty members who received awards in 1983-84, 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 -

The University General Administration continues 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 1983:

First-time appointments	23
Reappointments without tenure	103
Reappointments with tenure	1

(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 15 individuals in nursing and 19 in the three fine arts areas.)

It was ascertained during the year that, due to administrative error, 8 requests for exceptions pursuant to the operating rule cited above had not been submitted in a timely manner by North Carolina Agricultural and Technical State University and 26 requests had not been submitted by North Carolina Central University. (None of these involved an appointment or reappointment with tenure.) Steps are being taken to correct this problem and to prevent its recurrence. Of the faculty members whose appointments or reappointments without tenure were not properly submitted, 3 are no longer on the faculty of the institutions, 21 are in nursing, and 1 is in the fine arts.

The five institutions have reported that an additional 13 faculty members approved as exceptions since the entry of the Decree completed their studies for the doctorate this year.

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 1982-83 academic year: Elizabeth City State University, December 16, 1982; Fayetteville State University, January 18, 1983; North Carolina Agricultural and Technical State University, December 10, 1982; North Carolina Central University, November 2, 1982; and Winston-Salem State University, December 7, 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 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 during 1982-83 are as follows:

- (1) Chief academic officers - December 3, 1982, and June 24, 1983
- (2) Chief finance officers - April 27, 1983
- (3) Chief student affairs officers - April 7, 1983
- (4) Affirmative action officers - February 22, 1983
- (5) Directors of student financial aid - April 7, 1983
- (6) Directors of admissions - May 25, 1983
- (7) Directors of physical plant planning and operations - May 10, 1983
- (8) Directors of institutional research - May 31, 1983
- (9) Librarians - May 2, 1983

Each of the institutions was represented at each conference by the designated administrative officer.

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 three positions have been funded and established. The Vice Chancellor for Developmental Affairs was appointed at Winston-Salem State University, effective August 1, 1982, the Vice Chancellor for Institutional Development was appointed at Fayetteville State University, effective November 1, 1982, and the Vice Chancellor for Development and Planning at Elizabeth City State University was appointed March 11, 1983.

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 -

From the entry of the Decree through the adoption by the Board of Governors of the most recent revisions of Long-Range Planning in September 1983, six new degree programs have been

authorized for planning in the predominantly white comprehensive institutions and five previous program planning authorizations have been withdrawn, leaving a net increase of one new program planning authorization for the predominantly white comprehensive institutions. During this same period, two new degree programs have been authorized for planning in the predominantly black comprehensive institutions and one previous program planning authorization has been withdrawn (see discussion below under North Carolina Agricultural and Technical State University), leaving a net increase of one new program planning authorization for the predominantly black comprehensive institutions.

In this same period, seven new program planning authorizations have been approved for the predominantly white general baccalaureate institutions (none have been withdrawn), and five new program planning authorizations have been approved for the predominantly black general baccalaureate institutions (none have been withdrawn).

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 again 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 page 47.

During the year, University General Administration staff has continued to work with faculty and administrators at the predominantly black institutions in developing academic program plans. For example, staff members from the University General Administration have assisted faculty and administrative officers at Elizabeth City State University in drafting proposals for the degree programs in computer science and applied mathematics. Conferences were held with North Carolina Central University in connection with the master's program in criminal justice, and two consultants were retained by the University General Administration to assist in the development of the program plan. A consultant has also been retained by the University General Administration to assist in the preparation of the M.B.A. program plan for Fayetteville State University. In addition, 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 revised program proposal for the baccalaureate degree program in Computer Science has been submitted by the institution and is now being reviewed, as is the program proposal in Applied Mathematics.

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 -

An allocation of \$113,000 to the University General Administration for operation of the Elizabeth City State University Graduate Center has been made for 1983-84. 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, and an appointment was made during 1982-83 to the position of Director of Continuing Education.

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 is continuing on schedule. Program proposals for the new baccalaureate degree programs that have been authorized for planning in Accounting, Art, and Criminal Justice are in preparation. 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, and a consultant has been appointed to assist in this endeavor.

In Long-Range Planning, 1982-1987, as adopted by the Board of Governors in September 1983, three new program planning authorizations were approved for Fayetteville State University: a master's degree program in Biological Science and baccalaureate degree programs in Computer Science and in Health Education.

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. The baccalaureate degree program in Occupational Safety and Health was established in May 1983. Program proposals for the new baccalaureate degree programs in Chemical Engineering and in Civil Engineering are being reviewed, and a proposal for the baccalaureate program in Special Education is in preparation. The institution concluded in 1983 after careful study that there was not a sufficient educational need to proceed with the development of a new baccalaureate program in Reading Education. Accordingly, it requested that the planning authorization for Reading Education be withdrawn and that the institution be authorized to plan a new baccalaureate degree program in Communications. The Board of Governors approved both requests in September 1983.

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 in preparation.

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

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 -

The Continuation Budget as approved for 1983-84 includes the \$300,000 in additional funds for the procurement of scientific equipment, as requested by the University General Administration. See Second Annual Report at 55 (Dec. 30, 1982). From appropriations made in response to the Board of Governor's Schedule of Priorities for 1983-85, the Board has allocated to the institution an additional \$410,800 for the School of Engineering to be used for the purchase and maintenance of laboratory equipment and to provide released time for faculty research. The institution continues to participate in the Microelectronics Center of North Carolina.

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 revised and are being reviewed. A revised proposal for the master's degree program in Criminal Justice is being prepared

with the assistance of two consultants. In Long-Range Planning, 1982-1987, the institution received planning authorization for a new baccalaureate program in Environmental Science.

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 -

Preparations are continuing for accreditation of the School of Business by the American Assembly of Collegiate Schools of Business. The schedule reported last year remains in effect: the application for accreditation will be filed in September 1984, and the accreditation site visit is expected during the 1984-85 academic year. One member of the faculty of the School of Business received the doctoral degree this year, one is on leave in 1983-84 to study for the doctorate, and another is studying under a Faculty Doctoral Study Assignment award.

Enrollment in the Evening Program at the School of Law increased to 61 in the fall of 1983. Two additional faculty positions were allocated this year (1983-84) to the School of Law to strengthen the program.

The Board of Governors has also allocated \$65,000 for 1983-84 for the establishment of the research program in Criminal

Justice. It is expected that the new Criminal Justice Building will be occupied in early 1984.

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 are being reviewed. A program proposal in Recreation Therapy is being developed. In Long-Range Planning, 1982-1987, planning authorizations were given for new baccalaureate degree programs in Medical Records Administration and in Recreation and Sports Management.

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 \$113,949 for 1983-84 to the University General Administration for operation of the Winston-Salem Graduate Center. Two degree programs are 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. In addition, several graduate courses in Education are being offered in 1983-84 by Appalachian State University and the University of North Carolina at Greensboro.

Respectfully submitted,



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