

THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL  
27514

SCHOOL OF PUBLIC HEALTH  
DEPARTMENT OF MENTAL HEALTH

November

[1971]

Progress Report of Minority Program, School of Public Health

The purpose of this package is to keep you abreast of the progress of the program in which you played an important role in helping us develop here at the School of Public Health. It is also our intent to periodically mail these packages to you during the course of the school year.

Enclosed are copies of minutes, some correspondence, the new black student roster, and proposals relevant to the program.

Present Status

As you are probably aware Bill Small has been hired as the Coordinator of Minority Affairs. The word Minority was chosen as preferable to Black Student Affairs as we realize Chicanos, Puerto Ricans and other minority groups are facing most of the same issues that we are and that in getting support and funding for various activities Minority would be less upsetting for those shaky folks who do control the dollars. Bill expects to come on board November 15, 1971 and we all welcome his arrival. His appointment title is not clear as of this writing.

Vacation, the beginning of classes and the advent of exams, etc., have had a slight slowing down affect on our activities and we are now beginning to get our machinery oiled up again to deal with the tasks that we had previously set for ourselves--see notes.

The barbecue was a success and an important time for us to meet new students, friends and families.

We have had a change in the chairmanship. Adeline Gracey has replaced Roamless Hudson as Chairman and Ovella Jones has become the Assistant Chairman. Walter Isaacs remains as Secretary. The term is for six months and is in keeping with our philosophy of constantly bringing in new blood, new ideas and providing a different kind of exposure to future health professionals in our community.

We have tried to capsulize for you the goings-on here at the School and suggest that more details can be gotten from the contents of this package.

We don't feel that you have mentally left the group and invite your comments about the program so far, some suggestions and importantly how you are doing. What are some of the things that have presented a challenge for you since you've left, etc.

Keep us posted!!

Yours in the struggle,

Black Student Caucus

M E M O R A N D U M

TO: Black Student Caucus, School of Public Health

FROM: Walter Isaacs, Secretary

DATE: 26 June 1971

SUBJECT: Minutes of Meeting 25 June 1971

Present: Carruthers, Cooper, Davis, Graham, <sup>Hudson</sup> ~~Hayada~~, Haynes, Isaacs, Isler, Page

Absent: Marge and Garfield Crawford

Agenda:

--Selection of members to joint committee (Harry Phillips, Student Government Representative, Dean Mayes and two others) that will address the issues as stated in letter to Dean Mayes from Black Students dated June 1971. The group agreed that our membership should be on a rotational basis of six months to impress upon the school the necessity to deal with all Black Students and not one or two. Anita ~~Carruthers~~ <sup>Page</sup> and John Hatch agreed to become members of the committee for first rotation and meet with Dean Mayes to implement the first phase of action--Recruiting officer.

--Job functions for Recruiting Officer for Black Students. The caucus agreed to the following description of a recruiting officer for Black Students:

The recruiting officer is to have five basic functions that requires him to have personal and professional skills in coordinating:

- (1) The recruiting effort of black students using the necessary resources to fulfill recruiting goals.
- (2) The development of resources to identify and make available adequate housing for students.
- (3) The education of the populace source for students to health careers.
- (4) The identification and acquisition of financial assistance for black students.
- (5) The assistance of black schools in the development and improvement of health curriculum.

The recruiting officer reports to the Dean of the School of Public Health. Through the sanctioning of the Dean's Office the recruiting officer will work directly with department heads, staff, student body and committees germane to the efforts of increased involvement of blacks in the School of Public Health, University of North Carolina.

Salary range to be competitive and in line with recruiting officers in other major universities should have a range from 18-20 thousand dollars. It would be desirable for this person filling this position to have a health background. Prospective candidates--the caucus members agreed that since the position has not been made concrete at this time, we would inquire as to the persons interests, availability and willingness to move.

The following is a list of people who will be contacted by the members following the names.

Van Allen, Southern Regional Higher Education, Atlanta, Georgia  
(Haynes and Isler)  
Joe Gare, Dean, Tougaloo College, Tougaloo, Mississippi (Hatch)  
John Campbell, Cleveland, Ohio (Hatch)  
Marvin Smith, General Electric Company, Boston, Massachusetts (Isaacs)  
William Small, Durham, North Carolina (Hudson)  
Alberta Johnson, Kansas City, Missouri (Haynes and Isler)  
Carol Godly, UNC School of Social Work (Haynes and Isler)  
Randolph Cellars, Yale University, Connecticut (Hatch)

--Activities to support new Students--The caucus members felt that we could play a substantial part in providing the necessary support to assist new students after they are on board. The following are some of the activities that need some delegation of responsibility:

- (1) Orientation session in which new students are to be familiarized with campus, styles of instructors, the black student caucus, School of Public Health and our responsibility to influence curriculum.
- (2) A cookout in early fall to welcome new students and their families.
- (3) Monthly meetings in which gripes, future plans for action, sharing experiences and learnings can take place on a regular basis.
- (4) Making available text books, papers, etc., to interested students.
- (5) Individual sessions for remedial or personal needs of each other.

The meeting adjourned at 4 pm. Next scheduled meeting is Friday, July 2, at 2 pm at Roamless Hudson's house, 1101 Scranton Place, Durham, North Carolina.

M E M O R A N D U M

TO: Black Student Caucus  
FROM: Walter Isaacs, Secretary **W.I.**  
DATE: July 8, 1971  
SUBJECT: Minutes of Meeting July 2, 1971

Present: Davis, Graham, Hatch, Haynes, <sup>Hudson</sup> Isaacs, Page

Absent: Carruthers, Cooper, The Crawfords, Isler

Agenda :

--Hatch-Paige report from Deans Sub-committee : Dean Mayes recommended having a black student representative on his Dean's Cabinet. R. Hudson reported that he had already received an invitation and read the letter from Dean Mayes. The job description for the recruiting officer has been finalized by the sub-committee to the satisfaction of our representatives. The salary was left as being open and competitive as the person selected would have an appointment and the level that he came in on would be dependent upon his background and experience.

--Recruiting Officer prospects: John Hatch turned in a resume of a Mr. Lafayette Hannibal. The group agreed that we should be the initial screening body and will choose 2 or 3 for further screening based on the interest generated from the resumes. Lois Isley is another interested candidate and will give a more concrete answer by next meeting. William Small is interested--no resume as yet. Carol Godly is not interested. Alberta Johnson wants to be considered. Lewis Roland, principal from Montclair, N. J. is also interested. Travel expense for prospects is to be borne by Dean Mayes.

--Territorial support for providing candidates to the recruiting officer.

The discussion did not last too long, but two products were John Hatch's willingness to maintain contacts in the Mississippi, Tennessee area and Peggy Davis for Louisiana.

--Funds and Expenses: The group agreed that the need for seeking subsistence and tuition funds should begin now and not be the entire responsibility of the recruiting officer. A resource identification sub-committee was formed consisting of Roamless Hudson, Garfield Crawford and John Hatch. The initial contacts were to be:

R. Hudson--Dr. Swift, Durham was Malone  
G. Crawford--Lonny Ballard EEO Washington, D. C.  
J. Hatch--Silver National Urban Coalition.

--Input into Deans Cabinet: R. Hudson reported that he would accept Dean Mayes offer to be a black student representative. Some of the charges that R. Hudson said he would accept from the group and present them at the Dean's meeting are:

(1) Receiving from the Dean notification when faculty positions are to be open.

(2) Put the Black Student Caucus on the calendar as part of orientation day program.

(3) We have input into the use of funds that pertain to any phase of programs that address poverty issues.

(4) Get list of names of prospective students from the Dean so we may contact them before the opening of the school year.

--Linking up with other Black Graduate Students: The group agreed to the need to start linking up with other graduate students. We decided to work with the School of Public Health first and develop relationships later. The plan for later linking up was not especially clear.

--Cookout: A sub-committee consisting of T. B. Haynes, Sadie Graham and Walter Isaacs was formed to handle our "get to know new students cookout." Data concerning people's special interests and experience will be collected for the future development of special programs--e.g., colloquiums, seminars; and to tag future leaders for the Black Student Caucus.

The meeting adjourned at 4:10 pm. Next meeting to be held at Anita Pages, 1502 Lincoln Street, Durham, Saturday, July 17, 8 pm.

MEMORANDUM

TO: Black Student Caucus, School of Public Health

FROM: Walter Isaacs

DATE: 17 July 1971

SUBJECT: Minutes of Meeting, July 17, 1971

Present: Cooper, G. Crawford, M. Crawford, Davis, Hatch, Haynes, Hudson, Isaacs, Isler, Page

Absent: Graham

Agenda:

- (1) Resource identification sub-committee: G. Crawford agreed to talk with Swift when he returns to Washington, instead of R. Hudson doing it as agreed at the last meeting.
- (2) Candidates for Recruiting Officer: Archie Nichols briefly spoke with us about his interest and submitted his resume. The tone of the response indicated that we needed a stronger person. Walter Isaacs reported M. Smith was not interested. The group then directed that we needed to list the kinds of questions we need to ask applicants. The following are some questions to be asked:
  - (A) Person should have Black school experience.
  - (B) What kind of support system do we need to carry out program? (funding; recruiting; housing)
  - (C) What type of students would you be trying to recruit?
  - (D) Can you give full time plus to job?
  - (E) Will you be able to travel extensively?
  - (F) Ask questions that would deal with the criteria established in job description.
  - (G) Why are we 3% in School of Public Health?
  - (H) What types of resources do you have in other Black schools?
  - (I) How do you see the role of the Black colleges in this picture?
  - (J) What kind of experience have you had in curriculum development?
  - (K) What are your feelings about compensatory training?

The group agreed to interview two candidates Thursday, July 22, 1971, 7 pm at G. and M. Crawford's house, Royal Park Apartments, Apartment 9K, Carborro. The need to have someone on board by September influenced this decision. Prospective interviews are Lois Isler, Clarence Jones, and Bill Small. (Lois Isler came in later and announced that she is withdrawing as a candidate for the Recruiting Officer.)

We agreed that we should use August 15 as a deadline for interviewing candidates so person has chance to be functioning by early fall. No later than October 15.

- (3) Replacement for people on vacation: Lois Isler will replace John Hatch on Dean special sub-committee. Peggy Davis will replace Walter Isaacs as Secretary with T. B. Haynes assisting.
- (4) Dean's Cabinet Meeting report:

R. Hudson reported that based on the agenda of the Meeting, the Recruiting Officer needs to be able to understand and influence grant funding coming into the School. R. Hudson reported that he asked that we are put on the Orientation program. C. Harper replied affirmatively. The scheduling of the Orientation would be C. Harper's responsibility. Hudson suggested that we investigate the activities of Continuing Education as this seems to be a possible source for funds.

Lucy Conant reported that some incoming students in nursing needed housing. T. B. Haynes reported that Tate has some apartments available. Walter Isaacs agreed to contact Tate for more information.

- (5) Report on Cookout Committee. W. Isaacs reported that we have reserved Forest Hills Park, Durham on September 18 and we need pick-up permit.
- (6) R. Hudson suggested that we start building a resource bank by submitting our own resources so that we may better use each other as resources.

Next business meeting will be at Elizabeth Cooper's, 1416 Wabash Street, Durham, Wednesday, July 28, 1971 at 8 pm.

Meeting adjourned at 10:30 pm.

M E M O R A N D U M

TO: Black Student Caucus, School of Public Health  
FROM: Walter Isaacs  
DATE: 17 July 1971  
SUBJECT: Minutes of Meeting, July 17, 1971

Present: Cooper, G. Crawford, M. Crawford, Davis, Hatch, Haynes,  
Hudson, Isaacs, Isler, Page

Absent: Graham

Agenda :

- (1) Resource identification sub-committee: G. Crawford agreed to talk with Swift when he returns to Washington, instead of R. Hudson doing it as agreed at the last meeting.
- (2) Candidates for Recruiting Officer: Archie Nichols briefly spoke with us about his interest and submitted his resume. The tone of the response indicated that we needed a stronger person. Walter Isaacs reported M. Smith was not interested. The group then directed that we needed to list the kinds of questions we need to ask applicants. The following are some questions to be asked:
  - (A) Person should have Black school experience.
  - (B) What kind of support system do we need to carry out program? (funding; recruiting; housing)
  - (C) What type of students would you be trying to recruit?
  - (D) Can you give full time plus to job?
  - (E) Will you be able to travel extensively?
  - (F) Ask questions that would deal with the criteria established in job description.
  - (G) Why are we 3% in School of Public Health?
  - (H) What types of resources do you have in other Black schools?
  - (I) How do you see the role of the Black colleges in this picture?
  - (J) What kind of experience have you had in curriculum development?
  - (K) What are your feelings about compensatory training?

The group agreed to interview two candidates Thursday, July 22, 1971, 7 pm at G. and M. Crawford's house, Royal Park Apartments, Apartment 9K, Carborro. The need to have someone on board by September influenced this decision. Prospective interviews are Lois Isler, Clarence Jones, and Bill Small. (Lois Isler came in later and announced that she is withdrawing as a candidate for the Recruiting Officer.)



We agreed that we should use August 15 as a deadline for interviewing candidates so person has chance to be functioning by early fall. No later than October 15.

- (3) Replacement for people on vacation: Lois Isler will replace John Hatch on Dean special sub-committee. Peggy Davis will replace Walter Isaacs as Secretary with T. B. Haynes assisting.
- (4) Dean's Cabinet Meeting report:

R. Hudson reported that based on the agenda of the Meeting, the Recruiting Officer needs to be able to understand and influence grant funding coming into the School. R. Hudson reported that he asked that we are put on the Orientation program. C. Harper replied affirmatively. The scheduling of the Orientation would be C. Harper's responsibility. Hudson suggested that we investigate the activities of Continuing Education as this seems to be a possible source for funds.

Lucy Conant reported that some incoming students in nursing needed housing. T. B. Haynes reported that Tate has some apartments available. Walter Isaacs agreed to contact Tate for more information.

- (5) Report on Cookout Committee. W. Isaacs reported that we have reserved Forest Hills Park, Durham on September 18 and we need pick-up permit.
- (6) R. Hudson suggested that we start building a resource bank by submitting our own resources so that we may better use each other as resources.

Next business meeting will be at Elizabeth Cooper's, 1416 Wabash Street, Durham, Wednesday, July 28, 1971 at 8 pm.

Meeting adjourned at 10:30 pm.

The Health Professions Recruitment Center

For Medically Deprived Communities:

A Collaborative Community--Medical

School Program

(Proposal prepared by Charles A. Pinderhughes, M.D. and Norman Krinsky, Ph.D. of the Tufts University School of Medicine, and Octavious Rowe, M.Ed. of the Black Big Brothers Alliance, Inc.)

August 20, 1970

Table of Contents

Page No.

I.	Introduction	1
II.	Objectives of the Program	2
III.	Rationale and Justification	7
IV.	Description of the Program	9
V.	Chart of Organizational Structure	17
VI.	Supporting Information	21
VII.	Health Professions Recruitment Scholarship Rating Pattern	22
VIII.	Budget	33
IX.	Evaluation	41
X.	Appendix	
	A. Problems addressed by this proposal	1
	B. In depth definition and diagnosis of the problems addressed	2
	1. Shortage of Physicians and failure of health care systems	2
	2. Effects of racial, class, and other group discrimination	3
	3. The differential effects of American Slavery	5
	4. Problems in delivering medical services	9
	5. Criteria for admission to medical school	11
	6. Black group formation and ethnic development	14
	7. Formation of alliances between persons with resources and deprived people	16
	8. Black students in "White" schools	17

# A Proposal For a Health Professions

## Recruitment Center for Medically Deprived

### Communities

(Prepared by Charles A. Pinderhughes, M.D., Octavious Rowe, M.Ed., and Norman I. Krinsky, Ph.D.)

#### I. Introduction

This proposal is designed to increase minority representation in medical schools and allied health professions. It includes the closely associated goal of increasing medical services for persons and groups who need them most, and concomitantly addresses problems in youth development, social disorganization, and cultural disadvantage which aggravate the medical disadvantage.

The proposal is also designed to make the work of minority students in medical schools more effective and more meaningful.

The design developed in this proposal is based upon the thesis that responsible medical schools should collaborate with communities in putting forth every effort to develop more doctors for medically disadvantaged groups, and to

instill more positive, responsive attitudes among medical personnel in general. The formation of effective, lasting alliances between persons with resources and deprived people is essential if these efforts are to be successful.

## II. Objectives of the Program

1. To increase the number of medical students who identify with medically deprived people, and who will provide medical service to medically deprived people. Because of the extent and urgency of the medical needs of black people in the United States, the project initially involves them more heavily than other groups.
2. To select more medical school applicants who identify with and wish to serve the most medically deprived people.
3. To support and further develop the interest in, and motivation toward, health professions among youths in medically deprived communities. To produce early recognition and ongoing support of good prospects for training in health professions.

4. To create an organization which directly contributes to the development of disadvantaged youths in constructive ways.
5. To develop a bridging and coordinating organization between community and medical school which can help each toward a more adaptive fit with the other.
6. To increase the pool of applicants for training in health professions.
7. To reduce the educational, financial, and social problems encountered by minority group students in medical schools.
8. To increase medical care in medically deprived communities.
9. To increase the number of physicians and other health professionals who identify with and provide medical service to medically disadvantaged communities.
10. To develop an effective, cooperative, relevant response to important medical problems of minority people, including more adequate, personalized medical care with continuity.
11. To link health related activities in medically disadvantaged

communities to the education of some medical students.

12. To promote continuity of contact and continuing identification of medical students with medically deprived people.
13. To reinforce and reward socially valuable behavior by medical students and physicians.
14. To reinforce sharing, mutual consideration, and responsiveness to need in medical institutions at a time when self-interest and competitive self-development are such that physicians do not treat the poor even when the government makes money available for the poor to pay for treatment.
15. To encourage a shift from a primary academic orientation to a primary service orientation in the selection of medical students.
16. To form alliances between persons with resources and deprived people.
17. To reinforce mutual identification of groups when polarization has produced groups which we serve, and groups which we neglect. To develop a structure and process for

increasing communication and collaboration on medical matters across racial, ethnic, and class lines and between medical establishments and communities.

18. To develop in medical school and medical center personnel more responsive attitudes and behavior toward medically disadvantaged people.
19. To reduce the racist and class social structure in medical schools and in medically deprived communities, since these promote and perpetrate medical deprivation for many.
20. To constructively modify the social structure within medical schools and within the communities they serve in order to more effectively provide medical care.
21. To promote constructive group formation and ethnic development.
22. To develop more stabilizing social forces in communities which need them.
23. To offer positive objects of identification and participate in the growth and personality development of deprived or disadvantaged youths.



24. To encourage non-human objects of aggression and task orientation in youth development.

Health Professions Recruitment  
Center for Medically Deprived  
Communities

Community Advisory Board

Administration of funds only

Director

Associate  
Director  
(Counseling)

Secretary-  
Research Asst.

School A

School B

School C

Affiliate  
Medical School  
HPR Council  
(and/or Dental)

Affiliate  
Medical/Dental  
School  
Council

Affiliate  
Medical/Dental  
School  
Council

HPR Medical  
and/or Dental  
Students

HPR Medical-  
Dental  
Students

HPR Medical-  
Dental  
Students

HPR Scholars (Fellows) released by (authorized by)  
Medical/Dental School for work at the Center.

Elementary  
School  
Students

High  
School  
Students

College  
Students

Big  
Brother  
Organiz.

Big  
Brother  
Organiz.

Advanced  
through  
program

Health  
Careers  
Inc.

Health  
Careers  
Inc.

Recruited  
and  
Screened

Other  
Community  
Organiz.

Other  
Community  
Organiz.

Applied  
Screened  
Accepted

Services

Services

Services

Health Professional School  
Placement Office

Centralized application  
and admission procedures

Interviews

Financial Aid

Health  
Maintenance

Health  
Maintenance

Health  
Maintenance

Tutoring

Tutoring

Work-Study  
Programs

Guidance

Guidance

Summer Jobs  
Health Related

Counseling

Counseling

Career  
Planning

College  
Placement  
Office

M E M O R A N D U M

TO: Black Student Caucus, School of Public Health

FROM: T. B. Haynes, Acting Secretary

DATE: 28 July 1971

SUBJECT: Minutes of Meeting

Present: E. Cooper, G. Crawford, M. Crawford, S. Graham, T. Haynes,  
R. Hudson, L. Isler, A. Paige, D. Williams

Absent: J. Hatch, W. Isaacs, P. Davis

Roamless Hudson presided over the meeting. The minutes of the previous meeting were not available.

G. Crawford gave a brief account of the group, Crawford, Haynes and Hudson on July 23, 1971, conference with Dr. Spruyt in HADM concerning admission status of Eleanor Crocker to that Department.

Dr. Spruyt stated he would write a memo and attach it to her application. He suggested that he would like to see some tool devised for Blacks seeking admissions to the School of Public Health. He further suggested that some Black person should help in interviewing in-coming Black students.

One of the persons interviewed by this group for the coordinator position will be leaving for vacation shortly, and would like to have an interview with Dean Mayes. Consensus of the group that this interview should be arranged, and the person be paid for travel and living accommodations from the point of vacation to Chapel Hill and the return trip. (Jones, NCCU-FLA-Vacation ).

Consensus of the group that a form letter be sent to all applicants that we have received resumes and/or interviewed. The content of the letter should state that their application is under consideration, and if they are accepted they will be notified, or if other action is taken they will be notified.

Frederick Terrence, Ph.D., submitted a resume and it will be referred to Dean Mayes for consideration of other positions in the School of Public Health.

M. Crawford suggested that the "tool for admission" is premature at this time until the coordinator is hired. The group can assist the coordinator with the formulation of this tool by giving suggestions we have perceived. For an example, Tufts Model for Admissions of Black Students.

The following committee was named to establish admission criteria:

John Hatch and Walter Isaacs

The group discussed the orientation for the new students to the School of Public Health but no definite plans were formulated because of the lack of information concerning orientation from the administrative division of the School of Public Health.

Dr. Guy Steurt, Head of HEED, would like for this group to design a Black Health Course for the Health Education Department.

Group Reaction to the above:

- (1) To develop a faculty workshop to sensitize the faculty to the Black problem.
- (2) To contact and invite some really articulate Blacks for the faculty.
- (3) To recommend resources and personnel for this workshop.
- (4) To require faculty members to attend this workshop, to increase their awareness and sensitize themselves to the Black problems (e.g., pubh 100).

It was suggested that we have a reunion during CIAA Basketball tournament in Greensboro, N.C.

Group consensus that we continue the continuity in our leadership roles in the organization, and the composition of the organization would be students and alumni of SPH.

The picnic list will be presented at the next meeting.

Isler stated that Mrs. Doswell, an applicant for the position of coordinator, will be in this area on or before August 15, 1971. We will plan to interview her at this time.

Housing for students in the School of Public Health:

Tate Realty Company  
R. Hudson contacts in Durham  
Mr. Shanklin--Roberts Associate  
Estes Drive, Chapel Hill

We will communicate with new students individually for our orientation. If we do not receive the list of incoming students from Dean Mayes office or the Student Union, we will have to contact the various departmental secretaries or the Heads of Departments.

The next meeting will be held 9/1/71, at Sadie Graham's, 614-D Hibbard Drive. This is located on the campus in Odum Village.

M E M O R A N D U M

TO: Black Student Caucus  
FROM: Walter Isaacs, Secretary  
DATE: September 1, 1971  
SUBJECT: Minutes of Meeting, September 1, 1971

Present: Hatch, Gracey, Graham, Haynes, Hudson, Isaacs, Isler,  
Paige, Caldwell

Graduated: Peggy Davis, Marge and Garfield Crawford, Lois Isler and  
Elizabeth Cooper

R. Hudson opened meeting at 7:35 pm.

T. B. Haynes, Acting Secretary, read the minutes of the last meeting  
and was accepted by group.

Agenda:

(I) Recruiting Officer

Anita Paige submitted the two names to Dean Mayes for further interviewing. The two names that we have recommended are Mr. Clarence Jones and Mr. William Small. The group agreed that a meeting with Dean Mayes to (1) emphasize the point that the hiring of the recruiting officer cannot be done without the support of the Black student body; (2) re-emphasize the interviewing procedure in view of interviewing process handled by Charles Harper the Associate Dean and (3) to ascertain, if appropriate, whether we are again dealing with Dean Mayes and not Charles Harper.

After some discussion about the recruitment of the two candidates the group felt strongly that both candidates can equally do the job well and will convey that message to Dean Mayes. A pre-meeting will be held in the lounge, September 2, at 1 pm.

(II) New members. Hudson introduced Adeline Gracey and Constance Caldwell to the group. Both ladies are in the Department of Public Health Nursing. Their general feeling is that our goals and purposes are in agreement with the feelings and are happy with our efforts thus far.

(III) Keeping membership informed. It was agreed that a quarterly progress report be sent to all members who have left the School of Public Health.

(IV) Barbecue

The location and permit for Forest Hills Park, Durham, has been obtained.

T. B. Haynes has the pig at \$.35/lb. Sadie Graham will compose a food list of what each person can bring to the picnic. Invitations will be mailed to all new minority students.

(V) Black Studies curriculum, Department of Health Education

Our group has been asked by Dr. Guy Steuart to develop a curriculum that deals with the problems of health in the Black community. Each student involved is to receive a P. The course is listed as HEED 140 and is a reading course. Discussion followed addressing the motivation and sincerity of Dr. Steuart given the present staff problems in the Department. It was agreed that those students taking HEED 140 should meet when their schedules are worked out. The meeting date was left up to those members involved in the development.

(VI) The issue of rotation of roles within the committee was tabled until after the barbecue and with new members on board, T. B. Haynes volunteered to be temporary co-chairman. It was further suggested that the co-chairman in the near future be one of the new members of the group.

(VII) A request from Helen Gourley to develop a brochure to bring Black students to UNC has been referred to Triangle Associates, a Black consulting firm in Raleigh, N.C.

The members of the group felt that their time commitments are already very pressing.

Meeting adjourned at 10:20 pm.

The next meeting to be held at John Hatch's house, Wednesday, September 15, at 7:30 pm, 5505 Beaumont Drive, Durham, N.C.

M E M O R A N D U M

TO: Black Students, School of Public Health  
FROM: Black Student Caucus, School of Public Health  
DATE: 1 September 1971  
SUBJECT: WELCOME!!!!

For the past few months the Black students in the School of Public Health have been meeting with heads of the School with the basic objectives of enlarging the Black student and faculty population and influencing course curriculum and administrative decisions that have impact on the poor communities at large and the Black community in particular.

Enclosed are some copies of minutes of separate meetings held at individual member's homes. We realize that this information cannot give a comprehensive picture of what we are about so we would like to take this opportunity to invite you and your families to a barbecue to be held September 18, 1971 from 12 pm to 8 pm at Forest Hills Park, Route 15-501, Durham, North Carolina.

It is our desire to not only make new acquaintances but also provide a way in which we can begin to become resources to each other as students and as professionals.

In order to make adequate arrangements we would appreciate your filling out this form and returning it to R. Hudson, Department of Environmental Sciences and Engineering, Room 104 as soon as possible.

See you at the barbecue!

---

DATE \_\_\_\_\_

NAME \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

Yes, I will attend

Number of people

No, I cannot attend

I will need transportation

SIGNATURE \_\_\_\_\_

FOREST HILLS PARK

SEPT. 18, 1971  
12-3 PM

BIG STAR  
SUPERMARKET



TO DURHAM  
FROM  
CHAPEL HILL

IS-501  
BY PASS



IS-501  
DOWNTOWN  
DURHAM

CHAPEL HILL





To: Dr. William F. Mayes, Dean  
The School of Public Health  
University of North Carolina  
Chapel Hill

From: Roamless Hudson, Jr. <sup>7</sup>  
Margaret Anita Page <sup>10</sup>  
T. B. Haynes <sup>5</sup>  
Elizabeth W. Cooper <sup>2</sup>  
Quanita Carruthers <sup>1</sup>  
Sadie D. Graham <sup>4</sup>  
Lois S. Isler <sup>9</sup>  
John Hatch <sup>6</sup>  
Peggy Davis <sup>3</sup>

Subject: <sup>Isaac 8</sup> Concerns of Black students in attendance at The School of Public Health

1. We would like to meet with you to discuss items listed on the attached statement of concern at a mutually convenient time during the third week of June. After 5:00 on week days or anytime on weekends would be convenient for us.
2. John Hatch has agreed to work out a suitable time with you and will inform the group as to location and time.

A Statement of Concerns Regarding the Relevance & Responsiveness  
of the School of Public Health to the Needs of Black Americans

The Black American students in the School of Public Health have become increasingly concerned about the situation in this school as related to Black Americans. We feel an obligation to express these concerns to the administration.

The situation of Blacks in the South is not unlike that of residents of developing countries. We have become increasingly cognizant of the magnitude and severity of the health problems and needs of our fellow Blacks and view this decade as a critical period for ourselves, the nation, and institutions that wish to be a part of the solution.

Relevant solutions and programs to address these problems cannot be instituted without meaningful inputs of Black professionals at the policy and planning levels. As one of two schools of Public Health in the South, the UNC School has an obligation to provide professional training for Blacks to prepare them for these roles. The present enrollment of Blacks is certainly only token representation.

We are requesting a conference with Dr. Mayes, Dean of the School of Public Health, to discuss the following proposals:

1. That a numerical goal of a 25% proportion of Black American students in the School of Public Health be set for achievement by September 1975.
2. That a Black American be employed in the School of Public Health immediately for the recruitment of Black American students.
3. That a numerical goal of 10% proportion of Black faculty in the School of Public Health be set for achievement by September 1975.
4. That Black professionals be utilized as resource persons and consultants in the School of Public Health.

A Statement of Concerns Regarding the Relevance & Responsiveness  
of the School of Public Health to the Needs of Black Americans

The Black American students in the School of Public Health have become increasingly concerned about the situation in this school as related to Black Americans. We feel an obligation to express these concerns to the administration.

The situation of Blacks in the South is not unlike that of residents of developing countries. We have become increasingly cognizant of the magnitude and severity of the health problems and needs of our fellow Blacks and view this decade as a critical period for ourselves, the nation, and institutions that wish to be a part of the solution.

Relevant solutions and programs to address these problems cannot be instituted without meaningful inputs of Black professionals at the policy and planning levels. As one of two schools of Public Health in the South, the UNC School has an obligation to provide professional training for Blacks to prepare them for these roles. The present enrollment of Blacks is certainly only token representation.

We are requesting a conference with Dr. Mayes, Dean of the School of Public Health, to discuss the following proposals:

1. That a numerical goal of a 25% proportion of Black American students in the School of Public Health be set for achievement by September 1975.
2. That a Black American be employed in the School of Public Health immediately for the recruitment of Black American students.
3. That a numerical goal of 10% proportion of Black faculty in the School of Public Health be set for achievement by September 1975.
4. That Black professionals be utilized as resource persons and consultants in the School of Public Health.

5. That in all planning and negotiation of special projects, research, or services specifically focused toward blacks, appropriate black representatives will be included.
6. That all special considerations and assistance that are presently being provided for foreign students be extended to Black American students.
7. That the curriculum include courses geared to the unique needs of students planning to devote themselves to service in predominately black settings.

Copies to:

Dr. Bernard Greensberg, Chairman  
The Chancellor's Study Commission  
on the Role of the School of Public  
Health

Dr. Margret Dolan, Study Commission Member

Dr. Daniel Okum, Study Commission Member

Dr. Dirk Sprite, Study Commission Member

Dr. Cecil Sheps, Vice Chancellor for  
Health Sciences

To: All Incoming Black American Students

The following is a listing of currently enrolled Black American students in the School of Public Health who may be of assistance to you in locating housing, becoming acclimated to the area or with problems or situations that may arise. They may be contacted prior to or upon arrival in the area.

Roanless Hudson, Jr.  
1101 Scranton Pl.  
Durham, N.C. 27707

Margaret Anita Page  
1502 Lincoln Street  
Durham, N.C. 27701  
Ph: 682-0805

T. B. Haynes  
Department of Health Ed.  
School of Public Health  
Chapel Hill, N.C.

Elizabeth W. Cooper  
1416 Wabash Street  
Durham, N.C.  
Ph: 596-8802

Quanita Carruthers  
3005 Rowena St.  
Durham, N.C.  
Ph: 596-1279

Sadie D. Graham  
Department of Health Ed.  
School of Public Health  
Chapel Hill, N.C.

Lois S. Isler  
706-B Hubbard Drive  
Chapel Hill, N.C.

John Hatch  
5505 Beaumont Drive  
Durham, N.C. 27707  
Ph: 489-5681

Peggy Davis  
Durham, N.C.

Additional proposals for verbal presentation:

1. That meeting of all Black American students enrolling for the fall semester be scheduled as part of registration activities.
2. That the enclosed memo be sent to all new Black American students with pre-registration materials.

THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL

27514

SCHOOL OF PUBLIC HEALTH  
OFFICE OF THE DEAN

TELEPHONE  
AREA 919. 966-1113

MEMORANDUM

TO: Minority Students Group, Mr. Roamless Hudson,  
Chairman  
SPH Planning Council  
Dean's Cabinet  
SPH Administrative Board  
Vice Chancellor Sheps

FROM: Dean, SPH *W. J. Mayes*

DATE: June 30, 1971

SUBJECT: Progress in SPH Minorities Activities  
(Copy of recent communications: (1) Minutes of  
June 23, 1971, meeting with Minority Students;  
(2) "Job Description" for the new position,  
"Coordinator for Minority Affairs"; and (3) Memo-  
randum inviting Chairman of Minorities Student Group  
to attend Dean's Cabinet Meetings.)

You will find copies of the attached recent communications self-explanatory. They are being sent to the above mentioned bodies and persons in an endeavor to improve communications within the School, and to demonstrate that action is being taken in this area of vital concern to the School and the University.

Please pass on this information to members of your faculty, staff and students who are in your sphere of responsibility.

The "Job Description" will be used as a general guide to the search for, recruitment, employment, and assignment of the candidate for this new position. It was drawn up jointly by representatives of the faculty and minority students.

Anyone having suggestions as to possible candidates, please contact one of the following, who are acting as a "search committee" to find a suitable person to fill the position: Mr. John Hatch, Miss Anita Page, Dr. Harry Phillips, Mr. Wilfred Mossey, and Dean W. Fred Mayes.

UNC School of Public Health

JOB DESCRIPTION

Coordinator of Minority Affairs, UNC School of Public Health

The incumbent will be directly responsible to the Dean of the School, although he may also have academic or administrative ties with one or more departments. He or she will be responsible for coordinating and promoting the interests of students and faculty from minority groups. These efforts will necessitate close and effective cooperation with the University's administrative personnel, department heads, faculty, staff and student groups.

In general, these objectives will be pursued through such activities as:

- (1) recruitment of minority group students and faculty for the School;
- (2) lessening or removing social obstacles to entering the University and its community;
- (3) facilitating the use in the University of expertise available among minority groups;
- (4) encouraging the development of curriculum geared to the special needs and interests of minority groups, and
- (5) performing other related functions

The salary offered will be open but competitive and will depend on the qualifications of the candidate.

June, 1971



Minutes of the Meeting between Black Students and Members of the SPH Faculty

Chairman: Dean W. Fred Mayes

Wednesday, June 23, 4-6 p.m.

Present: Elizabeth Cooper, Peggy Davis, Sadie Graham, John Hatch, T.B. Haynes, Marion Highriter, Roamless Hudson, Walter Issacs, Lois Isler, Sagar Jain, Dean Fred Mayes, Arden Miller, Robert Moorhead, Bill Mossey, Virginia Nelson, Daniel Okun, Helen Oldham, Margaret Page, Harry Phillips, Morris Schaefer, Dirk Spruyt, and Norman Weatherly.

The main points raised at the meeting were:

Dean Mayes began the meeting by stating that there were no differences of opinion regarding the Faculty's generally positive attitude towards the needs of Black students at the School. The ideas expressed in their recent statement of their concerns were well accepted and endorsed, and there was a commitment to action on the part of the Faculty. We now needed mechanisms for translating these ideas into reality. Although this group could not make policy, it could recommend it, and action could follow.

Some of the ideas for promoting action were contained in the Memo from Rolf Lynton to Dean Mayes dated June 3, 1971.

Recommendation No. 2 of the Student Statement (the appointment of a Black American to recruit Black students) seemed to have highest priority. The goals set by the Dean's Cabinet (15% by 1972) and by the Students (25% by 1975) were not inconsistent. A Black person responsible primarily for promoting, organizing and coordinating recruitment would be essential, but he or she would need faculty and student support. White faculty and students should be involved too.

In the office of the recruiter/coordinator, a file should be maintained so that Black expertise could be noted and easily drawn upon.

The School needs to develop skill in reaching out to Black students. It also needs money to support them. There was some question about whether admission qualifications would have to be modified if we really made efforts to reach out to potential students and gave information about the range of public health careers since so many people were unaware of the facts.

Strong candidates are often reluctant to consider UNC. But Chapel Hill could be made attractive for Black students and faculty. The potential for making the desired social impact was far greater in the South than it was in the large Northern cities, and this fact could be used to attract good candidates. But the problems of social acceptability and housing difficulties

Meeting between Black Students and Members of the SPH Faculty

Page 2

June 23, 1971

in the Chapel Hill area must be overcome. Joint faculty appointments with predominantly Black colleges could also be used as one way of bringing in Black faculty.

One difficulty to be borne in mind, however, was that money was getting scarce and at times it may not be possible to fill faculty vacancies which occur with either Black or White people.

The recommended curriculum changes were also important. Mostly, the disadvantages of the Black situation have been stressed. We need to emphasize too the strengths and potentialities of minority groups.

Actions to be taken:

1. Implementation of the recommendations (or movement in that direction), could be begun right now. Although he did not know yet where the salary would come from, Dean Mayes encouraged initiating the search for a suitable Black recruiter/coordinator.
2. John Hatch would name two Black student representatives who would meet with Dean Mayes, the School's Coordinator of Minority Student Affairs (Harry Phillips, acting in the absence of Rolf Lynton) and the representative of the Student Union (Bill Mossey). John Hatch will convene the group in the week of June 28 to determine what action to take. All members would stand ready to meet at the convenience of the students.

This smaller group would be responsible to the larger group which attended the meeting.

Harry T. Phillips, M.D.  
Acting Faculty Coordinator for  
Minority Activities

June 28, 1971

eg

THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL  
27514

SCHOOL OF PUBLIC HEALTH  
OFFICE OF THE DEAN

TELEPHONE  
AREA 919, 966-1113

MEMORANDUM

To: Mr. Roamless Hudson  
SPH Minority Student Group Chairman

From: Dean, SPH *W. J. Mayes*

Date: June 30, 1971

Subject: Invitation to Improve Communications by Meeting  
with the Dean's Cabinet

As one of the follow-up responses to the meeting held with minority students last week--and to the general consensus reached by those in attendance on several issues and concerns expressed by SPH minority students--I am hereby extending an invitation to you, as Chairman of the SPH Minority Student Group, to attend all meetings of the Dean's Cabinet, beginning with the next meeting which will be held on Monday afternoon, July 12, 1971, at 3:00 o'clock, in room #359.

I hope you will be able to attend these meetings, and thereby improve internal communications within the School and step up the exchange of pertinent information and ideas of interest and importance to the life of the School.

M E M O R A N D U M

TO: Black Student Caucus  
FROM: T. B. Haynes, Sr., Acting Secretary  
DATE: September 27, 1971  
SUBJECT: Minutes of the Meeting, September 15, 1971

PRESENT: T. K. Ahenkorah (ESE/IPSED), Barbara A. Booker (PALP), Constance L. Caldwell (PHNU), Eleanor G. Crocker (HADM/CHP), Henrietta Gayles (PHNU), Adeline Gracey (PHNU), Sadie Graham (HEED), John W. Hatch (HEED), (T. B. Haynes, Sr. (HEED), Bobbie P. Heath (PHNU), Cheryl Holland (PLAN/CHP), Roamless Hudson, Jr. (ESE), Adebisi A. Lapido (ESE/IPSED), Bettie L. Nelson (BIOS), Margaret Anita Page (HEED), James A. Roberts (PALP), Mary Solomon (NUTR), Bernice Wallace (HEED)

ABSENT: Walter Isaacs (hospital)

Graduated: Marge and Garfield Crawford, Elizabeth Cooper, Peggy Davis and Lois Isler

Agenda: R. Hudson, presiding

- (1) Minutes of the September 1, 1971 meeting, stand approved.
- (2) Introduction of those in attendance. Hudson reminded the group about their resumes to be turned in as soon as possible to the secretary.
- (3) Walter Isaacs is improving and hopes to be home soon. Flowers were sent by Sadie to him from the group. The flowers cost \$6.76. The former members will reimburse Sadie.
- (4) Hatch briefed the group about the background of the organization and a progress report of the Minority Coordinator position.
- (5) Plans were completed for the picnic, Saturday, September 18, 1971, at Forest Hills Park, Durham, N.C.
- (6) A. Gracey was elected as the assistant secretary of the organization.
- (7) The next meeting to be held at the house of Constance L. Caldwell, Wednesday, October 6, at 7:30 pm, 501 Dupont Circle, Apt. #9, Durham, N.C. (Directions are enclosed)

Agenda: (1) Group introduction, (2) Introduction of Speaker, (3) Speech on the following areas: (a) History of Group, (b) Aims of Group, (c) Group's responsibilities, (d) Which Way Black Health Professionals, (e) Question and answer period, (4) HEED Course Activities, (5) Closing.

- (8) Please pool your transportation so that we may bring others and economize.

M E M O R A N D U M

TO: Black Student Caucus

FROM: Walter Isaacs, Secretary *W.I.*

DATE: October 29, 1971

SUBJECT: Minutes of Meeting, October 27, 1971

PRESENT: BOARD, CALDWELL (HOSTESS), CAREY, GRACEY, GRAHAM, GAYLES, HATCH, HAYNES, HUDSON, ISAACS, ISLER, JONES, NGWENYA, PAGE

GUEST : BILL SMALL, Coordinator of Minority Affairs

Hudson opened the meeting at 8:04 pm. Minutes were reviewed and accepted without modifications.

Agenda:

(I) Business Meetings

- (A) Group decided that we should meet approximately every two weeks.
- (B) Group agreed that we should continue to meet outside of School on Thursday, 8 pm until the end of the semester, with a social part at the end of the business meeting. Next meeting will be November 11, 1971 at Walter Isaacs house. The refreshments are up to the host.

(II) Recruitment Participation. A request to clarify the roles of groups established to work on Minority Affairs

- (A) Urban Coalition--John Hatch a board member of the Urban Coalition spoke briefly about the U.C., its history and goals. This past summer a remedial program was held at UNC-CH. 47 people attended; all are pursuing graduate programs with 3 pursuing non-health careers. John agreed to get a summary of U-C goals and objectives and a report of the summer program for next meeting.

Adeline Gracey commented on communication problems and that we need to be as clear as possible re recruiting requests from departments. We need to communicate honestly and not be divided by outside forces.

- (B) The proposal for recruitment funds was accepted by the group. W. Isaacs agreed to check the figures and mail to Ralph Boatman.

(C) John Hatch and Walter Isaacs spoke about opportunities available and that we don't have a corner on the market. People have to use their own initiative.

(III) Specific tasks will be drawn up and distributed for comment and joining so that we may start to work toward goals previously defined

Newly Elected Officers:

Adelaine Gracey: Chairman

Ovella Jones: Assistant Chairman

Hudson agreed to notify the Dean and begin phasing in Adeline as Chairman. John Hatch suggested identifying the tasks of the Chairman may be a way in which roles may be delegated so that no one person is shouldering an overbearing load.

Bill Small spoke briefly to the group. He expressed his pleasure with the group's activities thus far and was looking forward to working with us as he would need our support. He quickly reviewed the proposal and agreed totally with it and seemed pleased that this step had been initiated.

Meeting adjourned at 10:15 pm.

BSC

Thursday

10-28-71

8 P.M.

Agenda.

1. BSC Business Meetings

- a. Regularity
- b. Time interval for attendance
- c. Time of meeting
- d. Place of meeting
- e. Procedures of meeting

2. BSG's Recruiting Participation for SPH

3. Urban Coalition's Role in the BSC's

Aims and Objectives

4. Review of Past Objectives

5. Preview of Future Objectives

6. Overview of Present Objectives

7. BSG's Assets

8. BSG's Liabilities

9. Task Force Concept relative to

BSC's Plans

10. Allies

a. High~~ly~~ Interest

b. Moderate to low interest

c. Ally Development Mechanism

11. ~~Advisory~~ Election of Replacement of Present Officers with exception of Sec.

FINAL DRAFT

MAILED 10/29/71

11:50 AM

MEMORANDUM

TO: The Board of Directors and Staff of the North Carolina  
Health Manpower Development Program  
Dr. Ralph Boatman, Dean  
Allied Health Sciences

FROM: Roamless Hudson, Chairman  
T. B. Haynes, Head of Program Development  
Minorities Student Organization  
School of Public Health

DATE: 29 October 1971

SUBJECT: A Request for Funds to Develop an Intensive Outreach and  
Orientation Program Aimed at Minority Student Recruiting

Summary

We believe the best recruiters of minority candidates for Health Sciences programs are highly knowledgeable, motivated, activist, oriented minority students and professionals already involved in the area of public health either as a student or a professional. Twenty members of the Minority Student Organization and ten recent graduates have agreed to contribute not less than two days annually of their time in recruitment activities within the south eastern regions of the United States. While the focus of this group is primarily toward the recruitment of students to the School of Public Health, they are aware of other opportunities at the University of North Carolina and would refer prospects to the appropriate resources.

The recruitment visitation program consists of a minorities-oriented informational film and a student-to-candidate informational bulletin.

Overview

The level of health experienced by non-white residents of the United States has consistently been lower than that experienced by white citizens.



While many factors contribute to this condition, we believe that the acute shortage of non-white persons especially black (as they constitute over two thirds of those classified as non-white) in the Health Sciences field to be a major factor. The near absence of blacks in policy-making and senior administrative positions within the health field is of special concern to us. We have seen well-intended programs fail for the want of credibility and the lack of cultural understanding that able persons from the target areas would be more likely to manage. Health decisions and priorities specifically related to non-white communities are usually made without minority participation or consideration of technical or felt priorities of high risk communities. The failure of the health establishment to direct the tools of their profession toward comprehensive diagnosis, viable prevention, and/or effective control of those forces, that continue to identify non-white Americans as high risk people from conception to death, has caused many to view health as irrelevant to the struggle. We have witnessed good services delivered in the wrong way, provided at the wrong time, too late, and most often, simply too little.

The members of the Minority Student Organization in the School of Public Health are convinced that the provision of quality health care cannot only reverse the rising disparity between the white and non-white level of health, but furthermore, we will bring to the health profession a dimension that will enhance its effectiveness. Our life experiences have taught us the relatedness of economics, education, and accessibility to health care. We also know that advocacy in health matters will force us to deal with issues not traditionally viewed as a part of a health practitioner role. We see a black presence within the health sciences system as being a first major step in the right direction.

After several "rap" sessions in the winter and spring of 70-71 school year, black students moved toward the formal structuring of a group that would address itself to the unique concerns of black and other minority students attending the School of Public Health. We wanted to develop some means of establishing contact with minority youth for the purpose of relating to them the challenge and opportunities in the field of public health and of our view that this area is relative and essential to our struggle toward justice. We also agreed that we would make efforts toward securing administrative acceptance and support for our views concerning the direction we feel the School of Public Health should take toward developing its programs aimed at non-white Americans.

In June of this year a session with Dean Mayes and selected members of his staff resulted in an agreement that the views previously expressed were generally in keeping with goals already established. As we view it, the most important outcome of this meeting was an agreement by the administration that the School of Public Health would accept our proposed goal of twenty-five percent non-white enrollment by 1975-76 school year and that funds would be made available to employ a Coordinator of Minority Affairs as soon as a person acceptable to the minority students group and the administration could be recruited.

#### Activities Proposed

We believe the combined efforts of the Minority Students at the School of Public Health can make a major contribution toward the recruitment of students to the School of Public Health and other health science fields available at the University of North Carolina. Some of us are recent graduates from predominantly black colleges, others of us have

been employed in the field of public health and have extensive contacts with other non-whites presently working in public health and related positions.

In order to attract able young non-white persons into the field, we feel it essential to relate public health in terms that will clearly demonstrate its ability to directly contribute to the overall struggle for justice. As a group we will continue to urge the School of Public Health to develop courses especially designed to meet the needs and interests of persons concerned with non-white community development. This will require the development of informational materials designed especially for the non-white candidate. A film overviewing the major health problems of selected non-white communities followed by interviews with non-white students and practitioners as to resources needed for intervention would provide the background orientation essential for maximizing the outcome of site visits to recruiting locations. (Copies of the film would be available for loan to college counselors and other groups recruiting locations.) Minority students would develop a bulletin to be sent directly from them (the Minority Students) to possible candidates. This would place the invitation to consider the University of North Carolina School of Public Health on a much more personal basis than equally well-prepared materials coming from a school official. It would also provide the freedom to discuss matters that the administration could not appropriately handle. Some of the following examples are factors that would be of high priority when considering Chapel Hill as a place to live, grow and study:

- (1) What it is like to find housing in Chapel Hill;
- (2) Social outlets of special interest to non-white students;

- (3) Adjusting to a predominantly white setting;
- (4) Special aid for non-white students;
- (5) Conditions within the employment market, and
- (6) Our views as to how an activist can benefit from training in the field of public health.

Each member of the minority student group has been polled and has agreed to contribute a minimum of at least two full days in recruiting efforts within the south east (Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, and Mississippi) and would visit recruiting sites on a time available basis.

Graduates in the class of 1971 have agreed to participate in the on-location visits not exceeding two days annually.

#### Organizational Structure

The recruiting activities which include program development (recruiting objectives, strategies and the development of informational materials) visitation, reporting and follow-up will be carefully coordinated with the Coordinator of Minority Affairs for the School of Public Health, the Chairman of the Minority Student Organization and sub-committee on recruiting from that body.

The records for fiscal control, visitation, reporting and follow-up will be maintained in the office of the Coordinator of Minority Affairs.

#### Budget

- (I) Development of Informational Materials
  - (A) Film geared toward motivation of Non-white candidates \$10,000
  - (B) Printed materials to be sent to likely recruiting

locations and personal mailings to individual  
 candidates, 10,000 copies \$2,000

(II) Travel Expenses

(A) 30 one-day trips and 20 two-day trips to selected  
 recruitment locations in the south east. (Air  
 travel.)

(1) Two-day trips would be directed toward the  
 more distant locations--Kentucky, Mississippi  
 and Florida \$3,000

(2) One-day trips--within 2 hours (one way)  
 total travel time. \$2,500

(B) Auto travel to area campuses \$ 500

(III) Out-of-Pocket Expenses--Lodging, Meals, etc. for  
 one and two-day trips. 70 @ \$25.00 per day \$1,750

(IV) Administrative Expenses

(A) Secretary 20 percent of time \$1,200

(B) Postage \$ 300

(C) Office Supplies \$ 500

(D) Telephone \$ 600

(V) Special Programs

(A) Consultants for two-day training sessions for  
 minority students taking part in recruiting  
 efforts \$ 500

(B) Seminar for student representatives from  
 selected sites to attend a 2-day session

to be held at the University of North Carolina  
Expenses for Travel and Lodging required for  
approximately thirty people from the south eastern  
area.

\$3,500

Total \$26,350.

M E M O R A N D U M

TO: Black Student Caucus  
FROM: Walter Isaacs, Secretary *W.I.I.*  
DATE: October 29, 1971  
SUBJECT: Meeting Objectives through Task Groups

In early Summer 1971 a statement of concerns regarding the relevance and responsiveness of the School of Public Health to the needs of Black Americans was sent to Dean Mayes, in which the following goals of our program were spelled out:

- (1) That a numerical goal of a 25% proportion of Black American students in the School of Public Health be set for achievement by September 1975.
- (2) That a Black American be employed in the School of Public Health immediately for the recruitment of Black American students.
- (3) That a numerical goal of 10% proportion of Black faculty in the School of Public Health be set for achievement by September 1975.
- (4) That Black professionals be utilized as resource persons and consultants in the School of Public Health.
- (5) That in all planning and negotiation of special projects, research, or services specifically focused toward blacks, appropriate black representatives will be included.
- (6) That all special considerations and assistance that are presently being provided for foreign students be extended to Black American students.
- (7) That the curriculum include courses geared to the unique needs of students planning to devote themselves to service in predominately black settings.

To adequately address these goals, task forces need to be formed with a clear mandate from this student body to do the following:

- (1) Identify the issues pertaining to the accomplishment of the objective.
- (2) Develop a strategy that includes the use of influential resources to accomplish the task.
- (3) Report back to the larger body such progress as it develops.
- (4) Receive clarification, support and constructive critique of the effort by the student body when deemed necessary.

Membership on these task forces should constitute intelligent use of talent as well as potential of the Black Student Caucus membership.

#### Possible Priorities

Two sub-parts of objective number two appear to need immediate attention.

- (1) Developing resources for housing accommodations.
- (2) Making use of present student funding programs as well as developing innovative approaches for obtaining subsistence funds.

Developing a mechanism for increasing Black faculty could be the second priority, etc. Approaches for each objective should be developed by each task group, and therefore should not be considered further in this memo.

#### Benefits

The use of task forces can have several benefits from the viewpoint of task-oriented groups such as ours. Some immediate insights are.

- (1) Using small groups composed of people with a variety of skills and who are willing to work toward a specific task can provide valuable learning as well as accomplishing the stated objective.
- (2) Division of labor allows many people to selectively become involved while not burdening a few.



- (3) Reporting techniques allow for effective use of time during business meetings.
- (4) Identification and clarification of issues, planning, etc. can be more manageable in small groups than larger.

Proposal

I propose that we review the objectives, decide how to best use our individual talents and be willing to set priorities so that task groups may be formed at the next meeting.

Draft for Discussion

Small

M E M O R A N D U M

TO: The Minority Advisory Committee  
FROM: The Minority Student Group  
RE: The Concerns of the Minority Student Group  
DATE: 2 February 1972

The events of last semester have brought us to the point wherein it is necessary to determine what our ultimate objective as a group is to be. We have determined that that objective is: to facilitate the creation of "qualified" minority health manpower to meet the health manpower shortage.

With this objective clearly fixed in our minds, there are several issues which are priorities in our considerations. The following discussion of these issues is food for thought. It is our purpose here to provide a spring-board for discussion and a guide for the ensuing deliberations designed to seek solutions to perceived problems -- not to provide answers. (Order of discussion is no indication of rank in priority.)

I. Recruitment of Minority Students

The recruitment of ethnic minority students is absolute essential to the achievement of our objective. 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 level of planning and implementation desired would require that the Minority Affairs Office devote its full time to this pursuit, along with the requirements of the minority students.

Minority students have gained a certain amount of visibility in Health Education and Health Administration. There are a few students in the other departments. To our knowledge there has never been a black student in the Department of Epidemiology. There is a critical shortage of minorities trained in the more technical areas of public health practice, i.e., Environmental Sciences and Engineering, Biostatistics, Epidemiology and Parasitology. We foresee a need for intensive recruitment of minority students in these areas. Flooding the market with health educators, administrators and planners does little to alleviate the shortage of technical personnel. The delivery of adequate, quality health care will require the participation of all persons capable of making a significant contribution to the field.

Look at minority colleges & Universities

Jane Valentel, Univ of Texas SP17

## 2. Admissions Criteria and Procedure

Intensive recruitment has little or no effect if barriers stand in the way of admission. Several areas are of particular concern to us in this broad category. First of all, many minorities health professionals are forced to remain in jobs where there is little chance of further upward mobility because of their lack of credentials. They have not been able to acquire baccalaureate training, nor graduate training, but have gained valuable expertise by performing certain job tasks over the years. This resource must be tapped for graduate level training. What will be required of these health professionals is learning the theory supporting the processes they have been performing. Additionally they will provide a resource, a view of the real world of practice, for those graduate students who have had no occasion to engage in the practical application of newly acquired skills.

? { Secondly, there have been occasions wherein applying minority students have become bogged down in the quagmire of the application process. Problems arise that are not always referred to the minority co-ordinator so that competent assistance and guidance can be given to that student. It is rare that any student, regardless of his ethnic background, completes the entire application process without problems somewhere along the line, thus requiring help.

Thirdly, there is a larger issue -- that of individual departments. Questions have arisen concerning departmental minority quotas. That is, of spaces available for incoming students, how many, if any, are allotted to minority students? How many minority students apply for these spaces, as opposed to the number accepted? Inherent in this question is the question of departmental application review procedure. To whom is this responsibility delegated? Is the minority office consulted for advice in this matter?

yes { Acceptance without funding for most minority students is tantamount to not having been accepted at all. Are students advised as to the availability of funds, the awards for which they are eligible, and the amounts of potential awards? Experience has indicated that students are usually in the dark in this area, causing frustration and delays in the onset of their graduate training.

Finally, given the shortage of minority Ph.D.'s in the health professions, it seems prudent to us to give serious consideration to the training of such individuals. Many a minority master's candidate does not give serious thought to pursuing the doctorate. A preponderance of Ph.D.'s is not part of his cultural milieu. We envision a need for active encouragement of minority students to pursue a degree past the masters. This would necessitate either developing or revealing a Ph.D. review procedure for matriculating minority students.

### 3. Retention

Recruitment programs, strengthened admissions procedures notwithstanding, are of no importance if support mechanisms are not developed for matriculating minority students. Here, support mechanisms are defined as those systems which provide for the academic, social-psychological and professional well-being and development of minority students. Each area is of equal importance. An academic support system would involve an acknowledged tutorial system, concerned guidance and counseling. Where students have an option in terms of professional concentration, the professional aspirations of the student are the primary factors in choosing between those options. For students who have worked in other areas, it is proper to consider the possible difficulty in adjusting to a totally unrelated area. However, this is a secondary consideration.

Once a student has begun his studies, every effort should be made to explore his developing thoughts around subject matter and his areas of interests. This effort would serve two purposes. One, a professor or faculty advisor would have a clearer grasp of what a student is about and could more easily provide guidance to that student. Two, both the student and the professor would be able to broaden their horizons. The exchange of ideas would stimulate new thoughts, thereby stimulating growth for both parties.

Though the professional well-being of a student begins in the idealized world of the classroom, for many the initial test comes during the field placement. Field placement serves several purposes. One of them is to allow the student to apply the knowledge acquired in the classroom to real world situations. A second purpose is to provide the student an opportunity to further explore his interest. A third purpose is to provide health agencies with an opportunity to provide training sites for professional schools and to influence the quality of the product of these schools. The field placement may be the last opportunity a student has to make all important contacts that will open the door to the realization of his professional aspirations. For the minority student these contacts may spell the difference between an individual who is very dissatisfied with a job and an individual who finds satisfaction in pursuit of a profession for which he has been trained. The choice of a field placement situation should as much as is realistically possible be selected on the basis of student interest and the opportunities the situation will provide for the student.

### 4. Employment

The acquisition of degrees becomes rapidly irrelevant when gainful employment cannot be procured. Locating a job is the responsibility of the individual. However information concerning job possibilities does come to each department. This information usually finds its way to the departmental bulletin board. However some job opportunities are not printed out and posted on the bulletin board. Since many minority

~~None~~

None

students feel a sense of alienation from the departmental "grapevine" and because many students often experience difficulty in developing the kind of close relationship with professors that would lead to the divulgence of this kind of information, a mechanism needs to be developed for centralizing information and for making referrals.

*Relate meeting with Joe Salloway*

\* 5. Curriculum

This particular issue has been the precipitating factor for the deliberations now in progress. The nature and quality of any school's curriculum greatly influences the nature and quality of the graduate of that school. In professional areas where people are to be the recipients of a service, a larger burden must be born by the training institution 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. It is here that facts, not myths, concerning causes become of the utmost importance.

*age, race, sex, social economic status*

~~Age~~  
*demographic variables*

Minorities have been the subject of much study through the years. There is some question in the minds of many minority professionals and students as to the validity of this study since race and income seem to be the primary indicators used. Currently matriculating minority students have voiced their concerns about the myths perpetuated in class presentation, particularly around the question of data.

Public health is one field that will continue to direct considerable efforts towards improving the health conditions of impoverished peoples. Therefore necessity dictates that the totality of their milieu be explored in great depth in order to provide all students with an accurate working knowledge of the complexity of the impoverished's problems. Through classroom situations often, operate from the vantage point of the ideal, to continue to support erroneous, unfounded beliefs about any group, regardless of ethnicity, age or sex, is to negate the educational ideal -- the diligent seeking of truth.

6. Personnel

It has been brought to our attention that the School has committed itself to hiring of Black faculty. At this time we are not clear as what the numerical commitment is. However our concerns in this area are much larger than the issue of numbers. As previously stated there is not a preponderance of minority Ph.D.'s in any given area in this country. Therefore the locating of such individuals to accept faculty appointments in the School is, to say the least, difficult. In the short run, we question the insistence on obtaining only Ph.D.s to fulfill a commitment. There may be a number of masters-degreed Blacks with sufficient expertise in public health disciplines who may be able to meet our needs at the present time. It may be more feasible to accept masters personnel at this juncture and provide them with the opportunity to pursue the doctorate while at the School.

We encourage the active endeavor to fulfill the commitment for several reasons. One, Black students are in need of faculty with whom they can readily relate. Two, Black faculty would be able to provide valuable insights into the needs of minority people from a minority perspective. And three, the body of public health knowledge would be greatly enhanced by the increased opportunity of these persons to contribute to it.

agree

## 7. Research

The School is engaged in numerous research projects spanning the globe. Many of these projects will directly affect the lives of minority peoples. Questions have been raised, in this regard, as to the conflict -- in some instances -- between the School's commitment to life and the support and continuance of projects geared towards the destruction of life. Further questions have been raised as to the procedures for initiating research, minority student involvement in this process and student involvement in existing projects.

mis-info

## 8. The Minority Affairs Office

The Minority Affairs Office was instituted in 1971 at the request of previous members of the Minority Student Group to address the need for minority recruitment and the need for support for matriculating minority students. Since that time the Minority Affairs Office has become the Office of Student, Alumni and Minority Affairs, in that order. At first glance it would appear that the need for a separate minority office had diminished to such a degree that this office could be phased out. A closer examination reveals that this is not the case. The students currently matriculating are not willing to murmur to themselves about the problems they perceive in the School, and go on their way without taking action to alleviate the problems. As we all know, the murmurings became a roar and an internal crisis was created. We do not intend to suggest that the Minority Affairs Office could have circumvented the crisis. But we do suggest that the initial moves to deal with the immediate situation should have come from that Office. There is no need for a minority office, if that office is not allowed to do the job for which it was created.

?

Numerous logical suggestions may develop from previous sections of the memorandum. If the duties of the minority must continue to be expanded, logic would indicate that this expansion should be in the direction of providing services to minority students and other duties directly related to minority affairs.

## 9. Policy and Finance

To obtain a better understanding of the manner in which the School operates it is essential that university and school policy be common knowledge to all concerned -- administration, faculty and students (minority and majority) alike. Questions have been raised in terms of federal mandates to the

University concerning minority enrollment and minority faculty acquisition, the University's interpretation of those mandates, the School's interpretation of these mandates, and the student's recourse in face of conflicting and prohibitive interpretation.

who  
knows?

Of much concern to all of us is the implication of the present political milieu. The possibility of federal cutbacks is eminent. The School relies heavily on federal funds for the operations of many of its programs and many students are dependent upon federal funds for support during their academic tenure. Information is desired as to the present and potential sources of funds for the School, be they federal, state, private, endowments, the University general budget. How much comes from each source, the percentage of same, and funding stipulations, in any. What effects will cutbacks have on departmental allocations, faculty appointments and minority enrollment and funding? What steps have been taken to alleviate this situation?

minority enrollment will decrease

To: B. G. Greenberg, Dean  
School of Public Health

From: The Minority Student Group

Re: Negative Racial Image Projections in Curricula Presentations

Date: November 6, 1972

*Bette Nelson*

In a meeting held October 28, 1972, a questionnaire was circulated among <sup>4</sup>thirty-five (35) minority students (this group included all Third World students who participate in the organization, and were present), who had expressed concern around the perceived negative racial image projected in the teaching of curricula in the School. The events prior to this meeting necessitated structuring some device to ascertain exactly what the feelings of minority students were concerning their experiences in the School. Because the School has committed itself to admitting increasing numbers of minority students, and because it has given more than lip service to that commitment, problems that had not manifested themselves prior to this time have become manifest. More attention must be paid to what the minority students' needs will be as health professionals upon graduation. In addition, due to the fact that the national effort in health care is centered in the minority community, it is of utmost importance that the minority perspective be considered and presented in the academic setting. It is exactly this unmet need that has <sup>PRECIPIT</sup>perceptitated the present crisis.

There can be little argument that it is difficult for a white instructor to be sensitive to the needs of minority peoples, who are unable to disguise themselves, simply because their life experiences have been totally different from that people. Nevertheless, this does not justify a response that indicated that 75% of the minority students who responded to the questionnaire felt "put down" in class; and



experienced difficulty in understanding wherein this feeling enhanced their learning experience. This state of feeling "put down" is not always overt. In most cases it is subtle. 80% of the respondents felt that subtle negative <sup>implications</sup> could be read into statements made by some instructors. A specific instance mentioned involves the presentation of the Thematic Aperception Test in BIOS 100 to an Afro-wearing student and the instructor's suggesting to that student that he possibly saw riots in his card.

Since much of a student's time is spent in class, the manner in which material is presented and the nature of that material becomes of paramount importance. 90% of this group of respondents agreed that class presentations re-enforced existing myths about minorities and did little to explain the causes of existing inequities. Of particular interest: 85% agreed that when racial statistics were presented, whites always came out as "supermen" when compared to Blacks. Likewise 90% agreed that as long as the present method of presenting statistics to support a point continues, distortions are likely to continue. Particularly when the only correlate used for comparison is race, completely ignoring economic and educational criteria. All core courses were mentioned in this regard.

There has been a tendency in this country for a long time to group all Black people in one socioeconomic class - lower. This practice has <sup>re</sup> prevailed in both the health and social sciences. Therefore, oftentimes when data is structured into charts, two socioeconomic classes are represented for the white, upper and middle; and only one socioeconomic class for the Black, completely ignoring poor whites, Mexican-Americans, Oriental Americans, etc.. A carryover from this practice is the tendency on the part of most whites in discussing America's poor to use the word Black <sup>synonymously</sup> with poor. All of the respondents agreed that this practice was the rule, rather than the exception, in the School. Particular reference was made to the EPI 160 laboratory manual.

Public health unlike many other "people oriented" fields depends heavily on statistics. It is one of the few behavioral sciences that collects extensive data on people of every ethnic hue. In any discussion of health, statistics will enter the discussion to support a point, be it positive or negative. There has been a tremendous upsurge in data collection in the health field to support various proposed programs in the past ten years. Therefore infinite amounts of recent data is available for the use of those in the academic setting. 95% of the respondents felt that instructors in the School were using outdated data. BIOS 100 and PUB 100 were specifically mentioned.

Closely akin to the problem of outdated data is the problem of quotes from scholarly works and studies being used out of context. Here again the effort is being made to support a particular point made by the instructor. To further complicate matters, reference is not always made as to who produced the work; why it was done; and under what circumstances. 85% of the respondents felt that this was a problem. Reference was made to discussion paper presented in PUB 140.

In light of the fact that the School of Public Health is a predominately white school within the predominately white University of North Carolina, any information presented is absorbed by a large number of white students. But, particularly in the School where many white students will work in situations where their clientele is Black, it is important that they reconstruct on a conscious level their perceptions about Black people, and the causes of racially based differences. 90% of the respondents felt that these misconceptions were being re-enforced by a visible lack of presentations of the Third World view of health problems and their causes by minority health experts on the state and national level.

Academia oftentimes is a very sterile world. Both student and faculty are isolated to a large degree from the everchanging outside world -- the world of reality. All academic disciplines which deal with people in actual practice are charged with the responsibility of providing their students with as honest a perspective of the

real world and the people in it as is possible. The School of Public Health is no exception. One of the realities of 1972 is that the racial issue that rose to the forefront in 1960 has taken a different course, but is as omnipresent as ever. Another reality of 1972 is that the poverty that we rediscovered in the 1960's is still with us. Although ecology and "the war" have taken prominent places in the world arena, racial problems and poverty have been the most pervasive forces in directing the course of human events.

If you define a social problem as any situation that is recognized by a group of people as affecting a large segment of the population, which threatens the established social order and societal values, and that something can be done about it, then you will recognize that health problems are indeed social in nature. But more important than that, you will recognize that all other social problems feed the health problem. Therefore, if health workers -- Black and white -- are to effectively deal with health problems, they must be exposed to the real world in both the classroom and in the field setting.

In an effort to achieve this end, we recommend that:

1. faculty seminars be held to look at social problems, how they relate to public health needs; and how each public health discipline impacts on these problems.
2. faculty seminars be held in which the wealth of knowledge and talents represented by the Black consulting firms be tapped to deal with cultural differences and how they effect worker-client perspectives.
3. the wealth of data collected in the past twelve years be introduced in class presentations, with ample explanation of who performed the study, who funded it, what was it purpose, and under what circumstances was it performed;

*Who specifically?  
What topics?*

4. Third World state and national health experts provide their perspective on health problems;
5. students and faculty become involved in research that looks at minority social, economic and health needs via masters thesis and doctoral dissertations;
6. while the School actively seeks Black faculty that it become actively engaged in producing minority, particularly Black, doctorates in the health professions;
7. a student review board, that is representative of the total student body, be commissioned to look at the applicability of course work in terms of the outside world.
8. specifications of five year plan with delineations of yearly plans;

*Student Union*

*for what*

We recommend that items 1,2,3,4,7 and 8 be implemented beginning January 1973. We recommend that the search for ~~perspective~~ doctoral candidates begin immediately. We recommend that item 5 be implemented at the time that the decision is made as to a thesis topic for individual students.

*Course*

cc: Dr. John C. Cassel  
Dr. John T. Gentry

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  
DEPARTMENT OF MATERNAL  
AND CHILD HEALTH

December 15, 1972

C  
O  
P  
Y

Mr. William Small  
Director of Student Alumni  
and Minority Affairs  
School of Public Health  
Campus

Dear Bill:

The Advisory Committee re the minority students' grievances is one I would enjoy serving on.

Sincerely,

Gerry Gourley

cc: Dr. Greenberg

GG:lka

RECEIVED

DEC 18 1972

OFFICE OF THE DEAN  
SCH. OF PUBLIC HEALTH



MEMORANDUM

To: William Small

From: David G. Kleinbaum

Date: December 18, 1972

Re: Advisory Committee

Dear Bill:

I am responding to you with regard to Dean Greenberg's request that I participate on an Advisory Committee concerning minority student recommendations for changes in curriculum. I hereby agree to serve on this committee and I plan to do my best to help resolve some of the problems to be discussed. I would appreciate being informed of the date and time of the first meeting of this group.

Sincerely,

David G. Kleinbaum

cc: B. G. Greenberg, Dean

DGK/j1

RECEIVED  
DEC 19 1972  
OFFICE OF THE DEAN  
SCH. OF PUBLIC HEALTH

THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL  
27514

RECEIVED

NOV 20 1972

THE SCHOOL OF PUBLIC HEALTH  
DEPARTMENT OF EPIDEMIOLOGY

OFFICE OF THE DEAN  
SCH. OF PUBLIC HEALTH

M E M O R A N D U M

To: Bernard G. Greenberg, Dean

From: Michel A. Ibrahim

Date: November 17, 1972

Re: See Attached

I am enclosing a copy of a memorandum from John Hatch which he sent in response to our inquiry with regard to the recruitment of black faculty. I thought that you might want to see his helpful comments as they apply to the school efforts in this regard.

MAI:td

Enclosure

cc: John Hatch  
Department of Health Education

THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL  
27514

THE SCHOOL OF PUBLIC HEALTH  
DEPARTMENT OF HEALTH EDUCATION

M E M O R A N D U M

TO: Dr. Michel Ibrahim  
Department of Epidemiology

FROM: John Hatch *J.W.H.*  
Department of Health Education

DATE: November 6, 1972

SUBJECT: Recruitment of Black Faculty.

I have made several contacts with persons in the field. This has not produced a solid lead to this time. As you are aware, black persons in the field generally and especially those at a senior level are in short supply. I do have some suggestions as to how recruitment might become more sharply focused and would like also to share with you some of my insights into the situations.

1. There is an informal network among black health professionals. I have contact with other black persons at about a dozen schools of public health and departments of community medicine. We are likely to see each other at (1) professional meetings such as A.P.H.A., A.A.S., N.C.S.W.; (2) conferences dealing with issues of special interest to black and other minority groups such as The Medical Committee for Human Rights, Special Conferences at Howard and Meharry, N.A.A.C.P. and Urban League sponsored conferences on Health, National Conferences of the consumers and professionals involved with comprehensive care programs sponsored by H.E.W. and O.E.O. Recruiting and leading our promising people is always a major activity.
2. A well paying job in a good setting is no longer adequate to successfully recruit from the very limited pool of black talent. Other considerations are:
  - a. How might my participation contribute directly to improving the quantity and quality of health services to Black people.
  - b. Has the institution demonstrated a concern for the special problems of health services to black people.

Dr. Michel Ibrahim  
Page 2  
November 6, 1972

- c. Does the area have a sufficient number of black health professionals to avoid becoming isolated.
  - d. Is the professional environment open and accepting of the special concensus blacks are likely to view as important.
3. Announcement of faculty positions in Black oriented professional journals such as Phylon and The Black Scholar would tend to inform black professionals of the schools serious intent. National and State, Weekly newspapers and magazines such as Crisis are widely read and would service the same purpose. It would not be necessary to say that the school is seeking black faculty as these publications are circulated to a 90 +% black audience.
4. Recruitment focused toward bright young people with potential for less senior positions would likely prove more productive than efforts aimed at more senior staff.

Young black professionals are likely to make application to black institutions and predominately white institutions with an existing black presence on the faculty. I suspect that Meharry, Harvard and Atlanta University have a rich supply of younger applicants seeking lower level positions. Sensitive contact might lead to a sharing of this potential resource. I know the department chairman of Community Medicine at both Meharry and Howard and would be willing to explore this path with you. Personnel officers in predominately black colleges in North Carolina might also be worth exploring.

5. I hope your department and the school will be successful in these efforts as I feel that development of a black presence on the faculty will enhance the relevance of the school experience. I also feel it would be useful to ask the assistance of the minority student group in recruiting efforts. This would tend to let the group know of the schools interest as well as provide insight into the difficulties of attracting staff.

JH/bce

cc: Dr. Steuart

January 3, 1973

Dr. Rolf P. Lynton  
Department of Mental Health  
School of Public Health

Dear Rolf:

Thank you for agreeing to serve on the Advisory Committee on Minority Affairs to consider ways of making our curriculum more responsive to the needs of minority, poor and disadvantaged, and other special groups.

You are quite right that this new ad hoc group could and should blend in with our existing Minorities Committee. The difference for now is that this special group will have five representatives from the minority student group.

I appreciate your willingness to cooperate in this matter and look forward to worthwhile and innovative recommendations.

Sincerely,

B. G. Greenberg  
Dean

BGG/fwa

cc: Mr. William Small

*P.S. I will let you know where  
we stand on the experimental admissions  
program when John Lusk returns  
next week. B.*

THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL  
27514

SCHOOL OF PUBLIC HEALTH  
DEPARTMENT OF MENTAL HEALTH

December 20, 1972

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

Dear Bernie:

Regarding your request for me to serve on the new Advisory Committee on Minority Affairs, of course I shall be glad to do that.

I am writing directly to you because I want to connect this up with the continuing work of the existing Minorities Committee. I have discussed this with Bill Small and am sending a copy of this note to him.

In addition to some effective work on the immediate issues, I would like to gain from the Advisory Committee a stronger representation and influence of minority members on the continuing Minorities Committee. The phasing of one into the other, if you agree on its value, will be made easier by the fact that the majority of faculty members whom you have asked to serve are already members of the Minorities Committee. There should be no sense of surprise that stepping up the number of minority students in the School leads to problems of the kind we have had this year, and it is good to have a continuing mechanism for dealing with this.

I am glad too that the Student Union will be represented on the Advisory Committee, as they are also on the Minorities Committee. The articulation of the minority student group vis-a-vis the Student Union is itself an important matter, and anything this work together can contribute to it will be valuable.

Thank you for asking me to serve.

Yours sincerely,

*Rolf*

Rolf P. Lynton, Ph.D.  
Associate Professor

RECEIVED

DEC 27 1972

OFFICE OF THE DEAN  
SCH. OF PUBLIC HEALTH

P.S. Outstanding from our earlier discussions is the matter of experimental admissions to the School. May I learn soon of progress on this and of anything the Committee and/or I can do to help? *lu*

RL:ml

cc: Bill Small

*call Rolf Lynton*