

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.)

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

December 31, 1985

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 1985-86, and of Long-Range

Planning, 1984-89 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 (Aug. 12, 1985) (transmitting The 1985-86 Budgets, Report and Recommendations (July 26, 1985), and Letter from Joseph J. Levin, Jr., to J. Rich Leonard (Dec. 30, 1985) (transmitting Long-Range Planning, 1984-89).

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 1985-86 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 winter of 1984-85 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 nonmanufacturing 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 winter of 1984-1985 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 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 -

Copies of the revised publication (Exhibit 5) were distributed by mail in the winter of 1984-85 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 and the seventh edition remains the operative publication. A copy is attached as Exhibit 6.

- 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 226 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 226 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 1984-85 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 1984-85 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 1984-85 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 the number of copies specified in Exhibit 9 to the public high schools 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 20 copies 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.

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.

The brochures for each institution (except the North Carolina School of the Arts) were accompanied by letters to high schools (Exhibit 10) and to two-year institutions (Exhibit 11) requesting that copies be made available to minority presence students in the graduating class. The brochures for the North Carolina School of the Arts were accompanied by a letter (Exhibit 12) requesting that copies be made available to black students with special talent in the performing arts.

In addition, the EOIC sent posters to all public high schools and all two-year institutions in North Carolina for placement on bulletin boards. These posters were designed to inform students of the availability of the brochures for prospective minority presence students and of other publications about educational opportunities at the 16 constituent institutions of the University.

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 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 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 between November 27 and December 7, 1984, for school

counselors who work with students in grades K through 12. All counselors were sent information about the workshops and a letter of invitation from the President of the University (Exhibit 15), as well as letters of support from the Superintendent of Public Instruction (Exhibit 16) and from the Director of the Southern Regional Office of The College Board.

Representatives from the constituent institutions specified in the commitment and from the University General Administration attended each workshop. Presentations addressing topics specified in the commitment were made by representatives of The College Board, the University General Administration, and the North Carolina Department of Public Instruction; by chancellors and directors of admissions from constituent institutions; and by school counselors. The agenda for the workshops are included in Exhibit 17.

4. Undergraduate Recruitment^{1/}

a. Minority Presence Admissions Officers

COMMITMENT -

Each predominantly black institution shall make a good faith effort to employ one

^{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.

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 1984-85 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 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 1984-85. 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 1984-85 academic year, there were a total of 4,438 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 1984-85, 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 1984-85 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 1984-85, 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) three 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 1984, contained the names of black students who took the SAT as juniors during the 1983-84 year. The second list, provided in February 1985, contained the names of black high school seniors who took the SAT for the first time in the fall of 1984. The third list, provided in March 1985, contained the

names of black high school seniors who took the SAT for the first time in January 1985.

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 brochure for prospective black students and a letter (Exhibit 24) encouraging them to apply. Students on the lists provided in February and March 1985 were also sent an application for admission by any constituent institution whose application deadline was within 30 days of the mailing date.

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 1984 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 1985. Each institution mailed to each student on the list a brochure for prospective black students 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 1984 fall semester, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina School of the Arts, Pembroke State University, and the University of North Carolina at Asheville 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 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 1984-85, 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 predominantly 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 1985, the University General Administration provided a copy of the 1984-85 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 1984-85 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 1984-85 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 1984-85, representatives of the three graduate schools scheduled visits to 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 1984-85 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 1984-85, 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 1984 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 1985-86.

- 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 1985-86.

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 \$608,488 to the University General Administration for the Board of Governors Medical Scholars Program for 1985-86, 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 \$175,955 to the University General Administration for the Board of Governors Dental Scholars Program for 1985-86, 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 1985:

	<u>Black</u>	<u>White</u>	<u>Other</u>	<u>Total</u>	<u>Percent Minority Presence</u>
<u>Predominantly Black Insti- tutions -</u>	14,241	2,734	513	17,488	15.6
<u>Predominantly White Insti- tutions -</u>	9,056	93,740	5,197	107,993	8.4
<u>UNC Total -</u>	23,297	96,474	5,710	125,481	

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 -

There was a discussion of minority presence enrollment goals, student financial aid, and other Consent Decree matters with all the Chancellors in Administrative Council meetings on July 24, 1984, September 25, 1984, January 22, 1985, February 26, 1985, and April 23, 1985. (The Administrative Council did not meet in August or December in 1984 or in March of 1985.)

In December, 1984, and early January, 1985, the President and his staff reviewed minority presence enrollments in each constituent institution for the fall of 1984. The President then sent to each Chancellor of a predominantly white constituent institution a memorandum comparing the progress made at that institution with the benchmarks and Decree goals. These matters were discussed in Administrative Council on January 22, 1985.

At the President's direction, the Vice President for Academic Affairs, the Associate Vice President for Planning and the Associate Vice President for Student Services and Special Programs held meetings on minority presence enrollments with the University of North Carolina at Asheville (December 13, 1984), the University of North Carolina at Wilmington (January 15 and April 15, 1985), the University of North Carolina at Greensboro (January 30, 1985), North

Carolina State University at Raleigh (January 31 and May 7, 1985), East Carolina University (February 19, 1985), the University of North Carolina at Chapel Hill (April 29, 1985), and the University of North Carolina at Charlotte (June 17, 1985). Participants in these meetings generally included the Chancellor, the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Director of Admissions, the Director of Student Financial Aid, and a minority presence admissions officer. During the winter and spring the Vice President for Academic Affairs conferred with other chancellors about minority presence enrollments. On May 6, 1985, a meeting of all directors of undergraduate admissions and admissions officers having principal responsibility for minority presence recruitment was held in Chapel Hill to review and assess the year's activity in minority presence recruitment.

Minority presence enrollment reports for fall 1985 were received by University General Administration in November and are being reviewed and analyzed. Reviews with representatives of individual institutions will begin early in 1986.

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 -

As previously reported 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 1985-86 Current Operations Budgets which provide the specified financial support in the amount of: \$5,571 per student for Fayetteville State University, \$6,412 per student for North Carolina Agricultural and Technical State University and \$5,823 per student for North Carolina Central University, as compared with the weighted average of \$5,056 per student for the predominantly white comprehensive universities; and \$6,623 per student for Elizabeth City State University, and \$6,280 per student for Winston-Salem State University, as compared with the weighted average of \$5,532 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 institutional category (excluding the East Carolina University School of Medicine).

ACTION -

The Board of Governors has established 1985-86 Current Operations Budgets which provide for student-faculty ratios of: 15.1-1 for Fayetteville State University, 14.9-1 for North Carolina Agricultural and Technical State University and 15.0-1 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 15.1-1 for Elizabeth City State University, and 14.8-1 for Winston-Salem State University, as compared to the most favorable ratio for any predominantly white general baccalaureate university, 15.7-1 for Pembroke State University and for the University of North Carolina at Asheville.

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 1985-86 Current Operations Budgets which provide average teaching salaries of \$32,541 for each comprehensive university, as specified, excluding the East Carolina University School of Medicine and the North Carolina Central University School of Law, and excepting Fayetteville State University and The University of North Carolina at Wilmington, and \$31,129 for each baccalaureate university, including The University of North Carolina at Asheville. The average teaching salaries at Fayetteville State University and The University of North Carolina at Wilmington are \$31,835 during this year of transition to comprehensive university status. Appropriations for the 1986-87 fiscal year were made by the 1985 General Assembly to bring the average teaching salaries at these two institutions into parity with the other comprehensive universities effective July 1, 1986.

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 -

Three lines in the Schedule of Priorities - Current Operations in the 1985-87 Budget Request of the Board of Governors included specific funding for library improvements at the predominantly black institutions. On Line 5, Change to Comprehensive University: Fayetteville State University and UNC-Wilmington, \$50,000 was requested for each year of the 1985-87 biennium for library improvements at Fayetteville State University. On Line 9, University-Wide Library Network, the requests on behalf of the predominantly black institutions were: \$107,695 in 1985-86 and \$22,644 in 1986-87 for Elizabeth City State

University; \$5,834 in 1985-86 and \$226,134 in 1986-87 for Fayetteville State University; \$9,226 in 1985-86 and \$264,788 in 1986-87 for North Carolina Agricultural and Technical State University; \$9,532 in 1985-86 and \$265,268 in 1986-87 for North Carolina Central University; and \$20,685 in 1985-86 and \$272,309 in 1986-87 for Winston-Salem State University. On Line 13, Basic Program Support, institutional requests (estimates) from the predominantly black institutions for libraries for 1985-87 were: \$24,000 in 1985-86 and \$34,294 in 1986-87 for Elizabeth City State University; \$58,941 in 1985-86 and \$85,272 in 1986-87 for North Carolina Agricultural and Technical State University; \$12,996 in each year of the biennium for North Carolina Central University; and \$20,000 in each year of the biennium for Winston-Salem State University.

From appropriations made by the 1985 General Assembly for the 1985-86 fiscal year, the Board of Governors allocated the following amounts to the predominantly black institutions for library improvements: On Line 4, New Degree Programs to Complete Consent Decree Commitments, Fayetteville State University received \$6,000; North Carolina Agricultural and Technical State University, \$25,800; and Winston-Salem State University, \$3,000. (It is noted that library improvements funds were not specifically

identified in the budget request on Line 4.) On Line 5, Change to Comprehensive University: Fayetteville State University and UNC-Wilmington, Fayetteville State University received \$50,000. On Line 9, University-Wide Library Network, Elizabeth City State University received \$107,695; Fayetteville State University, \$5,834; North Carolina Agricultural and Technical State University, \$9,226; North Carolina Central University, \$9,532; and Winston-Salem State University, \$20,685. On Line 13, Basic Program Support, North Carolina Agricultural and Technical State University received \$20,696.

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 1985-86 Current Operations Budgets which provide State appropriations of \$19.10 per credit hour, as specified, to each comprehensive university and \$18.35 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 1985-86 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 \$40 per student for Fayetteville State University, \$26 per student for North Carolina Agricultural and Technical State University and \$37 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 \$45 per student for

Elizabeth City State University, and \$48 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 1985:

in-state students at the comprehensive universities, \$410 (except the East Carolina University School of Medicine); out-of-state students at the comprehensive universities, \$3,256 (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, \$2,852.

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 Capital Improvements Appropriations Act for the 1983-85 biennium included the funding for all of 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.

The 1985-87 Budget Request included in the Schedule of Priorities - Capital Improvements on Line 6, University-Wide Program for New Facilities and Other Major Construction Projects, the following projects for the predominantly black institutions: Science Complex, \$4,761,300, Elizabeth City State University; New School of Business Administration Building, \$6,383,000, Fayetteville State University; New University Library, \$15,568,000, North Carolina Agricultural and Technical State University; Addition of Animal Research/Greenhouse Facility and Renovation to Lee Biology Building, \$862,800, and Renovation Library, Old Law Building and

Academic Buildings, \$5,244,000, North Carolina Central University; and Addition and Renovations to O'Kelley Library, \$5,181,400, Winston- Salem State University.

None of the projects requested on Line 6, University-Wide Program for New Facilities and Other Major Construction Projects, for the predominantly black institutions were funded by the 1985 General Assembly. However, planning funds were appropriated to the Board of Governors and the following allocations were made on September 13, 1985, for advance planning: Science Complex, \$95,000, Elizabeth City State University; New School of Business Administration Building, \$128,000, Fayetteville State University; New University Library, \$311,000, North Carolina Agricultural and Technical State University; Addition to Animal Research/Greenhouse Facility and Renovation to Lee Biology Building, \$18,000, and Renovation Library, Old Law Building, and Academic Buildings, \$105,000, North Carolina Central University; and Addition and Renovations to O'Kelley Library, \$104,000, Winston-Salem State University.

The capital improvements requests put forward by the Board for 1985-87 other than those for completion of the 1981 Plan for New Facilities and Major Additions and University-Wide Program for New Facilities and Other Major Construction Projects totalled \$95,161,360 (Lines 1, 2, 3,

and 4 of the Schedule of Priorities - Capital Improvements). Of the total, \$4,000,000 is for University-Wide land acquisition, without further institutional identification. Included in the remaining \$84,500,000 in institutional requests (total excludes UNC-General Administration and UNC Center for Public Television requests totalling \$6,661,360) are: \$1,174,550 for Elizabeth City State University, 1.39% of the total; \$1,901,250 for Fayetteville State University, 2.25% of the total; \$3,996,850 for North Carolina Agricultural and Technical State University, 4.73% of the total; \$3,557,450 for North Carolina Central University, 4.21% of the total; and \$1,664,650 for Winston-Salem State University, 1.97% of the total. The institutions' shares of total authorized regular session enrollments (FTE), 105,685 at the time the requests were made, are as follows: 1,470 for Elizabeth City State University, 1.39% of the total; 2,375 for Fayetteville State University, 2.25% of the total; 5,000 for North Carolina Agricultural and Technical State University, 4.73% of the total; 4,450 for North Carolina Central University, 4.21% of the total; and 2,085 for Winston-Salem State University, 1.97% of the total.

Appropriations for the 1985-87 biennium (\$34,000,000 for 1985-86 and \$34,000,000 for 1986-87), were made to the Office of State Budget and Management for repairs and renovations to State property. The constituent institutions

were authorized to participate in the distribution of these appropriations upon direct request to the Governor and the Advisory Budget Commission. As of November 15, 1985, funds made available from this source for projects at the predominantly black institutions for 1985-86 were: Elizabeth City State University, \$2,199,299; Fayetteville State University, \$521,840; North Carolina Agricultural and Technical State University, \$1,634,840; North Carolina Central University, \$481,600; and Winston-Salem State University, \$557,600. As of November 15, 1985, the 1986-87 funds for repairs and renovations to State property had not been distributed to State agencies.

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 1985-86. Of the 13 faculty

members who received awards in 1985-86, 12 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 numbers of exceptions have been approved during 1985:

First-time appointments	40
Reappointments without tenure	130
Reappointments with tenure	3

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

The five institutions have reported that an additional six 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 1984-85 academic year: Elizabeth City State University, October 10, 1984; Fayetteville State University, December 3, 1984; North Carolina Agricultural and Technical State University, November 26, 1984; North Carolina Central University, October 1, 1984; and Winston-Salem State University, November 19, 1984. 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 1984-85 are as follows:

- (1) Chief academic officers - December 7, 1984
- (2) Chief finance officers - May 13, 1985
- (3) Chief student affairs officers - November 15, 1984
- (4) Affirmative action officers - April 25, 1985
- (5) Directors of student financial aid - November 16, 1984

- (6) Directors of admissions - January 18, 1985
- (7) Directors of physical plant planning and operations - May 22, 1985
- (8) Directors of institutional research - May 14, 1985
- (9) Librarians - April 30, 1985

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 -

The Board of Governors has established 1985-86 Current Operations Budgets which provide State funds for Vice Chancellor for Development positions for Elizabeth City State University, Fayetteville State University and Winston-Salem State University.

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 -

At the time the Decree was entered (July, 1981), there were six general baccalaureate institutions in The University of North Carolina, and half of them (three) were predominantly black institutions; and there were six comprehensive universities and one-third of them (two) were predominantly black institutions. The proportions in this Commitment reflect these distributions.

From the entry of the Decree through the date of this fifth annual report, the new program planning authorizations

(net) approved by the Board of Governors are indicated below. The institutions are grouped in this table by the classifications in effect at the time the Decree was entered.

<u>INSTITUTION</u>	<u>NEW PROGRAM PLANNING AUTHORIZATIONS</u>
<u>General Baccalaureate</u>	
Elizabeth City State University	2
Fayetteville State University	11
Winston-Salem State University	<u>3</u>
Subtotal	16
Pembroke State University	6
UNC-Asheville	3
UNC-Wilmington	<u>7</u>
Subtotal	16
<u>Comprehensive</u>	
North Carolina A & T State University	2
North Carolina Central University	<u>3</u>
Subtotal	5
Appalachian State University	4
East Carolina University	2
UNC-Charlotte	3
Western Carolina University	<u>3</u>
Subtotal	12

Thus, the proportions set out in this commitment have been met, except that one additional new program authorization for a predominantly black comprehensive university would be needed during 1986.

However, the institutional distribution on which these proportions were based has been changed by the transition of Fayetteville State University and UNC-Wilmington from general baccalaureate to comprehensive status in 1985-86. If new planning authorizations are counted on this basis -- i.e., by including Fayetteville State University and UNC-Wilmington in the general baccalaureate category for the period July, 1981 - July, 1985, and in the comprehensive category since July, 1985 -- there are different results, since many new planning authorizations were approved in October, 1985, in the long-range plan revisions. For the period since July, 1985, 50 per cent of the general baccalaureate institutions are predominantly black, but the proportion of comprehensive institutions that are predominantly black changes from one-third to 37.5 per cent. Here are the proportions, with the two institutions moved to the comprehensive category beginning in fall, 1985:

<u>General Baccalaureate</u>	<u>AUTHORIZATIONS, July 1981- July 1985</u>	<u>AUTHORIZATIONS, October 1985</u>
Elizabeth City State University	0	2
Fayetteville State University	3	NA
Winton-Salem State University	<u>2</u>	<u>1</u>
Subtotals	5	3
		PBI total-8

<u>General Baccalaureate</u>	<u>AUTHORIZATIONS, July 1981- July 1985</u>	<u>AUTHORIZATIONS, October 1985</u>
(Continued)		
Pembroke State University	5	1
UNC-Asheville	2	1
UNC-Wilmington	<u>1</u>	<u>NA</u>
Subtotals	8	2
		PWI total-10
<u>Comprehensive</u>		
North Carolina A & T State University	0	2
North Carolina Central University	1	2
Fayetteville State University	<u>NA</u>	<u>8</u>
Subtotals	1	12
		PBI total-13
Appalachian State University	3	1
East Carolina University	0	2
UNC-Charlotte	2	1
Western Carolina University	3	0
UNC-Wilmington	<u>NA</u>	<u>6</u>
Subtotals	8	10
		PWI total-18

With these adjustments that reflect institutional change, the new proportion for the predominantly black institutions is met in the comprehensive category (three of eight institutions but 42 per cent of the new authorizations). However, for the general baccalaureate institutions the proportion is not met (two of four

institutions but eight of 18 planning authorizations). Accordingly, the University will add two new planning authorizations at the predominantly black general baccalaureate institutions in 1986.

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 -

The University General Administration worked with administrative officers and faculty members at Fayetteville State University, North Carolina Agricultural and Technical State University, and Winston-Salem State University during the spring and early summer in completing proposals for the

remaining ten new degree programs as set out in the Decree in 1981. In July, 1985, the Board of Governors approved the recommendations of the President establishing these ten new programs, effective 1985-86:

(a) At Fayetteville State University

- Baccalaureate in Accounting and in Art

(b) At North Carolina Agricultural and Technical State University

- Baccalaureate in Special Education, in Communications, and in Civil Engineering
- Master's in Architectural Engineering, in Applied Mathematics, and in Transportation
- Certificate of Advanced Study in Educational Media

(c) At Winston-Salem State University

- Baccalaureate in Recreation Therapy

Consultations were also held with the Chancellor and faculty representatives at North Carolina Central University during the spring and early summer about the status and progress of the new master's programs in criminal justice and in public administration (political science). These reviews led to recommendations from the President, approved by the Board of Governors in July, to allocate additional funds for the further development of these programs.

During the spring and summer also the University General Administration was preparing Long-Range Planning, 1984-1989, the biennial review and revision of the Board of Governors' long-range plan. Conferences were held over this period of time with the Chancellor, the Vice Chancellor for Academic Affairs, and other officials of each of the five predominantly black constituent institutions. Long-Range Planning, 1984-1989, as adopted by the Board of Governors in October, 1985, and the budget actions taken by the Board in 1985, provided for the change in status of Fayetteville State University and the University of North Carolina at Wilmington from general baccalaureate to comprehensive universities. A total of fifteen new degree programs were authorized for planning at the predominantly black institutions in Long-Range Planning, 1984-1989: two at Elizabeth City State University, one at Winston-Salem State University, eight at Fayetteville State University, two at North Carolina Agricultural and Technical State University, and two at North Carolina Central University.

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 four new baccalaureate degree programs in Computer Science, Applied Mathematics, Accounting, and Music have been established. In Long-Range Planning, 1984-1989, adopted by the Board of Governors in October, 1985, authorization to plan new baccalaureate programs in Art and in Economics was given.

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 \$170,094 to the University General Administration for operation of the Elizabeth City State

University Graduate Center has been made for 1985-86. In the fall semester, 1985, these three programs are 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 Middle Grades Education is being offered by East Carolina University.

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 north-eastern region of the State.

ACTION -

The 1985-86 Continuing Operations Budget for Elizabeth City State University, as established by the Board of Governors, provides \$50,000 for the Continuing Education Center to support an expansion of extension and public service programs in the northeastern region of the State.

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 being accomplished this year through actions taken by the Board of Governors in Long-Range Planning, 1984-1989 and in the operating budgets established by the Board for 1985-86. Funds have been appropriated to bring the level of appropriations for each budgeted teaching position to the level of the comprehensive institutions over the 1985-87 biennium. A College of Arts and Sciences, a School of Business and Economics, and a School of Education have been established, and searches are in progress for the deans. All the new degree programs specified in this commitment have been established -- i.e., the baccalaureate programs in Accounting, Art, and Criminal Justice, and the master's programs in Sepcial Education, Education Administration and Supervision, and Business Administration.

In Long-Range Planning, 1982-1987, 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 Health Education. The proposals for all three programs are being reviewed. In Long-Range Planning, 1984-1989, eight additional new planning authorizations were approved: a baccalaureate program in Spanish and new master's programs in English, History, Mathematics, Political Science, Psychology, Sociology, and the Master of Arts in Teaching.

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. All new degree programs specified in this commitment have been established: baccalaureate programs in Special Education, Communications (which replaced Reading Education), Chemical Engineering, Civil Engineering, and Occupational Safety; master's programs in Mechanical Engineering, Architectural Engineering, Applied Mathematics, and Transportation; and a sixth-year certificate of advanced study in Education Media.

In Long-Range Planning, 1984-1989, planning authorizations were approved for two additional master's programs: Agricultural Science and Social Work. (The master's in Social Work is being jointly planned with UNC-Greensboro.)

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 1985-86 includes the increment of \$300,000 for scientific equipment,

as well as the additional \$410,800 for the School of Engineering for equipment purchase and maintenance and for released time for faculty research, as reported in the 1984 annual report. Additional funds were allocated by the Board of Governors in the expansion budget to strengthen further the programs in engineering, science, and technology. The new funds were for additional increases for scientific equipment, for academic computing, for research in biotechnology, for a teleclass and teleconference facility as part of the Microelectronics Center of North Carolina communication system, and for improvements in the laboratory animal science program. The Board of Governors also authorized the establishment of a School of Technology at North Carolina Agricultural and Technical State University, and a search is underway for a Dean of the new School.

The Board of Governors also requested and received additional funds to improve the competitive faculty salary position of all the comprehensive universities. Thus, in addition to the 10 per cent faculty salary increase allocation, North Carolina Agricultural and Technical State University and the other comprehensive institutions received an additional faculty salary increase fund in the amount of \$300 for each budgeted teaching position.

North Carolina Agricultural and Technical State University is also one of the institutions participating in a statewide network of Mathematics and Science Centers that are working with the public schools to strengthen the teaching of these subjects.

In the Fall of 1985 there are 25 upper division students (juniors and seniors) majoring in the animal science program.

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 new degree programs set out in the Decree have all been established: the baccalaureate in Computer Science and the master's in Criminal Justice and Public Administration (Political Science). The program plan for the new degree program in Environmental Sciences is being prepared.

In Long-Range Planning, 1984-1989 adopted by the Board of Governors in October, 1985, North Carolina Central

University was authorized to plan new master's degree programs in Earth Sciences and Information Sciences.

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 -

The School of Business is now scheduled to have an accreditation visit early in 1986 by the American Assembly of Collegiate Schools of Business.

As a comprehensive university, North Carolina Central University received additional faculty salary increase funds in the amount of \$300 for each budgeted teaching position, over and above the 10 per cent faculty salary increase allocation, to strengthen its competitive standing in salary levels. Faculty salary levels in the School of Business and in the School of Law showed substantial improvements.

Enrollment in the Evening Program at the School of Law increased to 81 in the fall of 1985. Additional funds were allocated for the School of Law by the Board of Governors in

1985-86 to improve student recruitment and placement services and to strengthen other areas of operations.

The 1985-86 Continuing Operations Budget for North Carolina Central University, as established by the Board of Governors, provides \$65,000 for the support staff and released faculty time required for the organized research program in Criminal Justice. Additional funds were allocated in 1985-86 to strengthen the new master's programs in Criminal Justice and in Public Administration.

The Board of Governors in the summer of 1985 began operating special summer institutes in mathematics and science for academically gifted rising high school juniors and seniors. North Carolina Central University was one of five constituent institutions designated by the Board as a site for these summer institutes.

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 degree programs

specified in the Decree have been established: baccalaureate programs in Accounting, Economics, Chemistry, Communications, Recreation Therapy, and Spanish. Program proposals in Medical Records Administration and in Recreation and Sports Management have been prepared and are being reviewed. In Long-Range Planning, 1984-1989, planning authorization was given for a new baccalaureate degree program in Applied Mathematics.

COMMITMENT -

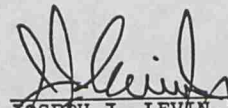
A Graduate Center shall be established at Winston-Salem State University beginning no later than the fall of 1981, with the University of North Carolina at Greensboro or some other constituent institution offering an M.B.A. program in that Center. Beginning in 1981 82, the University shall allocate \$60,000 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 -

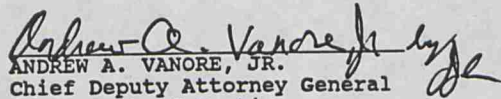
The Board of Governors has allocated \$205,940 for 1985-86 to the University General Administration for operation of the Winston-Salem Graduate Center. Four master's

degree programs are offered in the Center by Appalachian
State University: Business Administration, Elementary
Education, Middle Grades Education, and Special Education.

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Dated: December 31, 1985