

ADMINISTRATIVE MEMORANDUM

SUBJECT PROGRAM FOR FURTHER INCREASES IN
MINORITY PRESENCE ENROLLMENT

NUMBER #268

DATE November 11, 1988

Attached is the "Program for Further Increases in Minority Presence Enrollment" adopted by the Board of Governors at its meeting on November 11, 1988.

This Program continues with some modifications the commitments pertaining to student recruitment activities that we have been following since 1981. It also renews the Board's policy requiring institutional affirmative action plans in employment. Until further notice, the current reporting and monitoring requirements will be continued.

This will be discussed in Administrative Council later this month.


C. D. Spangler, Jr.

Attachment

The University of North Carolina

Board of Governors

Program for Further Increases in

Minority Presence Enrollment

November 11, 1988

Introduction

The University of North Carolina has made exceptional progress in recent years in achieving increased enrollment of black students in its constituent institutions and in furthering the racial integration of the student bodies of those institutions. A recent report by the Southern Regional Education Board documents the extent of this progress in the comparisons it makes of state, regional, and national trends.¹ For the decade 1976 - 1986, the enrollment of black students in colleges and universities nationally increased only 3.1 per cent, and in the 15 states of the Southern region (including North Carolina) the increase was 10.8 per cent. In North Carolina, however, college and university enrollment of black students increased 21 per cent during that period, and in the 16 constituent institutions of The University of North Carolina the increase was 24 per cent. This growth continues in The University of North Carolina, with enrollment of black students reaching 24,850 in the fall of 1988, a further increase of 2.7 per cent since 1986.

Of equal significance is the record established by the institutions of The University of North Carolina in the retention and graduation of black students. While there have been gains in black enrollment in other states,

¹ SREB Fact Book on Higher Education 1988 (Atlanta: Southern Regional Education Board, 1988).

the SREB report points to high rates of attrition for black students who enroll at historically white campuses. Although 34 per cent of all black college students in the SREB states were attending historically black institutions in 1984-85, the SREB report noted that just over 50 per cent of the bachelor's degrees awarded to black students in those states were conferred by the historically black institutions. In The University of North Carolina, however, 39 per cent of the black students enrolled were in the historically white institutions in 1984-85, while 37 per cent of the bachelor's degrees conferred on black students were conferred by those historically white campuses.

These accomplishments of The University of North Carolina have been brought about because there has been a commitment to work to achieve these goals, because a specific plan of action has been developed and followed over a period of many years, and because the institutions have all worked diligently and conscientiously to meet their obligations in this plan of action. It is now the time for a new beginning, time to renew the commitments of The University and to define the programs that will be followed to achieve these commitments.

The Board of Governors therefore adopts this program for the years 1989 - 1994 to insure the continuing progress of The University in increasing black enrollment and in increasing minority presence enrollment in all of the constituent institutions.

Measures to Increase Black Enrollment and
to Increase Minority Presence Enrollment

1. The University will engage in extensive informational and student recruitment activities designed to achieve the following basic objectives:

To increase the awareness of black North Carolinians of higher educational opportunities within the University for which they are eligible and from which they could benefit.

To portray clearly the policies and practices of the University that prohibit racial discrimination and that encourage racial diversity within all the constituent institutions.

To inform increased numbers of prospective black applicants of educational opportunities available at the historically white institutions and of prospective white applicants of educational opportunities available at historically black institutions.

To promote greater minority presence enrollment at all constituent institutions of the University.

2. Informational Activities. Extensive information about the University and each of its constituent institutions will be made available to prospective students as hereinafter described. The University General Administration will continue to fund, staff, and operate the Educational Opportunities Information Center (EOIC). The EOIC will coordinate and supervise the publication and dissemination of the following publications:

a. Educational Opportunities . . . The University of North Carolina -- a brochure of approximately eight pages listing all undergraduate degree programs offered by each of the sixteen constituent institutions, and describing the University's minimum undergraduate admissions requirements. The brochure will include discussion of the University's nondiscrimination policies and the multi-racial character of each of the constituent institutions. The brochure will be revised every two years and will be produced in quantities sufficient to ensure its availability to students in grade 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 will 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 of the private junior colleges in North Carolina.

b. 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 the constituent institutions. The brochure will include discussion of the University's nondiscrimination policies and the multi-racial character of each constituent institution. The brochure will be revised every other year and will 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 will be made available to the personnel directors of major private and governmental employers within the State.

c. The University of North Carolina -- a booklet of approximately fifty pages providing detailed information about the University, including program offerings, admissions requirements and procedures, and student financial aid programs at each of the sixteen constituent institutions. The booklet, which will be revised every other year, will include discussion of the University's nondiscrimination policies and the multi-racial character of each constituent institution. The University will 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 of the private junior colleges in North Carolina.

d. 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 Students 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. This manual will be revised periodically and will 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.

e. The University of North Carolina: A Multi-Campus University -- a fifteen-minute video-cassette, VHS format, providing basic information about the University and its sixteen constituent institutions, including the location of constituent institutions, the variety and levels of degree programs offered, admissions requirements, and the availability of financial aid. The presentation will point out the multi-racial character of the institutions. The cassette will 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 EOIC to respond to the requests from other institutions or groups. The University will grant permission to duplicate the cassette as needed. (Projection equipment is available at each high school.)

f. Video-Cassette for Each Constituent Institution -- Under the direction of the EOIC, each constituent institution will produce and distribute beginning in 1989-90 an 8-20 minute video-cassette which will supply basic information about the institution, portray its multi-racial character, and direct viewers to sources of additional information about the institution. Each institution's cassette will be placed in each North Carolina public high school with a total enrollment of 500 students or more and may be duplicated as needed.

g. Each constituent institution will 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 will highlight the institution's policy of nondiscrimination and multi-racial character.

h. Viewbooks for Prospective Students -- Each constituent institution will produce an eight to twelve page viewbook that provides general student information and includes a section for prospective minority presence students. The publication will highlight the institution's policy of nondiscrimination and its multi-racial character, and it will include 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 viewbook will be sent to high schools and two-year institutions prior to recruiting visits, with the request that they be made available to all potential students. Each viewbook will 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 will be placed in a central file at

the institution. The file will 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 will send an application with a letter encouraging the student to apply. If the student's application has been received but is not complete, the institution will contact the student by mail or telephone to encourage the student to complete the application.

3. Statewide Liaison With the North Carolina Public Schools. In cooperation with the State Department of Public Instruction, the University General Administration will sponsor a series of workshops for the guidance and counseling staffs and other student services personnel of the public junior and senior high schools of the State. One such workshop will 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, will be invited to attend. The workshops will 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 historically black and a historically white institution. The institutional participants by District will 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 will focus on increasing junior and senior high school students' awareness of and interest in college opportunities and their awareness of the requirements for college admission. They will 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 will also highlight the multi-racial character of each constituent institution and their policies of nondiscrimination, and will

provide information about the support services and programs designed to increase minority presence.

With respect to students in grades 7 through 9, the workshops will 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 will focus on assisting counselors in encouraging students and their parents to consider the range of higher educational opportunities available in the University and to understand the importance of taking those courses that meet the University's minimum admissions requirements. Particular attention will also be devoted to student financial aid programs, their nature and availability, and the means of applying for and obtaining such aid.

4. Undergraduate Recruitment.² Recruitment of minority presence students as described herein will be conducted by the constituent institutions. None of the activities or programs described in this program requires any constituent institution to modify its admission policies or its policies concerning academic eligibility for retention of students.

a. Each historically black institution will retain on its staff one or more admissions officers who are white and each historically white institution will retain on its staff one or more admissions officers who are black.

² Auditions play a large part in admissions to the North Carolina School of the Arts. Because of its specialized nature, it is excluded from the programs described here, and will develop alternative programs consistent with its own admissions process and its special educational mission.

b. Each constituent institution will continue to conduct visitation programs to high schools in the State.³ In all instances where it is practicable to do so, the high school will be visited by a minority presence staff or faculty member. In its high school visits, each constituent institution will make special efforts to contact minority presence high school students, to acquaint them with the institution's multi-racial character, its policy of nondiscrimination, 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.

c. Each constituent institution will visit each year a number of public high schools at least equal to the number visited in 1987-88, when there were 5,132 such visits by all institutions.⁴ Further, each historically white institution having in any given year a budgeted enrollment of 4,000 or more regular session full-time equivalent (FTE) students will 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.⁵

d. General Administration Brochure for PSAT and SAT Test Takers.

The University General Administration will obtain annually from the College Board lists of all North Carolina students still enrolled in high

³ It is understood that all visits are subject to the rules and regulations adopted by officials of the high schools and the two-year institutions.

⁴ Where a group of high schools collaborates in a College Day Program, each participating high school is counted as a visited school by each constituent institution attending that College Day Program.

⁵ In the 1986-87 academic year, there were 214 public high schools in this category, distributed by Education District as follows:
District 1 -- 26; District 2 -- 34; District 3 -- 39; District 4 -- 35;
District 5 -- 38; District 6 -- 29; District 7 -- 8; and District 8 -- 5.

school, identified by race, who took the Preliminary Scholastic Aptitude Test or the Scholastic Aptitude Test for the first time earlier in that year. The list will be used to assist institutions in the recruitment of minority presence students by sending to all students on the lists a publication which describes the educational opportunities at the constituent institutions and their multi-racial character. The publication will include postage paid return cards for each constituent institution for use by prospective students to request additional information and applications.

e. Each constituent institution will 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.

f. Each constituent institution annually will visit each community college and private junior college located in the county in which the constituent institution is located or in any adjacent county. Each community college annually will be visited by representatives of at least one historically black institution. In all instances where it is practicable to do so, the two-year institutions will be visited by a minority presence staff or faculty member. In its visits, each constituent institution will make special efforts to contact minority presence students, to acquaint them with the institution's policy of nondiscrimination, its multi-racial character, 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.

g. Potential Minority Presence Transfer Students from North Carolina Community Colleges. The University General Administration each fall will

obtain from the North Carolina Department of Community Colleges a list of students who are expected to complete an associate degree in time to transfer to a constituent institution in the next fall semester. The list will be made available to all constituent institutions for their use in contacting these prospective students and making them aware of the educational opportunities available. Each institution will give particular emphasis to contacting prospective minority presence students on this list.

h. 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 will 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.

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

j. Each historically white institution annually will invite to its campus a number of prospective minority presence students from high schools and two-year institutions not less than 2 per cent of the total size of the most recent entering freshman class and undergraduate transfer cohort at the institution. The visits will be used to inform the prospective students of the institution's nondiscrimination policy, its multi-racial character, its intent to increase minority presence enrollment, the educational opportunities offered at the institution, and of programs of student financial aid that are available.

5. Graduate and First Professional Recruitment.⁶

a. 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 will make at least one recruiting visit to each historically black constituent institution and to at least three of the historically black private colleges in North Carolina. The deans of the graduate schools will arrange and organize such visits. Special efforts will be made to contact minority presence students to acquaint them with the institution's multi-racial character and its desire to increase minority presence enrollments in its graduate programs. Presentations made and information distributed during such visits will 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 will utilize the Minority Graduate Student Locator Service of the Graduate Record Examination Board for distribution by the dean of each graduate school to all departments to assist them in identifying prospective minority graduate students.

b. 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

⁶ The requirements of this subsection shall be met with the understanding that all visits are subject to the rules and regulations adopted by the private institutions.

Carolina at Chapel Hill annually will send representatives to each historically black constituent institution and to at least three historically black private colleges in North Carolina. Special efforts will be made to contact minority presence students to acquaint them with the institution's multi-racial character and its desire to increase minority presence enrollments. Presentations made and information distributed during such visits will 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.

c. Each other constituent institution that offers graduate or first professional degree programs will 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 will include application procedures and schedules, admissions requirements, and financial aid programs, including opportunities for scholarships, fellowships, and assistantships. The receiving institution will direct such information to interested students.

d. 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 will 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, with the institution's policy of nondiscrimination, and with its multi-racial character.

6. Special Student Financial Aid Programs. In support of its efforts to increase minority presence enrollments and to increase the participation of black students in graduate and first professional programs, the University commits to the following special student financial aid programs:

a. Minority Presence Grant Program -- General Program -- The University will continue to fund the Minority Presence Grant Program -- General Program. The University will allocate this money to historically white and historically 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.

b. Minority Presence Grant Program -- Doctoral Study, Law, and Veterinary Medicine -- The University shall continue to fund the Minority Presence Grant Program -- Doctoral Study, Law and Veterinary Medicine. Under this program, black North Carolinians who are selected to participate will receive a stipend to help them pursue doctoral, law or veterinary medicine 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.

c. Board of Governors Medical Scholars Program -- The University will continue to fund the Board of Governors Medical Scholars Program. This program provides special funds for 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 \$5,000. North Carolina residents who are full-time students are eligible.

d. Board of Governors Dental Scholars Program -- The University will continue to fund the Board of Governors Dental Scholars Program. This program provides special funds for 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 \$5,000. North Carolina residents who are full-time students are eligible.

Employment Measures

Each constituent institution will at all times maintain in effect an affirmative action plan as required by Executive Order 11,246. Goals will be stated separately for the categories of (a) faculty holding tenure or tenure-track positions and (b) executive-administrative-managerial employees. Availability of black persons possessing appropriate degree qualifications will be determined by reference to the representation among all United States degree recipients in the most recent annual IPEDS national survey of degrees conferred (IPEDS C-1 report) available at the time an institution is scheduled to revise its affirmative action plan.

Monitoring of the Program

The President will monitor each constituent institution's continuing compliance with all elements of this program. For this purpose, the President will require whatever data collection and reporting he deems necessary. The President will annually report to the Board of Governors on the program.