

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

MEMORANDUM

To: The Minority Student Group
Attention: Ms. Bettie L. Nelson, BIOS

FROM: B. G. Greenberg, Dean *B. G. Greenberg*

DATE: November 8, 1972

SUBJECT: Minority Problems in the School of Public Health

1. This is to acknowledge receipt of your memorandum "Negative Racial Image Projections in Curricula Presentation" dated November 6, 1972. I appreciate the care, effort, and thoughtfulness which went into the preparation of this document and feel that it expresses very succinctly in the first paragraph a problem of concern to all our faculty.

2. At the meeting on November 7, 1972 the group insisted that I reply before departing on the evening of November 8, 1972 for a two-day meeting in Washington. The following week I am scheduled for the entire week at the APHA meeting where commitments made months ago can not be broken. Therefore, my reply can not be as detailed as I would like and which your report deserves.

3. The report indicated, as Dr. Cassel suggested, three categories of problems. It is worthwhile to separate these out because the solutions are different and the time schedule for each solution will vary accordingly.

The categories include.

a. Insensitivity on the part of some faculty in terms of the effect of illustrative material they present has on the feelings of minority students. Implicit in this concern is the feeling that racism, either subtle or overt, is present in some of the faculty members.

b. Concerns about the quality of the curriculum. Specifically, some minority students have voiced concern over the currentness of data presented them to illustrate points in class. They have also questioned the incompleteness of references provided and felt that studies were being quoted out of context.

c. Concerns that some of the issues addressed in class are not necessarily those of highest priority to certain segments of our society, particularly the poor and minority students.

4. If these categories are a correct interpretation and include all the problems presented in your report, the solution requires agreement on certain general principles, an understanding and appreciation of some of the moderating influences under which academic institutions operate, and certain specific actions.

The general principles include.

- a. A recognition on the part of the School administration and faculty that there are legitimate student concerns and a commitment on the part of the administration and faculty to finding solutions. As Dean, I subscribe to the legitimacy of these concerns and am committed to help find solutions. One of my responsibilities, therefore, is to help increase the awareness of faculty of these concerns and using all means in the Dean's office to develop necessary commitment among faculty members.
- b. A recognition on the part of the students that solution of these three categories of problems is going to require both time and as much effort on their part as for faculty. Solutions can not be "provided" by faculty and "given" to students. Students will have to join with faculty and accept some share of responsibility in working jointly toward a solution.

The moderating influences are.

- a. The Dean has only limited power within the faculty in determining what shall be taught and how it shall be taught. He can, and certainly should, use all the influence he has to persuade, guide, and encourage changes where these are considered desirable. Under academic freedom, however, the method and styles of teaching are a responsibility of each faculty member and neither the Dean, nor the Department Chairman, can dictate to a faculty member how or what he shall teach.
 - b. The Dean and the faculty have only limited power in the recruitment of minority group faculty members and students. They can exert a lot of effort in such recruiting as they have done during the past two years and intend to do more in the future. They obviously can not find such Black faculty members or qualified doctoral students unless there are willing respondents. Any and all help which the minority students can render in this recruitment is not only welcome but a blessing as far as we are concerned.
5. Given agreement on these general principles and an understanding of the moderating influences, the specific actions I would recommend are as follows.

- a. As far as the insensitivity or implied racism is concerned, I believe there is little deliberate racism on the part of most of our faculty and certainly none among the three who met with your group. I would like the advice of your group as to the efficacy of sensitivity training programs from Black consultant firms for the faculty. Specifically, I would like representatives from the minority students to meet with Mr. Small and, perhaps Mr. John Hatch, to recommend names and firms to me for this purpose. We will then try to work with these firms to arrange such sensitivity training for those faculty willing to participate.
- b. The problem of curriculum defects in the first instance must be a responsibility of students to bring to the attention of the particular faculty member responsible. The students must be prepared to make explicit to the faculty member the specific nature of their concerns and objections. Should this not lead to any improvement, then this should be reported either to the Department Chairman or Dean.

November 8, 1972

One of your recommendations, viz. #7, is one which we as a faculty have urged upon the Student Union for several years. If I were to appoint a student review board, it would automatically be at a disadvantage in fulfilling its mission. As you know, Mr. Lee and other students in Biostatistics did this every year for BIOS courses plus some of the required courses in other departments. I urge you to make your feelings known to the Student Union on this particular recommendation.

c. The need to make our subject material more relevant to the concerns of the poor and minority groups will take more time. Here I would like to suggest a student-faculty committee to recommend to the Dean's Cabinet those topics in the form of seminars, course material, or whole new courses, that need consideration.

To implement solutions for this last problem, I will ask a committee of five faculty members to serve with Mr. Small, five members of the minority student group, and two white students appointed by the Student Union to examine these suggested programs to make recommendations to the Dean's Cabinet. I would suggest that the group select its own chairman.

By appointing a committee to study the best course of action here, I am not begging the issue. I will ask the committee to report to me by the first week that classes convene in January, 1973. I would like to request, therefore, that you appoint these five students and notify me and/or Mr. Small of their names.

cc: Dr. John Cassel
Dr. John Gentry
Mr. William Small
Mr. John Hatch

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

April 3, 1973

Ms. Bettie L. Nelson
President
Minority Student Group
School of Public Health
Chapel Hill, N. C.

Dear Ms. Nelson:

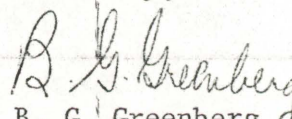
This refers to your letter to me dated April 3, 1973 which replied to my invitation of March 30, 1973 to meet with the Minority Student Group that the "Minority Student Group will not meet with you until such time that specific answers are given to problems that have been raised since November of 1972."

I am at a loss to understand the meaning of this letter. As far as I am aware, I have responded in detail to each problem and communication that has been addressed to me during the period indicated. Quite honestly, I am unable to respond to your concerns without an opportunity to meet face to face to elicit the specific problems to which you refer. My offer to meet with your group at a mutually convenient time holds and I hope you will make the necessary arrangements to meet at the earliest possible moment.

You have accused me and the department chairmen of being "inaccessible" and unresponsive to the Minority Student Group. I have made every attempt to be accessible to the Group, and I do not understand the accusation when my attempts to meet with the Student Group are rebuffed. In addition to my own personal accessibility, the Minority Student Group has been invited since October to send two representatives to attend each meeting of the Dean's Cabinet where I meet with all department heads. Two members of the Minority Student Group attended the first meeting on October 23rd. There have been 7 meetings of the Dean's Cabinet since that time and only on one occasion has one member of the Minority Student Group attended.

I remain willing and anxious to open up communication with the Minority Student Group in every way possible, and I hope you will agree to meet with me in an honest effort to cooperate in order to resolve any differences that exist.

Sincerely,


B. G. Greenberg
Dean

cc: Mr. William Small, Coordinator of Minority Affairs
School of Public Health Department Heads
Vice Chancellor Cecil G. Sheps

↙
Bettile L. Nelson
Department of Biostatistics
School of Public Health
University of North Carolina
Chapel Hill, North Carolina 27514

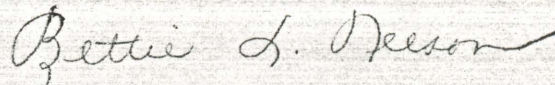
April 3, 1973

Dr. Bernard Greenberg, Dean
School of Public Health
University of North Carolina
Chapel Hill, North Carolina 27514

Dear Sir:

The Minority Student Group will not meet with you until such time
that specific answers are given to problems which have been raised since
November of 1972.

Sincerely,



Bettie L. Nelson
President, Minority Student Group

April 3, 1973

Mr. Samuel S. Taylor
Department of Health Administration
School of Public Health

Dear Mr. Taylor:

Enclosed is a copy of my correspondence with Miss Nelson regarding a proposed meeting with the Minority Student Group.

Inasmuch as you are not an officer of the Minority Student Group, I want to be sure that you know that you are welcome to join the group if they decide to accept my invitation to meet to discuss issues relating to minority students.

I sincerely hope that you will accept this invitation because on two previous occasions during the fall semester I tendered an invitation to you through Mr. Small to come to talk to me about minority problems. Unfortunately, you did not accept my invitation for a conference. I hope that you will accept this one.

Sincerely yours,

B. G. Greenberg
Dean

BGG/fwa
encl.

cc: Dr. Sagar C. Jain
Mr. William T. Small
Miss Bettie Nelson
Mr. Jerry Solon

April 3, 1973

Mr. Theodore R. Parrish
Department of Health Education
School of Public Health

Dear Mr. Parrish:

Enclosed is a copy of my correspondence with Miss Bettie Nelson regarding a proposed meeting with the Minority Student Group.

Inasmuch as you are not an officer of the Minority Student Group I want to be sure that you are informed that you are welcome to join with them in meeting with me to discuss issues relating to minority students.

I sincerely hope that you will accept this invitation.

Sincerely yours,

B. G. Greenberg
Dean

BGG/ewa
encl.

cc: Dr. Guy W. Steuart
Mr. William T. Small
Miss Bettie Nelson

MEMORANDUM

TO: Dr. B. G. Greenberg
Dean, School of Public Health

FROM: Frances W. Adams

DATE: March 30, 1973

SUBJECT: Minority Students who have requested appointments with you in the past six weeks.

To the best of my recollection in the past six weeks the only School of Public Health Black students who have asked to see you are Ms. Portia LaSonde and Ms. Eleanor Crocker.

On the morning of Monday, March 19, 1973 Ms. Portia LaSonde asked to see you. You will recall you were at the Research Triangle at NCHS-BIOS conference most of the morning and returned to the School about 3:30 p. m. to attend the Dean's Cabinet meeting which was already in progress, the meeting having started at 3:00 p. m. In answer to my question of her purpose in seeing you, Ms. LaSonde stated that she wished to inquire about the School's emergency loans. I explained to her your schedule for the day and suggested that she see Associate Dean Harper and to see his secretary, Mrs. Schnibben, about an appointment.

A few minutes later as Ms. LaSonde walked back through my office, I inquired if she had been successful in making the appointment with Dr. Harper. She replied that he was out of town until just in time for the Dean's Cabinet meeting as scheduled for 3:00 p.m. I then suggested to Ms. LaSonde that she see Assistant Dean Moorhead in the Fiscal Office. The next morning, March 20, 1973, I saw Ms. LaSonde in the hall outside of my office door with Mr. Small. Later in the morning I made an opportunity to inquire of Mr. Small if Ms. LaSonde's problem had been taken care of. He replied that he was handling it so I dismissed the matter from my mind.

You will recall that you had an appointment with Ms. Eleanor Crocker on Wednesday, February 28, 1973 at 5:30 p. m. in your office. These are, as indicated above, the only requests which I can recall.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL
27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

Memorandum

To: Students, Faculty and Staff
School of Public Health

From: William T. Small *William T. Small*
Director, Student-Alumni and Minority Affairs

Date: March 28, 1973

In order to clarify the record I would like to point out that the letter which appeared in the March 27 issue of The Chapel Hill Newspaper concerning certain complaints of the Minority Student Group in the School of Public Health was not prepared by me. The letter was prepared by representatives of the School of Public Health's Minority Student Group using my name and office as a mailing address.

cc: President William Friday
Chancellor N. Ferebee Taylor
Vice Chancellor Cecil G. Sheps

School of Public Health

Dean's Cabinet Meetings
Minority Student Representatives Attending

- Monday, Aug. 7, 1972	3:00 p. m.	None
- Monday, Aug. 28, 1972	3:00 p. m.	None
- Monday, Sept. 11, 1972	3:00 p. m.	None
- Monday, Oct. 2, 1972	3:00 p. m.	None
- Monday, Oct. 16, 1972	3:00 p. m.	None
- Monday, Oct. 23, 1972	3:00 p. m.	Ernest Brown (HADM) Eleanor Crocker (HADM)
- Monday, Nov. 20, 1972	3:00 p. m.	None
- Monday, Dec. 4, 1972	3:00 p. m.	None
- Monday, Jan. 15, 1973	3:00 p. m.	Portia LaSonde (PHNU)
- Monday, Feb. 5, 1973	3:00 p. m.	None
- Wednesday, Feb. 7, 1973	8:00 p. m.	None
Monday, Feb. 26, 1973	3:00 p. m.	None
Monday, Mar. 19, 1973	3:00 p. m.	None

School Public Health 20

Dean's Cabinet Meetings

Minority Student Representative ^{to the} ~~at~~ ⁴² ~~the~~ ^{ing}

Mon.	Aug. 7, 1972	3:00 pm	—
"	Aug. 28	"	—
"	Sept. 11	"	—
"	Oct. 2	"	—
"	Oct. 16	"	—
"	Oct. 23	"	Ernest Brown (HADM) Eleanor
"	Nov. 20	"	<u>Crocker (HADM)</u>
"	Dec. 4	"	—
"	Jan. 12, 1973	3:00 pm	Portia Labonde (PHN)
"	Feb. 5, 1973	3:00 pm	—
Wed	Feb. 7, 1973	8:00 pm	—
Mon.	Feb. 26, 1973	3:00 pm	—
Mon.	Mar. 19, 1973	3:00 pm	—

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

27514

April 17, 1973

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

MEMORANDUM TO: Minority Student Group

FROM: Dean, and Department Heads
School of Public Health

SUBJECT: The Concerns of the Minority Student Group as Expressed
in their Memorandum of February 2, 1972 (later corrected
to be 1973).

Russell G. Greenberg

The above memorandum was addressed from "The Minority Student Group" to "The Minority Advisory Committee." Therefore, although it was dated 2 February, it was not brought to the Dean's attention until April 4, 1973 when Ms. Bettie Nelson included a copy of the memorandum with her second refusal to meet with the Dean to discuss the concerns of the minority students.

Before discussing in detail each of the nine points of the memorandum, there are two matters needing clarification.

The first problem is agreement on the definition of a minority person. The Faculty Council decided on March 23, 1973 that minority groups include women, Blacks, American Indians, and those persons of Spanish-speaking origin. From the membership and officers of the Minority Student Group in the School of Public Health, it would also seem to include Chinese and perhaps other persons of Oriental origin. The Dixon Committee Resolution passed by the Faculty Council last fall defined Blacks as only those who are American Blacks and thereby excluded all Blacks of contemporary African origin.

There is no doubt that the primary concern facing us today arises from American-born Blacks so that this discussion will limit itself to the Dixon Committee definition of a Black.

Secondly, we feel that the concerns raised by the Blacks are genuinely perceived, sincerely expressed, and presented in good faith. As a faculty, we want to make it clear that we are willing to face these issues, to discuss and negotiate on them, and to provide solutions where we can. On some issues, we have made great strides and progress, on a few others we are just starting, and on one or two issues we believe that the demands are either unreasonable, or impossible to fulfill because of constraints imposed by the lack of funds or other limits outside of our control.

For instance, what do we mean by an unreasonable demand?

The Minority Advisory Committee sent a memorandum to Dean Greenberg on February 16, 1973 with a resolution urging that because of the Dixon Committee Resolution in the Faculty Council, "all hiring for faculty positions will be confined to Blacks" until there was at least one Black faculty member in each department. The Dean replied three days later that he could not abide by any such resolution because of its restrictive nature and that was not the intent of the Dixon Committee Resolution. Although the Dean was in accord with the Resolution, there might be occasions when qualified Black faculty members were not available or were not willing to accept employment at the salary levels established by the University.

Let's take the nine issues one by one.

1. Recruitment of Minority Students

The February 2 memorandum said that "the School of Public Health has committed itself to achieving 25% minority enrollment by 1975. If this numerical goal is to be achieved, then a viable, affirmative plan for recruitment must be developed and implemented."

The following table shows how much progress has been achieved during the previous fifteen months.

Note that the number of Black students more than doubled during the past year and the percentage enrolled increased from 4% to 10% of our total student body. The number of Black doctoral students is still too small and this is what we must concentrate on during the next few years.

The increase in enrollment was accomplished primarily through the establishment of a position in the School in which the incumbent's only responsibility, when he was appointed on November 15, 1971, was to increase the enrollment of Black students. That he has been successful in this regard no one will question because 16% of the 262 new admissions in 1972 were Black students.

The report of the Minority Student Group stated that the School had committed itself to achieve a minority enrollment of 25% by 1975. First of all, this is not exactly true. In a report dated October 29, 1971, two Black students (Mr. Roamless Hudson and Mr. T. B. Haynes) recommended that the School accept their proposed goal of "25% non-white enrollment by 1975-76 school year." The faculty did not adopt that goal although the Dean's Cabinet and Administrative Board did adopt a goal in the fall of 1971 to achieve 15% proportion of minority students to the whole student body for 1972, exclusive of international students. The faculty and administration did accept the recommendation in the report to appoint a full time position to recruit minority students. This is the position filled by Mr. Small.

STUDENTS IN SCHOOL OF PUBLIC HEALTH, UNC
BY RACE, DEPARTMENT, AND DEGREE
1971-1973

	1971-1972		1972 - 1973		
	Total enrolled	Blacks enrolled	Total enrolled	Blacks in master's program	Blacks in doctoral program
BIOS	56	1	59	6	0
ENVR	107	2	113	5	0
EPID	29	0	36	0	0
HADM	101	3	93	12	1
HEED	43	3	29	9	2
MENH	26	2	31	1	0
MHCH	20	0	21	6	0
NUTR	12	2	16	4	0
PALP	33	3	35	1	0
PHNU	41	4	47	4	0
TOTAL	468	20	480	48	3

The success of Mr. Small in achieving a 16% enrollment of Blacks in 1972 made the goal of 25% seem attainable at the time, and Mr. Small has retained that as his own goal. Unfortunately, however, several intervening factors have developed in the meantime, the most important of which is the elimination of federally supported student traineeships.

There is a very critical point in the February 2, 1973 report with which we certainly agree. Although 25% enrollment is not requested in each department, the report does make a valid point in that the heavy enrollment of Blacks in two or three departments does not compensate for the lag in the enrollment of Black students in other departments. Two departments which do not have any Black students this year are Epidemiology, and Parasitology and Laboratory Practice. The Department of Environmental Sciences and Engineering has only 5%. We agree that intensive recruitment is needed in these areas and we solicit your advice, suggestions, and actual help in the recruitment process. This can be done by making yourselves available to Mr. Small and the department heads involved.

Another possible device to increase minority student enrollment is one used by the Department of Biostatistics and Public Health Nursing. There are summer programs run in Chapel Hill by Mrs. Eva Clayton and Dr. Hector Farias in which Black college students are paid a stipend to study here during the summer months to interest them in the health sciences including public health. Two faculty members in Biostatistics gave up part of their vacation last summer to teach in this program and returned all their salaries to the program so that more stipends could be made available for students.

2. Admissions Criteria and Procedure

The February 2, 1973 report makes several points under this section.

(a) Admission of students without baccalaureate training.

The School of Public Health is a graduate school and in 1971 a request was made of the Dean of the Graduate School to waive the baccalaureate requirement in a few special instances. He agreed to do so if the Dean of the College of Arts and Sciences would certify that the student had the equivalent, by education and experience, of a bachelor's degree. The former Dean of the College of Arts and Sciences refused to do so.

When a new Dean of that College was appointed in 1972, Dean Greenberg made a special visit to Dean Gaskin in behalf of this request. Dean Gaskin did agree to make such certification upon submission of substantiating evidence and an interview with the candidate. The School has already been processing one such appointment and would have been doing a second had the department involved been more confident of the eventual success of the candidate. Thus, this concern about a baccalaureate degree is being resolved.

(b) The report requests that special cases where students have difficulty in filling out the application forms be referred to the Coordinator of Minority Affairs. This is a reasonable request and we assume that Mr. Small can add this to his other duties. We would also like more information about the nature of these difficulties.

(c) The report asserts that departments have quotas for minority students. This is completely untrue. Departments are assigned quotas by the Academic Program Committee for a total number of new admissions only. Any instance where a department is exercising a minority quota should be called to the attention of the Dean immediately for corrective action. In the past, some departments have informally put aside a few traineeships for minority students who may apply later than other students. No quotas in traineeships for any group can be established formally because it violates Federal laws regarding discrimination.

(d) The report implies that departments may be accepting a minority student and then withholding a traineeship award or fail to provide the student with knowledge about potential awards. Again, to our knowledge, this is not true because frequently we do not even know that a student is Black and it is self-defeating. Accepting a student fills one unit in the department's quota. If the student does not come because of lack of financial assistance the action would be essentially the wasting of one slot in the department's quota. Again, all Black students who are accepted are notified by the same letter and mailing enclosures as any other student. Moreover, the Minority Affairs Coordinator is notified about each Black student accepted and he usually writes about financial assistance. We would like to learn about specific cases on which this perception is based.

(e) Finally, the admission of more Black students into doctoral programs is one with which we are in accord. The problem is to find the candidates and your help and advice are solicited.

3. Retention

There are two points made regarding retention or success in the program once a student has been accepted.

(a) It was suggested that an academic support system be instituted to help students to adjust to the academic and social-psychological problems. All departments provide a faculty advisor for each student. Some departments have also employed a tutorial system whereby the departmental doctoral students helped on a gratis basis to tutor the master's degree students in need of help. Other devices used are to stretch out the one-year program to two years for those students who are likely to encounter academic difficulties. Basically, all of these come down to having a sympathetic faculty advisor and any student who feels neglected in this respect should consult with his department head.

(b) Wise and appropriate field placement is urged in the report. We agree, and believe that the problem is as complex for non-minority students as it is for minority students. Each department in the School that employs field training usually has a mechanism through which selection of an optimum field site for each student is selected. A poor choice reflects badly on the School, the student, and the agency. Most departments also hold a field training conference in the spring so that students can meet with field training counsellors to discuss the opportunities involved.

Another device being developed in the School is the Field Relations Unit in the Division of Community Health Service. This unit was created to facilitate the School's ability to relate to the needs of operating agencies when they accept our students for field training. At present, the position is unfunded but we have applied to three foundations for financial support to implement the program.

4. Employment

The University and the School can not promise any graduate a position upon completion of training. As the report correctly indicates, "Locating a job is the responsibility of the individual."

Despite this disclaimer, the School is frequently queried about its graduates and serves as a middle man in bringing employer and employee together. Some departments invite speakers from health agencies to present a seminar and to do recruiting on the spot. Most departments post all letters and telephone messages about employment prospects on their bulletin boards. Some departments even have a special board entitled "Employment Opportunities." All of these individual efforts are departmental because any request that comes to the attention of the Dean's Office is immediately relayed to the appropriate department.

Creating a central office for pooling information about jobs would not solve the problem even if the accusation were true (which we deny) that departments screen out better job opportunities for non-minority students. We would be very interested in learning the facts on which these charges are based.

5. Curriculum

The faculty has tried to "present its students as clear a picture of the realities of the client population's world regardless of how unpleasant that picture may be." Those are the words of the February 2 report yet when this has been done in class, the charge has been made that the instructors were perpetuating myths and supporting erroneous, unfounded beliefs.

We agree that the totality of the politically and economically disadvantaged peoples' milieu must be explored in studying age, ethnicity, sex or urban-rural differences and as far as we can determine this is the approach taken

by the faculty.

In this connection, a meeting was held with three instructors and the Minority Student Group on November 7, 1972 to discuss these issues and to react to your memorandum of November 6, 1972. Despite the fact that the Dean was leaving in two days for an extended trip, he replied on November 8, 1972 in a memorandum which has been ignored for the most part.

One of the suggestions made at the November 7, 1972 meeting was that the School bring a person or firm to Chapel Hill to engage in some kind of sensitivity training for those members of the faculty willing to participate to learn about the special problems in dealing with Black students. This was agreed to in the November 8 memorandum and advice was requested as to the names of such individuals. On November 9, 1972, the Dean was at a meeting with the Black psychiatrist, Dr. Price Cobbs, who indicated that he had conducted such courses and would be willing to come to Chapel Hill. The Dean telephoned Mr. Small to inquire whether Dr. Cobbs was acceptable for this purpose. The answer was a firm negative and that the minority students wanted to select their own representative. To date five months later, no names have been forthcoming.

Another item recommended in the November 8, 1972 memorandum was the creation of a Minority Advisory Committee to make recommendations about seminars, course material, or whole new courses that would make the curriculum more relevant to the concerns of the poor and minority groups. The Minority Advisory Committee was created and to date, the Dean has received resolutions from it about the recruitment of Black faculty and students but nothing with respect to the charge for which it was created about seminars, courses, and new curriculum material. The invitation to the Mayor of Newark, Mr. Kenneth Gibson, who came here on January 24, 1973, was a result of collaboration between the Dean and Mr. Small and did not originate from the Minority Advisory Committee.

6. Personnel

The hiring of Black faculty is a commitment of the School of Public Health in accord with the Dixon Committee Resolution. That Resolution stated that there should be at least one Black faculty member in each department. Unfortunately, President Nixon changed the prospects of accomplishing this in his January 29, 1973 budget message.

The School of Public Health is losing almost 2 million dollars in training funds, and well over 200 general purpose traineeships, special purpose traineeships, and research training fellowships. The School is reorganizing its departmental structure and has voted to abolish one department completely in order to make every economy possible.

Recruiting of faculty is at its lowest point in the history of the School. Despite this, there will still be an effort to recruit for those positions

where faculty have resigned, retired, or died and where a suitable replacement is not now available on the faculty. The Search Committee for a Head of the Department of Mental Health has been dismissed because that department is being terminated. Before this occurred, however, the Dean and Dr. Steuart were in continuous correspondence to be certain that several Black candidates were being considered. Copies of correspondence on this matter are available for those who wish to verify this.

The Search Committee for the Department of Public Health Nursing has been asked to slow down its activities so that an appointment will not have to be made before 1974. The Committee is still functioning, however, and a Black nurse, Lois Isler, has been appointed to the Search Committee. The Chairman of the Search Committee has the names of several possible Black candidates.

The only Search Committee proceeding as fast as possible is the one for Head of the Department of Environmental Sciences and Engineering. The Chairman, Dr. Grizzle, has investigated four Black nominations but has encountered an unwillingness by the best of them to declare himself a candidate. He will still pursue the matter with vigor, however, and any suggestions by any member of the Minority Student Group would be more than welcome.

In addition to these actions, the Dean and his staff approved on March 21, 1973 an affirmative action plan on Black faculty recruitment. This was to be presented to the Minority Advisory Committee by Mr. Small and its present status is unknown as of this moment.

Furthermore, each department head was notified by the Dean that any prospective faculty member invited to the School for an interview was to include a one-hour appointment of the candidate with Mr. Small.

What are the results of our efforts?

Before the Dixon Committee Resolution was even proposed, the Dean had asked Dr. William Darity to join the faculty. In view of his commitment at the University of Massachusetts and his own career plans, the most that could be arranged was for Dr. Darity to spend six months here in the Department of Health Education and head of the Technical Assistance Unit in the Division of Community Health Services.

Another Black faculty member has been hired to head up the Area Health Education Center in this same Division. He will hold his academic appointment as an Associate Professor in the Department of Health Education. His name can not be revealed until his appointment is approved by the Board of Trustees.

A third new Black faculty member has accepted employment as an Assistant Professor in the Department of Epidemiology. Again his name can not be

revealed until the appointment has been approved.

These have been the only real faculty appointments made since the Dixon Committee Resolution was passed. One appointment was actually announced in Biostatistics after the Resolution was passed by the Faculty Council but the final negotiations on that had started in the summer of 1972. The other faculty appointments since last fall have been of the joint appointment, Visiting Professorship type which are not covered by the Dixon Committee Resolution.

As a faculty, we feel the facts speak for themselves as to whether we have tried to comply in good faith with our goal.

Despite what we think is a good record under the trying financial circumstances, we agree that the School should try to recruit more doctoral candidates who can be trained as potential new faculty. Any help from the Minority Student Group will be appreciated by the department heads.

7. Research

There is a question raised whether the School's research around the globe is in direct conflict with the public health mission of trying to save lives. The reference in the February 2 report said, "projects geared towards the destruction of life."

The only such project we know about that fits this description is the Carolina Population Center project, joint with the Departments of Biostatistics and Epidemiology, to study the effects of prostaglandins as abortion agents.

We should like to point out that the U.S. Supreme Court ruled on January 22, 1973 that no state can pass a law prohibiting an abortion under three months gestation, and that certain restrictions can be placed only during the second and third trimesters. The right of a female to control her own reproductive organs was upheld and abortion is a matter between the woman and her physician.

We deny any allegation about the destruction of life.

8. The Minority Affairs Office

The report correctly states that this office was created on November 15, 1971 to address the need for minority recruitment. The success of Mr. Small was attested to earlier in that our 1972 admissions had one Black student for every six. Total enrollment included, incidentally, persons from 46 foreign countries and this creates the need for the School to have special committees to concern themselves about the problems of international students as well. They constitute still another minority group.

Mr. Small achieved this outstanding performance by visiting about 20 institutions in North Carolina and four colleges out of the state for the 1972 enrollment--some of the visits being repeat visits. He was accompanied by faculty on three-fourths of these visits. He was also accompanied by students from last year's class.

When the present Dean assumed office, the 16% enrollment figure suggested that with a success rate like that, Mr. Small would soon succeed in working himself out of a job because the process of recruitment is cumulative. To guarantee him a permanent position in our School, we decided to broaden his responsibilities as Director of Student, Alumni, and Minority Affairs. The sequence of the words had nothing to do with his new functions.

During the past year, Mr. Small has been flooded with problems of trying to meet the needs of the currently enrolled minority students. As a result, he is spending this year only 25% of his time on recruitment, 50% on minority affairs other than recruitment, and the remaining 25% on administration and general student and alumni matters.

Owing to the special needs of new and potential Black students, he has worked closely with the Dean in contacting dozens of foundations for special grants to help Black students and to recruit Black faculty. He, Dr. Darity, and the Dean have been planning for some time to approach the Black legislators in the North Carolina General Assembly to try for special traineeship funds for Black students in public health.

Mr. Small has also made himself available to all department heads to help in finding qualified Black faculty members.

There is, finally, in the February 2 report the statement that "there is no need for a minority office, if that office is not allowed to do the job for which it was created."

Frankly, we are perplexed by the meaning of this statement other than the possible misperception by others that Mr. Small was spending more time on non-minority affairs than on minority affairs.

9. Policy and Finance

The report asks for detailed information about the present and potential sources of funds for the School, effects of cutbacks, funding stipulations, and so on.

To go into the details of this maze of figures would take weeks and still be confusing to most persons. There are 71 different research training grants and contracts in the School. Each has its own problems, stipulations, fellowship and assistantship funds, and so on.

An open meeting of the students, staff, and faculty was held in February, 1973 to explain the general framework of the funding operation. Of the 3.8 million dollars in our training budget, about 1.4 million is for faculty from the state budget, and 0.4 million is for non-faculty expenses. These state amounts are based on the number of full-time equivalent students that were estimated two or three years ago as likely to be here in 1972-73. The remaining 2.0 million dollars comes from federal training grants most of which we will automatically lose on June 30, 1973. We have a 3.9 million dollar research budget which is about 4/5 Federal in origin.

The largest share of the loss to the School in training funds comes from Section 309c of the Public Health Service Act, and is known as the Hill-Rhodes formula grant. It amounts to more than one-half million dollars a year for training purposes with practically no restrictions. The funds for support of traineeships being hit the worst comes from Section 306 of the same Act.

The Dean and one or two department heads have been spending between 30-50 hours a week since January 29, 1973 trying to salvage Sections 306, 309a, and 309c. We have personally visited the offices of several Congressmen and Senators, and written many times to every Congressman and Senator in the Southeast, and traveled all over the country to contact persons in order to reinstate the training funds. The prospects are practically nil because the President has vetoed all budgetary measures not in accord with his megaplan and Congress has not been able to override a single veto yet.

Despite the poor chances of getting Federal funds, we can not afford to pass up any opportunity to improve these chances. The Dean was out of town during the week of the newspaper crisis because he was testifying before the Interstate and Foreign Commerce Committee on H.R.5608 to extend for one year Sections 306 and 309 of the Public Health Service Act.

I should like to close this presentation by reading a few sentences from his testimony on March 28, 1973.

"Another reason (why we oppose the Administration's proposed loan program for students) is that if the traineeship program were to be allowed to terminate, the groups that would be most affected by it would be the disadvantaged and the poor...The groups hurt most would be the American Indians, Blacks, and Chicanos. These we can not afford to lose because we need them in the schools of public health."

cc: Vice Chancellor Cecil G. Sheps

BGG:fs

Memorandum

To: Dr. B. G. Greenberg, Dean
From: Minorities Advisory Committee
Date: April 26, 1973
Re: Retention of Minority Students

The Minorities Advisory Committee recommends steps be taken to increase the likelihood that Minority Students will complete their programs at the School with least difficulty and most satisfaction. Underlying the specific recommendations is the understanding that two factors are of utmost importance to developing the right general atmosphere for high retention. One is that students know at any time where they stand with their studies, from the time they are accepted to the time they finish, e.g., which courses are required and which are optional, and, where necessary, what special work they need to do to achieve the required levels of competence. The second factor with pervasive influence is the actual contacts in the School upon arrival and during the first week or two. The quality of these contacts sets the year off to a self-reinforcing positive or negative tone.

The specific recommendations are:

1. The information going out to a student at the time of acceptance to the School should specify -
 - a. any areas in which he/she may need additional preparatory work;
 - b. what provision there is for this at UNC, e.g., Summer Program, courses after he/she arrives, tutoring;
 - c. which courses are required and which optional and any provisions for gaining exemption from courses because of earlier acquired competence.
2. The orientation, both information and personal acquaintance, is important.
 - a. While the updating of "Facts and Fancy" and other publications for distribution is welcome, even more important may be clarity about who can be contacted for what at any time. The Minority Office is a strategic resource to settle many kinds of questions and to channel enquirers to more specialized resources. Time planning for that office needs to allow for extra pressures early in the year (and at mid-term, see No. 3 below).

b. The Small Group Workshops held this year at the beginning of PubH 100 have greatly facilitated lasting personal acquaintance among students, and particularly between students in different Departments, and should be continued.

c. The time and attention of student advisors and tutorial services are needed most in the early weeks - and understandably difficult to provide fully just then. We urge that all Departments be asked to plan concretely how to manage this dilemma so that Minorities Students have ready access to these services particularly at that time.

3. The time of mid-semester examinations is another time when advisory services are in great demand, particularly in the Fall. Two needs are to be met:

a. Students need to know for certain where they stand, then what prospects they have to do well in each course; and if they are deficient, how to make up for what they lack. Instructors provide this information in different ways; it is important that it reach the student's advisor quickly and exactly, so timely action can be taken.

b. The second need is for reassurance and support of a kind that the Coordinator for Minority Affairs has been able to give. We urge that his function at this time be acknowledged, and he be provided with the resources to carry this out as a central function of his office.

4. Field placements for Minorities Students are a fourth occasion for extra care. The preferences individual students may have for work in particular agencies, etc., deserve sympathetic consideration for many reasons. We recommend that all Departments invite their Minorities Students to take an active part in developing their field placements.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL
27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

MEMORANDUM

TO: Dr. Cecil G. Sheps
Vice Chancellor, Health Sciences

FROM: B. G. Greenberg, Dean, School of Public Health, and
William T. Small, Director, Student-Minority Affairs

DATE: June 4, 1973

SUBJECT: Current Status of Minorities in School of Public Health

B. G. Greenberg
William T. Small

The purpose of this memorandum is to document the decisions that were made at the April 17, 1973 meeting of the Dean, Department Heads and members of the Minority Student Group of the School of Public Health, and to describe events and actions since that meeting.

A. April 17, 1973 meeting

After this meeting, Dean Greenberg invited Miss Bettie Nelson on April 19, 1973 to meet with him so that they could issue a joint statement to the Chancellor and Vice Chancellor regarding the decisions made at this meeting. A draft was prepared on April 24, 1973 and submitted to Miss Nelson for approval.

In a memo to Dean Greenberg, dated April 26, 1973, Miss Bettie Nelson, past president of the Minority Student Group, raised objections to two of the items and also stated that "no commitment was made on behalf of the Minority Student Group in regards to recruitment visits and that paragraph 8 of the Summary of Decisions memo should be deleted." In response to Miss Nelson's memo, Dean Greenberg wrote a letter dated April 30, 1973 which replied in part that "by asking to delete completely paragraph 8, it implies that the Minority Student Group does not wish to help Mr. Small in these visits. Please note that the commitment was modified by the phrase as possible meaning that we know that students are not always available to make visits. We did not establish any quota of visits required by anyone. But, as you know, if we are to recruit more Black students, we need the active collaboration and help of our present Black students." The Dean concluded by stating that "the Minority Student Group defeats its own stated goal if it does not offer to help in this regard." (Copies of all correspondence are herewith enclosed.)

Miss Nelson has not replied to the Dean's letter and has recently graduated from the School. In light of this, the Dean's Office has requested responses to the extent of minority student involvement in recruiting from Mr. Ron McLean, the newly elected president of the Minority Student Group, and also from Mr. Ted Parrish, former chairman of the Minority Advisory Committee.

B. Events and actions since April 17, 1973 meeting

One of the most recent duties undertaken by the Director of Student-Minority Affairs has been that of monitoring the status of admission of new students into the School according to race and sex. The first report which reflects the number of admissions up to May 11, 1973 has been released to members of the Dean's Cabinet and to the Minority Student Group. Our plans are to continue to maintain this report on a monthly basis.

In November, 1972, the Dean appointed an ad hoc committee of five faculty, five minority students and two Student Union representatives to recommend proposals for solving the problems about racial issues in course work and allied issues which had been voiced by the minority students and to report recommendations directly to the Dean. This committee, which was called the Minority Advisory Committee (MAC), over the few months that it functioned, did in fact accomplish what it was set up to do. It was at this point that the Dean felt that in order to avoid duplication of efforts, there should be consolidation between the MAC and the older Minorities Relations Committee (MRC) with the end product being a new Standing Committee of the School, hereafter to be known as the Minority Relations Committee (MRC). This committee will be composed of ten (10) departmental representatives, six (6) minority students, two (2) representatives from the Student Union, a chairman, Mr. Small, and the SPH representative on the University Committee on the Disadvantaged as ex-officio voting members. The plan has been presented to the Minority Student Group and no objection has so far been raised.

The charge of this committee is as follows:

1. to assist in recruiting minority faculty
2. to assist in recruiting minority students
3. to assist in improving the curriculum to meet the need
-of minority groups
4. to assist in dealing with concerns and issues relevant
to minority problems

In order to facilitate the matriculation of minority students into the School, the Dean and members of his staff feel very strongly that a special orientation program for incoming minority students at the beginning of the 1973-74 academic year is of highest priority. This idea has the blessings of the Minority Student Group and plans are being made to structure and to implement such a program.

The Dean's Office has provided the Minority Student Group with the names of key Congressmen and Senators as described in item #4 of the April 24, 1973 draft. The Minority Student group has also been meeting with Department Heads regarding the employment of Black faculty and allied problems as discussed in item #5 of the same document.

Encl.

RECEIVED

DEC 12 1973

MEMORANDUM

OFFICE OF THE DEAN
SCH. OF PUBLIC HEALTH

TO: *President of the Consolidated University of North Carolina*
Vice-Chancellor, Health Affairs
Chancellor's Committee on the Status of Minorities and the Disadvantaged
Minority Relations Committee, School of Public Health
Dean, School of Public Health
Coordinator of Minority Affairs, School of Public Health
Dean's Cabinet School of Public Health

Editor, "Black Ink", UNC

Editor, "Daily Tarheel", UNC

FROM: *Black Student Caucus, School of Public Health*

SUBJECT: *Concerns of Black Students in the School of Public Health*

DATE: *December 7, 1973*

A. The policies and practices governing the majority of courses, as well as the entire academic curriculum of the School of Public Health are racist and discriminatory. Mechanisms for correcting these issues have either not been developed, or have been developed but made inoperative. In spite of repeated request for solutions, we are offered token responses. The majority of requests are not responded to at all or a committee with no authority or power is appointed to serve as panacea. We are taught statistics, therefore when we are told to be happy for there has been a 100% increase in Black faculty over the past year, we know automatically this means that only two Blacks have received appointments and perhaps at the lowest level and grade, during that year.

Non-Black faculty and administrators have yet to realize the cultural,

socio-behavioral and economic distinctions between Blacks and Whites. A constant attempt is made to perpetuate the myth that, by nature of our continued presence, in the school, as opposed to dropping out, we must desire becoming as Whites, therefore unless we think, matriculate and behave as Whites do, we are ostracized from a meaningful academic experience.

- B. The School of Public Health is primarily a training institution for Public Health professionals. The statistical data which is used to support and continue the school's existence is based on the problems and needs of people within the lowest economic bracket. The magnitude and intensity of disease and health problems are highest among this income group which is composed of Blacks and other racial and income-minorities. This segment of the population consumes a very small portion of health care resources in this country. It is therefore logical and necessary that all energies and resources at the School of Public Health be aimed at developing the type of curriculum and programs which will enable Blacks and other ethnic minorities to adequately deal with the health and health-related problems and needs from a Black perspective. It is presumptuous to think that such a task could be adequately accomplished by non-Blacks. Courses that are taught are racially, culturally and socially biased, in keeping with the principles of a white-ruled society. If the health problems such as infant mortality, hypertension, malnutrition, diabetes, home accidents, mental health, etc., which have a much higher occurrence among Blacks and other minorities than among Whites, are to be remedied and solved, A number of courses based on the Black experience, as

opposed to the White experience, in the School of Public Health, must be developed and implemented immediately. All available and obtainable resources must be applied with expediency and haste.

C. No longer will Black students sit idle or content with the problems which inhibit our academic fruition being ignored and hung up in committees with no visible action on any level. No longer can token, piecemeal responses be accepted for less than absolute resolution of these problems.

Academic relevancy is, as a minimum, a function of the following factors:

1. New curriculum development, based and defined in accordance with the needs, interest and learning styles of Black People and integrated into the total academic system so that non-Blacks might benefit.
2. Curriculum and academics planned, conducted and evaluated by Black health professionals which give Black students the opportunity to be of technical assistance, with access to university resources, to the Black community, both during and after their tenure with the School of Public Health.

A tremendous burden is placed on the Black student, when continuously asked by the Administration of the School of Public Health to statistically support and legitimize the problems we declare. Black students are compelled to function academically and meet school requirements in spite of the absence of generic opportunities and services. Firstly, statistical information is not available to us for this purpose. Secondly, students do not have ample time to engage in collection and refinement of this information due to the struggle we continuously have in succeeding in non-Black oriented institution.

The issues we raise at this time, have been constantly brought before everyone who could perhaps "do something" about them in the School of Public Health.

Trust and faith cannot continue to be the response to our request and needs.

We therefore submit the following recommendations:

1. All courses taught at the School of Public Health be made relevant and inclusive of the positive learning styles and cultural values of Black People.
2. Development, provision and maintenance of programs and courses which teach techniques that will enable Black students to be of technical assistance to the Black communities of North Carolina which face extreme health and health related problems.
3. Black students should be made aware of the significance of future forms of health care delivery and be given top priority for participation in the research and development of health maintenance organizations now being carried out in the School of Public Health.
4. Black students should be trained for new job categories in Public Health that will give them direct access to health resources which they can influence and direct towards the Black community.
5. The School of Public Health should take a leadership role in support of the accreditation of Neighborhood Health Workers. An Associate Degree program should be provided for this health profession.
6. Development, provision and maintenance of courses taught by Black faculty related to the planning, programming and evaluation of health programs specifically designed for the Black community.
7. Development, provision and maintenance of courses to be taught by Black faculty which analyze the effect and consequences of Public Health agencies and services in the Black community.

8. Hiring of an adequate number of Black faculty in each department with whom Black students can confide in, trust and conveniently rely on for academic and social guidance.
9. Maintaining annual enrollment of Black students in each department of the school equal to the proportion of Blacks in the State of North Carolina.
10. A clearinghouse procedure for review and comment by Black faculty, the Coordinator of Minority Affairs and Black students on all research and grant proposals from each department, the administration and affiliated programs of the School of Public Health.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

MEMORANDUM

TO: Black Students, School of Public Health

FROM: B. G. Greenberg
Dean, School of Public Health *B. G. Greenberg*

DATE: December 13, 1973

SUBJECT: Concerns of Black Students in School of Public Health

The enclosed, unsigned memorandum of December 7, 1973 was received by me on December 12, 1973. I assume that you have seen the contents because the memorandum was sent in your behalf but an extra copy is herewith enclosed for your convenience and ready reference.

The memorandum specifies concerns expressed by Black students regarding the curriculum of the School as well as the admissions policy, employment practices, and the nature of the research conducted therein. In order to help me and the department heads more fully understand the nature of these complaints and to seek your help and advice in resolving these issues, I am making a personal invitation to each Black student to meet with us as soon as possible.

In view of the current examination schedule and the departure from Chapel Hill of many students, the earliest feasible date for full attendance is the first day of classes on Wednesday, January 9, 1974 at 4:00 p.m. We plan to meet in the Auditorium of the School.

In addition to staff from the Dean's Office and department heads of the School, I have issued a special invitation to Dr. Lyle Jones, Dean of the Graduate School, to attend this open meeting. I feel it is important that the Graduate School be represented because of the admissions requirements as well as the academic nature of several of the concerns.

I have also invited Dr. Rolf Lynton, Chairman of the Minority Relations Committee, to attend because that committee has been asked to advise me on implementing the Affirmative Action Plan of the University.

I hope that all Black students and faculty in the School will try to attend this meeting -- Wednesday, January 9, 1974, at 4:00 p. m. in the School Auditorium.

Encl.

cc: Vice Chancellor Cecil G. Sheps
Vice Chancellor Lyle V. Jones, Dean of the Graduate School
Dean's Cabinet, School of Public Health
Dr. Rolf Lynton, Chairman, Minority Relations Committee
Mr. William Small

RECEIVED

DEC 12 1973

MEMORANDUM

OFFICE OF THE DEAN
SCH. OF PUBLIC HEALTH

TO: President of the Consolidated University of North Carolina
Vice-Chancellor, Health Affairs
Chancellor's Committee on the States of Minorities and the Disadvantaged
Minority Relations Committee, School of Public Health
Dean, School of Public Health
Coordinator of Minority Affairs, School of Public Health
Dean's Cabinet School of Public Health

Editor, "Black Ink", UNC

Editor, "Daily Tarheel", UNC

FROM: Black Student Caucus, School of Public Health

SUBJECT: Concerns of Black Students in the School of Public Health

DATE: December 7, 1973

A. The policies and practices governing the majority of courses, as well as the entire academic curriculum of the School of Public Health are racist and discriminatory. Mechanisms for correcting these issues have either not been developed, or have been developed but made inoperative. In spite of repeated request for solutions, we are offered token responses. The majority of requests are not responded to at all or a committee with no authority or power is appointed to serve as panacea. We are taught statistics, therefore when we are told to be happy for there has been a 100% increase in Black faculty over the past year, we know automatically this means that only two Blacks have received appointments and perhaps at the lowest level and grade, during that year.

Non-Black faculty and administrators have yet to realize the cultural,

socio-behavioral and economic distinctions between Blacks and Whites. A constant attempt is made to perpetuate the myth that, by nature of our continued presence, in the school, as opposed to dropping out, we must desire becoming as Whites, therefore unless we think, matriculate and behave as Whites do, we are ostracized from a meaningful academic experience.

B. The School of Public Health is primarily a training institution for Public Health professionals. The statistical data which is used to support and continue the school's existence is based on the problems and needs of people within the lowest economic bracket. The magnitude and intensity of disease and health problems are highest among this income group which is composed of Blacks and other racial and income-minorities. This segment of the population consumes a very small portion of health care resources in this country. It is therefore logical and necessary that all energies and resources at the School of Public Health be aimed at developing the type of curriculum and programs which will enable Blacks and other ethnic minorities to adequately deal with the health and health-related problems and needs from a Black perspective. It is presumptuous to think that such a task could be adequately accomplished by non-Blacks. Courses that are taught are racially, culturally and socially biased, in keeping with the principles of a white-ruled society. If the health problems such as infant mortality, hypertension, malnutrition, diabetes, home accidents, mental health, etc., which have a much higher occurrence among Blacks and other minorities than among Whites, are to be remedied and solved, A number of courses based on the Black experience, as

opposed to the White experience, in the School of Public Health, must be developed and implemented immediately. All available and obtainable resources must be applied with expediency and haste.

C. No longer will Black students sit idle or content with the problems which inhibit our academic fruition being ignored and hung up in committees with no visible action on any level. No longer can token, piecemeal responses be accepted for less than absolute resolution of these problems.

Academic relevancy is, as a minimum, a function of the following factors:

1. New curriculum development, based and defined in accordance with the needs, interest and learning styles of Black People and integrated into the total academic system so that non-Blacks might benefit.
2. Curriculum and academics planned, conducted and evaluated by Black health professionals which give Black students the opportunity to be of technical assistance, with access to university resources, to the Black community, both during and after their tenure with the School of Public Health.

A tremendous burden is placed on the Black student, when continuously asked by the Administration of the School of Public Health to statistically support and legitimize the problems we declare. Black students are compelled to function academically and meet school requirements in spite of the absence of generic opportunities and services. Firstly, statistical information is not available to us for this purpose. Secondly, students do not have ample time to engage in collection and refinement of this information due to the struggle we continuously have in succeeding in non-Black oriented institution.

The issues we raise at this time, have been constantly brought before everyone who could perhaps "do something" about them in the School of Public Health.

Trust and faith cannot continue to be the response to our request and needs.

We therefore submit the following recommendations:

1. All courses taught at the School of Public Health be made relevant and inclusive of the positive learning styles and cultural values of Black People.
2. Development, provision and maintenance of programs and courses which teach techniques that will enable Black students to be of technical assistance to the Black communities of North Carolina which face extreme health and health related problems.
3. Black students should be made aware of the significance of future forms of health care delivery and be given top priority for participation in the research and development of health maintenance organizations now being carried out in the School of Public Health.
4. Black students should be trained for new job categories in Public Health that will give them direct access to health resources which they can influence and direct towards the Black community.
5. The School of Public Health should take a leadership role in support of the accreditation of Neighborhood Health Workers. An Associate Degree program should be provided for this health profession.
6. Development, provision and maintenance of courses taught by Black faculty related to the planning, programming and evaluation of health programs specifically designed for the Black community.
7. Development, provision and maintenance of courses to be taught by Black faculty which analyze the effect and consequences of Public Health agencies and services in the Black community.

8. *Hiring of an adequate number of Black faculty in each department with whom Black students can confide in, trust and conveniently rely on for academic and social guidance.*
9. *Maintaining annual enrollment of Black students in each department of the school equal to the proportion of Blacks in the State of North Carolina.*
10. *A clearinghouse procedure for review and comment by Black faculty, the Coordinator of Minority Affairs and Black students on all research and grant proposals from each department, the administration and affiliated programs of the School of Public Health.*

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL
27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

RECEIVED TELEPHONE
AREA 919, 966-1113

JAN 15 1974

Memorandum

OFFICE OF THE DEAN
SCH. OF PUBLIC HEALTH

TO: Dean Greenberg, Bill Small
FROM: Robert Kelley, President, Minority Student Group
DATE: January 14, 1974
SUBJECT: Elected Officers, Minority Student Group

Below is a list of new officers elected to serve in behalf of the Minority Student Group:

PRESIDENT-Mr. Robert Kelley, Department of Health Administration
Address: 1340 Ephesus Church Road
Apt. 8
Chapel Hill, North Carolina
942-5249

VICE-PRESIDENT-Mrs. Phyllis Gunn, Department of Health Administration

SECRETARY-Estelia Jackson, Department of Health Administration

PARLIAMENTARIAN-Mr. Garland Walker, Department of Health Administration

TREASURY-Evelyn Glass, Department of Biostatistics

All official communication and correspondence should be through Mr. Kelley, President, Department of Health Administration.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 986-1113

January 15, 1974

Mr. Robert Kelley, President
Minority Student Group
School of Public Health

Dear Mr. Kelley:

Thank you for the encouraging note of January 14, 1974. I am also pleased that you have been selected by the Black students to be their leader and that you agreed to accept the assignment and challenge.

I think the Dean's Cabinet action on January 14, 1974 regarding evaluation of courses and a plan for development of Black faculty is a step in the right direction. I also agree most wholeheartedly with the third paragraph in your memorandum about further cooperation to continue this progress.

As you may know, Mr. Small, Dean Moorhead and I had urged your predecessor to have regular meetings with us to plan how to improve the situation, not only to meet the concerns of Black students but how to be of greater service to the disadvantaged citizens of North Carolina. Unfortunately, Mr. McLean did not wish to use this opportunity to keep open the lines of communication and cooperation.

Although I am reluctant to impose upon your time commitments, I feel a weekly meeting of an hour or so would be most helpful to us, and I hope to the Minority Student Group as well, in planning programs to benefit all students, Black students, and as I said, the citizens of this state.

If you are willing to meet with us, I suggest that you contact Mr. Small about arranging a mutually convenient time. My office would probably be the most practical place to meet. Also, you are encouraged to bring one or two other officers of the Minority Student Group with you to these weekly conferences.

I do hope you will accept this invitation.

Sincerely,

B. G. Greenberg
Dean

BGG/fwa
cc: Mr. William Small
Vice Chancellor Cecil G. Sheps
Vice Chancellor Lyle V. Jones

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

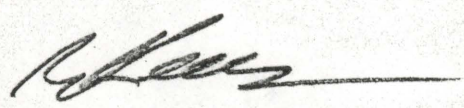
27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919. 966-1113

Memorandum

TO: Dr. Greenberg, Dean's Cabinet
Dr. Cecil Sheps, Vice-Chancellor
Dr. Lyle Jones, Graduate Division

FROM: Robert Kelley, President, Minority Student Group 

DATE: January 14, 1974

SUBJECT: Meeting With Minority Student Group, Dean Greenberg, and Faculty

The spirit of cooperation which manifested itself in recent meetings has been helpful.

We wish to express our sincere recognition of your staff and faculty's cooperative response to our concerns.

The cooperation that brought us together must be followed by a continuing effort to mesh our individual roles in a commonality of services that will benefit all mankind.

Appreciation is herewith being expressed on behalf of the Minority Students' Group.

cc: Bill Small

M E M O R A N D U M

TO: Dean's Cabinet
Officers of the Minority Student Group

FROM: B. G. Greenberg
Dean, School of Public Health *BGG/RBW*

DATE: January 28, 1974

SUBJECT: Minority Student Group Meeting.

I am attaching copies of the minutes of the meeting between the Dean's Cabinet and the Minority Student Group, January 9 and 10, 1974.

BGG/bce
Attachment

MINUTES
Meeting of Dean
Dean's Cabinet and Minority Student Group
School of Public Health
Wednesday and Thursday
January 9 and 10, 1974

BACKGROUND

On January 9, and 10, Dean Greenberg and other interested parties including Dr. Lyle Jones, Dean of Graduate School, Dr. Blyden Jackson, Associate Dean of Graduate School, Chairmen of Department's, etc. met with members of the Minority Student Group.

Dr. Greenberg chaired the meeting on January 9, 1974 and began by formally introducing the Dean and Associate Dean of the Graduate School.

He also informed the meeting that on January 8, 1974 he and Mr. Moorhead had met with representatives of the Minority Students Group and Black Faculty of the School of Public Health to formally set an agenda.

AGENDA

1. Student Recruitment
 - A. Admissions Policies
 - B. Financial Assistance
2. Faculty Recruitment
 - A. Development Plan
 - B. Hiring of currently qualified faculty
3. Curriculum
 - A. Evaluation of Courses
 - B. Consideration of new Courses
4. Research - Human Subjects Review Committee
5. Grievance Procedure

1. Student Recruitment

Dean Greenberg gave history of Black student enrollment in School of Public Health and presented Table below. He suggested that the employment of Mr. William Small and associated positive actions were responsible for the substantial increase between 1970-71 and 1972-73. That no significant increase occurred this past year was probably due largely to the uncertainties of Federal government support for Traineeships.

<u>Academic year</u>	<u>Percent of Black students in SPH</u>
1970-71	1%
1971-72	4%
1972-73	10%
1973-74	11% (vs 5% in Univ. Of N.C. and 5% in Grad. School.)

Future plans for recruitment of Black students call for a goal of 17% minimum. This is based on a formula that attempts to bring enrollment of Black students in line with the per cent Blacks represent of the two principal population sources from which the student body generally derives.

- a. 1/3 of students in SPH are from N. C.
- b. 30% of N. C. population is Black, therefore $(1/3) \times (.30) =$ representation from N. C.
- c. 2/3 of students in SPH are from remainder (non N.C.) of U. S. population.
- d. 11% of U. S. population is Black, therefore $(2/3) \times (.11) =$ U. S. representation.
- e. Therefore $(1/3) (.30) + (2/3) (.11) = \underline{17\%} *$ (See last page)

Above excludes foreign students.

Other recruitment issues include under-representation in certain departments, such as PALP, BIOS, and ENVR. Special efforts are being made to recruit applicants for these areas, while continuing efforts for other departments.

- A. Admission Policies - The question was raised of whether admission requirements and/or standards were lowered to achieve the 11% Black student enrollment. Dean Greenberg indicated that in some cases a change of standard was effected, but never a lowering. The comment was made and accepted that the action referred to was not a change in policy after all, as it had been previously done for a white student. The Dean indicated that he believed a matter of greater importance was whether standards for graduation had to be lowered and they had not been lowered in anyway.
- B. Financial Assistance - Source and kind of financial assistance for students was explored. A determination of the per cent of the total student body receiving Federal traineeships in 1973-74 was requested. Mr. Moorhead indicated the number to be approximately twenty-five (25) per cent. Other sources of support were also questioned. These come from service appointments, research assistantships, other government funds and private sources. The question of whether foreign students receive financial aid was raised. They may only receive research assistantships, as they are not eligible for traineeships unless they have been admitted for permanent residency.

2. Faculty Recruitment

Dean Greenberg gave some background on the subject. Presently there are 135 full-time faculty in SPH. Although the Dixon Committee resolution was passed in fall 1972 and stated that each department should hire at least one Black faculty member in 1972-73, the goal was never fully realized. Funding cutbacks severely reduced the general hiring level throughout the University. Nevertheless, SPH did hire 3 Black faculty in 1973. The University also instituted an Affirmative Action Plan for the hiring of minorities, in September 1973, and that has essentially replaced the Dixon resolution.

The three faculty are Howard Barnhill, Sherman James and Elizabeth Tisdale. Mr. Kelley expressed dissatisfaction that except for Dr. James, these are not full

time teaching faculty, but are primarily involved with other duties such as AHEC and field placement. Dr. Grizzle observed that this condition was standard procedure for most faculty and that by this definition only one member of his department would be considered full-time teaching faculty. The balance all have a variety of duties (research and service) in addition to teaching.

- A. Development Plan - Mr. Kelley requested a proposal to develop, train, and hire additional Black faculty. Dean Greenberg suggested the following action pending approval by the Dean's Cabinet. Department Heads submit to him a plan indicating means for developing potential faculty. Within 2-4 weeks, each Department submit to the Dean a plan to rectify the present situation of lack of Black faculty. Dr. Barnhill commented that HEW is going to request such a write-up anyway so we might as well be prepared. They (HEW) say that present methods are not working.

3. Curriculum

A. Evaluation of courses

Dean Greenberg stated that a need exists to evaluate more effectively on-going courses from the standpoint of content and presentation. This is presently being done for some courses, but needs to be broader and the evaluation instrument needs to be made more relevant. He requested Departments to redesign the evaluation instrument and suggested including student representation from the Minority Student Group in committees charged with this task. Consider also leaving space on instrument for questions of fairness, bias or pre-conceived notions of Black populations. This might be in the form of an open-ended question.

A procedure for students to monitor courses on an on-going basis, that changes may be made concurrently and that a commitment be made to react to the evaluation was requested by Dr. Lynton.

B. Consideration of new courses

It was suggested that the possibility of adding courses directed to minority concerns to the curriculum be explored. Dr. Lynton suggested that a department should free up student time to work on curriculum development.

Concern was expressed about the input to these courses in terms of subject matter related to the poor, the problems of health of the blacks and concerns of health services for the blacks. The Minority Students' Group notes that it is mandatory to bring in "outsiders" to implement these evaluative efforts, and that attention be given to recruiting students to work on such evaluative endeavors; that they be provided with the resources necessary to perform these tasks in a professional manner. It was suggested as appropriate to provide students with proper recognition for their time and effort and to provide course credit for the work and consultation that they provide.

The meeting adjourned at this point.

10 January 1974

The continuation meeting was convened by Dean Greenberg. He reviewed the happenings of the previous days meeting including the proposed charge to prepare and deliver to the Dean's Office a faculty development plan to train individuals for employment here or elsewhere. This faculty development plan is to represent a coordinated program of recruitment of students and an explicit educational effort to

increase the available supply of black professionals so that several years from now it will be impossible once more to repeat that recruitment efforts have been unsuccessful due to an absence of a pool of available faculty members. This faculty development plan is to be generated within the next four weeks. The faculty development plan is to focus primarily on the Ph.D. training programs but will also utilize the research associate pool.

4. Research - Human Subjects Review Committee

The Dean directed attention to Item 10 of the memorandum of December 7: "A clearing house procedure for review and comment by Black faculty, the Coordinator of Minority Affairs and Black students on all research and grant proposals from each department, the administration and affiliated programs of the School of Public Health." He outlined the review procedures currently in effect in the School of Public Health and estimated that there were some 250 to 300 grants per year which went through these procedures.

The request for grants and contracts review by the Black faculty, the coordinator of minority affairs, and Black students was then discussed and the reasons for this review were identified as follows:

Research pertaining to Black people and/or Black communities should be determined not to be objectionable, unethical nor misguided. For example, the illustration was cited of informed consent statements signed by individuals incapable of understanding the document signed. Additional reasons for review included the identification of new faculty and staff who might be required for the proposed research. An effort should be made to monitor how the research is to be done. There was an expressed concern with burdening the community with demands upon individuals' time and their contribution to the research all for the selfish purpose of investigators. The illustration was cited of white investigators asking black individuals to take time off work to engage in surveys, the results of which were of no utility, but the investigator using them for personal and professional advantage without any of the rewards of such research flowing back into the community.

A classification of issues involved resulted in the following: (1) concern for the rights of the human subjects who might be the object of the investigation, (2) hiring practices, (3) impact on communities and (4) the black students requested that they obtain knowledge of all ongoing school activities.

Included in this was the review of the narrative content of all grants. It was pointed out that several proposals that had been reviewed recently by black students resulted in the detection of instances of stereotyping which were objectionable. For example, in the narratives of some proposals, statements were noted regarding the "lowering of standards to fit black students" and statements which were misleading regarding the number of black faculty.

The Dean identified the following activities in relationship to the objectives of the review process: (1) personnel: he felt that the current Affirmative Action program was adequate and required no modification; (2) human rights: he proposed adding a black faculty member to the Human Subject Research Review Committee; (3) black students' review of the narrative content: he felt that this as a proposal was something that he personally might approve provided the black student review could be provided within 24 to 48 hours of submission of the grant and provided that a report of the review by the black students was returned. It was pointed out that this proposal of the Dean's was his only and not a commitment of the faculty. The recommendation must be approved by the faculty.

The issue of investigator's rights was raised, including the confidentiality of creative material being developed by academicians which they did not necessarily wish to share with others until it had been fully developed; academic freedom; the identification of subject matter which should go through the review process; and the choice of selection by investigators of reviewers who in effect act as co-developers of his grant. The issue of academic freedom was one which the Dean identified and the implication of which had to be discussed within the context of this proposal.

It was pointed out that a black student review mechanism is in effect at the University of Michigan School of Public Health. One action which the Dean is to take is to check with Dean Wegman regarding the mechanisms for implementation of this program.

An alternate mechanism suggested was that black students be designated within each department to work with faculty in the review of narrative issues and that this would provide student reviewers more knowledgeable in the substantive content, and more qualified to assist in the development of the research and more expeditiously to provide input to the program.

There was considerable discussion regarding the large volume of work the review mechanism would generate. A suggestion was made that a list of grants be submitted from which the black students would choose those for detailed narrative review.

Action Taken

The Dean recommended that a group of two to three faculty and two to three black students work out mechanisms for possible review. The charge to the group was to work out a mechanism to provide students' input in the design, review of the proposal, and monitoring of the research and to make recommendations based on their review. This was to be done without a delay in the administrative processing of the application. The group was also to make recommendations regarding the freedom of individual investigators to identify individual grant applications which they did not wish to have subjected to review. The working group is to make recommendations to the Dean within two to four weeks after appointment.

5. Grievance Procedure - Was not discussed and postponed until the next meeting of the Minority Student Group with the Dean and the Dean's Cabinet.

The meeting adjourned at 10:00 P.M.

*NOTE: For Informational Purposes.

It should be noted that the 17% figure is not in any way to be considered a "quota" for admission of students. It is a goal or guideline against which we can measure our success in achieving a reasonable proportion of Black students in our student body. It should not be taken as an indication of favoritism toward the admission of Blacks, nor should it be interpreted as a lowering of standards for admission. More than anything else, it implies a recruitment effort so that we can obtain a sufficient number of applications from black persons so that eventually we can look forward to an approximate 17% black enrollment. In any case, such students will be admitted on their own merits in competition with all applications received.

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

January 29, 1974

Mr. Robert Kelley, President
Minority Student Group
Department of Health Administration

Dear Mr. Kelley:

In accord with the discussion of the Dean's Cabinet on January 28, 1974 would you please take the following two actions.

1. Appoint a representative from the Minority Student Group to work with Dr. Gentry's ad hoc Committee to consider the development of a Work-Study program at the master's level. Please send me the name of the individual and a carbon copy of the letter to Dr. John Gentry.

2. Appoint a delegation of three representatives from the Minority Student Group to work with the ad hoc Committee to consider how Black students can have input to the design, implementation, and conduct of research studies in the School. I have asked the following three faculty members to serve on this Committee.

- a. Dr. James E. Grizzle - BIOS - Chairman of Committee
- b. Dr. Charles M. Weiss - ESE
- c. Dr. Charles L. Harper - Div.CHS

Please send me the names of the individuals and a carbon copy to Dr. Grizzle.

3. I look forward to a continuing dialogue with you on this and related matters.

Sincerely,



B. G. Greenberg
Dean

BGG/fwa

cc: Dr. John T. Gentry
Dr. James E. Grizzle
Dr. Charles M. Weiss
Dr. Charles L. Harper
Dean Robert B. Moorhead

RECEIVED

THE UNIVERSITY OF NORTH CAROLINA

FEB 7 1974

AT
CHAPEL HILL
27514

OFFICE OF THE DEAN
SCH. OF PUBLIC HEALTH

THE GRADUATE SCHOOL
Office of the Dean

February 4, 1974

MEMORANDUM

TO: Deans, Chairmen and Directors of Graduate Studies

FROM: Lyle V. Jones, Dean

SUBJECT: Advice from visitors representing predominantly black colleges in the State, January 11, 1974.

On January 11, 1974, the Graduate School invited a number of deans and other academic leaders from predominantly black colleges in the State to participate in a Workshop on this campus, devoted to discussing ways to encourage minority students to engage in graduate education. The following guests were able to meet with us on that occasion.

Mrs. Mable McLean, Dean, Barber Scotia College, Concord
Dr. J. Henry Sayles, Chairman, Division of Sciences and Member, Council on Academic Affairs, Bennett College, Greensboro
Dr. Benjamin Speller, Assistant Academic Dean, Elizabeth City State, Elizabeth City
Mr. William Pierce, Director of Placement, Elizabeth City State, Elizabeth City
Dr. W. C. Brown, Vice Chancellor for Academic Affairs, Fayetteville State, Fayetteville
Dr. Limone Collins, Vice Chancellor for Academic Affairs, Johnson C. Smith, Charlotte
Dr. Glenn F. Rankin, Vice Chancellor for Academic Affairs, N.C. A & T, Greensboro
Dr. Leonard H. Robinson, Vice Chancellor for Academic Affairs, NCCU, Durham
Dr. Cecil L. Patterson, Dean of the Undergraduate School, NCCU, Durham
Dr. Joseph A. Pittman, Dean of the Graduate School, NCCU, Durham
Dr. Thelma Rountree, Vice President for Academic Affairs, St. Augustine's, Raleigh
Dr. Addison Reed, Chairman, Music Department, St. Augustine's, Raleigh
Dr. Lafayette Parker, Academic Dean, Winston-Salem State, Winston-Salem

Major foci of discussion included means by which we might be more effective in attracting qualified minority graduate students -- particularly doctoral students who then would become potential faculty members -- and ways in which we could better serve to provide opportunities for faculty development for faculty now employed on predominantly black campuses.

I wish to share with you and to encourage you to consider several constructive suggestions provided by our visitors.

- (1) Conspicuous by their absence on bulletin boards at predominantly black colleges are notices of graduate training opportunities at Chapel Hill. These sometimes are effective means of attracting applications from minority students.
- (2) Rarely do faculty representatives of particular fields of study visit college campuses within the State to encourage student interest in graduate study at Chapel Hill. A number of out-of-state graduate programs are effectively advertised to minority students this way. In contrast, most minority students

do not learn that they would be welcome were they to qualify for admission and to enroll for graduate training here.

(3) Faculty in departments at predominantly black colleges do not know the criteria employed for admission here for graduate work in their discipline, and are able neither to properly advise potential graduate applicants nor to adapt their college training so as better to meet our admission requirements. Such faculty often are not acquainted with colleagues in the same discipline on our campus, and have no comfortable means of communicating with us either about admissions requirements or about specific candidates that they might recommend for admission.

(4) Faculty at predominantly black campuses, and especially at NCCU, report that applicants in the past have received their strong recommendations only to be rejected for admission to our Graduate School. A number of our departments (rightly or wrongly) are judged to be inflexible concerning admission requirements, even within the accepted constraint of avoiding admission mistakes.

(5) Understandably important to minority applicants is an estimate of the personal and social, as well as the academic environment at the university of their choice for graduate education. Invitations to visit a department in advance of application or of acceptance thus are especially welcomed by minority students.

(6) Opportunities for faculty exchange exist between several of the predominantly black colleges of the State and a number of out-of-state universities. We have not been perceived to be interested in arranging faculty exchanges, nor to be receptive to providing advanced training opportunities for faculty members from our sister campuses. (At NCCU, it was reported that only 37 percent of the faculty hold doctoral degrees, and at least half of the non-doctorate faculty aspire to further advanced training.)

We have taken the liberty of distributing to our visitors the names and telephone numbers of all deans and chairmen on our campus. I would encourage you to make direct contact with colleagues in your discipline at several of these colleges to indicate an interest in receiving one or more applications for graduate work here.

The visit with these representatives of colleges within the State was instructive, and we were encouraged by their interest in advising us with regard to more successful graduate student recruitment. Associate Dean Blyden Jackson also has written to people at a number of colleges outside the State, expressing to them our interest in receiving applications from among their best students. For your possible interest, I enclose the list of people and colleges to whom we have written.

(Representatives from Livingstone College and Shaw University had been invited to attend the meeting on January 11, but were unable to be with us. These were Dr. Betty Verbal, Dean at Livingstone College in Salisbury and Dr. Wilmoth Carter, Vice President for Instruction at Shaw University in Raleigh.)

enclosure

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL
27514

THE GRADUATE SCHOOL
OFFICE OF THE DEAN

President Herman R. Branson
Lincoln University
Lincoln University, Pennsylvania 19352

Dean Howard Carter
Tuskegee Institute
Tuskegee Institute, Alabama 36088

Dean Edward Kollman
Hampton Institute
Hampton, Virginia 23368

President Vivian W. Henderson
Clark College
240 Chestnut Street S.W.
Atlanta, Georgia 30314

President Lionel H. Newsom
Central State University
Wilberforce, Ohio 45384

Dr. James Prestage
Dean of the University
Southern University
Baton Rouge, Louisiana 70813

President Rembert Stokes
Wilberforce University
Wilberforce, Ohio 45384

President Ralph Jones
Grambling College
Grambling, Louisiana 71245

President Carl M. Hill
Kentucky State University
Frankfort, Kentucky 40601

President Norman Francis
Xavier University of Louisiana
7325 Palmetto Street
New Orleans, Louisiana 70125

President Andrew P. Torrence
Tennessee State University
3500 Centennial Boulevard
Nashville, Tennessee 37203

Dr. Daniel Thompson, Chairman
Department of Sociology
Dillard University
2601 Gentilly Boulevard
New Orleans, Louisiana 70122

President James R. Lawson
Fisk University
Nashville, Tennessee 37203

Dean Raleigh P. Player
Alabama State University
Montgomery, Alabama 36101

President Herman H. Long
Talladega College
Talladega, Alabama 35160

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL
27514

SCHOOL OF PUBLIC HEALTH
OFFICE OF THE DEAN

TELEPHONE
AREA 919, 966-1113

October 15, 1974

Mr. Robert Kelley, President
Black Caucus
School of Public Health

Dear Mr. Kelley:

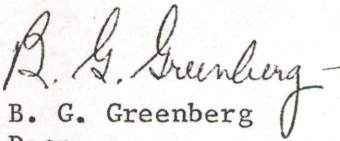
I find it difficult to respond to your memorandum of October 11, 1974 since you make blanket and undocumented accusations about discriminatory employment practices in the School of Public Health and the Carolina Population Center.

First of all, the Dean of the School of Public Health and the School's department heads are not responsible for the employment of personnel in the Carolina Population Center. Your memorandum is, therefore, misdirected in this regard. If the appointment in the Carolina Population Center is a faculty one joint with the School of Public Health, then procedures appropriate to the School apply with equal force as any other appointment.

An examination of our appointment procedures in the School of Public Health will show that there is full and complete compliance with the Affirmative Action plan submitted to and approved by the HEW Department. You are a member of the review group working with Dean Moorhead, Professor John Hatch, and Dean William Small to ascertain that Affirmative Action is being followed.

I will be most happy to meet with you at a mutually convenient time to discuss any specific instance in which you believe that the rules were not followed. In the future, it would be even more helpful if you could inform me before a nonblack professional is offered employment in which you think discrimination may have occurred.

Sincerely,


B. G. Greenberg
Dean

BGG/fwa

cc: Dr. Cecil G. Sheps
Mr. Jack H. Gunnells
Dr. Thomas L. Hall
Mr. Julius L. Chambers
Dean William Small
Department Heads, SPH

Bly

R. B. Moorhead
Associate Dean
School of Public Health

Ms. Doris Magwood
President, Black Student Caucus
School of Public Health

DATE: June 29, 1977

This refers to your memorandum to Dean Greenberg dated June 21, 1977. Dean Greenberg was out-of-town all last week, but I happened to catch him here at the office last Saturday and discussed the memorandum with him. He asked me to convey to you his appreciation for your letter and to indicate that he will be giving you a full reply upon his return from vacation in the middle of July. He asked me to give you his best regards for a pleasant summer.

RBM:bd

RECEIVED

RECEIVED
JUN 30 1977
SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF MICHIGAN

M E M O R A N D U M

To _____

Date _____

Minority Students (58) ^{Black} ^{Incl} 8

Age range - 21 - 46

Average ~~age~~ ^{age} - 28

34 from n.c.

16 states represented plus
D.C.

Female - 45 = 62%



Male - 27 = 38%

DEAN'S OFFICE
SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF NORTH CAROLINA



The Voice of The Caucus
School of Public Health

TO: Drs. John Hatch HEED, Tony Whitehead HEED, Sherman James EPID,
Howard Barnhill HEED, Joseph Edozien NUTR, Edith Thomas NUTR,
George Neely HADM, Mr. David Phoenix HADM, Ms. Lois Isler PHNU

FROM: Minority Student Orientation Committee *V. Motley*

Greetings. Hope the summer months were enlightening as well as enjoyable for you. It is time again for us all to meet the approaching academic year and anticipate the arrival of old and new students.

The Minority Student Caucus of the School of Public Health invites you to participate in its minority student orientation program. The students of past years have suggested that such a program would have helped their adjustment to this academic setting and have encouraged better student-to-student and student-to-faculty relations. Our attempt to meet these needs will be enhanced by your active presence and interest during orientation.

Three main activities are planned during the first week of classes:

1. Resource Table. Beginning Monday, Tuesday and Wednesday (August 22-25) from 11 a.m. to 1 p.m., returning students will be available in the 2nd floor faculty-student lounge to answer questions and become acquainted with new minority students and faculty.
2. Introductory Meeting of the Caucus. On Thursday, August 25th, at 5 p.m. in Room 235, a short program about the organization's past, present and future activities will be discussed. Informational packets for newcomers will be distributed.
3. Cook-Out. On Saturday, August 27th, at 3 p.m. at the home of Dr. John Hatch, an informal picnic will be held for all minority staff, faculty and students of the School of Public Health. Your spouse or one special friend is also invited. A map will be distributed shortly.

1. Welcome
2. History of Black students
3. Bill Darity Ph.D.
4. Preparation of Blacks
5. Goals in recruitment
6. Need for their help
7. Doctoral group
8. M.A.R.C.
9. (iii) Duncan (3) Howell
10. Advice-help
11. Program

Please note that during the meeting of August 25th, Thursday, at 5 p.m., we would appreciate your introducing yourself and briefly sharing your special interests with the group.

Your participation is highly needed. Please respond by note to Vicki Motley, Department of Public Health Nursing (3rd floor), in reference to your attendance at the August 25th meeting and the August 27th cook-out.

We are looking forward to seeing you.

cc: Dean B. Greenberg
Dean W. Small

10. APNA-

teaching →
RECEIVED
AUG 15 1977
Conf. on Health Perspectives of minorities

OFFICE OF THE DEAN
SCH. OF PUBLIC HEALTH



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Public Health
Office of the Dean

January 16, 1979

The University of North Carolina at Chapel Hill
Rosenau Hall 201 H
Chapel Hill, N.C. 27514

Dear Colleague:

The Minority Student Caucus and The Student Union Board of the School of Public Health, University of North Carolina at Chapel Hill invite you to participate in their Third Annual Minority Spring Health Conference to be held at the School of Public Health on February 21-22, 1979.

This year's theme is entitled: REACHING MINORITIES WHERE THEY ARE: A CHALLENGE TO HEALTH PROFESSIONALS. The keynote speaker will be George I. Lythcott, M.D., Administrator, Health Services Administration, Department of Health, Education and Welfare. Other notable health professionals will participate as denoted on the enclosed program.

There is no registration fee for the conference. Each participant will be responsible for his/her expenses. If there are any further questions regarding the program please contact Bill Small, Dean of Student Affairs at (919) 966-4152. We look forward to your presence in helping to make this year's conference a success.

The Spring Conference
Planning Committee

WTS:bd

2/21/79

GOOD MORNING.

I AM PLEASED TO ADD MY ~~WELCOMING~~ ^{GREETINGS} TO THOSE OF MS. SIMS IN WELCOMING YOU TO THIS CONFERENCE ON "REACHING MINORITIES WHERE THEY ARE" ^{OBVIOUSLY} ~~FROM A HEALTH POINT OF VIEW~~ A CHALLENGE TO HEALTH PROFESSIONALS."

IN EXAMINING THE PROGRAM, YOU WILL NOTE THAT THIS IS THE THIRD CONFERENCE SPONSORED BY THE MINORITY STUDENT CAUCUS IN CONJUNCTION WITH THE STUDENT UNION BOARD. WHEN THE MINORITY STUDENT CAUCUS FIRST PROPOSED THE IDEA ~~TWO~~ TWO YEARS AGO FOR SUCH A CONFERENCE, I ACCEPTED THEIR PROPOSAL EAGERLY AND OFFERED TO HELP ~~BOTH PERSONALLY AND IN~~ ~~WITH~~ BY MAKING AVAILABLE FACULTY AND STAFF IN THE DEAN'S OFFICE. FORTUNATELY WE ALSO HAD A SMALL AMOUNT OF FUNDS AVAILABLE THAT COULD BE USED TO HELP DEFRAY EXPENSES AND PAY TRAVEL FOR OUTSIDE SPEAKERS.

IN DISCUSSING THE CONFERENCE WITH THAT FIRST GROUP, WE AGREED THE PURPOSE WAS NOT LIMITED TO MINORITY STUDENTS. THE GOAL WAS TO BRING ABOUT BETTER ^{HEALTH} FOR MINORITY GROUPS, BY TRAINING MORE MINORITY PERSONS IN THE HEALTH PROFESSIONS, BY EMPLOYING MORE ~~BY~~

Phyllis -

Do you want to "chair" a

question period for Dr. Walker to

answer?

Sin.

MINORITY FACULTY MEMBERS BY ADVOCATING HEALTH LEGISLATION TO REMOVE BARRIERS THAT ~~DEPRIVE~~^{DEPRIVE} MINORITIES OF SERVICES, TO FACILITATE IMPROVED SERVICES TO MINORITIES, AND ^{ANY} OTHER STEPS THAT WOULD HELP ~~US~~ TO ACHIEVE EQUAL AND EQUITABLE DISTRIBUTION OF HEALTH ~~SERVICES~~ SERVICES, BOTH PREVENTIVE AND CURATIVE.

~~AS~~ AS INDICATED, THE PURPOSE WAS NOT TO BRING THESE MATTERS TO THE ATTENTION OF ONLY THE MINORITY STUDENTS. THE OBJECTIVE WAS TO EDUCATE ALL OF US IN THE SCHOOL OF PUBLIC HEALTH AS TO THE SPECIAL NEEDS OF MINORITIES. BY ALL, I MEANT BOTH FACULTY AND STUDENTS, BOTH MINORITIES AND OTHER ETHNIC GROUPS. I TRIED TO STRESS THAT THE MINORITY STUDENT CAUCUS HAD A SPECIAL ~~RE~~ RESPONSIBILITY TO HELP US TO EDUCATE OURSELVES BETTER SO THAT ALL HEALTH WORKERS COULD IMPROVE THEIR PERFORMANCE - ESPECIALLY IN DEALING WITH THE HEALTH PROBLEMS OF MINORITIES.

PERSPECTIVE AND

I AM PLEASED TO STATE THAT EVERY YEAR SO FAR THE MINORITY STUDENT CAUCUS HAS RISEN TO THIS CHALLENGE. THIS YEAR IS ESPECIALLY NOTEWORTHY IN THE ~~REMARKABLE~~^{SUPERB AND} OUTSTANDING PROGRAM THEY HAVE ARRANGED.

BY THEMSELVES (3)

DESIGNING AND

I SAY "THEY HAVE ARRANGED" BECAUSE THE STUDENTS DID IT ALL - AS EXTRACURRICULAR EFFORTS FROM PLANNING THE PROGRAM, ARRANGING FOR SPEAKERS, PUBLICITY, PRINTING THE PROGRAM, SOCIAL EVENTS, EVERYTHING.

THAT I WISH TO

MIGHTY

GREATLY

~~ALL~~ SAY IS THAT WE ARE PROUD OF HOW THE MINORITY STUDENT CAUCUS HAS HANDLED EVERYTHING AND COLLABORATED WITH THE STUDENT UNION BOARD IN BRINGING US THIS OUTSTANDING PROGRAM. THE NAMES OF THE STUDENTS WHO HAVE WORKED SO HARD IN THIS EFFORT ARE LISTED ON THE LAST SHEET OF THE PRINTED PROGRAM AND WE ARE ~~NEEDLESS TO SAY~~ THEY HAVE ESTABLISHED A PRECEDENT WHICH WILL MAKE IT DIFFICULT FOR THE STUDENTS NEXT YEAR EVEN TO MATCH.

NOW, I SHOULD LIKE TO TURN THE PROGRAM OVER TO MS. BEVERLY DAVENPORT WHO WILL TELL US ABOUT THE KEYNOTE SPEAKER.

REACHING MINORITIES WHERE THEY ARE...



...A CHALLENGE TO HEALTH PROFESSIONALS

SCHOOL OF PUBLIC HEALTH

UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

FEBRUARY 21 & 22 1979

The Minority Student Caucus and the Student Union Board of the School of Public Health of the University of North Carolina at Chapel Hill are presenting a third in a series of conferences focusing on the unique and special health concerns of minority peoples.

This year's conference is entitled "Reaching Minorities Where They Are... A Challenge to Health Professionals" and will focus on three major areas of health concerns as they relate to minority peoples: industrial, institutional, and community.

The intention of this year's conference is to formulate recommendations that will address the above concerns. We hope that this experience will enable us all the opportunity to stimulate new ideas and energies.

WELCOME

Wednesday, February 21, 1979

AN ANALOGY OF THE GOOD SAMARITAN PARABLE

LUKE 10:30-37

by Dr. Martin Luther King Jr.

Memphis, Tennessee

April 13, 1968

*"The question is not if I stop to help the man in need
what will happen to me; but the question is, if I don't stop
to help the man in need what will happen to him?"*

10:00 a.m. Opening Session - Auditorium, Rosenau Hall

Opening Remarks - Phyllis Sims, Student, Health Education


Welcome - Bernard G. Greenberg, Ph.D.,
Dean, School of Public Health

UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

Introduction of Keynote Speaker
Beverly Davenport, Co-Chairperson, Student Union Board
Student, Health Administration

10:30 a.m. Keynote Address
**"REACHING MINORITIES WHERE THEY ARE: A
CHALLENGE TO HEALTH PROFESSIONALS"**

George I. Lythcott, M.D.
Administrator, Health Services Administration
Department of Health, Education and Welfare
Rockville, Maryland

11:00 a.m. Audience Reaction 

11:45 a.m. Wrap-up - Phyllis Sims

Presentation of Awards
Juanita Blount, Chairperson, Minority Student Caucus
Student, Health Education

12:00 noon Break for Lunch

1:30 p.m. Panel Discussion

Moderator - Gary Sidbury, Student, Epidemiology

Industrial - Reaching Minorities in Industry
Frederick Toca, Ph.D.

Institutional - Reaching Minorities in Institutions
Bailus Walker, Ph.D.

2:00 p.m. Audience Reaction

2:30 p.m. Break

2:45 p.m. Panel Discussion

Moderator - Patricia Wormley
Student, Environmental Sciences

Community - Reaching Minorities in the Community
Jessie Smallwood, MCP, MHA

Indian Concerns - A. Bruce Jones, MA

3:15 p.m. Audience Reaction

3:45 p.m. Closing Remarks for the Day - Phyllis Sims

Reception Immediately Following in the Lobby

Thursday, February 22, 1979

- 9:30 a.m. Opening Remarks - Joyce Bulgar, R.N.
Student, Maternal and Child Health
- 9:45 a.m. Reaching Out: A Discussion of Existing Projects
Total Health Care of Detroit, Inc. - James Howard MPH
Rural Churches Project/Rural Environmental Education
& Action Project—
- John Hatch, Dr. P.H.
Marquis Eure, Kay Lovelace
Hope Lucas, Olabode Kayode,
Students, Health Education
- 10:45 a.m. Workshops
- room 235 Reaching Minorities in Industry - William Small, MSPH
Facilitators - Paul Cornely, M.D., Ph.D.
Cynthia Houston, MPH
- room 335 Reaching Minorities in Institutions - George Neely, Ph.D.
Facilitators - Carolyn Thornton, A.C.S.W.
Allen Barrett, Ph.D.
- room 331 Reaching Minorities in the Community - Sherman James, Ph.D.
Facilitators - Melba Varner, MA
Joseph Mann, Ph.D.
- 12:00 noon Break for Lunch
- 1:30 p.m. Workshop Wrap-up
- 2:15 p.m. Break
- 2:30 p.m. Plenary Session - Auditorium
Moderator - William Herzog, MSPH
Workshop Summaries
Facilitators
- 3:30 p.m. Closing Remarks for the Day - Eugenia Eng, Doctoral Student
Health Education
- 3:45 p.m. Closing Remarks for the Conference - William Small, MSPH



CONFERENCE PARTICIPANTS

Barrett, Allen, Ph.D.

Director of Planning and
Operations Management
NY State Dept. of Probation
and Parole NYC, NY

Blount, Juanita

MPH Student
Health Education
SPH-UNC Chapel Hill

Bulgar, Joyce

MPH Student
Maternal and Child Health
SPH-UNC Chapel Hill

Cornely, Paul, M.D., Ph.D.

Director
Health Services Evaluation
Systems Sciences Inc.
Bethesda, MD.

Davenport, Beverly

MSPH Student
Health Administration
SPH-UNC Chapel Hill

Eng, Eugenia MPH

Dr. P.H. Student
Health Education
SPH-UNC Chapel Hill

Greenberg, Bernard G. Ph.D.

Dean and Kenan Professor
SPH-UNC Chapel Hill

Hatch, John, Dr. P.H.

Associate Professor
Health Education
SPH-UNC Chapel Hill

Herzog, William, MSPH

Assistant Professor
Health Administration
SPH-UNC Chapel Hill

Houston, Cynthia, R.N., MSPH

Assistant Professor
Public Health Nursing
SPH-UNC Chapel Hill

Howard, James, MPH

Assistant Dean
College of Osteopathic Medicine
Michigan State University
East Lansing, Michigan

James, Sherman Ph.D.

Assistant Professor
Epidemiology
SPH-UNC Chapel Hill

Jones, A. Bruce, MA

Executive Director
N.C. Commission of Indian Affairs
Raleigh, N.C.

Lythcott, George, M.D.

Administrator
Health Services Administration
Department of HEW
Rockville, MD

Mann, Joseph, Ph.D.

Executive Director
Provident Hospital
Chicago, Ill

Neely, George, Ph.D.

Assistant Professor
Health Administration
SPH-UNC Chapel Hill

Sidbury, Gary

MPH Student
Health Education
SPH-UNC Chapel Hill

Sims, Phyllis

MPH Student
Health Education
SPH-UNC Chapel Hill

Small, William, MSPH

Assistant Dean of Student Affairs
SPH-UNC Chapel Hill

Smallwood, Jesse

Executive Director
New Orleans Area/Bayou-River Health Systems
Agency, Inc.
New Orleans, LA.

Thornton, Carolyn ACSW

Director
Social Work/Mental Health Unit
Lincoln Community Health Center
Durham, NC

Toca, Frederick, Ph.D.
Manager Environmental Protection
General Electric Company
Pittsfield, MA

Varner, Melba, MA
Assistant Director
Center for Metropolitan Affairs and
Public Policy
The College of Charleston
Charleston, South Carolina

Walker, Bailus, Jr. Ph.D.
Administrator
Environmental Health Administration
Government of the District of Columbia

Wormley, Patricia
MPH Student
Environmental Sciences
SPH-UNC Chapel Hill

ACKNOWLEDGEMENTS

conference chairperson - Francine White
program chairperson - Deborah Parham
publicity chairperson - J. Robert Jones

PLANNING COMMITTEES

Melvin Alexander
Delton Atkinson
Juanita Blount
Joyce Bulgar
Gregg Chenier
Beverly Davenport
Eugenia Eng
Vanessa Herrington

Rosemary Jackson
Rudolph Jackson
Bobbetta Jones
Anita Carlton Keith
Betty Knuckles
Leslie Morrison
Booker Moten
JoAnn Owens

Norman Scott
Gary Sidbury
Phyllis Sims
Clara Smith
Johnnie Mae Tillman
James Tyus
Patricia Wormley

Special thanks to the Dean's Office Staff

Cover by Booker Moten



RECEIVED

FEB 27 1979

OFFICE OF THE DEAN
SCH. OF PUBLIC HEALTH

BGK
DUKE COMPREHENSIVE
CANCER CENTER
Duke University Medical Center
Durham, North Carolina 27710

Cancer Control Program

P. O. Box 2985 • Telephone 919/684-5201

February 23, 1979

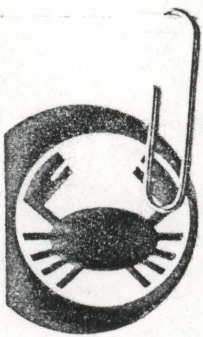
Bernard G. Greenberg, Ph.D.
Dean; Kenan Professor
School of Public Health
169 Rosenau Hall, 201H
The University of North Carolina
Chapel Hill, North Carolina 27514

Dear Dean Greenberg:

It was nice to finally meet you in person during the Conference on Reaching Minorities Where They Are. I appreciated your time and particularly for arranging the brief meeting with Dr. Ibrahim. Your support for the Conference is commendable. I appreciated the opportunity to attend this conference. The students who planned and managed this conference are indeed to be complimented on their efforts. From a participant's perspective I thought things moved quite smoothly. I look forward to future interaction with faculty and students from the School of Public Health.

Best Wishes,
Diane McGrath
Diane McGrath, Ph.D.
Director, Cancer Control
Duke Comprehensive Cancer Center

DEM/lw



RECEIVED FEB 27 1979

DUKE COMPREHENSIVE
CANCER CENTER
Duke University Medical Center
Durham, North Carolina 27710

Cancer Control Program

P. O. Box 2985 • Telephone 919/684-5201

February 23, 1979

Francine White, Conference Chairperson
School of Public Health
140 Rosenau Hall 201H
The University of North Carolina
Chapel Hill, North Carolina 27514

Dear Ms. White:

I feel that the two days I spent at the Reaching Minorities Where They Are, A Challenge to Help Professionals Conference was well worth my time. My responsibilities are to plan the outreach activities for the Duke Comprehensive Cancer Center. I found the people that I met during the Conference and the ideas that were discussed were beneficial. I hope in the near future to meet with Mr. Small to explore ways in which you and others might provide input into planning our cancer outreach activities. Perhaps you know that the mortality from cancer is very high in the black male and female. I feel it is imperative that we seriously begin to address this issue in North Carolina. I think my participation in the Conference has given my insight into some ways I might proceed with planning.

Please express my appreciation to those involved in the planning and management of this Conference.

With Kind Regards,

Diane McGrath

Diane McGrath, Ph.D.
Director, Cancer Control

DEM/lw

February 27, 1979

Ms. Francine White
Department of Health Administration
School of Public Health

Dear Ms. White:

I want to take this opportunity to congratulate you, the Minority Student Caucus and the Student Union Board for the superb job you did in making the February 21-22 minority health conference such a tremendous success.

In evaluating this conference, there is no question that it has been the best of the three and that next year's students will have quite a challenge in maintaining the high standard of quality. The content and speakers were excellent and the whole affair was managed in a most professional manner. Equally impressive, in my opinion, was that the overall attendance on both days was substantial despite the miserable weather. It is regrettable that the fog and snow prevented several of the speakers from coming but the adjustments worked out well.

It is extremely rewarding when one has achieved a goal after an extended period of hard work, and I am sure that you and your colleagues are pleased that everything went so well. If there is any way I can help in the follow-up activities, please let me know.

Again, I extend to you my heartiest congratulations, and best wishes for your future success.

Sincerely,

B.G. Greenberg
Dean

BGG:gm

cc: William T. Small, Assistant Dean
Ms. Beverly Davenport
Ms. Juanita Blount

February 27, 1979

Ms. Deborah Parham
Department of Health Administration
School of Public Health

Dear Ms. Parham:

I want to take this opportunity to congratulate you, the Minority Student Caucus and the Student Union Board for the superb job you did in making the February 21-22 minority health conference such a tremendous success.

In evaluating this conference, there is no question that it has been the best of the three and that next year's students will have quite a challenge in maintaining the high standard of quality. The content and speakers were excellent and the whole affair was managed in a most professional manner. Equally impressive, in my opinion, was that the overall attendance on both days was substantial despite the miserable weather. It is regrettable that the fog and snow prevented several of the speakers from coming but the adjustments worked out well.

It is extremely rewarding when one has achieved a goal after an extended period of hard work, and I am sure that you and your colleagues are pleased that everything went so well. If there is any way I can help in the follow-up activities, please let me know.

Sincerely,

B.G. Greenberg
Dean

BGG:gm
cc: William T. Small, Assistant Dean
Ms. Beverly Davenport
Ms. Juanita Blount

March 5, 1979

Dr. Bailus Walker, Jr.
Environmental Health Scientist
Administrator, Department of Environmental Services
Environmental Health Administration
Government of the District of Columbia
Washington, D. C. 20004

Dear Bailus:

It was mighty thoughtful of you to write the kind note of February 27, 1979.

I am mighty proud of all our students but especially so in the case of our minorities. They did a terrific job in arranging that conference and in handling every single detail. In fact, I am forced to admit that the conference they arranged this year is superior to the one our Alumni Association has arranged for its annual conference at the end of this month. (The theme is on the welfare of the child and Mrs. Andrew Young is the keynoter.)

Bailus, you were terrific in your performance and I am so grateful for your pinchhitting for George Lythcott. It was a superb substitution and everybody was most pleased and complimentary. I did not get home in time to see the television broadcast but my wife did. She told me it was excellent and came across very professional in style. You were just great!

I presume you submitted the list of expenses to Francine White or Bill Small. The check should come in two or three weeks after we receive the material. As I told you, the honorarium will be adjusted for your double role.

Thanks for volunteering to help in the future. We will be calling upon you.

Sincerely,

B. G/ Greenberg
Dean

BGG/fwa



GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF ENVIRONMENTAL SERVICES
ENVIRONMENTAL HEALTH ADMINISTRATION
WASHINGTON, D. C. 20004

RECEIVED

FEB 27 1979

OFFICE OF THE DEAN
SCHOOL OF PUBLIC HEALTH

February 27, 1979

Dr. Bernard G. Greenberg
Dean and Kenan Professor
School of Public Health
University of North Carolina
Chapel Hill, North Carolina 27514

Dear Bernie:

Many thanks for the invitation to participate in the Third Annual Minority Health Conference, February 21-22, 1979.

Although I had to carry out a double assignment, keynoter and panel discussant, I found the time to relax and enjoy the deliberations of that well-structured forum.

I want to also commend the high level of support and encouragement you gave to the Conference and to the planning committee of dedicated and enthusiastic students and staff.

For you to set aside funds for that student-managed activity was a service worthy of the superlatives which many of the students used to describe your continuing support of their educational experiences in the University.

If I can participate in future programs of the School, please let me know.

Best wishes.

Sincerely,

Bailus Walker, Jr.
Environmental Health Scientist
Administrator
Environmental Health Administration



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Public Health
Office of the Dean

The University of North Carolina at Chapel Hill
Rosenau Hall 201 H
Chapel Hill, N.C. 27514

March 16, 1979

Dr. Bailus Walker
Environmental Health Administration
Department of Environmental Services for D. C.
Suite 300
415 Twelfth St., N. W.
Washington, D. C. 20004

Dear Dr. Walker:

We wish to express our sincere appreciation for the excellent and provocative keynote address you shared with us in our Third Annual Minority Spring Conference. The success of the conference, in many ways; can be attributed to your assistance as a resource person and expert in the public health field.

Again, we would like to express our thanks to you for the part that you played in making this a fruitful effort. Without your participation the conference would have been less productive and interesting. We are glad that your contribution as keynote speaker was as enjoyable for you as it was for us.

Sincerely,

Francine White
Francine White
Conference Chairperson

Deborah Parham
Deborah Parham
Program Chairperson

FW/DP:bb

cc: Dr. Bernard Greenberg

Bert



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

School of Public Health
Office of the Dean

The University of North Carolina at Chapel Hill
Rosenau Hall 201 H
Chapel Hill, N.C. 27514

March 16, 1979

Dr. George Lythcott
Administrator
Health Services Administration
Department of Health, Education and Welfare
Parklawn Building
5600 Fishers Lane
Rockville, Maryland 20852

Dear Dr. Lythcott:

This letter is to express our thanks to you for your interest in delivering the keynote address for our Third Annual Minority Spring Conference. We were all disappointed in the fact that you were not able to share your expertise with us but it is understandable that one can not control the weather.

Again, we would like to thank you and we hope that you will visit us here at the School of Public Health in the near future.

Sincerely,

Francine White
Francine White
Conference Chairperson

Deborah Parham
Deborah Parham
Program Chairperson

FW/DP:bb

cc: Dr. B. G. Greenberg

Oct. 16, 1979

Minority Student Caucus - Ms. Vanessa Herrington

1. Delighted to be present and welcome you once again to SPH and this M. S. C.
2. I want you to know the Dean and staff support the MSC and we feel it is essential to have and for all minorities to participate. History of MSC goes back about 8 or 7 years. It was necessary then for different reasons than now, but still a very important reason d'etre.
3. Reasons for a MSC
 - a. A place to be with persons who share your own beliefs, values, problems, ethnicity, etc. You can "let your hair down". Thus, we have Newman Club, Wesley Foundation, Hillel Foundation, etc. on campus and we need a student organization for minorities.
 - b. ~~As a~~ We want the MSC to teach and inform ~~faculty~~ non-minority faculty and students about the needs and problems of minorities.
 - In this connection, the Conference on "Health Needs of Minorities" is a perfect example of this. Last year, the conference was better arranged than our own Alumni Assn. Conference. It provides an opportunity also for minority persons to exercise leadership roles.
 - c. Assist the SPH in recruiting ^{minority} faculty - about 5%.
 - d. " " " " " " " " students - 12-14%.
 - e. Act as a sounding board to ~~or~~ bring to my attention problems with courses, instructors, etc. who may unknowingly and out of innocence do or say

Jan 15
Markin Luther
Kwinn
Dwy

(2)

something offensive to minorities. It is your responsibility to help us to understand your feelings, problems, and needs better.

f. As a ~~social~~ mechanism for improving the social life of minorities on campus. This is the biggest problem reported by minorities — especially the undergraduates.

You can count on my support — ~~in~~ financial, moral, and advisory. All I ask is that we respect one another's ~~rights~~ feelings and act in a responsible fashion. If there is a problem at any time I am sure ^{that} with good faith and the opportunity to discuss it ~~it~~ we can bring about satisfactory resolution.

I look forward to an active year on your part and if I can help in any way — all you have to do is ask.