

RECRUITMENT OF BLACK STUDENTS FOR NCSU--  
COMMITMENT, OBJECTIVES AND STRATEGY

A Report by

The University Good Neighbor Council

GOOD NEIGHBOR COUNCIL

1973-74

Charles F. Murphy, Chm.  
Florence I. Francis, Sec.  
William H. Simpson, Liaison/Chancellor

Undergraduate Recruitment Committee

Gene Namkoong, Chm.  
Paul J. Capps  
William S. Galler  
Bobby F. Holloway  
Patricia A. Maddox  
Edward McPhatter  
George H. Whitesides, Jr.

Graduate Student Recruitment Committee

Bhupender S. Gupta, Chm.  
Vincent P. Cesena  
Richard A. King

Research Committee

Margaret Rogers, Chm.  
Beverly Mitchell (RCRC)

Student Life Committee

Mary C. Williams, Chm.  
Alois L. Chalmers  
Frank E. Emory  
Ralph R. Robinson  
William S. Shefte  
Ward S. Chiles (resigned)

Incident Investigation Committee

W. L. Williams

TABLE OF CONTENTS

	<u>Page</u>
Introduction . . . . .	1
Report of the Undergraduate Recruitment Committee . . . . .	2
Report of the Graduate Recruitment Committee . . . . .	13
Report of the Student Life Committee . . . . .	20
Bibliography on Afro-American Students and Studies in Higher Education on Predominantly White Campuses . . . . .	32

## INTRODUCTION

The Good Neighbor Council has operated for some time on the premise that many of the race related problems facing our campus can be alleviated by increasing our total black presence. The 1972-73 Council recognized that the projected affirmative action plan would focus itself specifically on numerical goals for faculty and staff rather than on student recruitment. The 1973-74 Council accepted the recommendation of the previous Council to concentrate its efforts in the area of black student recruitment.

The committee reports which make up this document address themselves to 1) Undergraduate recruitment, 2) graduate student recruitment and 3) those aspects of student life which are most related to the black student and, thus, to his recruitment. A bibliography is also attached.

The report is based on the assumption that this university is committed, not just to satisfy HEW guidelines, but to creating a university community composed of thousands of whites and thousands of blacks living, learning, teaching, and working together. The Council recognizes that such a total commitment is not yet a reality but appeals to all levels of the North Carolina State University administration to offer strong leadership to this end.

## REPORT OF THE UNDERGRADUATE RECRUITMENT COMMITTEE OF THE GOOD NEIGHBOR COUNCIL

Gene Namkoong, Chm.  
Paul J. Capps  
William S. Galler  
Bobby F. Holloway  
Patricia A. Maddox  
Edward McPhatter  
George H. Whitesides, Jr.

The Problem

North Carolina State University has a long and proud record of serving the people of North Carolina in education, research and extension. We can be particularly proud of having a center of educational excellence which takes students from under-financed secondary schools and creates an educated, professional corps of greater service to North Carolina. Many problems have been successfully faced and surmounted to accomplish this as the student population and the industries served have periodically changed and as new technologies and opportunities have emerged.

Today we recognize an affliction on our greatest natural resources. One-quarter of this resource is directly affected to the extent that its per unit economic productivity is half that of the other three-quarters. No affliction to any other industry, profession, or crop has ever been so damaging, or has received so little attention from academe. No crash programs as to build a space program have been advanced. No new departments as on space, food, or biological sciences have been created. No million dollar grants as for crop research and development have been awarded. In fact, the prevailing attitude has been business-as-usual with just enough attention devoted to this problem to satisfy minimal legal requirements.

The problem is racism. The issue for academe is enrollment of minorities, and while the problems are great and solutions difficult and expensive, our University

has never before given less than its best effort to meet significant challenges. We cannot afford to say that research and action programs for 1.25 million people is worth less to our school than tobacco leaf disease, corn blight, boll weevil, bark beetle, sweet potatoes, etc. Clearly, the problem has far wider dimensions than just numbers of minority students, as in attitudes, sharing power, and using cultural diversity instead of oppressing one culture by another. However, a convenient measure for indicating the extent of the problem, is the numerical status of blacks.

North Carolina State University was established for the people of North Carolina yet has only a 2.2% black enrollment (undergraduates including non-U.S. nationals) in a State with one-quarter black population. With the breakdown of dual primary and secondary school-systems and an increasing proportion of black high school graduates on the one hand, and vastly expanded employment opportunities for blacks in all professional fields, on the other hand, NCSU should have black undergraduate enrollment much closer to 20% than to 2%. In view of the great historically imposed difficulties in immediately achieving such a level, however, we feel that an enrollment of 1,500 undergraduate blacks in three years is a desirable goal. From that position, and depending on the status of other schools in North Carolina and elsewhere, the rate of increase will decline but targets of 2,000 - 3,000 blacks as a stable component of NCSU are still reachable by the end of the decade, a reasonable time for problems of similar difficulty.

NCSU is thus expected to take a leading role in curing a societal affliction and by its educational policies to help create a society which respects, seeks, and uses the diversity of people and life styles of North Carolina. We should also create

an educational climate in which students learn from religious, racial, sexual, and other diversities. In this study, we are primarily concerned with the black presence.

### Strategies

If the general problem is agreed upon and the objectives worthy of devoting our time, talents, and money, the difficulties of achieving those objectives are also worthy of our greatest respect. Locating and motivating potential students to enter our University is especially difficult for previously excluded students despite the obvious rewards of an NCSU degree. Students today no longer expect the same things from school nor are they willing to work for the same objectives as they did even 10 years ago. At the same time, the professions are changing as are our general society's demands of university graduates. NCSU has historically provided a unique bridge between these elements for the people and society of North Carolina and the nation. We are not an Ivy League school but rather we have been uniquely and proudly of and for North Carolina with a special emphasis on technological and professional programs. Given the prospects for a vastly increasing black college enrollment, we at NCSU must continue to fulfill our traditional educational role which simultaneously assuring black access to the services of NCSU. Within a heterogeneous school system in North Carolina, this will require a coordinated program among public and private schools, and among the branches of the UNC system. However, if NCSU has provided useful educational functions in the past then it should continue to do so with a better diversified student body.

To develop such a University, we may follow strategies of getting students to adapt to present University structures, or of adapting the University to present student needs, or a mixed strategy using techniques of both strategies.

### Current Strategies

Projections for enrollment at NCSU are based on past experiences with past programs and do not indicate much change in total enrollment or in the total black presence. Funds for admissions, recruitment, and new programs are limited, new programs are difficult to initiate, and the image of NCSU as a "white" school rejecting black values is difficult to overcome. Various student exchange and dual degree programs with other schools have not been developed into an active source of black students and money is not generally available for scholarship programs to attract special groups of students. Thus, without helping to enlarge the pool of potential black students, without creating more programs to especially attract them, and without going beyond current budgetary and program restrictions, the problems of competing for blacks have remained largely unsolved.

However, despite these difficulties, efforts have been made by individuals in the admissions office and by some of the professional schools to find and attract blacks. Most promising has been the employment of a black admissions officer whose efforts can have a substantial and immediate effect if he is adequately supported and directed to recruit blacks. Since current full-time black undergraduate enrollment is less than 250, and last year's enrollment of black freshmen is only 60 including non-U.S. nationals, the rate of increase in the black presence is not encouraging. Without some drastic change in recruitment policies, it is doubtful that even the efforts of a full-time black recruiter can by itself achieve the suggested goals. We need closer to 500 entering black freshmen every year, which is another order of magnitude greater than present plans and expectations.



### Recruitment into Present Structures

Perhaps the easiest and least traumatic program to achieve a black presence is through a much larger recruitment program. To assure an orderly process, however, a coordinated state-wide program to seek and adjust a fair allocation of students to all schools is required. Thus, a state office for black recruitment with staffs at each campus is desirable to assure an orderly progression between and within the various campuses. Funding should be separate and special appeals made to industries or other groups for initial program development.

Currently, some of the schools of NCSU have no recruitment at all, others participate only in general, All-Campus Day types of publicity, while others have seriously addressed themselves to recruiting quality students. By testing and developing a wide variety of techniques to reach potential students, high school teachers and counselors, and faculty at other colleges, methods for achieving recruitment objectives have been successfully developed by some of these schools. It requires an administration, faculty, and recruiter commitment to solve the many problems involved in supporting and refining the methods but it is a technically feasible strategy. Therefore, while the development of this special recruitment technology is limited to a few outstanding examples, in Textiles and to some extent in Engineering, further development at the University level by professional recruiters should also be feasible.

On the NCSU campus, at least 2 and preferably 3 full-time professional recruiters should be employed under this program and performance guides established. Adequate travel and material funds will be required as well as funds to employ student aides and to supplement student athletes on recruiting trips.

However, it is still expected that even with greater numbers of blacks on the campuses, those with poorer educational backgrounds and expectations will have great difficulty in using university structures which were created for a different population. If the only actions taken involve recruitment, many problems can still arise which require some forethought.

#### Modifying University Structures to Meet New Needs

As with any new endeavors requiring the allocation of massive time and effort, considerable resistance to any restructuring must be expected. New efforts and funds, or a reallocation of existing resources are required. Hence, an evaluation of the priorities of the needs of this program versus urgency of others is required. Given the magnitude of the societal affliction and the potential benefits of remedial actions which are available to NCSU, we feel that the needs expressed in this report will assume the highest priority. A truly pluralistic university will eventually require realigning programs. It will take imaginative leadership to develop such a new program without diminishing the quality of other programs at NCSU.

The development of any new program at NCSU must face strong competition for support and funding from presently established programs and from other meritorious new programs. According to some priority scale at least partially dependent on size and urgency of the problem, and on likely benefits of feasible technology, racism in the University would clearly take far higher priority than most new proposals and than many existing programs. Clearly, a cooperative, joint development of all of the highest priority programs is desirable and certainly one aimed at diversifying the students and people served by NCSU should be easily integrated into the total University program of service. Many

difficulties and negative effects of any new program proposal will exist but we can suggest several program types that might be useful. Primarily, however, we require that a professional administrator, preferably an Associate Provost, be employed to research and develop effective programs.

Among the least difficult programs to initiate would be one which develops educational programs possibly under or with the School of Education for those previously unrecruited blacks and whites. To get very many more black freshmen may well require expanding the pool of students sought beyond present boundaries of academic preparedness. However, such students may well require up to two years of special, college-credited, programs to develop the learning skills required by NCSU. A separate academic department with a research arm and tenured faculty is not unreasonable to contemplate. Such a department or other special structure can also be directed towards serving the wider population of adults in the community who would wish to take college preparatory courses or special courses directed towards career advancement. This department can serve our own SPA personnel, and other working adults to thus expand the opportunities of the people directly serviced by NCSU.

In addition, new areas of teaching and professional development may be created such as the special education programs, or in areas of the social impact of the technologies and delivering the services of technology to the economic under-class. Such programs as black studies may also be required both to make the University academically complete as well as to attract black faculty and students. In such cases, inter-university coordination of programs is critical to the state-wide success of those programs and hence, NCSU may not have all of the desired programs. However, an assured flow of blacks into NCSU for the array of programs it does have must be a part of that planning and the responsibility of a high administrative officer.

If necessary to bridge any perceived gap between the University and those previously not affected, we may find it desirable to move parts of programs into urban and rural areas. Mobile units or store front classrooms with college credit and degree programs may be useful to reach a new constituency. The visibility and physical presence of NCSU where the people are can also generate wider public support and input into the University.

More structurally traumatic but still within the realm of possible action is a restructuring of the greater University with a single comprehensive plan and inter-campus administrative office responsible for attacking the entire problem. This requires a commitment from the general University with which we have had no contact. Real power and structural changes are involved but the values of alternate systems will have to compete with the imperatives of the great problem of racism in the Universities. If other means cannot be expected to solve the problem, then such drastic measures may be needed to assure success.

#### Mixed Strategies

Without much experience or data on how the various solutions might be effective, no one pure strategy should be relied on. Multiple programs for attacking the problems of finding and motivating students and for modifying University programs should be simultaneously pursued. Research on the models and effectiveness of sets of programs should be an integral part of these action programs so that program shifts can be continually made and an effective total system be evolved. Such an approach to new education in fact can be a major new scientific program thrust for which the University should seek external as well as internal funding.

We recommend the following policy changes:

1. Employ 3 full-time black recruiters with material, travel and salary funds for student aides.
2. Initiate a state-wide coordinating body for allocating efforts to increase black students entering North Carolina colleges and to direct agreed proportions among the campuses.
3. Establish recruitment and retention goals for black students such that we have on the order of 1,500 black undergraduates at NCSU in three years and 2,000 to 3,000 by the end of the decade.
4. Employ an educational administrator as an Associate Provost, to develop a Research and Development program for diversifying student representation and University programs to serve all the people of North Carolina.
5. Establish remedial programs and educational research and development programs for the special problems of minorities or any under-trained students.

#### Tactics

Within the scope of the above general program strategies, tactics for implementation can be recommended mainly for the recruitment strategies. We can say little about university program changes without having a professional on campus who can develop program alternatives. Problems of faculty and staff recruitment and tenure, and of class offerings, are beyond our competence to address.

With respect to recruitment, the University Admissions program should be the focus of funding and planning while the professional schools continue their special efforts to meet their schools' and professions' special needs. The School of Textiles

and of Engineering have furnished outstanding examples of efforts within present structures to reach, enroll, and graduate black students. Professional societies and private industries have often provided funding for those purposes with enlightened self-interest, and can be expected to continue to do so. Such programs in fact may be expandable and perhaps with some University leadership, more efforts can be made, and media programs developed to support general University recruiting programs. However, individual school programs should still be subordinate to a campus-wide effort and coordinated by it to maximize total NCSU goal achievement.

Inter-University cooperative programs do not presently affect any significant number of students and unless utilized by more program proposals or vigorous new administration, cannot be expected to contribute significantly to the black presence at NCSU. However, within a wider program for cooperative education and supplying a flow of blacks to NCSU, the present programs can supply a core of experience.

The tactics followed by the recruitment and admissions officers should be left to the professionals employed for those purposes but performance criteria should be established and well known. Funds for staffing and student aides are necessary as well as for coordinating activities with the schools within NCSU, and among cooperating campuses. In addition, admission officers should be allotted a number of admission slots and given authority for "guaranteeing" admission to NCSU for certain categories of students. They should also be allotted a proportion of all of the usual recruitment activities available to the University including use of athletes, extension personnel, and all forms of University advertisement intended to bring students to NCSU. They should also develop and use faculty contacts and speaking services to gain access to high schools and other colleges for freshmen and transfer students. In short, the

total resources to fulfill the mission of the University in attracting students should be available for drawing on the total student resources of North Carolina in a compensatory effort.

Finally, wider sources of funds should be sought for many more scholarships within the present programs and for several prestige scholarships, again allotting a substantial proportion for black recruitment. This and the above steps should make it clear to all of the people of North Carolina that we are truly committed to creating a university of all the people and that we will seek out means to overcome problems for which we have a responsibility.

At this time it seems clear that some program adjustments will also have to be made if the University is to expand its mission of service. However, these programs can be created to also advance the University in rapidly developing fields of applied science (e.g., education, psychology, sociology, delivery of technology, recreation, urban planning, etc.). In this way NCSU can become the center of excellence in yet another field of endeavor - one with far greater impact on the total resources of the state and nation, than any other yet developed.

## REPORT OF THE GRADUATE RECRUITMENT COMMITTEE OF THE UNIVERSITY GOOD NEIGHBOR COUNCIL

Bhupender S. Gupta, Chm.  
Vincent P. Cesena  
Richard A. King

Introduction

Two of the essential precursors for an increase in black enrollment at the graduate level are an improved social life and atmosphere for the blacks on the campus, and an increased enrollment at the undergraduate level. Since both of these subjects have been given substantial attention elsewhere in this report, they will not be examined here; however, the intensity of their impact on the progress in work at hand must be clearly understood and accepted. At the same time, it should be realized that our efforts in bringing in more black graduate students must not await progress in the above two respects; otherwise we would seriously delay meeting our goals specified in the University's Affirmative Action Report, drafted during the Summer of 1973. Parallel efforts must be made in all of them.

One of the important reasons for increasing black representation among students on our campus was clearly stated in the above University report:

As the unit plans document, lack of available female and minority faculty is one of the major difficulties encountered by an institution with academic emphases in the scientific, technological and professional fields. N. C. State University recognizes that one solution to this problem is the development of potential faculty through training. For this reason several school plans emphasize recruitment of students, especially graduate students. This emphasis is considered a major aspect of our affirmative action planning because it represents the best long-range positive action possible and such recruitment is considered a major element of our goals (p 10, 11).



The University's immediate concern may be an increase in minority employment at various levels of its activities; in the long run, however, an increase in minority student enrollment in institutions of higher learning will have a much broader impact than this--it will improve the quality of life of the American people.

There are currently 54 black graduate students enrolled on our campus, who represent about 2.8% of our graduate population. It is believed that this number can be significantly increased if special efforts are made in a number of areas. This section of the report examines these under separate headings; however, since they are highly inter-influential, they should be considered together when the Administration decides upon a plan of action.

#### Commitment

The key to progress in work of this nature, in the environment in which our University exists, is a very strong commitment to this important national cause; without a strong commitment we can expect to fail, or achieve little. Our University has already made such a commitment as is evident from their formal report to HEW. In order to best fulfill our commitment this committee supports the recommendations of the other two committees for the appointment of high ranking officials who would be responsible for the co-ordination and supervision of all programs - recruiting, social life, proposals for funding, career planning, placement etc. - relating to blacks on the campus. This committee strongly supports the earlier recommendations from the Good Neighbor Council expressing the desirability of filling the position as Graduate Dean with someone who is black. At the time this report is being written, that position has yet to be filled. We consider the special needs in recruiting black

graduate students to be of utmost importance. If, in fact, the next graduate dean should not be black, this committee would even be inclined to urge the appointment of a black official in some other position within the administration of the graduate school.

#### Funds

The necessity of funds for attracting graduate students can hardly be over emphasized. The committee believes that through special efforts, substantial funds can be raised to help us in our graduate minority program. Specific recommendations are as follows:

1. Compilation of complete, and frequently updated, information relating to all kinds of grants and fellowships available from private, state and national agencies and foundations.
2. Setting up of a special committee to write proposals for securing financial aid for the support of activities such as, research, education, professional development (faculty) of the blacks. We recommend that this work should be coordinated through the office of the graduate dean.
3. We propose that an active drive be made to seek support for our minority programs from industry in the State of North Carolina. The pressures to increase black presence are by no means limited to the bounds of the institutions of higher learning. Over the last several years, industry has shown increasing desire to hire qualified blacks in their white collar work force. Industry has always looked to technical institutions like ours for their manpower and has generously supported our educational and research

programs. We recommend that each major industrial unit in our State be encouraged to name after themselves and grant annually at least one attractive and untied scholarship for blacks. Such scholarships should be advertised in a brochure developed specially for black recruitment, and competition should be required for their grant. We feel that this would be an excellent way of stimulating interest among young blacks to seek advanced degrees at our institution, and channelling a fair portion of some of the brightest of them towards us.

#### Recruitment

Under present circumstances when the supply of black undergraduate students is itself low, a departure from traditional recruitment methods would be essential in successfully increasing our black graduate enrollment. Most of our departments at NCSU have traditionally recruited their U.S. graduate students from similar departments at other predominantly white colleges and universities--especially Land Grant Institutions. This recruiting method has automatically limited the potential numbers of black graduate students. The potential for recruiting black graduate students can be increased tremendously if working contacts can be developed with predominantly black institutions, especially the "Colleges of 1890." Additionally, a wider range of undergraduate backgrounds should be screened. Certainly, our educational system is not intended to limit one's graduate opportunities to the strict confines of his undergraduate major.

Where national professional organizations exist, these bodies are in a most advantageous position to accumulate and disseminate information about potential black

graduate students. In many cases, a request from an NCSU department head, with a supporting letter from the Chancellor or Provost, might well lay the groundwork for the initiation of such a service.

Further, we recommend that some of the highly successful methods currently practiced in some schools on the campus, in particular the School of Textiles, should be reviewed and practiced in the black recruitment drive. The use of specially prepared brochures, visits by outstanding faculty to black campuses and presentation of special lectures or seminars in their classes, visits by our current black students to black campuses to discuss programs and opportunities at State, and special open houses, etc., are bound to be effective means of recruiting and are strongly recommended for general implementation.

Finally, we support a recommendation made by the "Minority Group Student Opportunities Committee" of the Graduate Advisory Board, co-chaired by Professors Dale Hoover and Dave Kniefel, in their final report in June 1972. They developed the idea of a "Summer Institute" in which a limited number of minority students who have completed their junior or senior year of college and who have shown some sign of interest in and qualification for graduate education, are invited to work with a professor for about ten weeks on a problem of mutual interest. They believe that this kind of activity would give these students some insight into the nature of scholarly activity going on at this University in their chosen fields. Professors Hoover and Kniefel proposed that the funds be provided to cover most of the necessary expenses of the students. We feel that this idea has a great potential for bringing in graduate students, blacks as well as whites, and recommend its implementation.

### Curriculum

Our University has a history of constantly changing and modifying curriculums and introducing special programs to keep up with the times and the needs of the community. We feel that there is a special and justifiable reason for us to review our existing curriculums and determine what reasonable changes in them could be made which could make some or all of our programs more attractive than before to our black citizens. We propose a special committee, consisting of some highly experienced faculty and administrators from predominantly black institutions (especially from within the consolidated university system) and some from our own University be established to study this question. Students should also be included on this committee. We believe that the work of such a committee will not only influence our programs and curriculums but also those of our predominantly black sister institutions.

We support the establishment of the Post-Baccalaureate Studies Program (PBS) as recommended in the University's long range plan. This program should be beneficial to a broad range of students whose undergraduate background did not totally prepare them for their graduate program.

### Cooperative Program Between Predominantly White and Black Institutions in Our UNC System

One of the essential elements in attracting black graduate students is an integrated atmosphere at the faculty level. The scarcity of qualified black faculty has been clearly recognized by the University in its Affirmative Action Report. It appears that while the University strives to attract black professors, in certain basic science disciplines, such as chemistry and physics, or in certain biological

sciences, such as agriculture, this scarcity can be temporarily resolved by developing a faculty exchange program between the predominantly white and the black institutions in our consolidated university system. Such a program, the exact details and nature of which must be discussed and developed in an ad hoc committee consisting of representatives from the several concerned campuses, should in general allow for the following provisions:

1. Visitation by professors from predominantly black campuses to white campuses, and vice versa.
2. Co-supervision of individual research programs.
3. Appointments as adjunct professors.
4. Presentation of seminars, short courses and regular courses by faculty on other campuses.

## REPORT OF THE STUDENT LIFE COMMITTEE OF THE GOOD NEIGHBOR COUNCIL

Mary C. Williams, Chm.  
Alois L. Chalmers  
Frank E. Emory  
Ralph R. Robinson  
William S. Shefte  
Ward S. Chiles (resigned)

If black students are to be attracted to North Carolina State University, the atmosphere on the campus, the academic programs, and the social life for blacks must be of a kind that are enjoyable and satisfying for them. Plainly the world of NCSU is more accommodated to a black student than it was eight or ten years ago: blatant rudeness and overt discrimination have been disappearing; a black student is less isolated and finds a friendlier atmosphere now. N. C. State University, moreover, offers technical and liberal arts programs of great benefit to blacks who wish to take advantage of new opportunities in a more open society. This report, in examining some of the difficulties that black students face in becoming a part of NCSU, is bound to have a negative cast; but we recognize that the situation here has improved over the last few years.

Black students point out, however, that discrimination still exists on the campus, even though it now is covert rather than overt. This report will address itself to problems of student life for blacks at NCSU, first, by describing the general atmosphere here; second, by outlining the difficulties of academic life here for blacks; third, by surveying social pressures here; and finally, by summarizing our recommendations for translating the good will that exists on this campus into positive action.

I. Atmosphere in which blacks and whites co-exist at NCSU.

As one would expect on a campus with so many thousand students, there is a whole spectrum of racial views to be found among white students and still another among black students. Some white students enter easily into relationships with black students, others ignore them, others feel vaguely threatened by them because they see the black students as constantly making aggressive demands. Some students who are sympathetic with blacks' problems want to stay in the background rather than taking a public stand; and many others, here for an education that will prepare them for a good job, do not want to involve their time or energies in racial matters. There seems to be little understanding of reasons for black programs or black organizations; white students tend to disapprove of "re-segregation" and of allocation of funds or meeting space for specifically black activities.

One white student on the Good Neighbor Council sees blacks and whites as co-existing very well at NCSU--in fact, 1,000% better than at his public high school. "The students seem to be able to live, study, and play together with relatively few if any racial conflicts. . . . On a person to person basis, there is not a major communications problem." Therefore, black spokesmen simply "stimulate segregation and, indirectly, racial discrimination," he says. "A more desirable goal than racial representation is to unite all students behind a common purpose for the betterment of everyone involved." He thinks that students should not expect the administration to initiate many changes but should realize that they must bring their proposals and demands to the administration for consideration in the light of available funds and facilities. He thinks that black students' feelings that the administration is not responsive to them are an example of black paranoia.



The view of many white students is that the University is open--why can't blacks come on in and be like any other students?

Although one attitude among a minority of black students is that they do not want to be assimilated into student life here, many other black students find it difficult to communicate even with a friendly white roommate and feel that they can be free and open only around other blacks. Some blacks, who may not admit their feelings to whites, see the campus as a battleground and cohesiveness among blacks as necessary for survival. For most black students, being with other blacks means that they can live in their own way, express their mutual concerns, achieve a sense of their own identity, and co-exist with whites on more equal terms than as individual members of a small campus minority with a long history of discrimination against their race.

Although the approximately 250 black undergraduate students at NCSU tend to be cohesive, SAAC leadership has been directed toward outreach. The cultural center SAAC has pressed so hard for is seen not only as a meeting place for black organizations but as a place for all students for learning about black history, traditions, and culture, a place where new foundations for relations between races might be laid.

The view of race relations on campus of one black student on the Good Neighbor Council is as follows: Black students believe that improvement in campus life for them will only be accomplished by aggressive leadership, and they do not see this kind of leadership from the administration, faculty members, or the Good Neighbor Council. Black students have carried the hammer and nail in seeking funds for programs and for the cultural center; blacks will get nothing they don't get for themselves. Dealing with the administration means dealing with persons who exhibit token friendliness but are afraid to do anything progressive; they take half-steps and take those only

under pressure. Their absence of firm conviction and their insensitivity to black problems means that they look to smooth over racial difficulties rather than take positive steps. The administration sets a negative tone in public statements about black students and racial matters, and this tone has been sustained by the Technician and the State Sentinel in articles and editorials. Faculty members who have the opportunity to present pluralistic points of view to their students, are complacent about their society; they do not know what blacks have contributed to American life and don't seek out information or ask their students to seek it out. No more than their students do they desire to upset the American cultural norm.

This student believes that black students and white students will never come together until whites have become re-educated to understand blacks.

Plainly, division will exist on this campus so long as white students think that blacks should accommodate themselves to campus life as it exists, while blacks maintain that there can be no true integration until whites are awakened to new understanding. Each group wants to see the other "adjust." Campus newspapers in the fall of 1973 did little to encourage harmony or to present black points of view, except for one issue of the Technician supplement, "Touché" (November 9, 1973), which portrayed with some sensitivity what it called "the black world" on campus. The February, 1974, conference of student leaders and members of the administration at Quail Roost had the encouraging result of uniting white and black student leaders on at least one issue, the use of the print shop. But there has yet to be expressed in student newspapers in 1973-74, either in editorials or letters to the editor, any commitment to a university where thousands of whites and thousands of blacks would learn and live together with mutual appreciation and understanding in a community that would presage a more open and harmonious society beyond the campus. Inasmuch as so

much mistrust and division still exists between blacks and whites, the atmosphere is not particularly favorable for recruiting large numbers of blacks.

We believe that black administrative officials would be of great benefit both in recruiting black students and in reducing racial tensions on campus, therefore, we recommend that strong and continuing efforts be made to bring in black administrators at all levels. We specifically recommend a position as Dean of Minority Affairs, within the Division of Student Affairs.

We recommend that members of the administration be less negative and defensive in public statements directed toward black students and their affairs. An example of such a negative statement is "There are not enough black students to go around for State and Carolina to have several thousand black students." Technician, March 13, 1974, p. 4. We also recommend future meetings between student leaders like Quail Roost conference, particularly when tensions appear. Also, we recommend that the Good Neighbor Council work on spreading information beyond its own meetings and exerting more influence on the University community.

The small number of black undergraduate students (about 250 this year) and their feeling of being thrust into an adverse culture naturally results in pressures on their lives both academically and socially. Some believe that before any equality can exist between the races here, the percentage of black students must be greatly increased and there must be an equal opportunity for black students to feel comfortable in pursuing whatever social diversions they require.

## II. Academic Life for Black Students at N.C. State University

### Statistics

Statistics compiled by the Department of Student Affairs Research show that some academic difficulties will be experienced by black students taken as a group. One

study shows that "the UPGA equation is slightly biased in favor of black students since it tends to over-predict."<sup>1</sup> (Black students score lower than whites on the SAT but have higher high school rankings than white students enrolled.)<sup>2</sup> Black students, then, if the present equation continues to be used, will do somewhat less well in their first year than they are predicted to do. Moreover, a group of 120 black students admitted as freshmen from 1970 to 1972 earned a mean first year GPA of 1.86 in contrast to a mean GPA for all entering freshmen in 1972 of 2.14.<sup>3</sup> (The GPA for freshman year has been shown to be a good predictor of graduation for NCSU students in general.<sup>4</sup> If it predicts equally well for blacks [and this has not been established], then the prospect of graduation for this group of black students as a whole is less favorable than for the group of freshmen entering in 1972.) Other statistics show that the UPGA of approximately 50% of entering freshmen in the fall of 1973 was 2.0 or above; of 60 black students admitted, however, only 19 (about 32%) predicted 2.0 or above; 20 of the 60 (33 1/3%) predicted less than 1.6.<sup>5</sup>

Special programs for the disadvantaged.

Remedial programs are few. In English there is a non-credit course, English 100, offered at night; for this course a student must pay a fee. There is also a non-credit course, English 200, a writing laboratory for students beyond the freshman level who have

---

<sup>1</sup>"Bias in the Prediction of Achievement and in Admission of Black Students to North Carolina State University," February, 1974, p. 5.

<sup>2</sup>Ibid., p. 2.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 8.

<sup>5</sup>Computed from tables in Student Affairs Office, "Admissions Summary, New Freshmen, Fall, 1973," November, 1973.

deficiencies in composition. In Mathematics there are sections of MA 111 and MA 102 which include special sessions with proctors who offer help with assignments. SAAC members have provided tutoring services, without pay and on an informal basis.

Suggestions for providing further aids for disadvantaged students include:

- (1) free or inexpensive summer programs offering remedial work, especially programs to prepare students for technical and scientific curricula
- (2) organized tutoring programs where needed in any department, perhaps by majors in the department
- (3) composite courses offering work ordinarily taught in several different courses to prepare students for some technical programs.

#### Black studies courses.

In addition to offering aid to black students with academic problems, the University also needs to offer courses to aid in an understanding of black history and culture; these courses should be considered not as "special" ones to attract blacks but as valuable for all students. There is no black studies program at NCSU, and there seems to be small demand for one; a student could work out such a program as a multi-disciplinary major in the School of Liberal Arts, though the number of courses with black studies orientation is small, and all of these courses are not being offered at present.

Such courses are as follows:

ENG 395 Black American Literature  
 HI 272 The Afro-American in America  
 PS 403 Black Americans in America  
 PS 404 Black Political Ideology  
 SOC 305 Race Relations

Some related courses are HI 461, Civilization of the Old South, PS 473, Political Systems of New States--Asia and Africa, PS 573, Problems of National Integration

and Institution Building in Black Africa, and SOC 560, Racial and Cultural Contacts. The Political Science courses are not being offered at present because the department does not have a black faculty member to teach them.

We recommend that more departments offer black studies courses; some suggestions are a Music course on the influence of black music in the U.S., a Psychology course on the effects of discrimination or special psychological problems of blacks, a Philosophy seminar (PHI 492, Philosophy Seminars on the Human Condition) occasionally focused on problems relevant to blacks, University Studies courses devoted to black problems or black contributions to society; History courses on African history. These courses need to offer something beyond traditional white attitudes toward these subjects; rather than impersonally discussing problems and solutions they should ask students to look into themselves and question their own attitudes. Also, increased offerings in music and art would be helpful in attracting black students to the campus.

We also recommend that many of these courses be offered at night as well as in the daytime. One means of greatly increasing black student enrollment at NCSU might be to offer evening courses of interest to blacks in the community at large.

#### Black faculty members.

The presence of more blacks on the faculty (there are only twelve at present) would help to make black students feel at home academically and give them a feeling of confidence as well as exposing all students to black points of view. Black students who come here need to see blacks who are successful in the academic world. It is to be hoped that the Affirmative Action goal of 44 black faculty members in 1976 will be achieved, if not surpassed.

The problem of discrimination against blacks by faculty members.

The problem of dealing with discrimination against blacks by white instructors is difficult and touchy as is any student grievance. So long as he is taking the course, the student with a complaint does not want to make it openly. Also, except in flagrant cases, discrimination is hard to pin down. But when there are several complaints against one instructor, there should be a means of acting on them without recourse to a formal grievance procedure; a black counselor or administrator in Student Affairs would be the logical person to talk informally with an instructor about the situation.

III. Social Life for Black Students at NCSU

Black students on the campus express feelings of loneliness and a desire to be with other blacks. They tire of furthering communication between races by explaining what they put on their hair and what certain words mean in their speech. Often they find that their tastes differ from those of white students; the blacks prefer soul music and dislike beer busts. They want to see black faces; they want to have a sense of their identity as blacks.

Existing organizations and activities for black students.

In addition to New Arts concerts by black performers, films about blacks, and theater productions by and about blacks--and there have been some, though not many, of all of these in recent years--there is a meeting-place for blacks, and there are a number of black organizations: SAAC (Society for Afro-American Culture), a sorority, and two fraternities. Blacks have also had an unofficial mimeographed newsletter, "The Black Voice," which has served as an open forum, without editorial supervision or policy. For one week, black students hold the

Pan-African Festival, devoted to films, lectures, dance groups, and other entertainment. Although the Festival and other public events provided by black organizations, such as films on race relations and the Black Awareness Conferences, are not specifically for blacks but for all students, the sponsors have been disappointed because white students do not come.

Further needs.

Since black students do not enjoy many of the activities offered at the Student Center, they would like to participate in some of the events for blacks at neighboring colleges. If some kind of University transportation could be made easily available, black and white students could take advantage of cultural opportunities open to them elsewhere.

This year SAAC has focused on obtaining the Print Shop as a black cultural center, since King Religious Center will be torn down. The Good Neighbor Council supported this request. The Print Shop offers enough space for meetings and social events and also for a cultural center, potentially offering a library, films, art works, artifacts, and lectures expressing black history, culture, and achievements. The center will be open to all students.

Private funds solicited from foundations and individuals could make possible an attractive and comfortable cultural center, offering a wide variety of resources. Such a center could serve as a model for other campuses throughout the area.

One problem, generally acknowledged, is that white students might simply stay away from the center, rendering it of no value as a place for questioning, learning, and re-orientation for whites. One suggestion is that white students need to be brought into the planning for the center, just as black students need



to be involved in planning for all Student Center activities. The decision of the Division of Student Affairs to provide staff assistance for the center should facilitate the achievement of such ambitious programs.

Besides a cultural center and more black oriented social events, black students feel the need for more blacks on campus in faculty and staff positions, as role models, but even more as counselors and helpers. A black recruiter in the Admissions Office and a black career counselor are examples of the administration's effort to meet these needs, as are black faculty members, especially those above the rank of instructor. Undoubtedly high-ranking black administrators, sensitive to black attitudes and difficulties, would be invaluable amid the sometimes awkward and hostile exchanges between black students and white administrators. Also urgently needed at the present time is a black in a fulltime position in Counseling, though blacks throughout the administration have been pressed into service as counselors for black students. Such a person, seeing black students' problems day by day, would be acutely aware of needs and difficulties of blacks. And through the information he could provide, the administration would know where to concentrate its efforts in resolving problems for black students.

Finally, it has also been suggested that library displays, naming buildings for blacks, and other means of giving prestige to members of the black race and their activities would aid in making blacks feel at home here and also in influencing white conservative attitudes.

#### IV. Summary of Recommendations

1. Strong and continuing efforts should be made to bring in black administrators at all levels.
2. A position, Dean of Minority Affairs, should be created within the Division of Student Affairs.
3. Members of the administration should avoid negative and defensive public comments on matters concerning blacks.
4. Student Affairs should continue to hold conferences between black and white student leaders, like the one of February, 1974, at Quail Roost, especially when tensions surface.
5. A black counselor should be hired as soon as possible; besides counseling students, he should be charged with talking informally with faculty members who appear to discriminate against black students and with collecting other information on problems and needs of black students.
6. Strong efforts should be made to attract black faculty members, especially above the rank of instructor.
7. Faculty members should seek more effective ways to develop true understanding of blacks and black experience--and encourage their students to do the same.
8. The Good Neighbor Council should find ways to spread information and exert more influence in the University community.
9. Departments or Schools should provide free or inexpensive summer programs offering remedial work, especially programs to prepare students for technical and scientific curricula.
10. Where a need exists, departments should organize tutoring programs, perhaps undertaken by departmental majors.
11. Composite courses might be offered, covering work ordinarily taught in several different courses, to prepare disadvantaged students for some technical programs.
12. Black studies course offerings need to be expanded, and such courses should be offered at night as well as in the daytime.
13. The fund-raising office of the University should be consulted about raising funds for a model cultural center.
14. White students should be involved in the planning for a cultural center similarly, black students should participate in planning for all Student Center activities.
15. University transportation should be available for black and white students to attend activities at nearby campuses.
16. Blacks and their activities should be given prestige on campus by naming buildings after blacks and featuring black culture and achievements in library displays.

BIBLIOGRAPHY ON AFRO-AMERICAN STUDENTS  
AND STUDIES IN HIGHER EDUCATION ON  
PREDOMINANTLY WHITE CAMPUSES

The Education Index from July, 1965 through December, 1973 was used to compile this selected bibliography. The subject headings used for selection were:

Afro-American Studies  
Student Recruiting - Colleges and Universities  
Student Selection - Colleges and Universities  
Student Selection - Graduate Schools  
Negro Students

The bibliography is divided up according to the above subject headings. This should make the bibliography easier to use for the various committees who are working in different areas.

The call numbers for the periodicals cited in the citations are listed below:

L11 J84	JOURNAL OF HIGHER EDUCATION
LC2701 J6	JOURNAL OF NEGRO EDUCATION
New Sub	NEGRO EDUCATIONAL REVIEW
Duke Univ.	CURRENT ISSUES IN HIGHER EDUCATION (articles may be obtained on Inter-Library Loan)
L11 E33	EDUCATIONAL LEADERSHIP
L11 E23	EDUCATION DIGEST
LJ121 P4	PHI DELTA KAPPAN
UNC Chap. Hill	SCHOOL AND SOCIETY (article may be obtained on Inter-Library Loan)
L11 E32	EDUCATIONAL FORUM
LB1027.5 ALJ61	JOURNAL OF COLLEGE STUDENT PERSONNEL
L11 S215	SATURDAY REVIEW OF EDUCATION
	TIMES (London) EDUCATIONAL SUPPLEMENT
L11 A66	AMERICAN EDUCATIONAL RESEARCH JOURNAL

LB2342 COLLEGE MANAGEMENT  
 C65  
  
 L11 SOCIOLOGY OF EDUCATION  
 S58  
  
 L11 NATION'S SCHOOL  
 N28  
  
 LB2300 COLLEGE AND UNIVERSITY BUSINESS  
 C5  
  
 L11 EDUCATIONAL RECORD  
 E46  
  
 LB3062 INTEGRATED EDUCATION  
 I48  
  
 LC1551 NATIONAL ASSOCIATION OF WOMEN DEANS AND COUNSELORS  
 N38 JOURNAL  
  
 JOURNAL OF NATIONAL ASSOCIATION COLLEGE ADMISSIONS COUNSELOR  
  
 LBL0275 SCHOOL COUNSELOR  
 AIS28  
  
 L11 JOURNAL OF GENERAL EDUCATION  
 J83  
  
 QD1 JOURNAL OF CHEMICAL EDUCATION  
 J93  
  
 LB2300 COLLEGE AND UNIVERSITY  
 C64  
  
 L11 INTELLECT  
 S36  
  
 LC1041 PERSONNEL AND GUIDANCE JOURNAL  
 O3  
  
 LB3051 JOURNAL OF EDUCATIONAL MEASUREMENT  
 J69  
  
 T61 AMERICAN COUNCIL ON INDUSTRIAL ARTS TEACHER EDUCATION. YEARBOOK  
 A56  
  
 L11 EDUCATION  
 E2  
  
 L11 JOURNAL OF EDUCATIONAL PSYCHOLOGY  
 J8

Margaret Rogers  
 Research Committee  
 Good Neighbor Council

1. Black studies and the standard curriculum. M. Freedman. Journal of Higher Education 42: 34-41. Ja '71.
2. Black staff, black studies, and white universities: a study in contradictions. R. C. Rust. Journal of Higher Education 41: 618-29. N '70.
3. Black studies in American education: symposium; ed. by W. G. Daniel. bibliog. Journal of Negro Education 39: 189-273. Summer '70.
4. Black studies: time for restructuring. B. Kurtz. Clearing House 45: 201-3. D '70.
5. Discipline of black studies. R. W. Walters. Negro Educational Review 21: 138-44. O '70.
6. Rationale for black studies. J. Mackey. Social Studies 61: 323-5. D '70.
7. Relevance of black studies. C. V. Hamilton. Current Issues of Higher Education 24: 69-73. '69.
8. Survey of black studies: position and opinions. P. A. Filter. Educational Leadership 28: 369-72. Ja '71.
9. Why black studies? R. B. Bailey. Education Digest 35: 46-8. My '70.
10. Black studies and higher education. B. Cleveland. Phi Delta Kappan 51: 44-6. S '69.
11. Black studies in the college curriculum. F. Coles. Negro Educational Review 20: 106-13. O '69.
12. Black studies programs: promise and pitfalls. A. M. Henshel and R. L. Henshel. Journal of Negro Education 38: 423-9. Fall '69.
13. Case for black studies. C. E. Wilson. Educational Leadership 27: 218-21. D '69.
14. Center for black students on university campuses. G. L. Durley. Journal of Higher Education 40: 473-6. Je '69.
15. Interdepartmental black studies. School and Society 97: 472. D '69.
16. Question of black studies. C. V. Hamilton. Phi Delta Kappan 51: 362-4. Mr '70.
17. Are black studies relevant? S. D. Ivie. bibliog. Educational Forum 37: 183-8. Ja '73.
18. Attitudes of black studies faculty toward black students: A national survey. D. M. Rafky. Journal of College Student Personnel 14: 25-30. Ja '73

19. Some implications of the black studies movement for higher education in the 1970's. W. Record. bibliog. Journal of Higher Education 44: 191-216. Mr '73.
20. Black studies program: strategy and structure. H. Hudson. Journal of Negro Education 41:294-8. Fall '72.
21. Ethnic studies: vanishing or not? W. A. Sievert. Saturday Review of Education 1: 54. F '73.
22. Students Cool on black studies. A. Wolf. Times (London) Educational Supplement 30001: 12. D '72.

#### STUDENT RECRUITING - COLLEGES AND UNIVERSITIES

1. Blacks and the University of Michigan. Integrated Education 8: 10-12. Je '70.
2. College preparatory programs for ghetto students. Queens College; a case study. S. Resnik and B. Kaplan. Journal of General Education 23: 1-20. Ap '71.
3. Effect of race and sex on college admission. E. Walster and others. Sociology of Education 44: 237-44. Spr. '71.
4. Sociological perspective on black studies. A. Etzioni and I tinker. Educational Record 52: 65-76. Wint. '71.
5. Unique procedure for recruiting students into selected courses. J. C. Moore and R. D. Caton, jr. Journal of Chemical Education 47: 633. S '70.

#### STUDENT SELECTION - COLLEGES AND UNIVERSITIES

1. Admission of minority students: a framework for action; Michigan State University. R. L. Green and others. Integrated Education 9: 9-16. Mr '71
2. Black freshmen in large colleges: a survey. W. E. Sedlacek and G. C. Brooks. jr. bibliog. Personnel and Guidance Journal 49: 307-12. D '70
3. Comparison of GPA regression equations for regularly admitted and disadvantaged freshmen at the University of Illinois. J. Bowers. Journal of Educational Measurement 7: 219-25. Wint. '70
4. Remedial program for effective open admissions. L. Nevins. Journal of the National Association of College Admissions Counselor 15: 19-22. Ag '70

5. Black power on the campus: implications for admissions officers and registrars. E. E. Oliver and W. A. Sojourner. College and University 44: 432-8. Sum '69.
6. Getting black kids into college. W. F. Braziel. Personnel and Guidance Journal 48:746-51. My '70.
7. Selection of technology students. A. E. Darm. bibliog. American Council on Industrial Arts Teacher Education. Yearbook. 18: 154-65. '69.
8. Students in recruiting and selection. A. Simmons; W. Martin, Jr. R. L. Jackson. Journal of National Association College Admissions Counselor 14: 25-7. N '69.
9. What you should know about new computer based college selection services. D. S. Rosser. Nations School 84: 47-9. N '69.
10. Black and other minority admissions to large universities: three year national trends; with reply by A. S. Pruitt. W. E. Sedlacek and others. bibliog. Journal of College Student Personnel 14: 16-24. Ja '73.
11. Minority group students at predominantly white universities; needs and perspectives. R. L. Green. Education 92: 29-36. S '71.
12. Some necessary changes in university practices for education of the disadvantaged. D. Henderson. Education 92: 21-5. S '71.

#### STUDENT SELECTION - GRADUATE SCHOOLS

1. Admission of the disadvantaged to professional schools; are we on the right track? E. E. Rhine and others. College and University 45: 364-9. Summer '70.
2. Selection and socialization: a study of engineering student attrition. R. Athanasion. bibliog. Journal of Educational Psychology 62: 157-66. Ap '71.
3. Graduate admissions; the disadvantaged. R. Dumez and others. College and University 44: 745-51. Summer '69.
4. Locating minority students; Graduate student locator service. Intellect (formerly School and Society) 101: 347. Mr. '73.
5. What's happening to black Ph.D. applicants? R. A. Cain. Educational Forum 37: 225-8. Ja '73.

## NEGRO STUDENTS

1. Ability of white teachers to relate to black students and to white students. R. W. Heath. American Educational Research Journal 8: 1-10. Ja '71.
2. Black enrollment fails to climb. College Management 6: 29. My '71
3. Black students at predominantly white colleges; a research description. J. A. Centra. bibliog. Sociology of Education 43: 325-39. Summer '70.
4. Can white educators meet the needs of black students? A. Cohodes. Nation's Schools 87: 16. Ap '71.
5. Special college entry programs for Afro-Americans. B. A. Rhodes School and Society 98: 360-2. O '70.
6. What black studies mean to a black scholar; interview. N. Hare. College and University Business 48: 56-70. My '70. (or Integrated Education 8: 8-15. N '70.)
7. Black student in higher education. a bibliography; comp. by. W. F. Hull, 4th. Journal of College Student Personnel 11: 423-5. N '70.
8. Black and white freshmen entering four-year colleges. A. E. Bayer and R. F. Burch. bibliog. Educational Record 50: 371-86. Fall '69.
9. Black poor at white colleges; personal growth goals. A. S. Pruitt. bibliog. Journal of College Student Personnel 11: 3-7. Ja '70.
10. Black students and the health sciences. M. Cole. Integrated Education 8: 50-8. Ja '70.
11. Black students on the predominantly white campus. G. I. Joseph. National Association Women Deans and Counselors Journal 32: 63-6. Winter '69.
12. College: the impossible dream? A. M. Earles; V. R. Ivory. Journal of National Association College Admissions Counselors 14: 38-40. N '69.
13. Higher education for the black student. J. Powell. bibliog. Journal of College Student Personnel 11: 8-14. Ja '70.
14. Permissive college admissions policies and minority students' self concepts. S. Simpson. School Counselor 17: 208-12. Ja '70.
15. Princeton university's response to today's Negro student. C. A. Fields. National Association Women Deans and Counselors Journal 32: 67-74. Winter '69.



AVAILABILITY  
DATA

MINORITIES  
and  
WOMEN



---

U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
OFFICE OF THE SECRETARY  
Office for Civil Rights

Availability Data

Minorities and Women

The data, references, and documents that follow have been assembled to help interested persons, employers, and institutions of higher education in their search for information on this subject.

This compilation is by no means all that is available. It is, however, what is know to this Office at this time.

As additional data and publications become known and available, this compilation will be updated.

Higher Education Division  
Office for Civil Rights  
Department of Health, Education, and Welfare  
330 Independence Avenue, S. W.  
Washington, D. C. 20201

June 1973

DATA ON THE AVAILABILITY OF WOMEN AND MINORITIES FOR ACADEMIC EMPLOYMENT

MINORITIES

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
Survey of Black American Doctorates The Ford Foundation Office of Special Projects 320 East 43rd Street New York, New York 10017		This survey, along with an accompanying study by Fred E. Crossland (Graduate Education and Black Americans) in 1968, found "less than 1 percent" of the doctorates in the nation went to blacks. More than half of the degrees earned were in education (28.6 percent) and in Social Sciences (26.3 percent). About 80 percent of the Black Ph.D's were men.  Excerpts from the two surveys are included under Tab A.
The American Bar Association 1155 60th Street Chicago, Illinois 60637		In a 1969-70 survey the ABA found blacks represented 2.7 percent of the total law school enrollment.  A related survey found 1 percent of the male lawyers and judges and 2.3 percent of the female lawyers and judges were black.  Excerpts from the ABA survey are included as Tab B.
Student Lawyer Journal The American Bar Association 1155 60th Street Chicago, Illinois 60638	18  June, 1971	A survey in this publication included racial data for eight professions in addition to the law. (See Tab C).

---

Prepared by the Office for Civil Rights, Department of Health, Education, and Welfare, Revised March 1973 (\*denotes new entry since August 1972)

CHANGE Magazine

6  
Fall, 1971

Research by David M. Rafky of Syracuse University showed percentage breakdowns among blacks who hold doctorates. (See Tab D).

\*Teachers College Record  
Columbia University

226  
Vol 74, No.2  
December 1972

"The Black Scholar in the Academic Marketplace," a statistical and narrative account of problems, characteristics, opportunities, by David M. Rafky, City College of Loyola University, New Orleans.

\*Negroes in Science: Natural  
Science Doctorates 1876-1969  
Balamp Press, Box 7390  
Detroit, Michigan

A study by James Jay, with limited availability data.

\*Equal Employment for Minority  
Group College Graduates  
Garrett Park Press  
Garrett Park, Maryland 20766

A guidebook by Robert Calvert, with suggested procedures and some statistics.

Racial and Ethnic Enrollment 117-200  
Data for Institutions of Higher  
Education  
Office for Civil Rights, HEW  
Washington, D. C. 20202

This 1970 survey includes data, by race, for undergraduate institutions, as well as for medical, dental, law and other graduate and professional schools. Data for 1968 is available.

Directory of Public xiii  
Elementary and Secondary Schools  
Office for Civil Rights, HEW  
Washington, D. C. 20202

This survey includes the percentage of classroom teachers in public school systems in 1970 who were Negro, Spanish-surnamed, American Indian Oriental and others. Data for 1968 is available.

Minority Group Employment  
in the Federal Government  
U. S. Civil Service Commission  
Washington, D. C.

This 1970 data is by grade level and by individual agencies, for Negroes, Spanish-surnamed Americans, American Indians, Orientals and others.

College and University Faculty:  
A Statistical Description, 1970

See entry under Women and Minorities below.

Journal of the NMA 470  
National Medical Association Nov. 1969  
1717 Massachusetts Ave., N. W. Vol. 61  
Washington, D. C. No. 6

Distribution of black physicians in the U. S., by state and by graduating school. Later data for 1970 showed 2 percent of the nation's 317,000 physicians are black, most in California, New York and D. C. (See Tab E for excerpts)

Office for Civil Rights  
Department of Health, Education,  
and Welfare  
Washington, D. C. 20201

This agency has limited data of representation of various minority groups in nursing and doctors' professions.

Black Enterprise  
295 Madison Avenue  
New York, New York 10017

This monthly magazine from time to time publishes data on black representation in various fields.

National Minority Business  
Directory 1972  
1115 Plymouth Avenue North  
Minneapolis, Minnesota 55411

This directory has no cumulative data but provides names of minority persons in various professions, including advertising, architecture, banking, chemicals, data processing, electronics, food service and communications.

Federal Communications Commission  
1919 M Street, N. W.  
Washington, D. C.

The FCC has yearly cumulative data on minority representation in the radio and television industry. (National Association of Educational Broadcasters, Washington, D. C., compiles similar data for its portion of the industry).

U. S. Bureau of Indian Affairs  
Higher Education  
5301 Central Avenue, N. W.  
Albuquerque, New Mexico 87108

Maintains information on Indian-Americans in Higher Education.

Office of Indian Affairs  
Office of Education - Room 1169  
400 Maryland Avenue, S. W.  
Washington, D. C. 20202

Maintains information on Indian-Americans in Higher Education.

United Scholarship Service  
P.O. Box 18285 Capitol  
Hill Station  
Denver, Colorado

Maintains information on Indian-  
Americans in higher education.

Aspira of America, Inc.  
245 5th Avenue  
New York, New York 10016

Maintains information on Puerto  
Rican scholars.

Puerto Rican Research Center  
1519 Connecticut Avenue, N. W.  
Washington, D. C. 20036

Maintains information on Puerto  
Rican scholars.

Puerto Rican Studies Departments  
at various universities  
Hunter College of the City  
University of New York, Fordham  
University (New York City),  
Rutgers University (New Brunswick,  
New Jersey), City University of  
New York

Possible sources of names of  
scholars in various fields.

\*Directory of Spanish-surnamed and  
Native Americans in Science and  
Engineering  
Dr. Joseph Martinez  
464 Furnace Road  
Ontario, New York 14519

List of individuals

Cabinet Committee on Opportunity  
for the Spanish Speaking  
1800 G. Street, N. W.  
Washington, D. C. 20506

The committee published "Spanish-  
surnamed American College  
Graduates, 1970," which lists  
3,000 Spanish-surnamed graduates  
for 1970 with fields of study and  
degrees earned. (A breakdown,  
by field, for the list is included  
as Tab F)

Office of Spanish-surnamed Affairs  
Room 4544  
Department of Health, Education and  
Welfare  
Washington, D. C. 20202

Compiles a list of "Mexican-  
Americans Holding a Doctorate,"  
by field of study.

<p>Dr. Amádo Padilla            University of California at            Santa Barbara            Santa Barbara, California 93106</p>	<p>Developing roster and data of            Mexican-Americans holding            advanced degrees.</p>
<p>Directory of Minority College            Graduates 1971-72            Manpower Administration            U. S. Department of Labor            Washington, D. C.</p>	<p>Names, addresses and fields of            30,000 minority men and 30,000            minority women receiving BA, MA,            or PhD in 1971 or 1972. No            cumulative data.</p>
<p>*Black Academy of Arts and Letters            475 Riverside Drive            New York, New York 10027</p>	<p>Provides no data nor rosters            but active in academic affairs.</p>
<p>Black Nurses Association            792 Columbus Avenue            New York, New York 10025</p>	<p>Compiles information about black            nurses.</p>
<p>Caucus of Black Economists            Room 607            1001 Connecticut Avenue, N. W.            Washington, D. C. 20036</p>	<p>Maintains a roster of 500 blacks            in economics.</p>
<p>*National Association of Black            Accountants            P. O. Box 726, FDR Station            New York, New York 10022</p>	<p>Notifies its membership of            university openings; has no            availability data but estimates            200 of the 125,000 certified            public accountants are black.</p>
<p>*National Association of Black            Urban and Ethnic Directors            P. O. Box 205, Manhattanville            Station            New York, New York 10027</p>	<p>Maintains information for and            about minorities in urban            planning.</p>
<p>*Minority Recruitment Office            American Society of Planning Officers            1313 E. 60th Street            Chicago, Illinois 60637</p>	<p>Provides a study with numbers            of minorities and women in urban            planning education and provides            resumes of those available.</p>
<p>National Bar Association            1721 S. Street, N. W.            Washington, D. C. 20009</p>	<p>Maintains information on blacks            in the law and judiciary.</p>

National Roster of Minority  
Professional Consulting Services  
Office of Minority Business Enterprise  
Department of Commerce  
Washington, D. C.

This data is not cumulative, but  
serves as a source of minority  
persons in the field of business.



WOMEN

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
National Register of Scientific and Technical Personnel 1966, 1968, 1970 National Science Foundation 1800 G Street, N. W. Washington, D. C.		Number and percent of scientists by sex, for 17 separate fields; number of women scientists by field, highest degree, by type of employer, by primary work activity, by years of professional experience; also median income figures. Several variables of the data are available.
Earned Degrees Conferred: Bachelor's and Higher Degrees Bureau of Educational Research and Development U. S. Office of Education Washington, D. C.		The data for the proportion of doctorates earned by women, by area and field, 1960-69 is included as Tab G. The Office of the Chancellor at the University of Wisconsin has excerpted data for 1967-69 for 33 leading institutions Lucy W. Sells of the Department of Sociology, University of California at Berkeley has organized the data, by sex, for the top five graduate institutions in selected disciplines. All of the above statistics are available from Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N. W. Washington, D. C. 20009.
National Research Council National Academy of Science 2101 Constitution Avenue, N.W. Washington, D. C.		Number and percentage of doctorates to women by 26 fields, also by school, gathered annually since 1968. Also number and percentage of women receiving any graduate degree by area, school, and state. THIS DATA IS NOW BEING COMPILED BY RACE, AS WELL AS SEX.
Juris Doctor Magazine for the New Lawyer 555 Madison Avenue New York, New York	12 March, 1972 10022	An article by Anne Trebilcock, on leave from University of California Law School, listed increases in percentages of women enrolled in law schools, now nearly 19 percent. (See Tab H)

Women's caucuses and committees  
in the various professional  
associations and disciplinary  
associations

Most groups maintain lists of  
women available in the field and  
some have data on the percentage  
of the field that is female. (See  
Tab I for a listing of these  
groups.)

Digest of Educational Statistics 1970.  
National Center for Education  
Statistics 82  
U. S. Office of Education  
Washington, D. C. 89

Professional background and  
academic activity of college  
faculty members, by sex, 1969

Earned degrees conferred by field,  
by level, and sex 1968-69.

90

Number of first-professional  
degrees conferred in dentistry,  
medicine and law, by sex, 1968-69.

122

Average monthly salary offers to  
male candidates for master's and  
doctor's degrees, by field,  
1964-65 to 1969-70.

Institute for College and  
University Administrators  
American Council on Education  
One Dupont Circle  
Washington, D. C. 20036

Women Academic Administrators in  
Higher Education (presidents, deans,  
vice presidents and financial or  
administrative officers). See  
Tab J.

Handbook on Women Workers  
Women's Bureau  
U. S. Department of Labor  
Washington, D. C.

Data on Women in the Labor Force,  
Employment by Occupation, Earnings,  
Educational Attainment, Laws  
Governing Women's Employment and  
Status, Bibliography on American  
Women Workers. Of only limited use  
in establishing availability in  
academic employment.

Boston Theological Institute  
Women's Institute Placement Service  
45 Francis Avenue  
Cambridge, Massachusetts

Maintains a data bank on women  
qualified to teach in theology.

\*Architectural Forum

46  
Sept., 1972

An article on "Women in Architecture" reported that American Institute of Architecture membership in 1969 was 233 female, 23,205 male. It quoted Department of Labor estimates that 4 percent of the nation's 33,000 registered architects and 20 percent of the 8,000 urban planners are female (1970 Census). See Tab K for excerpts.

\*Women in Communications, Inc.  
(founded as Theta Sigma Phi)  
8305-A Shoal Creek Blvd.  
Austin, Texas 78758

Has compiled percentages of women in each academic rank on journalism faculties nationally and numbers of women in journalism at individual schools. See Tab L.

\*Goals for Women in Science  
Women in Science and Engineering  
c/o Margaret E. Law  
Department of Physics  
Harvard University  
Cambridge, Massachusetts 02138

Narrative and statistics on availability and opportunities for women generally and at selected institutions. (See Tab M for excerpts.)

\*Minority Recruitment Office  
American Society of Planning  
Officers  
1313 E. 60th Street  
Chicago, Illinois 60637

See entry under Minorities above.

\*The Profile of Medical Practice  
Center for Health Services  
Research  
American Medical Association  
535 North Dearborn Street  
Chicago, Illinois 60610

102  
1972  
edition

Women Physicians in Medicine by Barbara H. Kehrer, reports 7.4 percent of the U. S. physicians are female, includes other data on types of practice, medical school enrollment, etc. See Tab N for excerpts.

\*1971 Lawyer Statistical Report  
American Bar Association  
1155 60th Street  
Chicago, Illinois 60637 1971 edition

This report showed women comprise 9,103 or 2.8 percent of the total attorneys in the U. S. The ABA has recently supplemented this report with new data on women in the law.

Bulletin of the American  
Physical Society  
335 E 45th Street  
New York, New York 10017

Vol. 17  
June 1972

A statistical portrait of women in physics and their availability using data from the National Research Council, the National Science Foundation, Directory of Physics and Astronomy Faculties of North American Colleges and Universities, 1970-1971, and an independent survey.

MINORITIES AND WOMEN

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
National Research Council National Academy of Science 2101 Constitution Avenue, N. W. Washington, D. C.		See entry under Women above.
The American Graduate Student: A Normative Description, 1971 American Council on Education One Dupont Circle Washington, D. C. 20036	16-92	Raw data, by race and by sex, for the following fields: bioscience, business, education engineering, arts and humanities, math and physical sciences, social sciences, health, law.
	17	Degree enrollments, by race and sex.
	104	Degree enrollments, by fields
	89-92	Percentage distribution of students in various fields, by sex, for all academic degrees.  Analysis of this data is available from ACE.
College and University Faculty: A Statistical Description, 1970 American Council on Education One Dupont Circle Washington, D. C. 20036	12	Faculty appointments, by race and sex, in each type of school (two-year, four-year, universities, etc.) Also by job titles. The data shows 2.2 percent of American college faculty (1.8 percent of the male faculty and 3.9 of the female faculty) is black. See Tab O.
	14-15	Numbers of publications and hours taught, by sex and by type of school.  Priority to teaching or research, by sex and type of school. Also by highest degree held. Analysis of this data is available from ACE.

U. S. Bureau of the Census  
Department of Commerce  
Washington, D. C.

The Census Bureau has data of various professions, by race and sex. The 1960 Census, for instance, found 212,408 lawyers and judges in the U. S., and 176 were female Negroes. The total number of females, including whites and Negroes, was 7,434. The Bureau publishes an annual catalog of available data.

American College Enrollment  
Trends in 1971  
Carnegie Commission on Higher  
Education  
1947 Center Street  
Berkeley, California 94704

8

Data showing trends in graduate enrollment between fall 1970 and fall 1971. See Tab P.

\*Department of Civil Engineering  
3106 Civil Engineering Building  
University of Illinois  
Urbana, Illinois 61801

Has compiled a list of women and minorities who have been or soon will be holders of doctorates in civil engineering, engineering, engineering mechanics and allied fields.

\*Minorities and Women in Science  
1776 Massachusetts Avenue, N. W.  
Washington, D. C. 20036

A monthly survey of developments affecting scientific manpower and women power, including new sources of availability data. Published by Scientific Manpower Commission, Betty M. Vetter, executive director.

U. S. Equal Employment Opportunity  
Commission  
1800 G Street, N. W.  
Washington, D. C.

The EEOC has cumulative data by race and sex, in broad occupational categories, as well as for various professions.

Committee on Equality of Opportunity  
in Psychology  
American Psychological Association  
1200 Seventeenth Street, N. W.  
Washington, D. C. 20036

Developing information on minorities and women in the field.

A Statistical Portrait of Higher  
Education  
Carnegie Commission on Higher Education  
1947 Center Street  
Berkeley, California 94704

\*American Society for Public  
Administration  
1223 Connecticut Avenue, N. W.  
Washington, D. C.

Data on student characteristics,  
faculty characteristics, and  
expenditures that may be of help  
in developing affirmative action  
programs.

Maintains a data bank on women  
and minorities qualified in the  
field.

ADDITIONAL SOURCES

<u>SOURCE</u>	<u>PAGE</u>	<u>TYPE OF DATA</u>
*Affirmative Action Campus Contacts		See Tab Q for a 1972 listing of affirmative action contacts.
*Project on the Status and Education of Women 1818 R Street, N. W. Washington, D. C. 20009		Maintains regular mailing of materials on affirmative action, availability, recruiting, suggestions, etc.
Directory of Afro-American Resources Race Relations Information Center (published by R.R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036)		Lists, describes and cross-indexes professional associations of blacks, disciplinary committees concerned with blacks, data sources and study centers.



TAB A

## A Survey of Black American Doctorates

Conducted by James W. Bryant, program advisor,  
Special Projects in Education, the Ford Foundation

In the course of planning a program to increase the number of black Ph.D.s, the Office of Special Projects of the Ford Foundation conducted a survey of black men and women who hold the doctorate. The results support the generally held assumption that less than 1 per cent of America's earned doctoral degrees are held by Negroes. From a variety of sources, the names of 2,280 Negro Ph.D.s were obtained.\* For the immediate future the percentage is not likely to change, since another survey indicates that less than 1 per cent of the Ph.D. candidates at the close of the 1967-1968 academic year were black men and women.\*\*

**Table III      FIELDS IN WHICH DEGREES WERE CONFERRED**

Field	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Education	228	26.4	85	36.3	313	28.6
Social Sciences	242	28.0	46	19.7	288	26.3
Biological Sciences	120	14.0	22	9.4	142	12.9
Humanities	90	10.4	46	19.7	136	12.4
Physical Sciences	116	13.4	13	5.5	129	11.8
Other*	66	7.8	22	9.4	88	8.0
<b>Total</b>	<b>862</b>	<b>100.0</b>	<b>234</b>	<b>100.0</b>	<b>1096</b>	<b>100.0</b>

\*Includes Agriculture, Business, Engineering, Home Economics, and Religion.

6

**Table IV      EMPLOYMENT OF BLACK DOCTORATES**

Employment	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
College & University	729	84.8	208	88.9	937	85.4
Government	47	5.4	11	4.7	58	5.3
Social Agencies	42	4.9	11	4.7	53	4.8
Industry	28	3.2	1	.4	29	2.7
Other*	16	1.8	3	1.2	19	1.8
<b>Total</b>	<b>862</b>	<b>100.0</b>	<b>234</b>	<b>99.9</b>	<b>1096</b>	<b>100.0</b>

\*Includes retired and self-employed persons.



The following three figures summarize the situation and indicate the scope of the problem:

- ... 11.5 percent ... this is the proportion of the total American population which is black
- ... 1.72 percent ... this is the proportion of the total enrollment in America's graduate schools of arts and sciences which is black American
- ... 0.78 percent .... this is the proportion of all Ph.D.'s awarded between 1964 and 1968 which went to black Americans

If the number of black American graduate students were multiplied sevenfold, it would only match the ratio of blacks to the total American population. The annual number of new black Ph.D.'s would have to be multiplied by fifteen to achieve the total population ratio. All the current black recruitment programs will not bring off such increases.

Nothing less than massive, concerted, and sustained efforts by the universities -- together with greatly increased student financial aid resources and vastly improved primary, elementary, and undergraduate education -- will bring about graduate enrollment "parity" for black Americans within a decade. Meanwhile, black administrators will continue to be under-represented in higher education. And students, black and white, will continue to have proportionately few black professors in their college classrooms and laboratories.

The sixty-four graduate schools responding to our questionnaire reported that only 1.72 percent of their students last year were black Americans. There were some regional differences. Nearly half the reported black students were enrolled in the large Midwestern state universities. Both the East and West were below the national figure. As might be expected, the South was above the average. However, although 40 to 50 percent of all black Americans live in the South, it appears that no more than 20 percent of all black graduate students attend institutions in that part of the country. It is likely that a substantial number of black students migrate from the South to low-cost public institutions in the Midwest. (See Table I.)

Twelve of the 64 responding institutions had fewer than ten black students last year, and only twelve reported more than 100. Of the latter, nine were public state universities and three were urban institutions (one public and two private).

Since the 1.72 percent black enrollment figure is more than double the 0.78 percent black Ph.D. figure, it is probable that black enrollment tends to be concentrated at the master degree level and that relatively few blacks continue to the doctorate. On the other

hand, it is possible that the number of new black graduate students in the last two or three years has increased and that there will be a corresponding increase of black Ph.D.'s in the near future.

In the past, the majority of black graduate students were seeking only to satisfy requirements for elementary and secondary school teaching and few had reason to work for the doctorate. That condition may be changing. More than half of the recent black Ph.D. recipients were already teaching at the college level, many at Southern predominantly Negro colleges. As both industry and higher education seek more credentialed blacks, there probably will be increasing numbers of blacks seeking to enter graduate school, enroll in a wider variety of fields, and work for higher degrees.

Sixty-three universities were able to provide data about recent black Ph.D. recipients. Thirteen reported that they had none between 1964 and 1968. Fifty reported that collectively they awarded 294 Ph.D.'s to black Americans between 1964 and 1968. (See Table III.) Among the fifty universities, fourteen granted just one each, and an additional eight universities awarded two Ph.D.'s each to black Americans between 1964 and 1968. The remaining 28 institutions awarded from 3 to 41 doctoral degrees to blacks during the five-year period. (See Table IV.)

The annual number of black Ph.D.'s has been increasing rather steadily in each of the four regions listed, but the percentage of Ph.D.'s going to black Americans has remained extremely low and fairly stable. There has been no significant change despite increasing public attention to civil rights, racial issues, and minority problems, and despite educators' preoccupations with compensatory programs and intensive recruitment of minority students. The interval from graduate school entry to the awarding of the doctorate typically is four or five years, so the result of recent and current efforts must be awaited. No doubt the number of black Ph.D.'s will continue to grow slowly, but there are no signs of sudden changes. After all, the black Ph.D.'s of 1972 are attending graduate school now and there simply are not that many now enrolled.

There appears to be no relationship between size of university and proportion of Ph.D.'s awarded to black Americans. The ten largest and the ten smallest institutions among the respondents have almost exactly the same proportion of black Americans among their recent Ph.D. holders. Black graduate students clearly are in short supply, but no section of the country and no size of university has a corner on the market.

Universities also were asked how many Ph.D.'s they expect to award to black Americans in 1969. Forty-six of the graduate schools responded. The estimates appear to be very generous and may reflect hope rather than expectation. But even if only half of the "hopefuls" for 1969 receive their Ph.D.'s, the 46 responding institutions will have record numbers of black doctoral alumni next year. It will be worth a second look.

\*\*\*\*\*

TABLE I

## ENROLLMENT IN GRADUATE SCHOOLS OF ARTS AND SCIENCES IN 1967-68

Region	Universities asked	Universities responding	Total enrollment	Black American enrollment	Percent black American
East	39	24	39,381	467	1.19
South	24	12	21,151	577	2.73
Midwest	25	18	79,149	1,495	1.89
West	17	10	34,934	473	1.35
Total	105	64	174,615	3,012	1.72

Explanatory Notes:

1. The universities themselves provided the raw data upon which this and all subsequent tables are based.
2. The figures are for full-time and part-time enrollment combined.
3. Questionnaires were addressed to deans of graduate schools of arts and sciences at the 105 institutions included in Allan M. Cartter, An Assessment of Quality in Graduate Education (1966).
4. Data may not always be exactly comparable because universities keep records in different ways. For example, a few may have provided data for more than "arts and sciences" and included education, business administration, engineering, and perhaps other fields.
5. Data were sought for "Negro American" students rather than for "all black students", a category which would include black students from other countries.

TABLE III

## DOCTOR OF PHILOSOPHY DEGREES AWARDED FROM 1964 THROUGH 1968

	Academic Year	Total Ph.D.'s Awarded	Ph.D.'s to Black Americans	Percent to Black Americans
EAST (23 respondents out of 39 asked)	1963-64	1,221	9	0.74
	1964-65	1,456	14	0.96
	1965-66	1,586	15	0.95
	1966-67	1,741	24	1.38
	1967-68	<u>2,015</u>	<u>17</u>	0.84
	Five years	8,019	79	0.99
SOUTH (12 respondents out of 24 asked)	1963-64	692	1	0.14
	1964-65	916	1	0.11
	1965-66	1,028	1	0.10
	1966-67	1,197	10	0.84
	1967-68	<u>1,271</u>	<u>6</u>	0.47
	Five years	5,104	19	0.37
MIDWEST (18 respondents out of 25 asked)	1963-64	2,934	26	0.89
	1964-65	3,059	38	1.24
	1965-66	3,495	28	0.80
	1966-67	3,784	33	0.87
	1967-68	<u>4,219</u>	<u>41</u>	0.97
	Five years	17,491	166	0.95
WEST (10 respondents out of 17 asked)	1963-64	952	5	0.53
	1964-65	1,177	5	0.42
	1965-66	1,335	8	0.60
	1966-67	1,670	3	0.18
	1967-68	<u>1,708</u>	<u>9</u>	0.53
	Five years	6,842	30	0.44
TOTALS (63 respondents out of 105 asked)	1963-64	5,799	41	0.71
	1964-65	6,608	56	0.88
	1965-66	7,444	52	0.70
	1966-67	8,392	70	0.83
	1967-68	<u>9,213</u>	<u>73</u>	0.79
	Five years	37,456	294	0.78

TABLE IV

DISTRIBUTION OF BLACK AMERICAN RECIPIENTS OF THE DEGREE  
OF DOCTOR OF PHILOSOPHY DURING THE FIVE-YEAR PERIOD ENDING 1968 -

Number of black American Ph. D. 's	Number of universities				Total
	East	South	Midwest	West	
0	4	4	3	2	13
1	8	4	1	1	14
2	3	0	3	2	8
3	0	2	1	3	6
4	0	1	0	0	1
5	3	1	0	0	4
6	1	0	1	1	3
7	0	0	0	0	0
8	1	0	1	0	2
9	0	0	0	0	0
10	1	0	3	1	5
11	1	0	0	0	1
12	0	0	1	0	1
13	0	0	1	0	1
14	0	0	0	0	0
15-19	1	0	0	0	1
20-24	0	0	2	0	2
25-29	0	0	0	0	0
30-34	0	0	0	0	0
35-39	0	0	0	0	0
40-44	0	0	1	0	1
45 or more	0	0	0	0	0
Universities responding	23	12	18	10	63
Universities asked	39	24	25	17	105



TAB B

# NEWS

FROM THE AMERICAN BAR ASSOCIATION

American Bar Center, 1155 East 60th Street, Chicago, Illinois 60637, Telephone (312) 493-0533 (ABA) Chris Whittle, Director of Public Relations

Information Contact: Linda Sacia

Release: Immediate

## SURVEY REVEALS DATA ON BLACK LAW STUDENT ENROLLMENT

CHICAGO - Black students approximate three percent of the total enrollment in U.S. law schools, according to a survey conducted by the American Bar Association.

The survey revealed there are 1,605 black students out of 57,573 enrolled in the 125 law schools responding to the questionnaire and distinguishing between black and non-black students. This represents 2.7 percent of the total enrollment.

Out of the 142 law schools in the nation, eight returned the questionnaire but did not distinguish between black and non-black students, while nine schools did not reply at all.

The survey, conducted by the Committee on Civil Rights and Responsibilities of the ABA Section of Individual Rights and Responsibilities, shows figures from the 1969-70 school year.

"The survey was aimed at determining precisely the number of black students being prepared to meet the serious need for minority lawyers in this country," said Louis Pollak, former dean of the Yale University Law School and chairman of the Individual Rights Section.

(more)

Survey on Black Enrollment - Final

Some representative figures are: University of Alabama, eight black students in a total enrollment of 317; University of California, Berkeley, 34 of 753; Yale University, 50 of 588; and University of Wisconsin, 10 of 248.

A related survey of 1966 showed that one percent of male lawyers and judges and 2.3 percent of female lawyers and judges were black according to the 1960 census figures. Percentages were significantly higher in such professional occupations as clergymen, physicians and engineers.

-0-

March, 1971

Survey of Black Law Student Enrollment  
1969 - 1970

Conducted by the Committee on Civil Rights and Responsibilities  
of the ABA Section of Individual Rights and Responsibilities

State	Total Enrollment 1969-1970	Black Enrollment 1969-1970
<b>Alabama</b>		
Cumberland School of Law	383	2
University of Alabama	317	8
<b>Arizona</b>		
Arizona State University (Tempe)	320	5
University of Arizona	323	3
<b>Arkansas</b>		
University of Arkansas (Fay.)	350	6
University of Arkansas (Little Rock)	128	4

(continued on page 36)

(continued from page 21)

<b>California</b>		
Univ. of California (Berkeley)	753	34
Univ. of California (Davis)	340	10
Univ. of California (Los Angeles)	509	55
Loyola University (Los Angeles)	873	24
Univ. of Southern California	439	15
Univ. of the Pacific	559	9
California Western Univ.	376	No Reply Received
Univ. of San Diego	595	11
Univ. of California (Hastings College)	1173	13
Golden Gate College	358	8
Univ. of San Francisco	361	5
Univ. of Santa Clara	269	5
Stanford University	428	8
<b>Colorado</b>		
University of Colorado	357	17
University of Denver	646	Figures Unavailable
<b>Connecticut</b>		
University of Connecticut	421	7
Yale University	588	50
<b>District of Columbia</b>		
American University	623	9
Catholic Univ. of America	373	12
Georgetown University	1301	38
George Washington University	1659	51
Howard University	357	Figures Unavailable
<b>Florida</b>		
University of Miami	528	2
University of Florida	824	5
Stetson University	429	0
Florida State University	361	12
<b>Georgia</b>		
University of Georgia	411	Figures Unavailable
Emory University	363	25
Mercer University	222	Figures Unavailable
<b>Idaho</b>		
University of Idaho	119	0
<b>Illinois</b>		
University of Illinois	600	21
Chicago-Kent	546	25
DePaul University	642	11
John Marshall Law School	887	No Reply Received
Loyola University	403	7
Northwestern University	472	19
University of Chicago	459	13
<b>Indiana</b>		
Indiana University (Bloomington)	372	8
Indiana University (Indianapolis)	577	16
University of Notre Dame	351	17
Valparaiso University	152	3
<b>Iowa</b>		
Drake University	179	3
University of Iowa	428	20
<b>Kansas</b>		
University of Kansas	275	9
Washburn University of Topeka	300	2
<b>Kentucky</b>		
University of Kentucky	422	8
University of Louisville	428	5
<b>Louisiana</b>		
Louisiana State Univ.	546	1
Southern University	54	No Reply Received
Loyola University	522	9
Tulane University	361	4
<b>Maine</b>		
University of Maine	135	0
<b>Maryland</b>		
University of Maryland	535	20
<b>Massachusetts</b>		
Boston University	847	30
New England School of Law	150	1
Northeastern University	79	No Reply Received
Suffolk University	1537	9
Eastern College (Brighton)	550	18
Harvard University	1651	102

Michigan		
University of Michigan	1118	39
Detroit College of Law	700	35
University of Detroit	284	No Reply Received
Wayne State University	928	51
Minnesota		
University of Minnesota	547	7
William Mitchell	368	1
Mississippi		
University of Mississippi	299	22
Missouri		
University of Missouri (Columbia)	333	1
University of Missouri (Kansas City)	353	8
St. Louis University	345	6
Washington University	251	6
Montana		
University of Montana	123	0
Nebraska		
University of Nebraska	326	5
Creighton University	265	3
New Jersey		
Rutgers University (Camden)	227	13
Rutgers University (Newark)	420	58
Seton Hall University	659	14
New Mexico		
University of New Mexico	171	0
New York		
Union University (Albany)	360	2
State Univ. of New York (Buffalo)	483	15
Cornell University	412	5
Brooklyn Law School	1048	12
Columbia University	989	62
Fordham University	760	7
New York Law School	511	8
New York University	861	38
St. John's University	807	8
Syracuse University	460	5
North Carolina		
University of North Carolina	540	4
Duke University	307	5
North Carolina Central Univ.	102	77
Wake Forest University	198	0
North Dakota		
University of North Dakota	120	0
Ohio		
Ohio Northern University	182	3
University of Akron	350	16
University of Cincinnati	309	5
Case Law School	302	11
Cleveland State University	775	50
Case-Western Reserve Univ.	310	12
Capital University	247	11
Ohio State University	440	8
University of Toledo	475	17
Oklahoma		
University of Oklahoma (Norman)	394	2
Oklahoma City University	224	7
University of Tulsa	231	0
Oregon		
University of Oregon	300	2
Willamette University	288	0
Pennsylvania		
Dickinson School of Law	315	5
Temple University	764	No Reply Received
University of Pennsylvania	535	18
Duquesne University	533	No Reply Received
University of Pittsburgh	175	10
Villanova University	433	6
South Carolina		Figures Unavailable
University of South Carolina	496	
South Dakota		
University of South Dakota	152	1
Tennessee		
University of Tennessee	410	4
Memphis State University	279	Figures Unavailable
Vanderbilt University	363	Figures Unavailable

<b>Texas</b>		
University of Texas	1468	Figures Unavailable
Southern Methodist University	578	2
University of Houston	497	5
South Texas College of Law	578	7
Texas Southern University	149	No Reply Received
Texas Tech University	156	2
St. Mary's Univ (San Antonio)	412	3
Baylor University	304	1
<b>Utah</b>		
University of Utah	337	No Reply Received
<b>Virginia</b>		
University of Virginia	788	20
Washington & Lee University	185	1
University of Richmond	180	0
College of William & Mary	190	2
<b>Washington</b>		
University of Washington	356	8
Georgetown University	159	2
<b>West Virginia</b>		
University of West Virginia	217	0
<b>Wisconsin</b>		
University of Wisconsin	248	10
Marquette University	289	3
<b>Wyoming</b>		
University of Wyoming	124	0
<b>Totals</b>	<b>57,573</b>	<b>1,605</b>
From Schools which Responded <input type="checkbox"/>		

#### FOOTNOTES

<sup>1</sup>The Section Survey statistics were gathered over a period of a year and a half. Special appreciation is extended to Jerome Shustack, the immediate past Chairman of the Section, and H. Bruce Hamilton, the former Section Staff Director for Special Projects.

<sup>2</sup>See "Symposium: Disadvantaged Students and Legal Education - Programs for Affirmative Action," 70 U. Tol. L. Rev.

277(1970). This issue comprehensively examines the crucial questions in this area.

<sup>3</sup>It is not without significance that the opportunity for the black candidates to be elected resulted largely from the litigation efforts of Charles Morgan, Jr., and other concerned attorneys.

TAB C



American Bar Association  
 Section of Individual Rights and Responsibilities  
 Survey of Black Law Student  
 Enrollment

John W. Atwood  
 David F. James  
 David C. Long  
 Division of Public Service Activities  
 American Bar Association

---

Number of Blacks in Professional Occupations and  
 Black Percent to Total Number in Each Profession, by Sex, 1960

Professional Occupation	Number of Blacks	Percent of Total in Profession
<b>Males:</b>		
Clergymen	13,951	7.1%
Physicians and Surgeons	4,266	1.9%
Dentists	1,978	2.4%
Chemists	1,539	2.0%
Pharmacists	1,462	1.7%
Engineers	4,418	.8%
Lawyers and Judges	2,004	1.0%
<b>Females:</b>		
Physicians and Surgeons	490	3.1%
Professional Nurses	32,009	5.5%
Librarians	3,144	4.3%
Lawyers and Judges	176	2.3%

TAB D

by David M. Rafky

The assassination of Rev. Martin Luther King, Jr. spurred a number of traditionally "closed," predominantly white, non-Southern colleges and universities to recruit black faculty. However, the number of blacks at these schools is still small. Our study focuses on the status of blacks in the academic marketplace and the barriers to their employment.

Assembling a mailing list of blacks in white schools was no easy task. Letters requesting rosters of black professors were sent to deans, provosts, presidents and selected department chairmen of all four-year, degree granting, predominantly white, non-Southern schools with more than three hundred students. The following illustrates some of the problems that we had:

I would request you kindly to define more precisely what you mean by the term "black"? Am I right in supposing that you are seeking information regarding American faculty of African descent? Or do you wish West Indian and African faculty members to be included — or dark skinned faculty from other countries?

Ten of the faculty members who were labeled black by our informants returned their questionnaires with "white" indicated as their racial preference.

In addition, several large universities refused to provide us with names (evidently, we believe) because (1) to supply such information is "illegal," (2) it is too expensive to "check the files," (3) the impropriety of giving out names based on race without the permission of the individuals; and (4) "the whole thing is a stoppy approach

David M. Rafky, sociologist, is an assistant professor of education at Syracuse University, Syracuse, New York.

to a problem." Our repeated requests to the Office of Education were ignored. Therefore we contacted prominent black scholars and organizations in order to obtain the names of blacks at schools which refused to cooperate in the survey.

Another unexpected problem was establishing criteria for determining faculty status, since schools differ in their definitions of "faculty" — some in order to inflate the number of blacks on their staff. Several included part-time instructors, house mothers, guidance counselors and members of the school's custodial staff. We didn't include these blacks on our list.

An earlier survey by A. Gilbert Belles (1969) indicates that our sample of 699 black faculty members in more than 184 non-Southern, white colleges represents as much as seventy-five to ninety percent of the target population. A comparison group of 699 whites from three hundred college bulletins was also selected and matched according to academic field, size, location and type (public or private) of institution. Because twenty-eight percent of the black faculty are women, compared to eighteen percent of the white sample, an attempt to match the two groups according to gender was unsuccessful.

Our questionnaire was mailed to the two groups in 1969. Seventy-nine percent of the blacks replied, in contrast to sixty-three percent of the whites. The Middle Atlantic states, where the largest number of Northern blacks live, contain the largest number of schools reporting one or more blacks on their faculty. Totally they reported 292 black faculty members. Blacks were rarely employed in the Mountain states.

Seventy percent of the white comparison group in our survey hold the

doctorate, compared to forty percent of the blacks. Blacks without the doctorate are both teachers and administrators.

Generally black men are more likely to hold the doctorate than black women in the sample, and the same is true for whites. Black doctorates are primarily employed by high quality public colleges and universities, while white doctorates are especially likely to be in high quality private schools.

While blacks and whites employed by high quality schools generally hold the doctorate, low quality schools apply different standards to whites and blacks. Of the blacks at these schools, forty-two percent hold doctorates, compared to sixty-eight percent of the whites. Tenured faculty, black or white, generally hold doctorates. Among untenured faculty, however, blacks are less likely (forty-three percent) to have a doctorate than whites (fifty-eight percent). This suggests that it is somewhat easier for blacks with limited credentials to obtain jobs at private high quality schools than for whites, and a great deal easier at low quality schools. Blacks may have an employment advantage in lower quality schools, but they are less likely than whites to be granted tenure at these schools.

Although the whites are "better" qualified than the blacks, the blacks are more likely to be at elite colleges and universities. Still, they remain in the lower ranks, more often than not, untenured even when in positions where tenure rules are applicable. Twenty-eight percent of the blacks hold ranks lower than assistant professor compared to eight percent of the white faculty members.

While the majority of blacks and whites are engaged primarily in

(Continued on page 65)

## RESEARCH

(Continued from page 6)

teaching, many blacks are connected with programs for "disadvantaged" students as teachers, counselors or administrators. Although more blacks than whites counsel students, the blacks are not full time or professional counselors. Rather, they seem to advise students as an adjunct to their academic duties.

Younger blacks tend to be recruited by the large lower quality schools — especially those in the West and New England. Older blacks are in better schools than their white counterparts. This is true even though blacks at all age levels publish less than whites.

Although blacks have been taking increased advantage of higher education in recent years, (the number of blacks with five years of college or more increased from 3,500 to 194,000 between 1947 and 1969) the proportion of black doctorate holders from 1964 to 1968 has remained stable at less than one percent of the total doctorates awarded in that period. Between 1947 and 1969 the number of black doctorates increased from less than 381 to 2,280, which matches the sevenfold increase in black faculty at white schools during that period.

The ratio of black faculty to black doctorates has remained constant but the predominantly white colleges are not absorbing many blacks with higher degrees. Thus the barrier to their employment posed by the lack of blacks with higher degrees may be lowered by increasing their employment opportunities in higher education.

Another major barrier to the employment of blacks in white academia is the attractiveness of other professions in government, industry, foundation and black colleges and universities. The pressure on black schools to recruit black faculty, coupled with the shortage of qualified blacks available for academic positions, may be inflating salaries in some black schools.

Ninety percent of the black faculty believe that some institutions

of higher education outside the South exclude black faculty. More than one quarter believe that blacks must be more qualified than whites to be hired or granted tenure at their school. In other words, they feel themselves to be better qualified than their white colleagues.

It may be argued that the new black recruit into the academic profession is cynical and does not have detailed knowledge about luring and tenure granting procedures at his school. His older black colleagues, more familiar with administrative procedures, should have more accurate perceptions of the discriminatory practices. In fact, the older blacks are more likely than their younger black colleagues to accuse their employers of exclusionary practices. Only eighteen percent of the blacks under thirty believe that their school discriminates in employment compared to more than forty percent of those over thirty. This contradicts the notion that blacks who have "made it" in the white world tend to deny the existence or underestimate the importance of racial discrimination.

Few of the blacks or whites in this survey experienced difficulty in finding their present positions. Of those who reported difficulty, almost one half cited general job market conditions as the reason. Thirty percent of the blacks who had difficulty, however, believe that racial discrimination was responsible. This percentage may not represent the proportion of blacks who feel this way since some of the responses classified as "other" have racial connotations. For example, one black stated that his difficulties were due to "lack of housing for blacks in communities in which some colleges and universities are located." Another believed his problems stemmed from his "left-wing political background which might be tolerated for a white professor but not for a black." In addition, several blacks who had little or no difficulty in obtaining positions indicated that race was a positive factor in their employment. One candidly reports that he was "recruited as a result of the search for a black faculty member."

Of 554 black faculty members, eight percent stated that difficulty in finding their present job was caused by racial discrimination. This proportion

is relatively low compared to the widespread agreement that discrimination is practiced in higher education in general and in their own schools in particular. Only four percent of the younger blacks reported discrimination in finding a job, compared to more than ten percent of their black colleagues over thirty. Apparently young black doctorates entering the academic profession are not likely to encounter difficulties in finding a job because of racial discrimination; older faculty, regardless of highest degree and other qualifications more often report racial discrimination.

There are three major unintentionally erected barriers which discourage blacks from entering predominantly white faculties. One of the most subtle barriers involves the "feeder" process whereby professors and department heads recommend graduate students to schools with faculty vacancies. Edward Harris, a sociologist at Indiana University, describes in a 1967 survey instances in which blacks completing their graduate work in white Midwestern schools were discouraged by their academic sponsors from seeking positions in white schools with vacancies:

A black degree candidate learned from one of his professors that an opening existed on the faculty of a predominantly white southern college. The student examined the open file of job requests maintained by the department chairman and noticed the letter soliciting applicants for the vacancy in question. After making known his interest in the job to the department chairman he was invited to look through the open file. The letter from the student in question was conspicuously missing.

In 1961 James Moss and Norman Mercer sent questionnaires to the president or dean of 179 colleges and universities in New York State inquiring about racial hiring practices. Of the eighty-two administrators who responded, sixty-seven reported some responsibility for setting employment policy. Moss and Mercer describe the theme underlying the majority of their replies:

The benignly liberal attitude of the majority of college administrators and department chairmen who view "ethnic detachment" as a virtue in recruiting, rather than as a possible "screen" inhibiting the steady growth of culturally inclusive faculties.

This attitude was expressed in the Raffy, Belles (1968) and Moss and Mercer (1961) studies as (1) irritation at receiving a request for information on the racial mix of their school, and, (2) stated policy of official indifference to cultural and racial background of the faculty, for example:

I consider it a pointless question to a college which hires human beings rather than whites, non-whites, etc. (Dean)

The final barrier to the employment of blacks is irrationality within the academic marketplace, due to the limited access to information and inadequate feeder processes blacks have in finding their first jobs. However, blacks and whites do differ in the methods they used to obtain their most recent academic jobs. Blacks, more often than whites, were invited to accept their present jobs. Two blacks report that not only were they asked to accept their present positions, but the positions were created at their request. Several blacks report that they were offered positions in response to student protest. Most, however, do not believe that they were hired as a result of student demands. Several were contacted by department chairmen or deans, but a few report offers by such people as the president of the university. All of these offers were unsolicited.

Almost equal proportions of whites and blacks were invited to accept their first academic posts. Of the blacks who entered the profession more than twenty years ago, nineteen percent were invited to accept their first position, compared to only eleven percent of the whites hired at the same time. That is, a generation ago, younger blacks were being invited into the academic profession. Today, however, the situation is reversed. Forty-one percent of the whites under thirty were invited to accept their present position, compared to only six percent of the young blacks. Young blacks entering the profession no longer receive invitations, but solicit jobs for themselves by sending mass letters or using personal contacts.

We are forced to conclude that blacks generally are not put at a disadvantage by the current methods used to obtain knowledge about posi-

tions. In fact, they (especially older blacks) seem to be sought out more than white faculty. But this tends to put at a disadvantage blacks who are not "visible," who do not participate in the academic grapevine.

As one might expect, tenured faculty of both races hold posts by invitation more often than untenured faculty. Blacks at private institutions, especially high quality schools, tend to be there by invitation regardless of tenure. For the whites, on the other hand, those in high quality public institutions who have tenure are most often there by invitation. The high quality private schools seem to be doing heavy recruiting of black scholars. Forty-four percent of blacks without the doctorate, who attended high quality graduate schools and have no publications, were invited to accept their present positions. This is not surprising since people with master's degrees and limited credentials have trouble getting jobs in any way other than "friends in high places." Without friends, they continue graduate work. Blacks with the doctorate from high quality schools who have published report jobs by invitation almost four times as often as whites with the same excellent credentials. Blacks with the doctorate from lower quality schools who have published report being invited to accept their present position no more often than whites with the same qualifications. However, if blacks hold only the master's degree earned at a lower quality school, they are more often working by invitation than whites with similar credentials, regardless of publications. These are primarily blacks who are counseling in and directing programs for disadvantaged students.

We pursued the matter of job invitation by asking, "How many unsolicited job offers have you had in the past year?" On the average, whites report 1.5 offers compared to 3.1 for the blacks for the academic year 1968-69. This is, therefore, a period of reverse discrimination in which blacks already in the academic profession are sought out by predominantly white colleges and universities. In addition, more than sixty schools requested our roster of black faculty. One black associate professor of history at a large state university told us that he was

offered nine positions within the past year. He said that he would not accept any of them because the offers were not merited by his scholarly work. As soon as he finishes a book he is researching, he will accept a position at an Ivy League school. Until then, he describes his attitude as: "Either I publish or you [white schools] perish!"

Blacks under thirty are not as sought after as blacks in general, and they are less willing to move than their older black colleagues. We found that the best qualified blacks (doctors from high quality schools) are the most willing to move. The least qualified blacks (bachelor's degrees from low quality schools) report the fewest job offers and are least willing to move. Blacks with limited credentials who have good jobs are particularly likely to "stick with a good deal" and not risk looking for or accepting another position.

For those seeking new jobs, the highest degree and quality of graduate school have little effect on job offers. This suggests that contemporary career status is more important than earned qualifications; that is, "where you are now" and "what you have done lately" may be more important than "where you have been."

Therefore, a black with limited credentials who obtains a position at an elite college is more sought after than a black with better credentials who teaches at a lower quality school. This explains why blacks with only the master's degree who teach at elite schools because of "connections" are especially popular. Recruiters should note that tenured blacks at the lower quality public institutions are very willing to move, but they have the fewest offers.

The problem of "discrimination" in the academic marketplace is evidently more complex than appeared at the outset. Clearly some schools discriminate and others do not, but we do not believe that discrimination exists only in the system. Some barriers hinder entrance into the academic profession, while others make it difficult for blacks already in the academic profession to obtain jobs at some schools. This is a moot point, however, and we are sure that we have raised more questions than we have answered. ■

TAB E

TABLE 4.—DISTRIBUTION OF ACTIVE PHYSICIANS BY MAJOR PROFESSIONAL CATEGORIES—1967

	Black Physicians		U.S. Physicians	
	Number	Per Cent	Number	Per Cent
Total Active	4,710	100	294,072	100
Patient Care	3,427	73	190,079	65
Other Practice	836	18	57,137	19
Training Programs	447	9	46,856	16

TABLE 5.—NUMBER AND PERCENTAGE OF BLACK SPECIALISTS OF CERTAIN CATEGORIES

	U.S. Physicians 1967	Black Physicians 1957	Per cent
Internal Medicine	42,325	540	1
General Surgery	29,687	479	2
Psychiatry	19,749	275	1
Obstetrics and Gynecology	17,964	425	1
Pediatrics	17,614	250	2
Radiology	10,877	109	1

TABLE 6.—NATIONAL MEDICAL ASSOCIATION MEMBERSHIP BY SPECIALTY AND SPECIALTY BOARD CERTIFICATION—1967

	Total NMA Members (100.0%)	Board Certified <sup>1</sup>	Per Cent Board Certified	Not Board Certified
Total Physicians	4,805	1,074	22.4	3,731
Allergy	4	0	0.0	4
Anesthesiology	79	27	34.2	52
Aerospace (Aviation) Medicine	9	0	0.0	9
Cardiovascular Diseases	14	3	21.4	11
Child Psychiatry	25	8	32.0	17
Colon and Rectal Surgery	1	1	100.0	0
Diagnostic Roentgenology	1	1	100.0	0
Dermatology	49	22	44.9	27
Gastroenterology	8	2	25.0	6
General Practice	1,867	16	0.9	1,851
General Preventive Medicine	10	6	60.0	4
General Surgery	479	206	43.0	273
Internal Medicine	540	110	20.4	430
Neurological Surgery	15	3	20.0	12
Neurology	22	5	22.7	17
Obstetrics and Gynecology	425	152	35.8	273
Occupational Medicine	10	3	30.0	7
Ophthalmology	78	38	48.7	40
Orthopedic Surgery	65	16	24.6	49
Otolaryngology	33	10	30.3	23
Pathology	56	31	55.4	25
Pediatrics	280	143	51.1	137
Pediatric Allergy	1	0	0.0	1
Pediatric Cardiology	2	2	100.0	0
Physician Medicine and Rehabilitation	22	7	31.8	15
Plastic Surgery	6	3	50.0	3
Psychiatry	275	81	29.5	194
Public Health	19	7	36.8	12
Pulmonary Disease	8	0	0.0	8
Radiology	109	74	67.9	35
Thoracic Surgery	14	12	85.7	2
Urology	78	40	51.3	38
Not Recognized (1)	65	34	52.3	31
Unspecified	136	11	8.1	125

(1) Includes 55 Administrative Medicine.

DISTRIBUTION OF BLACK PHYSICIANS IN THE UNITED STATES

Alabama	40
Arkansas	17
Arizona	4
California	396
Connecticut	14
Colorado	9
Delaware	7
District of Columbia	222
Florida	47
Georgia	64
Illinois	125
Indiana	55
Iowa	6
Kansas	15
Kentucky	14
Louisiana	33
Maryland	89
Massachusetts	18
Michigan	186
Minnesota	8
Mississippi	28
Missouri	74
Nebraska	6
Nevada	2
New Hampshire	1
New Jersey	97
New York	203
North Carolina	85
Ohio	118
Oklahoma	18
Oregon	4
Pennsylvania	108
Rhode Island	1
South Carolina	20
Tennessee	91
Texas	84
Vermont	1
Virginia	80
West Virginia	8
Washington	8
Wisconsin	15



TAB F

SPANISH SURNAMED AMERICAN COLLEGE GRADUATES  
1970

TOTAL GRADUATES

PAGE 41

GRADUATING	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	TOTAL	
GRAND TOTAL	28	607	540	333	150	16	89	308	29	162	152	16	31	801	40	3302												

Compiled By

The Cabinet Committee On Opportunity for the Spanish Speaking  
Suite 712, 1800 G St., N.W., Washington, D.C. 20506

TAB G

PROPORTION OF DOCTORATES EARNED BY WOMEN,  
BY AREA AND FIELD, 1960-1969

Data source: U.S. Department of Health, Education and Welfare, *Earned Degrees Conferred: Bachelor's and Higher Degrees*. A publication of the Bureau of Educational Research and Development and the National Center for Educational Statistics, Washington, D.C.; U.S. Government Printing Office. (All public and private colleges and universities in the United States known to confer doctoral degrees are included in the survey. Professional doctoral degrees, such as M.D., however, are not listed.) The consecutive bulletins from which these original data were obtained are located in the Wilson Library Documents Division.

	Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women, 1960-1969		Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women, 1960-1969
<b>Agriculture, Total</b>	<b>4462</b>	<b>79</b>	<b>1.77</b>				
Agriculture, General	115	1	.87	Health Education	88	26	29.55
Agronomy, Field Crops	956	5	.52	Recreation	30	4	13.33
Animal Science	872	21	2.41	Education of the Mentally Retarded	118	36	30.51
Dairy Science	252	4	1.53	Education of the Deaf (1964-1969 only)	6	4	65.67
Farm Management	13	0	.00	Speech and Hearing Impaired	339	67	19.76
Fish, Game or Wildlife Management (1961-1969) <sup>1</sup>	209	2	.96	Education of the Visually Handicapped (1964-1969 only) <sup>10</sup>	3	1	33.33
Food Science	385	16	4.16	Education of the Emotionally Disturbed (1965-1969 only) <sup>11</sup>	24	6	25.00
Horticulture	539	11	2.40	Administration of Special Education (1963-1969 only) <sup>12</sup>	14	4	28.57
Ornamental Horticulture	14	0	.00	Education of Other Exceptional Children	391	126	32.23
Poultry Science	211	7	3.32	Agricultural Education	228	2	.88
Soil Science	568	2	.35	Art Education	194	52	26.60
Agriculture, All other fields	308	10	3.25	Business or Commercial Education	300	89	29.67
<b>Architecture</b>	<b>50</b>	<b>4</b>	<b>8.00</b>	Distributive Education, Retail Selling	23	6	21.43
<b>Biological Sciences, Total</b>	<b>17,703</b>	<b>2448</b>	<b>13.82</b>	Home Economics Education	124	123	99.19
Premedical, Preclinical and Preveterinary Sciences	25	2	8.00	Industrial Arts Education, Nonvocational	224	1	.45
Biology, General	1949	395	20.27	Music Education	548	75	13.69
Botany, General	1853	185	11.25	Trade or Industrial Education, Vocational	181	8	4.42
Zoology, General	2262	318	14.05	Specialized Teaching Fields, All other	756	261	34.52
Anatomy and Histology	633	118	18.33	Nursery or Kindergarten Education	14	12	85.71
Bacteriology, etc. <sup>2</sup>	2095	355	16.94	Early Childhood Education	22	20	90.91
Biochemistry	2635	471	17.49	Elementary Education	1199	459	38.28
Biophysics	429	32	7.45	Secondary Education	966	154	15.94
Cytology	30	9	30.00	Combined Elementary and Secondary Education	21	4	19.05
Ecology (1961-1969 only)	37	2	5.41	Adult Education	303	46	15.18
Embryology	45	11	24.44	General Teaching Fields, All other	445	97	21.80
Entomology	1097	46	4.19	Education Administration, Supervision	7242	931	12.85
Genetics	672	61	9.08	Finance <sup>4</sup>			
Molecular Biology (1968-1969 only) <sup>3</sup>	32	6	18.75	Counseling and Guidance	2357	488	20.70
Nutrition (1961-1969 only)	156	45	28.85	Rehabilitation and Counselor Training (1964-1969 only)	80	14	17.50
Pathology	271	15	5.54	History of Education, etc. (1964-1969 only) <sup>15</sup>	488	99	20.29
Pharmacology	763	87	11.11	Education, General	6286	1183	18.82
Physiology	1145	163	14.67	Educational, Psychology (1964-1969 only)	875	224	25.60
Plant Pathology	692	19	2.75	Physical Education, Nonteaching (1964-1969 only)	36	9	25.00
Plant Physiology	203	12	5.91	Education, All other fields <sup>16</sup>	1296	286	22.07
Biological Sciences, All other fields	803	92	11.46	Engineering, Total <sup>17</sup>	18,572	82	.44
<b>Business and Commerce, Total</b>	<b>3046</b>	<b>86</b>	<b>2.82</b>	English and Journalism, Total	6471	1541	23.81
Business and Commerce, General	1372	33	2.41	English and Literature	6322	1523	24.09
Accounting	269	18	6.72	Journalism	149	18	12.08
Finance, Banking (1967-1969 only) <sup>4</sup>	53	1	1.89	Fine Arts and Applied Arts, Total	4035	678	16.80
Marketing (1967-1969 only) <sup>5</sup>	66	1	1.52	Art General	99	18	18.18
Real Estate, Insurance (1967-1969 only) <sup>6</sup>	2	0	.00	Music, Sacred Music	1473	199	13.51
Transportation (1967-1969 only)	7	0	.00	Speech and Dramatic Arts	1978	314	15.87
Business and Commerce, All other fields	1278	33	2.58	Fine and Applied Arts, All other fields	485	147	30.31
<b>City Planning (1966-1969 only)<sup>7</sup></b>	<b>44</b>	<b>2</b>	<b>4.55</b>	Folklore (1965-1969 only)	29	8	27.59
<b>Computer Science and Systems Analysis, Total (1964-1969 only)<sup>8</sup></b>	<b>153</b>	<b>4</b>	<b>2.53</b>				
Computer Science	99	3	3.03				
Systems Analysis	22	1	4.55				
Computer Science and Systems Analysis, All other fields	37	0	.00				
<b>Education, Total</b>	<b>26,369</b>	<b>5230</b>	<b>19.83</b>				
Physical Education	1143	313	27.38				

	Total Number of Doctorates Earned 1900-1909	Total Number of Doctorates Earned 1910-1920	Percentage of Doctorates Earned by Women 1900-1909	Total Number of Doctorates Earned 1900-1909	Total Number of Doctorates Earned by Women 1900-1909	Percentage of Doctorates Earned 1900-1909
Foreign Languages and Literature, Total	4158	1166	28.52			
Linguistics	551	133	24.14			
Latin, Classical Greek	506	128	25.30			
French	768	311	40.49			
Italian	47	17	36.17			
Portuguese	14	3	21.43			
Spanish	688	217	32.49			
Philology and Literature of Romance Languages	380	93	24.47			
German	678	171	25.22			
Other German Languages	27	5	18.52			
Philology and Literature of Germanic Languages	52	9	17.31			
Arabic	5	1	20.00			
Chinese	14	2	14.29			
Hebrew	23	1	4.35			
Hindi, Urdu (1961-1969 only)	2	0	0.00			
Japanese	12	2	16.67			
Russian	116	28	24.14			
Other Slavic Languages	68	20	29.41			
Foreign Language and Literature, All other fields	227	45	19.82			
Forestry	558	1	.18			
Geography	663	37	5.58			
Health Professions, Total	1631	168	9.18			
Hospital Administration	20	1	.50			
Medical Technology	2	0	.00			
Nursing, Public Health Nursing	18	17	94.44			
Optometry	16	1	6.25			
Pharmacy	563	24	4.26			
Physical Therapy, Physiotherapy	1	0	.00			
Public Health	418	62	14.83			
Radiologic Technology	3	0	.00			
Clinical Dental Services	24	4	16.77			
Clinical Medical Services	302	31	10.26			
Clinical Veterinary Services	250	4	1.60			
Health Professions, All other fields	214	24	11.21			
Home Economics, Total	514	392	76.26			
Home Economics, General	104	101	97.12			
Child Development, Family Relations	174	87	50.00			
Clothing and Textiles	53	52	98.11			
Foods and Nutrition	134	103	80.60			
Institution Management or Administration	6	6	100.00			
Home Economics, All other fields	43	38	88.37			
Law	268	12	4.48			
LibRARY Science	140	38	27.14			
Mathematical Sciences, Total	6166	401	6.50			
Mathematics	5538	348	6.46			
Statistics	781	53	6.79			
Philosophy, Total	1701	188	11.05			
Philosophy	1520	155	10.20			
Scholastic Philosophy	181	33	18.23			
Physical Sciences, Total	25,735	1179	4.59			
Physical Sciences, General	93	3	3.23			
Astronomy	421	29	6.69			
Chemistry	12,063	894	6.82			
Metallurgy	213	0	.00			
Meteorology	245	2	.82			
Pharmaceutical Chemistry (1961-1969 only)	289	13	.50			
Physics	8415	168	2.00			
Geology	2143	53	2.47			
Geophysics	203	3	1.48			
Oceanography	222	4	1.80			
Earth Sciences, All other fields <sup>18</sup>	170	2	1.18			
Physical Science, All other fields	359	18	5.01			
Psychology, Total	9135	1845	20.20			
General Psychology	7071	1355	19.30			
Clinical Psychology (1961-1969 only)	651	163	25.04			
Counseling and Guidance	138	33	23.91			
Social Psychology (1961-1969 only)	309	68	22.01			
Rehabilitation Counselor Training (1964-1969 only)	36	8	22.22			
Educational Psychology (1964-1969 only)	137	37	27.01			
Psychology, All other fields (1964-1969 only)	793	171	21.56			
Religion, Total	2825	141	4.99			
Religious Education, Bible	368	49	13.32			
Theology	1417	49	3.46			
Religion, Liberal Arts Curriculum	860	39	4.54			
Religion, All other fields	180	4	2.22			
Social Sciences, Total	18,662	2072	11.10			
Social Sciences, General	261	27	10.34			
American Studies, Civilization, Culture	257	41	15.95			
Anthropology	942	202	21.44			
Area or Regional Studies	384	46	11.98			
Economics	3898	218	5.62			
History	4943	579	11.71			
International Relations	425	33	7.76			
Political Science or Government	2876	253	8.80			
Sociology	2361	403	17.07			
Agricultural Economics	1165	12	1.03			
Foreign Service Programs	11	1	9.09			
Industrial Relations	96	4	4.17			
Public Administration	283	23	8.13			
Social Work, Social Administration	480	174	36.25			
Social Science, All other fields	280	55	19.64			
Trade or Industrial Training	84	0	.00			
Broad General Curriculums and Miscellaneous Total	726	107	14.74			
Arts, General Programs	39	9	23.08			
Sciences, General Programs	84	9	10.71			
Arts and Sciences, General Programs	40	5	12.50			
Teaching of English as a Foreign Language	27	10	37.04			
All Other Fields of Study <sup>19</sup>	536	74	13.81			
Total All Fields (areas) reported:	154,111	17,929	11.63			

- When information was available from 1961-1969 (this field was not given as a separate category in 1960-1961), proportions were computed based on information available. If the field was not listed as a separate category for more years than 1960-1961, the information was included in the residual category. Exceptions are noted.
- Includes bacteriology, Virology, Mycology, Parasitology and Microbiology.
- The status of this field prior to 1969, when it was considered separately, is not clear.
- 4, 5, and 6. As in 3, the same observation applies.
- 7 and 8. These entire areas are new.
- 9, 10, 11, and 12. Subsumed under other categories in earlier years.
- Includes Special Learning Disability, Education of the Crippled, Education of the Multiple Handicapped.
- Includes Curriculum Instruction as well. These fields were separated for all but year 1963-1964, so it was necessary to combine them.
- Includes History, Philosophy and Theory of Education.
- Includes the recently added Field of Education Specialist.
- A breakdown of this area was omitted from *Earned Degrees Conferred: Bachelor's and Higher Degrees for the four academic years 1960 through 1964*. Other sources investigated provided breakdown by field but not by sex.
- Includes recent field "Earth Science, General."
- Includes recent field "Interarea Fields of Study."

TAB H

# LAW DOCTOR

Magazine for the New Lawyer

Volume 2 Number 6

March 1972

Law School Year	No. Women Law Students	Total No. Law Students	Percentage of Women
1971-72	8,914	94,458	9.4%
1970-71	6,930	82,041	8.4%
1969-70	4,715	69,386	6.9%
1968-69	3,704	62,779	5.9%
1967-68	2,906	64,406	4.6%

TAB I



LIST OF WOMEN'S CAUCUSES AND COMMITTEES  
IN PROFESSIONAL ASSOCIATIONS

Source: The Project on the Status & Education of Women,  
Association of American Colleges, 1818 R St. N.W. 20009

ADULT EDUCATION ASSOCIATION (AEA)

Commission on the Status of Women in Adult Education  
Chairperson: Dr. Beverly Cassara  
10421 Courthouse Drive  
Fairfax, VA 22030

AMERICAN ACADEMY OF RELIGION

TF on the Status of Women - The Academic Study of Religion  
Chairperson: Elizabeth Schussler Fiorenza  
1223 N. Lawrence St.  
South Bend, IN 46617

AMERICAN ANTHROPOLOGICAL ASSOCIATION (AAA)

Committee on the Status of Women in Anthropology  
Chairperson: Prof. Shirley Gorenstein  
Dept. of Anthropology  
Columbia University, New York, NY 10027

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Women's Caucus of the A.A.A.S.  
Chairperson: Ms. Virginia Walbot  
Dept. of Biochemistry  
University of Georgia, Athens, GA. 30601

AMERICAN ASSOCIATION OF IMMUNOLOGISTS (AAI)

Committee on the Status of Women  
Chairperson: Dr. Helene C. Rauch  
Dept. of Medical Microbiology  
Stanford University School of Medicine  
Stanford, CA 94305

AMERICAN ASSOCIATION FOR HEALTH & PHYSICAL EDUCATION

Committee on Women  
Chairperson: Professor Ione G. Shaddock  
Drake University  
Des Moines, Iowa 50311

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

Committee on the Status of Women in the Profession  
Chairperson: Dr. Alice S. Rossi  
Dept. of Sociology  
Goucher College, Towson, MD 21204  
AAUP Contact: Ms. Margaret Rumbarger  
Associate Secretary, AAUP  
One Dupont Circle, Washington, D.C. 20036

AMERICAN BAR ASSOCIATION

Women's Rights Unit  
State-by-State Roster of Women Lawyers, being compiled by:  
Dr. Lee Ellen Ford  
336 Hickory St.  
Butler, Indiana 46721

AMERICAN CHEMICAL SOCIETY (ACS)

Women Chemists Committee

Chairperson: Ms. Helen M. Free  
Ames Co., Miles Labs., Inc.  
Elkhart, IN 46514

AMERICAN COLLEGE PERSONNEL ASSOCIATION (ACPA)

Women's Task Force

Chairperson: Dr. Jane E. McCormick  
Asst. to Vice-President of Student Affairs  
Penn State U.  
University Park, Pennsylvania 16802

AMERICAN ECONOMICS ASSOCIATION

Committee on the Status of Women in the Economics Profession

Chairperson: Carolyn Shaw Bell  
Wellesley College  
Wellesley, Mass. 02181

AMERICAN FEDERATION OF TEACHERS

Women's Rights Committee

Chairperson: Marjorie Stern  
1012 14th Street  
Washington, D.C. 20005

AMERICAN HISTORICAL ASSOCIATION (AHA)

a. Committee on Women Historians

Chairperson: Dr. Linda Kerber  
University of Iowa  
Iowa City, Iowa 52240

(Staff Liaison:

Dr. Charlotte Quinn\*  
400 A St. S.E.  
Washington, D.C. 20003

b. Coordinating Committee on Women in the Historical Profession (CCWHP)

Chairperson: Dr. Sandi Cooper  
Richmond College  
CUNY Staten Island, NY 10301

\*Roster of Women Historians available for \$5.00 (contribution) from:  
Dr. Charlotte Quinn

AMERICAN LIBRARY ASSOCIATION (ALA)

Social Responsibilities Round Table (SSRT)

Task Force on the Status of Women

Chairperson: Ms. Michelle Rudy  
1403 LeGore Lane  
Manhattan, KS 66502

Roster of Women Librarians is being compiled by:

Margaret Myers  
Graduate School of Library Service  
Rutgers University  
New Brunswick, NJ 08903

AMERICAN MATHEMATICAL SOCIETY (AMS)

ASSOCIATION FOR WOMEN IN MATHEMATICS (AWM) (independent group)

Chairperson: Prof. Mary Gray, Dept. of Mathematics  
The American University  
Washington, D.C. 20016

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION  
Women's Caucus

Correspondents: Dr. Lynn E. Haun  
California State University  
Sacramento, Calif. 95819

Dr. Beatrice O. Pressley  
California State University  
Hayward, Calif. 94542

AMERICAN PHILOSOPHICAL ASSOCIATION (APA)

- a. Subcommittee on Status of Women in the Profession  
Chairperson: Prof. Mary Motherskill  
Dept. of Philosophy  
Barnard College, New York, NY 10027
- b. Society for Women in Philosophy (Independent group)  
Chairperson: Hannah Hargrave  
Dept. of Philosophy  
Western Illinois University  
Macomb, Illinois 61455

AMERICAN PHYSICAL SOCIETY

Committee on Women in Physics  
Chairperson: Dr. Elizabeth Baranger  
Physics Dept., MIT  
Cambridge, MA 02139

Roster of Women Physicists available for \$5.00 from:  
American Institute of Physics Placement Service  
335 West 45th St.  
New York, NY 10017

AMERICAN POLITICAL SCIENCE ASSOCIATION (APSA)

- a. Committee on the Status of Women in the Profession  
Chairperson: Dr. Ruth Silva  
Pennsylvania State University  
University Park, PA 16802
- b. Women's Caucus for Political Science (WCPS)  
Chairperson: Dr. Marie Rosenberg  
School of Business, University of Wisconsin  
Eau Claire, Wisconsin 54701

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

- a. Task Force on the Status of Women in Psychology  
Chairperson: Dr. Helen Astin, Director of Research  
University Research Corp.  
4301 Connecticut Ave., N.W.  
Washington, D.C. 20008  
(Staff Liaison: Dr. Tena Cummings\*  
APA, 1200 17th St. N.W.  
Washington, D.C. 20036)
  - b. Association for Women in Psychology (AWP) is an independent group,  
initially a caucus within APA)  
Editor: Dr. Leigh Marlowe  
Manhattan Community College  
130 West End Ave., New York, NY 10023  
Public Relations: Dr. Jo-Ann Evans Gardner  
726 St. James St.  
Pittsburgh, PA 15232
- \*Roster of Women Psychologists available from:  
Dr. Tena Cummings

AMERICAN PUBLIC HEALTH ASSOCIATION

Women's Caucus

Chairperson: Ana O. Dumois  
Community Health Institute  
225 Park Ave. So.  
New York, NY 10003

AMERICAN SOCIETY OF BIOLOGICAL CHEMISTS

Subcommittee on the Status of Women

Chairperson: Dr. Loretta Leive  
Bldg. 4, Room 111  
National Institutes of Health  
Bethesda, MD 20014

AMERICAN SOCIETY FOR MICROBIOLOGY

Committee on the Status of Women Microbiologists

Chairperson: Dr. Mary Louise Robbins  
Medical School, 1339 H St. N.W.  
The George Washington University  
Washington, D.C. 20005

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

Task Force on Women in Public Administration

Chairperson: Mrs. Joan Fiss Bishop  
Director of Career Services  
Wellesley College, Wellesley, MA 02181

AMERICAN SOCIOLOGICAL ASSOCIATION (ASA)

a. Ad Hoc Committee on the Status of Women in Sociology

Chairperson: Dr. Elise Boulding  
Behavioral Science Institute  
U. of Colorado, Boulder, CO 80302

b. Sociologists for Women in Society (SWS) (independent group  
formerly caucus)

Chairperson: Dr. Alice Rossi  
Dept. of Sociology  
Gaucher College, Towson, MD 21204

AMERICAN SOCIETY OF TRAINING AND DEVELOPMENT (ASTD)

Women's Caucus, ASTD

Steering Committee: Dr. Shirley McCune  
Center for Human Relations  
NEA, 1601 16th St. N.W.  
Washington, D.C. 20036

Ms. Althea Simmons, Dr. of Training  
NAACP, 200 E 27th St.  
New York, NY 10016

AMERICAN SPEECH AND HEARING ASSOCIATION (ASHA)

a. Subcommittee on the Status of Women

Chairperson: Mrs. Dorothy K. Marge  
8011 Longbrook Rd.  
Springfield, VA 22152

b. Caucus on Status of Women in ASHA (same as above)

AMERICAN STATISTICAL ASSOCIATION

Caucus for Women in Statistics

Chairperson: Dr. Jean D. Gibbons  
College of Commerce and Business Administration  
University of Alabama  
University, Ala. 35486

ASSOCIATION OF AMERICAN GEOGRAPHERS

Committee on Women in Geography

Chairperson: Dr. Ann Larrimore  
Department of Geography  
University of Michigan  
Ann Arbor, MI 48104

ASSOCIATION OF AMERICAN LAW SCHOOLS (AALS)

Committee on Equality of Opportunity for Women in the Legal Profession

Chairperson: Prof. Ruth B. Ginsburg  
School of Law  
Columbia University, 435 W. 116th St.  
New York, NY 10027

ASSOCIATION OF ASIAN STUDIES

Committee on the Status of Women

Chairperson: Prof. Joyce K. Kallgren  
Center for Chinese Studies  
2168 Shattuck Ave.  
Berkeley, CA 94705

ASSOCIATION OF WOMEN IN SCIENCE (independent group)

Co-Presidents: Dr. Judith G. Pool\*  
Stanford Medical School  
Stanford University, Stanford, CA 94305

Dr. Neena B. Schwartz  
Dept. of Psychiatry, College of Medicine  
U. of Illinois at the Medical Center  
P.O. Box 6998, Chicago, IL 60680

\*Roster of Women Engineers, Scientists, Medical & Paramedical Specialists  
is available from: Dr. Judith G. Pool

BIOPHYSICAL SOCIETY

Professional Opportunities for Women of the Biophysical Society --

Caucus of Women Biophysicists

Chairperson: Dr. Rita Guttman  
Dept. of Biology  
Brooklyn College  
Brooklyn, NY 11210

COLLEGE ART ASSOCIATION

a. Commission on the Status of Women in Art

Professor Linda Nochlin Pommer  
Vassar College  
Poughkeepsie, NY 12601

b. Women's Caucus

Co-Chairwomen: Prof. Ann Harris, Art Dept.  
Hunter College, New York, NY 10021

Ms. Judy Patt  
2429 Vallejo, San Francisco, Calif. 94132

GRADUATE WOMEN IN SCIENCE (Sigma Delta Epsilon)

President: Dr. Hazel Metz Fox  
1231 N. 38th St.  
Lincoln, NE 65503

LINGUISTIC SOCIETY OF AMERICA (LSA)

LSA Women's Caucus

Correspondents: Ms. Lynette Hirschman  
Ms. Georgette Ioup  
162 W. Hansberry  
Philadelphia, PA 19144

MODERN LANGUAGE ASSOCIATION (MLA)

a. MLA Commission on the Status of Women in the Profession

Chairperson: Dr. Elaine Hedges  
Towson State College  
Baltimore, MD 21204

b. Women's Caucus of the MLA

President: Dr. Verna Wittrock  
Dept. of English  
Eastern Illinois U., Chalreston, IL 61920

NATIONAL COUNCIL ON FAMILY RELATIONS (NCFR)

Task Force on Women's Rights and Responsibilities

Chairperson: Dr. Rose Somerville  
Sociology Dept.  
San Diego State College  
San Diego, CA 92115

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

Women's Committee

Chairperson: Dr. Janet Emig  
Department of English  
Rutgers University  
New Brunswick, NJ 08903

NATIONAL EDUCATION ASSOCIATION

Women's Caucus

Chairperson: Mrs. Helen Bain  
NEA, 1201 16th St.  
Washington, D.C. 20036

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION (NVGA)

NVGA Commission on the Occupational Status of Women

Chairperson: Mrs. Thelma C. Lennon, Director  
Pupil Personnel Services, Dept. of Public Instruction  
Raleigh, NC 27602

PHILOSOPHY OF EDUCATION SOCIETY

a. Women's Caucus

Chairperson: Dr. Elizabeth Steiner Maccia  
Dept. of History & Philosophy of Education  
Indiana University, Bloomington, IN 47401

b. Committee on the Status of Women (same as above)

POPULATION ASSOCIATION OF AMERICA

Women's Caucus

Chairperson: Prof. Ruth B. Dixon  
Dept. of Sociology  
University of California, Davis  
Davis, CA 95616

PROFESSIONAL WOMEN'S CAUCUS (PWC)

P.O. Box 1057, Radio City Station  
New York, NY 10019

Pres: Margaret Anderson  
Rockland City Guidance Center for Women  
Palisades, NY

SOCIETY FOR CELL BIOLOGY

Women in Cell Biology

Chairperson: Ms. Virginia Walbot  
Dept. of Biochemistry  
Univ. of Georgia, Athens GA. 30601

SOCIETY FOR WOMEN ENGINEERS (independent group)

Executive Secretary: Winifred D. White  
345 East 47th Street  
New York, NY 10017

THETA SIGMA PHI

National Society for Journalism/Communications

President: Mrs. Fran Harris  
WMJ Stations  
Detroit, MI 48231

UNITED PRESBYTERIAN CHURCH IN THE USA

Task Force on Women

Co-Chairpersons: Patricia Doyle and Elaine Homrighouse  
Board of Christian Education  
United Presbyterian Church, Witherspoon Bldg.  
Philadelphia, PA 19107

WOMEN THEOLOGAINS

Roster of Women Theologians is available from:  
Elizabeth Dempster, Interim Director  
Boston Theological Institute  
Women's Placement Service  
45 Francis Ave.  
Cambridge, Mass. 02138

February 1973

TAB J



WOMEN ACADEMIC ADMINISTRATORS IN U.S. HIGHER EDUCATION, AUGUST 1972

		PUBLIC INSTITUTIONS		PRIVATE INSTITUTIONS		TOTAL		
		<u>Lay</u>	<u>Religious</u>	<u>Lay</u>	<u>Religious</u>	<u>Lay</u>	<u>Religious</u>	<u>Total</u>
PRESIDENTS and CHANCELLORS	Arts & Sciences	10	--	13	139	23	139	162
	Professional, Technical & Vocational*	--	--	5	1	5	1	6
ACADEMIC DEANS and ACADEMIC VICE-PRESIDENTS	Arts & Sciences	41	--	68	155	109	155	264
	Professional, Technical & Vocational*	127	--	16	27	143	27	170
ASSOCIATE and ASSISTANT ACADEMIC DEANS	Arts & Sciences	10	--	5	3	15	3	18
	Professional, Technical & Vocational*	3	--	--	--	3	--	3
FINANCIAL and/or ADMINISTRATIVE OFFICERS	Arts & Sciences	36	--	34	113	70	113	183
	Professional, Technical & Vocational*	8	--	26	3	34	3	37
<u>TOTAL</u>	Arts & Sciences	97	--	120	407	217	410	627
	Professional, Technical & Vocational*	<u>138</u>	--	<u>47</u>	<u>31</u>	<u>185</u>	<u>31</u>	<u>216</u>
	Total	237	--	167	438	402	441	843**

\*Including health sciences, home economics, business and education

\*\*Of this total, 80 have participated in the Institute for College and University Administrators

TAB K

#### How many women?

No one knows how many women are in the profession, are registered, or are even members of the AIA.

The best information on AIA membership comes from a tally of women members made by the AIA staff in 1969. The total was then 233; it is now estimated at 250 to 300. Total corporate membership in 1971 was 23,233.

Reliable statistics on the number of architects will soon be available in the Detailed Characteristics volumes of the 1970 census. Meanwhile rough estimates come from Elizabeth Duaton Koontz, Director of the Women's Bureau of the U.S. Department of Labor: 33,000 registered architects were employed in the U.S. as of late 1970, according to the Bureau of Labor Statistics, about 4% of them women. There were about 8,000 urban planners, about 20% of them women. This difference is "not too surprising," says Ms. Koontz, "since women often find fewer barriers to entrance into the relatively new and growing occupations not yet stereotyped as 'men's jobs.'"

In the 1969 *Handbook on Women Workers*, a compendium of facts published periodically by the Women's Bureau, the word "architecture" appears not once in the index or any tabulation. But women remain a small part of many professions, says the Bureau of Labor Statistics—1% of engineers, 3% of lawyers, 7% of physicians—despite growth in these professions.

Women generally earn about \$3 for every \$5 earned by a man, although this figure is as high as \$3.33 for "professional/technical" workers (four million of the 30 million women employed). This differential doesn't necessarily mean that women are receiving unequal pay for equal work; it reflects the fact that women are more likely to be in low-echelon jobs. Actually, only 3% of all women in the private sector earn more than \$10,000 a year, according to a White House staff member who is recruiting women into high-ranking government jobs. In fact women's income relative to men's has deteriorated in most occupations in the last 15 years, during a time when the number of employed women has hit a record high. Women, today, comprise two-fifths of the labor force.

How many women are studying architecture? David Clarke, Executive Secretary of the Association of Collegiate Schools of Architecture (ACSA) reports "a 7% increase in women last year (1974-72 over 1970-71), and this year it's even bigger." But while the number of women is increasing, the relative position is not improving. In 1971-72, for instance, the ACSA statistics for U.S. schools show 23,560 full-time students in architecture and 1,500 part-time students; the 1,500 women students were 5.9% of the total. In 1968-69, however, with 20,755 full-time students and 1,153 part-time, the 1,155 women were 5.4%.

Tone, in its special issue on "The American Woman," March 20, 1972, made this single observation on the profession: "Women architects have fared even worse than painters. Only 6% of the students in architecture schools are women, and only 1% of the members of the American Institute of Architects. In art, of course, statistics are not so important as the quality of talent, but it is hard to believe that women are as untalented as the statistics imply."

Aptitude measurement is the specialty of the Johnson O'Connor Research Foundation and its Human Engineering Laboratory, which has tested 300,000 people over the past 50 years. Of 22 distinct aptitudes—finger dexterity, tonal memory, "graphoria," etc.—men and women are equal in 14, women excel in six, men in two. These two aptitudes are grip, or physical strength, and "structural visualization," or the ability to visualize things in three dimensions, an ability that "seems central to the technical scientific professions (engineering, architecture, surgery, mechanics, building)." However, "the exact figures are one woman in four, one man in two." A paper on "The Potential of Women" by the Human Engineering Laboratory [347 Beacon St. Boston, Mass. 02116] suggests that only cultural bias keeps these professions from even remotely approaching a 25% female population.

FORUM—SEPTEMBER—1972

TAB L

Women on Journalism Faculties - 1971-72  
 United States Colleges and Universities  
 Academic Rank

<u>Rank</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Women's per- centage of total</u>
Administrators: deans, directors, chairmen, etc.	* 177	177	0	0 %
Professor	377	370	7	1 3/4 %
Associate Professor	365	345	20	5 1/2 %
Assistant Professor	467	434	33	7 %
Lecturers	212	190	22	10 1/2 %
Instructor	266	229	37	13 3/4 %
Visiting lecturer or professor	19	16	3	15 3/4 %
Part-time Lecturer	114	106	8	7 1/2 %
Teaching Fellow	1	1	0	0 %
Extension Education	1	0	1	100 %
Others	<u>114</u>	<u>104</u>	<u>10</u>	<u>8 3/4 %</u>
TOTAL	2,113	1,972	141	
Minus administrators duplicated in other academic rank lists	<u>159</u>	<u>159</u>	<u>0</u>	
ACTUAL TOTAL	1,954	1,813	141	7 1/4 %

\* at 170 schools

Schools with NO women on faculty	90	52 1/4 %
Schools with only one woman on faculty	48	28 3/4 %
Schools with two women on faculty	17	
Schools with three women on faculty	8	
Schools with four women on faculty	4	
Schools with five women on faculty	2	
Schools with nine women on faculty	<u>1</u>	
	170	

61% have none or only one woman on faculty

TAB M

Table 5.10a

Percentage of all physicians in various specialities who are women

Speciality	% Women	Speciality	% Women	Speciality	% Women
<u>Medical (total)</u>	9.0	<u>Surgical (total)</u>	2.4	<u>Other (total)</u>	8.9
Allergy	6.6	General surgery	1.0	Anesthesiology	14.0
Cardiovascular	2.8	Obstetrics	} 6.9	Neurology	6.9
Dermatology	7.0	Gynecology		Occupat'l Med.	3.1
Gastroenterology	2.3	Ophthalmology	3.2	Pathology	11.6
Internal Medicine	5.4	Orthopedic	0.5	Psychiatry	12.5
Pediatrics	20.3	Otolaryngology	1.0	Physical Med.	15.2
Pulmonary	8.0	Plastic	2.7	Preventive Med.	12.1
<u>General Practice</u>	4.2	Other surgery	0.4	Public Health	18.5
				Radiology	4.8
				Other	7.4

table 5.10b

Percentage of all physicians in various professional activities who are women

Speciality	All	Office based practice	Hospital based practice	Other activity
General practice	4.2	3.6	9.6	7.7
Medical Specialities	9.0	6.4	13.5	10.9
Surgical Specialities	2.4	2.0	3.4	3.8
Other Specialities	8.9	8.1	9.7	8.9
TOTAL	6.7	4.6	10.5	9.0

Goals for Women in Science  
 Women in Science and Engineering  
 Boston, Massachusetts  
 August 1972

TAB N



THE PROFILE OF MEDICAL PRACTICE  
 Center for Health Services Research  
 American Medical Association  
 1972 Edition, P. 104

TABLE 52 -- DISTRIBUTION OF PHYSICIANS AMONG SPECIALTY GROUPS<sup>a</sup>  
 BY SEX, DECEMBER 31, 1971

Specialty Group	Number of Women Physicians in Group	Percent of Women Physicians in Group	Number of Men Physicians in Group	Percent of Men Physicians in Group
Total	22,563 <sup>d</sup>	100.0	296,136 <sup>e</sup>	100.0
General practice	2,462	10.9	53,896	18.2
Internal medicine	3,242	14.4	54,617	18.4
Surgery	855	3.8	69,154	23.4
Obstetrics/gynecology	1,421	6.3	18,349	6.2
Pediatrics	4,247	18.8	15,671	5.3
Psychiatry	3,209	14.2	21,241	7.2
Radiology	754	3.3	13,585	4.6
Anesthesiology	1,655	7.3	9,902	3.3
Pathology	1,435	6.4	9,471	3.2
Other	3,283	14.6	30,250	10.2

c-Source: Special Tabulations from Physician Records, 1971. American Medical Association  
 d-Excludes 4,471 physicians (481 not classified, 3,539 inactive, and 451 address unknown).  
 e-Excludes 21,653 physicians (3,048 not classified, 15,349 inactive, and 2,756 address unknown).

TABLE 53 -- APPLICANTS AND ADMISSIONS TO MEDICAL SCHOOL BY SEX,  
 SELECTED YEARS 1929-1930 THROUGH 1970-1971

First-Year Class	Men			Women			Women as Percentage of Total Accepted
	Number Applicants	Number Accepted	Percentage Accepted	Number Applicants	Number Accepted	Percentage Accepted	
1929-30	13,174	6,720	51.0	481	315	65.5	4.5
1939-40	11,168	5,890	52.7	632	321	50.8	5.2
1949-50	23,044	6,750	29.3	1,390	400	28.8	5.6
1959-60	13,926	7,968	57.2	1,026	544	53.0	6.4
1966-67	16,554	8,257	49.9	1,696	856	50.5	9.4
1967-68	16,773	8,718	51.9	1,951	984	50.4	10.1
1968-69	19,021	9,116	47.9	2,097	576	46.5	9.7
1969-70	22,176	9,536	43.0	2,289	1,011	44.2	9.6
1970-71	22,253	10,263	45.9	2,734	1,297	47.4	11.3

TABLE 54 -- PERCENTAGE OF WOMEN IN SELECTED PROFESSIONAL OCCUPATIONS,<sup>1</sup> 1970

Occupation	Women as Percentage of All Workers
Lawyers	3.5
College presidents, professors, instructors	19.0
Clergy	5.8
Doctors	6.8
Engineers	0.8
Dentists	2.1
Scientists	9.9
Zoologists	28.0
Chemists	8.6
Mathematicians	26.4
Physicists	4.2
Nurses	97.0
Social workers	57.0
Librarians	85.0

1-Source: U.S. Bureau of the Census, *Census of Population, 1960*, Vol. 1, table 202, pp. 528-33, In: Epstein C.F., *Woman's Place* (Berkeley: University of California Press, 1970), p. 7.

TAB 0

Table 2. Demographic and Background Characteristics  
of American College Faculty, by Sex: 1969  
(Percentage Distribution)

Item Description and Question Number	All Institutions			In Two-Year Colleges			In Four-Year Colleges			In Universities		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
<b>Age (87)</b>												
Over 60 (born before 1909)	7.3	9.3	7.7	6.2	8.0	6.6	7.9	10.4	8.5	7.2	8.6	7.4
51-60 (born 1909-1918)	15.1	18.5	15.7	15.2	18.5	16.1	15.0	17.7	15.6	15.1	19.4	15.7
41-50 (born 1919-1928)	26.7	26.6	26.7	27.6	29.0	28.0	25.6	26.4	25.7	27.3	25.8	27.1
36-40 (born 1929-1933)	17.3	13.0	16.5	15.5	12.2	14.6	16.4	14.5	15.9	18.3	11.7	17.3
31-35 (born 1934-1938)	18.5	12.8	17.4	18.3	11.9	16.6	18.4	12.8	17.1	18.6	13.3	17.8
30 or less (born after 1938)	15.0	19.7	16.0	17.2	20.3	18.0	16.7	18.1	17.0	13.4	21.1	14.6
<b>Race (89)</b>												
White	96.6	94.7	96.3	99.1	96.7	98.4	94.2	91.3	93.5	97.7	97.7	97.7
Black	1.8	3.9	2.2	0.5	1.4	0.7	4.2	7.4	5.0	0.4	1.0	0.5
Oriental	1.3	1.1	1.3	0.2	1.4	0.5	1.2	0.9	1.2	1.6	1.0	1.6
Other	0.3	0.3	0.3	0.2	0.5	0.3	0.4	0.3	0.4	0.3	0.2	0.3
<b>Citizenship (65 a,b)</b>												
Not U.S. citizen	4.0	2.8	3.8	0.8	1.3	0.9	3.3	3.2	3.3	5.1	3.1	4.8
U.S. citizen, naturalized	5.5	4.6	5.3	4.3	2.2	3.8	5.8	4.9	5.6	5.6	5.3	5.6
U.S. citizen, native	90.5	92.6	90.9	94.8	96.5	95.3	90.9	91.9	91.1	89.2	91.6	89.6
<b>Father's Educational Attainment (79b)</b>												
Eight grade or less	30.0	25.5	29.1	39.4	30.5	37.1	31.5	26.7	30.5	26.9	21.9	26.1
Some high school	14.4	13.7	14.3	15.2	15.0	15.1	15.4	13.6	15.0	13.6	13.3	13.5
Completed high school	17.5	17.4	17.5	19.1	20.1	19.3	17.4	16.0	17.1	17.2	17.7	17.3
Some college	12.4	13.7	12.6	10.8	15.9	12.1	12.2	12.3	12.2	12.9	14.2	13.1
College graduate	9.6	10.0	9.7	6.7	5.8	6.5	8.7	10.1	9.0	10.9	11.7	11.0
Some graduate school	5.0	7.1	5.4	2.7	4.5	3.2	4.9	7.8	5.6	5.5	7.5	5.8
Advanced degree	11.1	12.6	11.4	6.1	8.2	6.6	9.9	13.3	10.7	13.0	13.8	13.1
<b>Religious Background (78a)</b>												
Protestant	63.9	65.4	64.1	64.4	64.1	64.3	59.3	59.7	59.4	66.8	72.2	67.6
Catholic	15.9	21.3	16.9	21.8	28.2	23.4	18.6	24.3	19.9	12.7	14.8	13.0
Jewish	10.4	6.7	9.7	3.7	2.2	3.3	12.3	8.9	11.5	10.7	6.2	10.1
Other	3.4	2.7	3.3	3.8	2.8	3.6	3.3	2.9	3.2	3.4	2.6	3.3
None	3.3	2.6	3.2	2.4	1.4	2.2	3.1	2.5	2.9	3.7	3.3	3.7
No answer	3.0	1.2	2.7	3.8	1.3	3.1	3.4	1.6	3.0	2.6	0.9	2.3
<b>Current Religion (78b)</b>												
Protestant	47.1	51.4	47.9	51.4	53.5	52.0	44.6	46.7	45.1	47.8	55.8	48.9
Catholic	12.2	19.2	13.5	17.8	26.8	20.1	14.7	22.4	16.4	9.2	12.2	9.6
Jewish	7.3	5.4	7.0	2.6	1.6	2.4	9.0	7.5	8.6	7.3	4.9	6.9
Other	6.1	5.2	5.9	7.1	5.9	6.8	5.7	5.1	5.6	6.2	5.1	6.0
None	21.9	15.6	20.7	15.0	10.1	13.8	20.2	15.0	19.0	24.6	18.8	23.7
No answer	5.4	3.1	4.9	6.0	2.1	5.0	5.8	3.3	5.3	4.9	3.4	4.7
<b>Marital Status (85)</b>												
Currently married	87.0	47.4	79.3	86.0	50.3	76.7	83.7	45.6	74.9	89.4	48.1	83.2
Divorced, separated, widowed	3.0	12.4	4.8	2.8	12.2	5.2	3.5	12.9	5.7	2.7	12.1	4.1
Never married	10.0	40.1	15.9	11.2	37.5	18.1	12.8	41.5	19.4	7.9	39.8	12.7
<b>Number of Children (86)</b>												
None	29.3	65.3	36.1	29.7	61.9	38.0	33.7	64.8	40.6	26.2	67.3	32.3
One	16.7	12.3	15.9	18.0	11.5	16.3	16.9	12.8	16.0	16.4	12.0	15.7
Two	26.3	12.9	23.7	25.9	12.7	22.5	24.3	13.8	22.0	27.7	12.0	25.4
Three or more	27.7	9.6	24.3	26.3	13.9	23.1	25.1	8.6	21.4	29.7	8.7	26.6

TAB P

Enrollment trends in 1971 8

TABLE 6 Enrollment changes between fall 1970 and fall 1971 in four-year colleges and universities

	All*		All excepting specialized institutions		Public universities		Public four-year		Private universities		Private four-year	
<i>Total graduate (in all post-B.A. programs)</i>												
Total	389†	4.4 ‡	326	4.3	61	2.7	99	8.5	34	0.7	128	9.3
Men	372	3.7	314	3.7	61	2.4	95	8.0	33	0.7	121	8.8
Women	370	6.0	314	5.7	61	3.0	96	8.9	33	2.3	120	12.3
Black	196	38.1	159	39.8	32	53.1	42	29.2	17	45.8	65	31.2
Spanish surname	158	30.7	130	30.6	25	18.0	35	36.5	12	89.6	54	40.7
<i>First-time graduate (all post-B.A. programs)</i>												
Total	299	2.8	248	3.0	50	1.1	64	10.9	27	-1.2	103	3.4
Men	265	0.7	217	0.8	45	0.2	53	11.7	22	-4.4	93	-1.7
Women	260	4.7	215	4.6	45	-3.5	53	12.4	22	2.6	91	16.0
Black	131	11.2	102	12.2	16	15.2	22	-1.4	10	21.0	51	20.5
Spanish surname	103	35.8	82	33.0	13	-12.5	21	60.0	7	§	38	68.0

\*Includes professional and other specialized schools—medical, art, theological, etc.

† Number of institutions reporting data for fall 1970 and 1971.

‡ Percentage change between 1970 and 1971.

§ Data not available.

## Enrollment Trends in 1971

A Technical Report Sponsored by  
The Carnegie Commission on Higher Education

TAB Q

AFFIRMATIVE ACTION CAMPUS CONTACTS

Alabama A & M University  
Normal, Alabama 35762

Dr. Henry Ponder  
V. P. for Academic Affairs

Mr. L. R. Patton  
V. P. For Business & Finance

Dr. Winfred Thomas, Dean  
School of Agriculture

Dr. James L. Dawson, Chairman  
Dept. of Agriculture Education

Dr. Robert R. Bradford, Chrmn.  
Dept. of Natural Resource &  
Environmental Studies

Mrs. Katie W. Ligon  
V. P. for Student Affairs

Auburn University  
Auburn, Alabama 36830

Dr. W. S. Bailey  
V. P. for Academic &  
Administrative Affairs  
President's Office

\* (Insert)  
University of Alaska  
Fairbanks, Alaska 99701

Mr. J. Frank Brown  
Central Personnel Office

Arizona State University  
Tempe, Arizona 85281

Mr. Jack Penick  
Assistant Vice President,  
Business Affairs

University of Arizona  
Tucson, Arizona 85721

Dr. A. B. Weaver  
Executive Vice President

\*University of Alabama  
University, Alabama 35486

Dr. Joseph T. Sutton  
V.P. for Institutional Studies & Services  
P.O. Box 6156

also: Compliance Officer for U. of Ala.

University of California, Berkeley  
Berkeley, California 94720

Ms. Colette M. Seiple  
Affirmative Action Coordinator  
Office of the Chancellor  
200 California Hall

University of California, Davis  
Davis, California 95616

Mr. Dennis Shimek  
Personnel Office  
312 Mrak Hall

W. F. Dukes  
Vice Chancellor - Academic Affairs

University of California, Irvine  
Irvine, California 92664

Ms. Eloise Kloke  
Assistant Chancellor for Administration

University of California, Riverside  
Riverside, California 92502

Mrs. Sue Scott  
Personnel Manager

University of California, San Diego  
P.O. Box 109, LaJolla, California 92037

Vice Chancellor Paul Saltman  
Affirmative Action Coordinator -  
Academic Personnel

Vice Chancellor Bud Sisco  
Affirmative Action Coordinator for  
Staff Personnel

Mr. Jack Douglass  
Affirmative Action Monitor

University of California, Santa Barbara  
Santa Barbara, California 93017

Mrs. M. K. Joyce  
Executive Assistant to the Chancellor

Colorado State University  
Fort Collins, Colorado 80521

Dr. Donald D. Rohdy  
Affirmative Action Director  
1835 Dayton Drive

University of Colorado  
Boulder, Colorado 80302

Mr. Frank Ives  
Director of Staff Personnel  
Regent Hall 122

University of Connecticut  
Storrs, Connecticut 06268

Ms. Gail Shea  
Box U-86

Bertram W. Wilson  
Personnel Services Division  
Box U-75

University of Delaware  
Newark, Delaware 19711

Mrs. Jeanette Sam  
Affirmative Action Coordinator  
307 Hullivan Hall

Florida A & M University  
Tallahassee, Florida 32307

Dr. Eva C. Wanton  
P. O. Box 326

Florida State University  
Tallahassee, Florida 32306

Dr. Freddie L. Groomes  
200 Wescott

University of Idaho  
Moscow, Idaho 83843

Tom Richardson  
V.P. State & Administrative Services

Southern Illinois University  
Carbondale, Illinois 62901

Mr. Jerry Lacey  
Assistant to the President for  
Affirmative Action  
Anthony Hall, Room 309A

University of Illinois  
Chicago, Illinois 60680

Dr. Barry Munitz  
Vice President for Academic Development  
and Coordination  
415 Administrative Office Building  
Medical Center Campus  
Box 6998

Indiana University  
Indianapolis, Indiana 46202

Chancellor Sylvie Bowman  
La Rose Building  
Market and Pennsylvania Sts.

Purdue University  
Lafayette, Indiana 47907

Dr. John W. Hicks  
Assistant to the President

Iowa State University  
Ames, Iowa 50010

Warren R. Madden  
Assistant Vice President for  
Business and Finance  
125 Beardshear

University of Iowa  
Iowa City, Iowa 52240

Dr. George Chambers  
Vice President for Administration  
101 Jessup Hall

University of Kansas  
Manhattan, Kansas 66044

Dr. Juliet Shaffer, Chairperson  
Affirmative Action Board  
c/o Office of the Chancellor



Kentucky State College  
Frankfort, Kentucky 40601

Dr. A. J. Richards  
President Carl M. Hill

University of Kentucky  
Lexington, Kentucky 40506

Mrs. Nancy T. Ray  
Coordinator  
Affirmative Action Plan  
7 Administration Building

University of Maine  
Portland, Maine 04102

Dr. Donald R. McNeil  
Chancellor  
228 Deering Avenue

Mr. Herbert L. Fowle  
Vice Chancellor  
Office of the Chancellor  
107 Maine Avenue  
Bangor, Maine 04401

University of Maine  
Orono, Maine 04473

Mr. Paul Dunham  
E.E.O. Director  
Alumni Hall

Massachusetts Institute of  
Technology  
Cambridge, Massachusetts 02139

Mr. James C. Allison  
Asst. to President for Minority  
Affairs  
77 Massachusetts Avenue, Rm. 4-144

University of Michigan  
Ann Arbor, Michigan 48104

Mr. Fedele F. Fauri  
2014 Administration Building

University of Minnesota  
Minneapolis, Minnesota 55455

Ms. Lillian H. Williams  
Deputy Equal Opportunity Officer  
419 Morrill Hall

Ms. Nancy L. Groves  
Equal Opportunity Officer, Academic  
Administration  
217 Morrill Hall

Mississippi State University  
State College, Mississippi 39762

T. K. Martin  
Drawer J

University of Missouri  
Columbia, Missouri 65201

Dr. A. G. Unklesbay  
Vice President for Administration  
321 University Hall

University of Nebraska  
Lincoln, Nebraska 68508

Mrs. Barbara J. Coffey  
Assistant to the President  
303 Administration Building  
14th & R Streets

University of Nevada at Reno  
Reno, Nevada 89507

Mr. Harry Wolf

Rutgers University  
New Brunswick, New Jersey 08901

Ms. Blenda J. Wilson  
Executive Assistant to the President

New Mexico State University  
Las Cruces, New Mexico 88003

Mr. Richard Hermes  
Personnel Director  
Box 3AA

University of New Mexico  
Albuquerque, New Mexico 87106

Lawrence C. Yehle  
Director of Personnel  
1717 Roma N.E.

Cornell University  
Ithaca, New York 14850

Ramon E. Rivera  
Affirmative Action Officer  
317 Day Hall

State University of New York  
Albany, New York 12210

Dr. Kenneth M. MacKenzie  
Vice Chancellor for Personnel  
and Employee Relations

Dr. C. Eugene Kratz, Director  
Equal Employment Opportunity Programs  
99 Washington Avenue

State University of New York at Albany  
Albany, New York 12222

Mr. Leon J. Calhoun, Sr.  
Director  
Office of Equal Employment Opportunity  
1400 Washington Avenue

State University of New York at Stony Brook  
Stony Brook, New York 11790

Ms. Vera Rony, Coordinator  
Equal Employment Opportunity Program

North Carolina A & T State University  
Greensboro, North Carolina 27411

Dr. Theodore Mahaffey  
Administrative Assistant to the Chancellor

North Carolina State University  
Raleigh, North Carolina 27607

Dr. Clauston Jenkins  
Provost's Office - 201 Holladay Hall

University of North Carolina  
Chapel Hill, North Carolina 27514

Mr. Richard Robinson  
Assistant to the President  
P.O. Box 309

North Dakota State University  
Fargo, North Dakota 58102

Mr. H. D. Stockman  
Vice President for Business and  
Finance

University of North Dakota  
Grand Forks, North Dakota 58201

Mr. Gerald M. Skogley  
Vice President for Finance

Kent State University  
Kent, Ohio 44240

\* Mr. James Ervin  
Director Human Resources Utilization  
Rockwell Hall

Miami University  
Oxford, Ohio 45056

Mr. William G. Slover  
Affirmative Action Officer

Langston University  
Langston, Oklahoma 73050

Mr. James Allen Simpson  
Director of Development and  
Public Relations  
P.O. Box 458

Oklahoma State University  
Stillwater, Oklahoma 74074

Mr. Gene Turner, Director  
Personnel Services  
Whitehurst Hall

University of Oklahoma  
Norman, Oklahoma 73069

Dr. Pete Kyle McCarter, Provost

Dr. Gene Nordby, V. P. for  
Administration & Finance  
660 Parrington Oval

Oregon State University  
Corvallis, Oregon 97331

Anthony Birch  
Fiscal Affairs

University of Oregon  
Eugene Oregon 97403

Mrs. Lorenza Schmidt  
Interim Director  
Office of Affirmative Action  
Room 8, Chapman Hall

Pennsylvania State University  
University Park, Pennsylvania 16802

Mr. Ray T. Fortunato  
Assistant V.P. Personnel Administration  
108 Willard Building

University of Puerto Rico  
Rio Piedras, Puerto Rico 00931

Salvador Acosta Rodriguez  
Assistant to the Director  
Office of Academic Affairs  
Central Administration  
P.O. Box AD-U, P.R. Station

University of Rhode Island  
Kingston, Rhode Island 02881

Mr. Joseph C. O'Connell  
Vice President for Business Affairs  
Administration Building

Mr. Eugene Mailloux  
Director of Personnel  
Lower College Road

Clemson University  
Clemson, South Carolina 29631

Major General Allen W. Rigsby  
Executive Vice President

South Carolina State College  
Orangeburg, South Carolina 29115

Dr. Algernon S. Belcher  
Vice President for Academic Affairs

University of South Carolina  
Columbia, South Carolina 29208

Dr. William H. Patterson  
Provost

South Dakota State University  
Brookings, South Dakota 57006

Mr. Wes Bugg  
Director of Finance

Tennessee State University  
Nashville, Tennessee 37203

Dr. Charles Fancher  
Dean of Faculty

University of Tennessee  
Knoxville, Tennessee 37916

Dr. James E. Drinnon, Jr.  
Executive Assistant to the President  
206 Administration Building

Prairie View A & M College  
Prairie View, Texas 77445

Dr. Ivory Nelson  
Vice President for Research,  
Special Programs.

Texas A & M University  
College Station, Texas 77843

Mr. T. D. Cherry  
Vice President for Business Affairs  
Room 205, Coke Building

Texas Southern University  
Houston, Texas 77004

Mr. Everett O. Bell  
Assistant to the President  
and Director of Personnel

Texas Tech University  
Lubbock, Texas 79409

Dr. S. M. Kennedy  
Vice President for Academic Affairs

Texas Tech University  
Lubbock, Texas 79409

Mr. Carlton Dodson  
Resident Legal Counsel

Mr. F. J. Wehmeyer  
Associate Vice President for  
Administrative Affairs

University of Houston  
Houston, Texas 77004

Ms. Norma Schneider  
Staff Employment Mgr.  
Room 501E

University of Texas at Austin  
Austin, Texas 78712

Vice President Lorene L. Rogers

University of Utah  
Salt Lake City, Utah 84112

Mr. J. Leonard  
Civil Rights Officer  
Park Building

Utah State University  
Logan, Utah 84321

Dr. Richard Swenson  
Vice Provost

Dr. Evan Stevenson  
Asst. Vice President for Business

University of Vermont  
Burlington, Vermont 05401

Dr. Dolores Stocker  
Assistant to the President for  
Human Resources  
President's Office

Virginia State College  
Petersburg, Virginia 23803

Dr. Walker Quarles  
V.P., Administration

Washington State University  
Pullman, Washington 99163

Wallis Beasley  
Executive Vice President  
422 French Administration Building

West Virginia University  
Morgantown, West Virginia 26506

Mr. Sandy Serpento  
Director of Personnel

University of Wisconsin-Madison  
Madison, Wisconsin 53706

Dr. Cyrena Pondrom  
Assistant to the Chancellor  
175 Bascom Hall

University of Wisconsin-Milwaukee  
Milwaukee, Wisconsin 53201

Dr. Clyde Jaworski  
Director of Operations

University of Wyoming  
Laramie, Wyoming 82070

Dr. James Ranz  
Vice President for Academic Affairs  
Room 206 Old Main

Mr. John W. Jackson, Director  
Placement Service  
Room 218 Knight Hall

Mr. Nick Kaan, Jr.  
Director  
Division of Personnel  
Room 403 Old Main

ADDITIONS

State University of New York, Binghamton  
Binghamton, New York 13901

S. Stewart Gordon,  
Executive Vice President

Edgar L. Abbott  
Director of Personnel

University of Arkansas  
Fayetteville, Arkansas 72701

C. W. Oxford  
Administrative Vice President  
Administration 422

University of California System  
Berkeley, California 94720

Mr. James Goodwin  
575A University Hall

Wayne State University  
Detroit, Michigan 48202

Kenneth M. Smythe Esq.  
Room 991  
5050 Cass Avenue

Alcorn A & M College  
Lorman, Mississippi 39096

Rudolph E. Waters  
Vice President

University of South Dakota  
Vermillion, South Dakota 57069

Patricia Doll Gutzman  
Director, Personnel Services

Montana State University  
Bozeman, Montana 59715

C.C. Dye  
Acting Personnel Director

University of Hawaii  
Honolulu, Hawaii 96822

Thomas N. Arnett  
Director of Personnel  
1633 Bachman Place  
Sinclair Annex 2, Room 2

Kent State University  
Kent, Ohio 44242

\*Susan Reis  
Office of Human Resource Utilization

Virginia Polytechnic Institute  
State University  
Blacksburg, Virginia 24061

Mr. Walter H. Ryland  
General Counsel

University of Massachusetts  
Boston, Massachusetts 02108

Mr. Peter Kaplan  
Staff Associate -Administration  
President's Office  
One Washington Mall

University of California  
San Francisco Medical Center  
San Francisco, California 94122

Ms. Joanne Lewis=  
Affirmative Action Office  
200 University Building

PART III

Section N

AFFIRMATIVE ACTION PLAN

FOR THE

SPECIAL UNITS

- 1) Special Academic Units
- 2) Special Units for Auxiliary and Academic Administration
- 3) University Administration

June 15, 1973

1) AFFIRMATIVE ACTION PLAN  
FOR  
SPECIAL ACADEMIC UNITS

Division of University Studies

The Division of University Studies is a small special academic unit that reports directly to the Provost. Its function is to teach special courses of an interdisciplinary nature to a broad spectrum of students. By design less than half of the Division's eleven positions are filled by full time faculty because positions are used to buy released time of faculty from other departments to teach particular courses. In the Fall of 1973, using female faculty the Division will teach a course on the role of women. Affirmative action goals for the Division include involvement of female and minority faculty in appropriate courses, the development of courses dealing with such topics as the role of women, and the encouragement of other departments to employ female and minority faculty who can participate in University Studies courses.

2) AFFIRMATIVE ACTION PLAN  
FOR  
SPECIAL UNITS FOR AUXILIARY AND ACADEMIC ADMINISTRATION

Introduction

This document describes the employment programs of twelve of the smaller administrative units within the University. Included are the offices of: Alumni Affairs, Athletics, the Chancellor, the Computing Center, Foundations and Development, the Graduate School, Information Services, International Programs, the Provost, the Radiological Safety Office, Research Administration, and the Water Resources Research Institute.

The types of functions performed by these units are extraordinarily diverse; ranging from the primarily administrative functions of the Office of the Chancellor, to the primarily coordinative function of the Water Resources Research Institute, to the primarily service function of the Computing Center. The reason why these diverse small units are being considered as a group (viz., "special administrative units") is to facilitate the statement of meaningful and realistic affirmative action goals.

The administrative positions associated with these units are considered as part of the "central university administration" (which is the subject of a separate statement) and are not reflected in the data, goals, and plan presented here, but are treated in the special section devoted to University Administration.



Current Employment Profile

Within the fourteen administrative units are employed a total of 40 academic personnel (in EPA positions) and 115 non-academic personnel (in SPA positions).

The distributions by sex and race of the EPA and SPA personnel appear in Tables I and II respectively.

TABLE I

CURRENT EPA EMPLOYMENT PROFILE  
SPECIAL ADMINISTRATIVE UNITS

(positions combine academic and administrative titles, thus no breakdown by title is meaningful)

	Sex		Race	
	Males	Females	White	Minority
Totals	39	1	40	0
	98%	2.5%	100%	

TABLE 2

CURRENT SPA EMPLOYMENT PROFILE

POSITION	SEX		RACE	
	Males	Females	White	Minority
Accounting Clerk	1	2	3	0
Address. Equip. Op.	0	1	1	0
Administrative Asst.	1	6	7	0
Administrative Sec.	0	1	1	0
Asst. Director Info.	1	0	1	0
Clerk I	2	0	1	1
Clerk II	0	2	2	0
Clerk III	1	3	4	0
Clerk IV	1	1	2	0
Computer Operator I	1	0	1	0
Computer Operator II	4	0	3	1
Computer Programmer I	0	1	1	0
Computer Programmer II	2	2	4	0
Computer Programmer III	6	0	6	0
Computer Systems Ana. II	1	0	1	0

Tabel 2- Continued

	<u>Males</u>	<u>Females</u>	<u>White</u>	<u>Minority</u>
Computer Systems Ana. III	1	1	2	0
Computer Systems Mgr. II	1	0	1	0
Cook II	0	1	0	1
Data Processing Mgr. I	4	1	4	1
Data Processing Mgr. II	1	0	1	0
Data Processing Mgr. III	1	0	1	0
Editorial Assistant	0	1	1	0
Electrician II	1	0	1	0
Housekeeping Assistant	0	2	0	2
Info. & Communic. Spec. II	0	3	3	0
Intermediate Clerk	0	1	0	1
Key Punch Oper. II	0	4	4	0
Key Punch Unit Supv. II	0	1	1	0
Maintenance Mechanic II	1	0	1	0
Plant Main Supv.	1	0	1	0
Radiation Survey Tech.	5	0	4	1
Secretary II	0	1	1	0
Secretary III	0	4	3	1
Secretary IV	0	2	2	0
Steno I	0	2	2	0
Steno II	0	16	15	1
Steno III	0	8	8	0
Stock Clerk I	1	0	0	1
Typist I	0	2	2	0
Typist II	0	4	3	1
Typist III	0	2	2	0
Warehouse Mgr. II	1	0	1	0
University Archivist	1	0	1	0
Total	40	75	103	12
	(35%)	(65%)	(90%)	(10%)

It is recognized that the proportions of females and minority races holding EPA positions is low.

In the case of SPA personnel, the proportion of women is 65%. All of the secretarial, stenographic, typist, key punch operator, and housekeeping positions are held by women. The proportion of women in other SPA positions is 46%. The proportion of SPA positions held by minority race representatives is 10% .

#### Goals

It is expected that there will not be any significant increase within the foreseeable future in the number of EPA or SPA employees in

any of the twelve special administrative units. Increases in the proportions of women and minority race representatives will be achieved primarily through replacements. Because turnover rates in the past five years have been low, and because estimates of future turnover rates are highly uncertain, it appears appropriate to establish affirmative action goals in terms of proportions of women and minority race representatives among employees to be hired and promoted in the next five-year period.

With regard to EPA positions, the following goals are proposed for the next five-year period:

1. At least one out of each five new EPA employees will be a woman;
2. At least one out of each eight new EPA employees will be a representative of a minority race.

With regard to SPA positions, our goal over the next five-year period is that at least one out of each five new SPA employees will be a representative of a minority race.

#### Implementation

The small number of EPA positions in each of the units coupled with the wide diversity of personnel qualifications among the units, render impractical the implementation of a unified program for recruiting women and representatives of minority races. Each unit will recruit personnel for EPA positions by means of channels appropriate to the particular position. These means shall include notification of other institutions and advertisement in publications of professional groups.

All offers of appointment are subject to the approval of the Provost. It will be required that all requests for appointment action

be accompanied by the following information on each candidate considered seriously for the position: name, sex, minority group affiliation, manner of recruitment (or other means by which contact with candidate was made), qualifications, comparison of qualifications with those of the selected candidate, and expressions of interest (positive or negative) expressed by the candidate.

The filling of SPA positions will be accomplished in close coordination with the Division of Personnel Service. All SPA position vacancies will be filed with that office. Each of the twelve units will submit annually of the EEO officer a report summarizing their SPA position affirmative action activities. Included for each SPA position filled during the year will be the following information on each candidate: sex, minority group affiliation, manner of recruitment (or other means by which contact with candidate was made), qualifications, comparison of qualifications with those of the selected candidate, and expression of interest (positive or negative) expressed by the candidate.

It will be the responsibility of the Equal Employment Opportunities Officer to coordinate recruitment efforts for women and minority race candidates for EPA positions and to prepare annually a report to the Provost summarizing and evaluating the affirmative action activities (related to both EPA and SPA positions) of the units included in this plan.

AFFIRMATIVE ACTION PLAN  
FOR THE  
ADMINISTRATION

In our affirmative action planning, a special analysis was made of the University administration as a whole. Department heads, assistant deans, deans, directors, vice chancellors, and administrative staff positions were analyzed as a group even though they normally would be distributed among all units of the institution. The results show that our administrative structure at N.C. State is at present all male and all white.

This condition does not exist because of overt acts of discrimination on the part of the University in the past. If we allow it to continue over a prolonged period, however, we will be indeed negligent in providing equal opportunity. One explanation for the present situation lies in the kinds of programs N.C. State University has and does offer. Since there are few minority or female faculty available in such fields as engineering, forestry, or textiles, it follows that there would be even fewer female or minority administrators who have come up through the ranks. Another explanation lies in the fact that until the middle sixties, NCSU was basically a male institution. As such it would be expected that most administrators would be male. For instance, until 1963 N.C. State did not even offer a degree in liberal arts. The growth of the School of Liberal Arts over the past decade has been phenomenal, and it has greatly increased the number of female students and faculty. Since the development of administrators takes time, one would expect a lag on this campus in the emergence of female administrators.

The following mechanism will be used to ensure the minorities and females are given equal opportunity in the filling of administrative posts. In cases where search committees function, the committees will be urged to seek minority and female candidates. In cases where no such candidates exist or can be located the committee will be asked to document its search at the time it presents the list of top candidates to the Chancellor.

In cases of administrative staff positions which are not filled by a selection committee, the Chancellor will require a documentation of search efforts including a list of candidates interviewed. If no minority or females are among those interviewed, the Chancellor may require additional searching unless the evidence clearly demonstrates that further searching would be futile.

Goals for administrative positions can be stated in both long-range and short-range terms. By 1980, it is the goal of N.C. State University to have at least five out of about 100 administrative positions filled with either minorities or females. Our data show that between 1974 and 1980, 29 administrators will reach retirement age. Based on the nature of disciplines offered at this university such a goal of 5% may be optimistic because of availability. It may well be the latter part of this decade before individuals qualified for administrative responsibility are available internally. Over the short run, or by 1975, N.C. State's goal is to have at least two administrative posts filled with minorities or females.

*Dr. Carneseale*

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

P. O. Box 5067, RALEIGH, N. C. 27607

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

*Aleenah Bond*  
November 30, 1973  
25% COTTON FIBER

To: Affirmative Action Representatives

Attached is the information sent to us from Dick Robinson, Assistant to President Friday, concerning our Affirmative Action program including a cover letter from President Friday. I would appreciate your becoming familiar with the material and then looking over your own unit's Affirmative Action Report again to see if any additional information will need to be included as an update.

Mr. Robinson has called a meeting in his office on Wednesday, December 5, which I will attend. Our campus committee will meet on Tuesday, December 11, at 3:00 p.m., Holladay Hall conference room, to discuss the results of the meeting in Chapel Hill and any questions you may have about the attached material.

*William H. Simpson*

William H. Simpson  
Equal Employment Opportunity  
Officer

Attachments

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

WILLIAM FRIDAY  
President

November 27, 1973

MEMORANDUM

TO: The Chancellors

FROM: William Friday *W. Friday*

RE: Equal Employment Opportunity Affirmative Action Plans

We must now undertake the next and, hopefully, final successful phase of our efforts to achieve acceptable affirmative action plans consistent with the equal employment opportunity guidelines administered by the Department of Health, Education, and Welfare under the terms of Executive Order 11246. To date, each campus has submitted a proposed affirmative action plan, as required of federal contractors, to the Atlanta Regional Office for HEW; none of these plans have been approved as yet, and in each instance HEW has set forth in a letter to you, in at least general terms, the nature of the deficiencies in the plan which their analysts have perceived. As a consequence of these experiences to date, representatives of this office met at length with representatives of the HEW Atlanta Regional Office for the purpose of achieving a clearer understanding of the required contents of an acceptable affirmative action plan of the type which HEW expects. You will recall that HEW agreed to defer establishment of any deadline for resubmission of modified campus plans until after this meeting had occurred; following that meeting, we did request of HEW a time schedule for revision and resubmission of campus plans which we felt constituted a reasonable time frame for the extensive amount of work indicated as being necessary; we suggested that a deadline of February 15 appeared reasonable. By letter dated November 16, we were informed that our suggested general time frame is acceptable; it will be necessary for us to agree at a later date on the precise schedule for institutional submissions, on a staggered basis; all institutions, however, should operate on the assumption that their work on the plans must be basically completed by February 1, 1974. Accordingly, I attach for your information and guidance a set of interpretative guidelines and suggestions, prepared by members of my staff following consultation with HEW officials, which purport to set forth with greater clarity and precision the nature of the current obligation to prepare an affirmative action plan; these guidelines are based on a careful analysis of existing federal directives, as amplified and explained in conferences with the HEW officials. Although the

7) Copies: Dr Kelly, Mr Simpson



Memorandum to the Chancellors  
Page 2  
November 27, 1973

points included do address most substantial questions about content and procedure of which we are aware, it was agreed in consultation with HEW that additional unanticipated questions or problems may arise from time to time in connection with the actual drafting of affirmative action plans at the campus level and that we might feel free to address such supplemental inquiries to the Atlanta Regional Office as the need may arise. Mr. Robinson of my office will coordinate the revision efforts and shall serve as a clearing house for all inquiries about content and procedure. Please address your questions to him.

Because much of the pertinent material is of a highly technical and potentially confusing character, in spite of our best efforts to impart certainty and clarity to this matter, we believe that a meeting of all campus representatives who have been assigned primary responsibility by you for the development of campus affirmative action programs should be held at the outset, in an effort to reduce confusion and insure satisfactory results of this increasingly protracted effort. Accordingly, I am requesting that you direct your previously appointed affirmative action officials to meet with members of my staff on Wednesday, December 5 at 10:00 a.m. at this office. That meeting will be devoted to a further explanation of the enclosed materials and an effort to address questions about those materials which your representatives may have; careful study of these materials in advance is essential. The focus of this large effort is at the campus level. Only the campus is equipped to conduct the necessary research, analyze problem areas, posit realistic remedial goals and embody this total effort in a written program. The General Administration staff can assist in certain nonoperational aspects of that effort, but the burden rests ultimately with the campus. Accordingly, there can be no substitute for campus officials taking the necessary time to thoroughly familiarize themselves with all of the regulations, guidelines and interpretive materials provided to you, both by HEW and by this office.

This has been and will continue to be a difficult and time-consuming enterprise. The announced general objectives of insuring equality of employment opportunity and instituting appropriate affirmative measures to address problem areas are demonstrably worthy and compelling. Translation of those general principles into concrete and specific action programs can prove to be difficult and can produce disagreement about necessary and effective procedures and techniques. We believe that the basis for an effective working relationship with HEW has been laid in recent weeks and that we can, with greater confidence, now address more effectively our common concerns. I appreciate your patience and hard work to date and urge a renewal of determination, to the end that we might promptly achieve the first major objective of securing HEW approval of our campus affirmative action plans.

Attachment

# NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

DIVISION OF UNIVERSITY STUDIES  
ZIP 27607

January 29, 1973

## MEMORANDUM

TO: Alumni Affairs  
Athletics  
Chancellor's Office  
Computing Center  
Fort Bragg Branch  
Foundations and Development  
Graduate School  
Information Services  
International Programs  
Provost's Office  
Radiological Safety Officer  
Research Administration *Research*  
Water Resources/Institute

FROM: A. Carnesale, Head *P*  
Division of University Studies

SUBJECT: Affirmative Action Planning

Provost Kelly has asked me to serve as coordinator of affirmative action planning for the administrative units to which this memorandum is addressed. This effort is to result in a single document describing a comprehensive plan covering all of these units.

To facilitate the development of this plan, I am asking each of you to provide me with the following material regarding your unit:

- (1) A general description of the present employment profile of minorities and females, with acknowledgement of both strengths and weaknesses and any unique explanation for the weaknesses.
- (2) A detailed description of one or more recruitment processes that could be used in the future.
- (3) A statement of goals for your unit, covering both EPA and SPA employees. It appears that a time frame of five years would be appropriate.

-2-

Enclosed are excerpts from a letter from HEW to President Friday. Pages 44-49 of the HEW letter may be of particular interest to you as you develop the material for your unit.

The material you prepare should be precise and to the point: there is no need for "padding." I hope that you will be able to provide me with the material on your unit by Monday, February 12, 1973.

Please contact me if I can be of any assistance.

AC/s

## APPENDIX G

### I. INTRODUCTION: EQUAL EMPLOYMENT OPPORTUNITY

The University of North Carolina is subject to the requirements of Executive Order 11246, as interpreted and administered by the Secretary of Labor and by the Department of Health, Education and Welfare. This program of federal regulation, designed to insure equality of employment opportunity without reference to considerations of race, color, religion, sex or national origin, embodies two basic requirements. First, the University must insure the absence of discrimination in the formulation, statement and application of all personnel policies and practices. Second, the University must undertake positive efforts designed to help eliminate various possible impediments to the full utilization of women and members of minority groups within the employee complement, without necessary reference to whether such impediments are the product of discriminatory practice or intent. Most particularly, this type of affirmative effort must address any demonstrated past underrepresentation or underutilization of women or members of minority groups. The two components of this University obligation are treated separately in this plan.

#### A. University Commitment to Nondiscriminatory Policies and Practices

The University is committed, without reservation, to the principle that employees shall be identified initially and thereafter differentiated among only on the basis of good-faith assessments of individual professional merit. Therefore, University policy prohibits and employment practices will operate to prevent discrimination, affecting any employee or prospective employee,

which is based on considerations of race, color, religion, sex or national origin. Any other policy would be morally indefensible and inconsistent with the pursuit of organizational excellence.

The principle of equal employment opportunity shall apply with respect to all incidents of the employment relationship, including: (1) initial consideration for employment (2) job placement and assignment of responsibilities, (3) evaluation of performance, (4) promotion and advancement, (5) compensation and fringe benefits, (6) access to training and other professional-development opportunities (7) formulation and application of personnel rules and regulations, (8) access to facilities, and (9) layoff, discipline and termination.

The personnel policies and practices of the University will be monitored continuously to determine whether any individual or class has been or is being affected adversely, contrary to the principle of equal employment opportunity. In any case where discrimination based on race, religion, color, sex or national origin is demonstrated, prompt remedial action will be taken.

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Any employee with responsibility and authority in the area of personnel relations who imposes any detriment on any other employee through failure or refusal to subscribe to the principle of equal employment opportunity shall be subject to appropriate internal disciplinary action.

B. University Commitment to Increasing Employment Opportunity

The University is committed to the elimination of any demonstrated underutilization of women and members of minority groups within its staff complement.

It is acknowledged that there is a national legacy of prejudice and ignorance which has curtailed unjustifiably the employment opportunities of women and members of minority groups, in both the public and private sectors of employment. In order to enhance significantly and promptly the employment opportunities of those who have suffered disadvantage in the past, it is necessary to do more than simply insure nondiscriminatory employment practices. Accordingly, within its area of influence, the University will contribute to this national remedial effort by implementing a program of positive effort designed to encourage the identification, recruitment, employment and promotion of additional qualified members of groups which formerly have suffered disadvantage in the employment market. More particularly, where there is reasonable evidence that members of a particular class have been underrepresented or underutilized within areas of the staff complement, specific goals and timetables designed to remedy that underrepresentation are being established.

As an institution which seeks to encourage excellence in all areas of endeavor, a university must maintain high standards in the evaluation of employees and prospective employees; it must also apply those standards fairly and consistently. Thus, the conscientious search for and effort to employ additional women and members of minority groups pursuant to established goals and timetables shall not entail a reduction of premium on quality nor a conferral of advantage on any person because of race, color, religion, sex or national origin. Rather, the affirmative efforts of the University shall be directed toward enlarging the opportunity for and incidence of fair competition, by qualified members of previously underrepresented groups, for available positions, appointments and promotions.

## APPENDIX H

### PUBLICIZING THE EQUAL EMPLOYMENT OPPORTUNITY POLICY

Dissemination of information relative to the Plan is designed to accomplish two fundamental purposes. First, if equality of employment opportunity is to remain a reality with respect to incumbent personnel, supervisory personnel must understand their responsibilities under the plan and supervised personnel must understand their rights under the plan. Second, the broader community of which the University is a part must be aware of this comprehensive commitment to nondiscriminatory practices and affirmative action, to the end that the University will become an increasingly attractive place of prospective employment for qualified women and members of minority groups.

#### A. Internal Dissemination of Information

<u>Action</u>	<u>Date of Initiation</u>	<u>Schedule</u>	<u>Responsibility</u>
1. Post summary of provisions of Plan on employee informational bulletin boards (See Appendix A)	Date Plan approved by HEW	Continuous	Associate EEO Director
2. Furnish copy of summary of Plan to each incumbent employee	Date Plan approved by HEW	Continuous	Associate EEO Director
3. Maintain copies of full text of Plan on file, to which all employees and applicants for employment shall have access upon request.	Date Plan approved by HEW	Continuous	EEO Director, Associate EEO Director

<u>Action</u>	<u>Date of Initiation</u>	<u>Schedule</u>	<u>Responsibility</u>
4. Special meeting with administrative and supervisory personnel to explain contents, purposes, and rights and responsibilities under Plan	Within 30 days after Plan approved by HEW	Annual	EEO Director, Associate EEO Director
5. Special meetings with all supervised personnel, by appropriate division of supervision, to explain contents, purposes, and rights and responsibilities under Plan	Commencing schedule within 30 days after Plan approved by HEW	Annual	EEO Director Associate EEO Director, and pertinent division supervisors
6. Furnish summary of provisions of Plan to all prospective employees who file application and are interviewed for employment (See Appendix A)	Date Plan approved by HEW	Continuous	For employment positions subject to the State Personnel Act: Associate EEO Director; for employment positions not subject to the State Personnel Act: EEO Director
7. Furnish copy of summary of Plan to all new hires and explain contents, purposes, and rights and responsibilities under Plan	Date Plan approved by HEW	Continuous, within 10 days of date of hire	For employment positions subject to the State Personnel Act: Associate EEO Director; for other employees: EEO Director
8. Post federally required EEO notices on employee informational bulletin boards	Immediate	Continuous	Associate EEO Director
9. Publicize adoption and contents of Plan in appropriate office publications	Within 30 days after Plan approved by HEW	Annual	EEO Director



<u>Action</u>	<u>Date of Initiation</u>	<u>Schedule</u>	<u>Responsibility</u>
10. Publicize EEO develop- ments, progress reports in office publications	Immediate	Continuous, as periodic- ally warranted	EEO Director
11. Provide access to all employees for private counseling concerning problems related to EEO	Immediate	Continuous, at request of affected employee	EEO Director, Associate EEO Director

B. External Dissemination of Information

<u>Action</u>	<u>Date of Initiation</u>	<u>Schedule</u>	<u>Responsibility</u>
1. Inform all recruiting sources, verbally and in writing, of contents and purposes of Plan, stipulating that minori- ties and women be recruited and referred on a nondiscriminatory basis	Within 30 days after Plan approved by HEW	Every 6 mos. for esta- blished sources, immediately upon identi- fication of new source	EEO Director, Associate EEO Director
2. Incorporate the Equal Opportunity clause in all purchase orders, leases, contracts, as required by federal regulations	Immediate	Continuous	EEO Director, Associate EEO Director
3. Incorporate the Equal Opportunity clause on all letterhead stationery	Immediate	Continuous	Associate EEO Director
4. Publicize adoption and contents of Plan in public press and in office publica- tions distributed externally	Within 30 days after Plan approved by HEW	Annual	EEO Director
5. Require that the Equal Opportunity clause appear in connection with any published employment advertising	Immediate	Continuous	Associate EEO Director

<u>Action</u>	<u>Date of Initiation</u>	<u>Schedule</u>	<u>Responsibility</u>
6. Provide written notification of Plan and basic contents to public and private organizations interested in employment opportunities for women and minorities; community agencies and leaders; secondary schools, colleges, and technical and business institutes	Within 30 days after Plan approved by HEW	Annual	EEO Director, Associate EEO Director
7. Provide written notification of Plan to all sub-contractors, vendors, and suppliers, requesting appropriate action on their part	Within 30 days after Plan approved by HEW	Annual	EEO Director, Associate EEO Director
8. Publicize EEO progress, appointments of new personnel, promotions, etc. relating to EEO objectives, in public press and in office publications distributed externally	Immediate	Continuous, as periodical-ly warranted	EEO Director

Revised Order #4

U.S. DEPARTMENT OF LABOR  
OFFICE OF FEDERAL CONTRACT COMPLIANCE  
WASHINGTON, D.C. 20210

CHAPTER 60 -- Office of Federal Contract Compliance,  
Equal Employment Opportunity, Department of Labor

(Reprint from FEDERAL REGISTER, VOL. 36, NO. 234--SATURDAY, DECEMBER 4, 1971)

Title 41--PUBLIC CONTRACTS  
AND PROPERTY MANAGEMENT

Chapter 60--Office of Federal Contract Compliance, Equal Employment Opportunity, Department of Labor

PART 60-2--AFFIRMATIVE ACTION PROGRAMS

On August 31, 1971, notice of proposed rule making was published in the FEDERAL REGISTER (36 FR. 17419) with regard to amending Chapter 60 of Title 41 of the Code of Federal Regulations by adding a new Part 60-2, dealing with affirmative action programs. Interested persons were given 30 days in which to submit written comments, suggestions, or objections regarding the proposed amendments.

Having considered all relevant material submitted, I have decided to, and do hereby amend Chapter 60 of Title 41 of the Code of Federal Regulations by adding a new Part 60-2, reading as follows:

- Subpart A--General
- 60-2.1 Title, purpose and scope.
- 60-2.2 Agency Action.
- Subpart B--Required Contents of Affirmative Action Programs
- 60-2.10 Purpose of affirmative action program.
- 60-2.11 Required utilization analysis.
- 60-2.12 Establishment of goals and timetables.
- 60-2.13 Additional required ingredients of affirmative action programs.
- 60-2.14 Compliance status.
- Subpart C--Methods of Implementing the Requirements of Subpart B
- 60-2.20 Development or reaffirmation of the equal employment opportunity policy.
- 60-2.21 Dissemination of the policy.
- 60-2.22 Responsibility for implementation.
- 60-2.23 Identification of problem areas by communication with and job classification.
- 60-2.24 Development and execution of programs.
- 60-2.25 Internal audit and reporting systems.
- 60-2.26 Support of action programs.
- Subpart D--Miscellaneous
- 60-2.30 Use of suits.
- 60-2.31 Penalties.
- 60-2.32 Supervisory.

Authority: The provisions of this Part 60-2 issued pursuant to sec. 201, Executive Order, 11246 (30 FR 12419).

Subpart A--General

§ 60-2.1 Title, purpose and scope.

This part shall also be known as "Revised Order No. 4," and shall cover non-construction contractors. Section 60-1.40 of this Chapter, Affirmative Action Compliance Programs, requires that within 120 days from the commencement of a contract each prime contractor or subcontractor with 50 or more employees and a contract of \$50,000 or more develop a written affirmative action compliance program for each of its establishments, and such contractors are now further required to revise existing written affirmative action programs to include the changes embodied in this order within 120 days of its publication in the FEDERAL REGISTER. A review of agency compliance surveys indicates that many contractors do not have affirmative action programs on file at the time an establishment is visited by a compliance inspector. This part details the agency review procedure and the results of a contractor's failure to develop and maintain an affirmative action program and then set forth detailed guidelines to be used by contractors and Government agencies in developing and judging these

programs as well as the good faith effort required to transition from the program from paper commitments to equal employment opportunity. Subparts B and C are concerned with affirmative action plans only.

Relief for members of an "affected class" who, by virtue of past discrimination, continue to suffer the present effects of that discrimination must either be included in the contractor's affirmative action program or be embodied in a separate written "corrective action" program. An "affected class" problem must be remedied in order for a contractor to be considered in compliance. Section 60-2.2 herein pertaining to an acceptable affirmative action program is also applicable to the failure to remedy discrimination against members of an "affected class."

§ 60-2.2 Agency action.

(a) Any contractor required by § 60-1.40 of this chapter to develop an affirmative action program at each of its establishments who has not complied fully with that section is not in compliance with Executive Order 11246, as amended (30 FR. 12319). Until such programs are developed and found to be acceptable in accordance with the standards and guidelines set forth in §§ 60-2.10 through 60-2.32, the contractor is unable to comply with the equal employment opportunity clause.

(b) If, in determining such contractor's responsibility for an award of a contract it comes to the contracting officer's attention, through sources within his agency or through the Office of Federal Contract Compliance or other Government agencies, that the contractor has not developed an acceptable affirmative action program at each of his establishments, the contracting officer shall notify the Director and declare the contractor-bidder nonresponsible unless he can otherwise affirmatively determine that the contractor is able to comply with his equal employment obligations or, unless, upon review, it is determined by the Director that substantial issues of law or fact exist as to the contractor's responsibility to the extent that a hearing is, in his sole judgment, required prior to a determination that the contractor is nonresponsible. Provided, That during any pre-award conferences every effort shall be made through the processes of conciliation, mediation and persuasion to develop an acceptable affirmative action program meeting the standards and guidelines set forth in §§ 60-2.10 through 60-2.32 so that, in the performance of his contract, the contractor is able to meet his equal employment obligations in accordance with the equal opportunity clause and applicable rules, regulations, and orders. Provided further, That when the contractor-bidder is declared nonresponsible more than once for inability to comply with the equal employment opportunity clause a notice setting a timely hearing date shall be issued concurrently with the second nonresponsibility determination in accordance with the provisions of § 60-1.26 proposing to declare such contractor-bidder ineligible for future contracts and subcontracts.

(c) Immediately upon finding that a contractor has no affirmative action program or that his program is not acceptable to the contracting officer, the compliance agency representative or the representative of the Office of Federal Contract Compliance, whichever has made such finding, shall notify officials of the appropriate compliance agency and the Office of Federal Contract Compliance of such fact. The compliance agency shall issue a notice to the contractor giving him 30 days to show cause why enforcement proceedings under section 200(b) of Executive Order 11246, as amended should not be instituted.

(d) If the contractor fails to show good cause or his failure or fails to remedy that failure by developing and implementing an acceptable affirmative action program within 30 days, the compliance agency, upon the approval of the

Director, shall immediately issue a notice of proposed cancellation or termination of existing contracts or subcontracts and debarment from future contracts and subcontracts pursuant to § 60-1.25(b), giving the contractor 10 days to request a hearing. If a request for hearing has not been received within 10 days from such notice, such contractor will be declared ineligible for future contracts and current contracts will be terminated for default.

(d) During the "show cause" period of 30 days every effort shall be made by the compliance agency through conciliation, mediation, and persuasion to resolve the deficiencies which led to the determination of nonresponsibility. If satisfactory adjustments desired to bring the contractor into compliance are not concluded, the compliance agency, with the prior approval of the Director, shall promptly commence formal proceedings leading to the cancellation or termination of existing contracts or subcontracts and debarment from future contracts and subcontracts under § 60-1.25(b) of this chapter.

(e) During the "show cause" period and formal proceedings, each contracting agency must continue to determine the contractor's responsibility in considering whether or not to award a new or additional contract.

**Subpart B—Required Contents of Affirmative Action Programs**

**§ 60-2.10 Purpose of affirmative action program.**

An affirmative action program is a set of specific and result-oriented procedures to which a contractor commits himself to apply every good faith effort. The objective of these procedures plus such efforts as equal employment opportunity. Procedures without effort to make them work are meaningless; and effort undirected by specific and meaningful procedures, is inadequate. An acceptable affirmative action program must include an analysis of areas within which the contractor is deficient in the utilization of minority groups and women, and further, goals and timetables to which the contractor's good faith efforts must be directed to correct the deficiencies and, thus to increase nationally the utilization of minorities and women, at all levels and in all segments of his work force where deficiencies exist.

**§ 60-2.11 Required utilization analysis.**

Based upon the Government's experience with compliance reviews under the Executive Order programs and the contractor reporting system, minority groups are most likely to be underutilized in departments and jobs within departments that fall within the following Employer's Information Report (EEO-1) designations: officials and managers, professionals, technicians, sales workers, office and clerical and craftsmen (skilled). As categorized by the EEO-1 designations, women are likely to be underutilized in departments and jobs within departments as follows; officials

and managers, professionals, technicians, sales workers (except over-the-counter sales in certain retail establishments), craftsmen (skilled and semi-skilled). Therefore, the contractor shall direct special attention to such jobs in his analysis and goal setting for minorities and women. Affirmative action programs must contain the following information:

(a) An analysis of all major job classifications at the facility, with explanation if minorities or women are currently being underutilized in any one or more job classifications (job "classification" herein meaning one or a group of jobs having similar content, wage rates and opportunities). "Underutilization" is defined as having fewer minorities or women in a particular job classification than would reasonably be expected by their availability. In making the work force analysis, the contractor shall conduct such analysis separately for minorities and women.

(1) In determining whether minorities are being underutilized in any job classification the contractor will consider at least all of the following factors:

(i) The minority composition of the labor area surrounding the facility;

(ii) The size of the minority unemployment force in the labor area surrounding the facility;

(iii) The percentage of the minority work force as compared with the total work force in the immediate labor area;

(iv) The general availability of minorities having requisite skills in the immediate labor area;

(v) The availability of minorities having requisite skills in an area in which the contractor can reasonably recruit;

(vi) The availability of promotable and transferable minorities within the contractor's organization;

(vii) The existence of training institutions capable of training persons in the requisite skills; and

(viii) The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to minorities.

(2) In determining whether women are being underutilized in any job classification, the contractor will consider at least all of the following factors:

(i) The size of the female unemployment force in the labor area surrounding the facility;

(ii) The percentage of the female workforce as compared with the total workforce in the immediate labor area;

(iii) The general availability of women having requisite skills in the immediate labor area;

(iv) The availability of women having requisite skills in an area in which the contractor can reasonably recruit;

(v) The availability of women seeking employment in the labor or recruitment area of the contractor;

(vi) The availability of promotable and transferable female employees within the contractor's organization;

(vii) The existence of training institutions capable of training persons in the requisite skills; and

(viii) The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to women.

**§ 60-2.12 Establishment of goals and timetables.**

(a) The goals and timetables developed by the contractor should be attainable in terms of the contractor's analysis of his deficiencies and his entire affirmative action program. Thus, in establishing the size of his goals and the length of his timetables, the contractor should consider the results which could reasonably be expected from his putting forth every good faith effort to make his overall affirmative action program work. In determining levels of goals, the contractor should consider at least the factors listed in § 60-3.11.

(b) Involve personnel relations staff, department and division heads, area local and unit managers in the goal setting process.

(c) Goals should be significant, measurable and attainable.

(d) Goals should be specific for planned results, with timetables for completion.

(e) Goals may not be rigid and inflexible quotas which must be met, but must be targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work.

(f) In establishing timetables to meet goals and commitments, the contractor will consider the anticipated expansion, contraction and turnover of and in the work force.

(g) Goals, timetables and affirmative action commitments must be designed to correct any identifiable deficiencies.

(h) Where deficiencies exist and where numbers or percentages are relevant in developing corrective action, the contractor shall establish and set forth specific goals and timetables separately for minorities and women.

(i) Such goals and timetables, with supporting data and the analysis thereof shall be a part of the contractor's written affirmative action program and shall be maintained at each establishment of the contractor.

(j) Where the contractor has not established a goal, his written affirmative action program must specifically analyze each of the factors listed in 60-3.11 and must detail his reason for a lack of a goal.

(k) In the event it comes to the attention of the compliance agency or the Office of Federal Contract Compliance that there is a substantial disparity in the utilization of a particular minority group or men or women of a particular minority group, the compliance agency or OFCC may require separate goals and timetables for such minority group and may further require, where appropriate, such goals and timetables by sex for such group for such job classifications and organizational units specified by the compliance agency or OFCC.

(l) Support data for the required analysis and program shall be compiled and maintained as part of the contractor's affirmative action program. This data will include but not be limited to progression line charts, seniority rosters, applicant flow data, and applicant rejection ratios indicating minority and sex status.

(m) Copies of affirmative action programs and/or copies of support data shall be made available to the compliance agency or the Office of Federal Contract Compliance, at the request of either, for such purposes as may be appropriate to the fulfillment of their responsibilities under Executive Order 11246, as amended.

**§ 60-2.13 Additional required ingredients of affirmative action programs.**

Effective affirmative action programs shall contain, but not necessarily be limited to, the following ingredients:

(a) Development or reaffirmation of the contractor's equal employment opportunity policy in all personnel actions.

(b) Personal internal and external dissemination of the contractor's policy.

(c) Establishment of responsibility for implementation of the contractor's affirmative action program.

(d) Identification of problem areas (deficiencies) by organizational units and job classification.

(e) Establishment of goals and objectives by organizational units and job classification, including timetables for completion.

(f) Development and execution of action oriented programs designed to eliminate problems and further designed to attain established goals and objectives.

(g) Design and implementation of internal audit and reporting systems to measure effectiveness of the total program.

(h) Compliance or personnel policies and practices with the EEO Discrimination Guidelines (1 CFR Part 60-20).

(i) Active support of local and national community action programs and community service programs, designed to improve the employment opportunities of minorities and women.

(j) Consideration of minorities and women not currently in the workforce having special skills who can be recruited through affirmative action measures.

**§ 60-2.14 Compliance status.**

No contractor's compliance status shall be judged solely by whether or not he meets the goals and meets his obligations. Rather, each contractor's compliance posture shall be reviewed and determined by reviewing the content of his program, the extent of his adherence to this program, and his good faith efforts to make his program work toward the realization of the program's goals within the time period for completion. Where failure in either of several of the procedures that contractors and Federal agencies should use as a basis for establishing, implementing, and judging an acceptable affirmative action program.

**Subpart C—Methods of Implementing the Requirements of Subpart B.**

**§ 60-2.20 Development or reaffirmation of the equal employment opportunity policy.**

(a) The contractor's policy statement should indicate the chief executive officer's attitude on the subject matter, assign overall responsibility and provide for a reporting and monitoring procedure. Specific items to be mentioned should include, but not limited to:

(1) Recruit, hire, train, and promote persons in all job classifications, without regard to race, color, religion, sex, or national origin, except where sex is a bona fide occupational qualification. (The term "bona fide occupational qualification" has been construed very narrowly under the Civil Rights Act of 1964. Under Executive Order 11246 as amended and this part, this term will be construed in the same manner.)

(2) Base decisions on employment so as to further the principle of equal employment opportunity.

(3) Insure that promotion decisions are in accord with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities.

(4) Insure that all personnel actions such as compensation, benefits, transfers, layoffs, return from leave, company sponsored training, education, tuition assistance, social and recreation programs, will be administered without regard to race, color, religion, sex, or national origin.

**§ 60-2.21 Dissemination of the policy.**

(a) The contractor should disseminate his policy internally as follows:

(1) Include it in contractor's policy manual.

(2) Substitute it in company newspaper, magazine, annual report and other media.

(3) Conduct special meetings with executive, management, and supervisory personnel to explain intent of policy and individual responsibility for effective implementation, making clear the chief executive officer's attitude.

(4) Schedule special meetings with all other employees to discuss policy and explain individual employee responsibilities.

(5) Discuss the policy thoroughly in both employee orientation and management training programs.

(6) Meet with union officials to inform them of policy, and request their cooperation.

(7) Include nondiscrimination clauses in all union agreements, and review all contractual provisions to ensure they are nondiscriminatory.

(8) Publish articles covering MEO programs, progress reports, promotions, etc. of minority and female employees, in company publications.

(9) Post the policy on company bulletin boards.

(10) When employees are featured in product or consumer advertising, employee handbooks or similar publications both minority and nonminority, men and women should be pictured.

(11) Communicate to employees the existence of the contractor's affirmative action program and make available such elements of his program as will enable such employees to know of and avail themselves of its benefits.

(b) The contractor should disseminate his policy externally as follows:

(1) Inform all recruiting sources verbally and in writing of company policy, stipulating that these sources actively recruit and refer minorities and women for all positions listed.

(2) Incorporate the Equal Opportunity clause in all purchase orders, leases, contracts, etc., covered by Executive Order 11246, as amended, and its implementing regulations.

(3) Notify minority and women's organizations, community agencies, community leaders, secondary schools and colleges, of company policy, preferably in writing.

(4) Communicate to prospective employees the existence of the contractor's affirmative action program and make available such elements of his program as will enable such prospective employees to know of and avail themselves of its benefits.

(5) When employees are pictured in consumer or help wanted advertising, both minorities and nonminority men and women should be shown.

(6) Send written notification of company policy to all subcontractors, vendors and suppliers requesting appropriate action on their part.

**§ 60-2.22 Responsibility for implementation.**

(a) An executive of the contractor should be appointed as director or manager of company Equal Opportunity Programs. Depending upon the size and geographical alignment of the company, this may be his or her sole responsibility. He or she should be given the necessary top management support and staffing to execute the assignment. His or her identity should appear on all internal and external communications on the company's Equal Opportunity Programs. His or her responsibilities should include, but not necessarily be limited to:

(1) Developing policy statements, affirmative action programs, internal and external communication techniques.

(2) Assisting in the identification of problem areas.

(3) Assisting line management in arriving at solutions to problems.

(4) Designing and implementing audit and reporting systems that will:

(a) Measure effectiveness of the contractor's programs.

(b) Indicate need for remedial action.

(c) Determine the degree to which the contractor's goals and objectives have been attained.

(5) Serve as liaison between the contractor and enforcement agencies.

(6) Serve as liaison between the contractor and minority organizations, women's organizations and community action groups concerned with employment opportunities of minorities and women.

(7) Keep management informed of latest developments in the entire equal opportunity area.

(b) Line responsibilities should include, but not be limited to, the following:

(1) Assistance in the identification of problem areas and establishment of local and unit goals and objectives.

(2) Active involvement with local minority organizations, women's organizations, community action groups and community service programs.

(3) Periodic audit of training programs, hiring and promotion patterns to relieve impediments to the attainment of goals and objectives.

(4) Regular discussions with local managers, supervisors and employees to be certain the contractor's policies are being followed.

(5) Review of the qualifications of all employees to insure that minorities and women are given full opportunities for transfers and promotions.

(6) Career counseling for all employees.

(7) Periodic audit to insure that each location is in compliance in areas such as:

(a) Posters are properly displayed.

(b) All facilities, including company housing, which the contractor maintains for the use and benefit of his employees, are in fact designated, both in policy and use. If the contractor provides facilities such as dormitories, locker rooms and rest rooms, they must be comparable for both sexes.

(c) Minority and female employees are afforded a full opportunity and are encouraged to participate in all company sponsored educational, training, recreational and social activities.

(2) Supervisors should be made to understand that their work performance is being evaluated on the basis of their equal employment opportunity efforts and results, as well as other criteria.

(9) It shall be a responsibility of supervisors to take actions to prevent harassment of employees placed through affirmative action efforts.

**§ 60-223 Identification of problem areas by organizational units and job classifications.**

(a) An in-depth analysis of the following should be made, paying particular attention to transfers and those categories listed in § 60-2.11(d).

(1) Composition of the work force by minority group status and sex.

(2) Composition of applicant flow by minority group status and sex.

(3) The total selection process including position descriptions, position titles, worker specifications, application forms, interview procedures, test administration, test validity, referral procedures, final selection process, and similar factors.

(4) Transfer and promotion practices.

(5) Facilities, company sponsored recreation and social events, and special programs such as educational assistance.

(6) Seniority practices, and seniority provisions of union contracts.

(7) Apprenticeship programs.

(8) All company training programs, formal and informal.

(9) Work force attitude.

(10) Technical phases of compliance, such as poster and notification to labor unions, retention of applications, notification to subcontractors, etc.

(b) If any of the following items are found in the analysis, special corrective action should be appropriate.

(1) An "underutilization" of minorities or women in specific work classifications.

(2) Lateral or vertical movement of minority or female employees occurring at a lesser rate (compared to work force mix) than that of nonminority or male employees.

(3) The selection process eliminates a significantly higher percentage of minorities or women than nonminorities or men.

(4) Application and related preemployment forms not in compliance with Federal legislation.

(5) Position descriptions inaccurate in relation to actual functions and duties.

(6) Tests and other selection techniques not validated as required by the OCEC Order on Employee Testing and other Selection Procedures.

(7) Test forms not validated by location, work performance and inclusion of minorities and women in sample.

(8) Referral ratio of minorities or women to the hiring supervisor or manager indicates a significantly higher percentage are being rejected as compared to nonminority and male applicants.

(9) Minorities or women are excluded from or are not participating in company sponsored activities or programs.

(10) De facto segregation still exists at some facilities.

(11) Seniority provisions contribute to overt or inadvertent discrimination, i.e., a disparity by minority group status or sex exists between length of service and types of job held.

(12) Nonsupport of company policy by managers, supervisors or employees.

(13) Minorities or women underutilized or significantly underrepresented in training or career improvement programs.

(14) No formal techniques established for evaluating effectiveness of EEO programs.

(15) Lack of access to suitable housing inhibits recruitment efforts and employment of qualified minorities.

(16) Lack of suitable transportation (public or private) to the work place inhibits minority employment.

(17) Labor unions and subcontractors not notified of their responsibilities.

(18) Purchase orders do not contain EEO clause.

(19) Posters not on display.

**§ 60-224 Development and execution of programs.**

(a) The contractor should conduct detailed analyses of position descriptions to insure that they accurately reflect position functions, and are consistent for the same position from one location to another.

(b) The contractor should validate worker specifications by division, department, location or other organizational unit and by job category using job pertinent and by job category using job performance criteria. Special attention should be given to academic, experience and skill requirements to insure that the requirements in themselves do not constitute inadvertent discrimination. Specifications should be consistent for the same job classification in all locations and should be free from hints as regards race, color, religion, sex, or national origin, except where sex is a bona fide occupational qualification. Where requirements screen out a disproportionate number of minorities or women such requirements should be professionally validated to job performance.

(c) Approved position descriptions and worker specifications, when used by the contractor, should be made available to all members of management involved in the recruiting, screening, selection, and promotion process. Copies should also be distributed to all recruiting sources.

(c) The contractor should evaluate the total selection process to insure freedom from bias and, thus, aid the attainment of goals and objectives.

(1) All personnel involved in the recruiting, screening, selection, promotion, disciplinary, and related processes should be carefully selected and trained to insure elimination of bias in all personnel actions.

(2) The contractor shall observe the requirements of the OCEC Order pertaining to the validation of employee tests and other selection procedures.

(3) Selection techniques other than tests may also be improperly used so as to have the effect of discriminating against minority groups and women. Such techniques include but are not restricted to, unscored interviews, unscored or casual application forms, arrest records, credit checks, considerations of marital status or dependency or minor children. Where there exist data suggesting that such unfair discrimination or exclusion of minorities or women exists, the contractor should analyze his unscored procedures and eliminate them if they are not objectively valid.

(4) Suggested techniques to improve recruitment and increase the size of minority or female applicants follow:

(1) Certain organizations such as the Urban League, Job Corps, Equal Opportunity Programs, Inc., Concentrated Employment Programs, Neighborhood Youth Corps, Secondary Schools, Colleges, and City Colleges with high minority enrollment, the State Employment Service, specialized employment agencies, Aspiria, LULAC, SENE, the G.I. Forum, the Commonwealth of Puerto Rico are normally prepared to refer minority applicants. Organizations prepared to refer women with specific skills are: National Organization for Women, Welfare Rights Organizations, Women's Equity Action League, Talent Bank from Business and Professional Women (including 26 women's organizations), Professional Women's Caucus, Intercollegiate Association of University Women, Negro Women's sororities and service

groups such as Delta Sigma Theta, Alpha Kappa Alpha, and Zeta Phi Beta; National Council of Negro Women, American Association of University Women, YWCA, and sectarian groups such as Jewish Women's Groups, Catholic Women's Groups and Protestant Women's Groups, and women's colleges. In addition, community leaders as individuals shall be added to recruiting sources.

(2) Formal briefing sessions should be held, preferably on company premises, with representatives from these recruiting sources. Plant tours, presentations by minority and female employees, clear and concise explanations of current and future job openings, position descriptions, worker specifications, explanations of the company's selection process, and recruiting literature should be an integral part of the briefings. Formal arrangements should be made for referral of applicants, follow-up with sources, and feedback on disposition of applicants.

(3) Minority and female employees, using procedures similar to subparagraph (2) of this paragraph, should be actively encouraged to refer applicants.

(4) A special effort should be made to include minorities and women on the Personnel Relations staff.

(5) Minority and female employees should be made available for participation in Career Days, Youth Motivation Programs, and related activities in their communities.

(6) Active participation in "Job Fairs" is desirable. Company representatives who participate should be given authority to make on-the-spot commitments.

(7) Active recruiting programs should be carried out at secondary schools, junior colleges, and colleges with predominant minority or female enrollment.

(8) Recruiting efforts at all schools should incorporate special efforts to reach minorities and women.

(9) Special employment programs should be undertaken whenever possible. Some possible programs are:

(i) Technical and nontechnical co-op programs with predominately Negro and women's colleges.

(ii) "After school" and/or work-study jobs for minority youths, male and female.

(iii) Summer jobs for underprivileged youth, male and female.

(iv) Summer work-study programs for male and female faculty members of the predominantly minority schools and colleges.

(v) Motivation, training and employment programs for the hard-core unemployed, male and female.

(10) When recruiting brochures periodically present work situations, the minority and female members of the work force should be included, especially when such brochures are used in school and career programs.

(11) Help wanted advertising should be expanded to include the minority news media and women's interest media on a regular basis.

(12) The contractor should insure that minority and female employees are given equal opportunity for promotion. Suggestions for achieving this result include:

(1) Post or otherwise announce promotional opportunities.

(2) Make an inventory of current minority and female employees to determine academic, skill and experience level of individual employees.

(3) Initiate necessary remedial, job training and work-study programs.

(4) Develop and implement formal employee evaluation programs.

(5) Make certain "worker specifications" have been validated on job performance related criteria. (Neither minority nor female employees should be required to possess higher qualifications than those of the lowest qualified incumbent.)

(6) When apparently qualified minority or female employees are passed over for upgrade, require supervisory personnel to submit written justification.

(7) Establish formal career counseling programs to include attitude development, education aid, job rotation, buddy system and similar programs.

(8) Review seniority practices and seniority clauses in union contracts to insure such practices or clauses are non-discriminatory and do not have a discriminatory effect.

(9) Make certain facilities and company-sponsored social and recreation activities are desegregated. Actively encourage all employees to participate.

(10) Encourage child care, housing and transportation programs appropriately designed to improve the employment opportunities for minorities and women.

**§ 60-2.25 Internal audit and reporting systems.**

(a) The contractor should monitor records of referrals, placements, transfers, promotions and terminations at all levels to insure nondiscriminatory policy is carried out.

(b) The contractor should require formal reports from unit managers on a schedule basis as to degree to which corporate or unit goals are attained and timetables met.

(c) The contractor should review report results with all levels of management.

(d) The contractor should advise top management of program efficiencies and submit recommendations to improve unsatisfactory performance.

**§ 60-2.26 Support of action programs.**

(a) The contractor should appoint key members of management to serve on Merit Employment Councils, Community Relations Boards and similar organizations.

(b) The contractor should encourage minority and female employees to participate actively in National Alliance of Businessmen programs for youth motivation.

(c) The contractor should support Vocational Guidance Institutes, Vestibule Training Programs and similar activities.

(d) The contractor should assist secondary schools and colleges in programs designed to enable minority and female graduates of these institutions to compete in the open employment market on a more equitable basis.

(e) The contractor should publicize achievements of minority and female employees in local and minority news media.

(f) The contractor should support programs developed by such organizations as National Alliance of Businessmen, the Urban Coalition and other organizations concerned with employment opportunities for minorities or women.

**Support D—Miscellaneous**

**§ 60-2.30 Use of goals.**

The purpose of a contractor's establishment and use of goals is to insure that he meet his affirmative action obligation. It is not intended and should not be used to discriminate against any applicant or employee because of race, color, religion, sex, or national origin.

**§ 60-2.31 Preemption.**

To the extent that any State or local laws, regulations or ordinances, including those which grant special benefits to persons on account of sex, are in conflict with Executive Order 11246, as amended, or with the requirements of this part, we will regard them as preempted under the Executive order.

**§ 60-2.32 Supersedeure.**

All orders, instructions, regulations, and memoranda of the Secretary of Labor, other officials of the Department of Labor and contracting agencies are hereby superseded to the extent that they are inconsistent herewith, including a previous "Order No. 4" from this Office dated January 30, 1976. Nothing in this part is intended to amend 41 CFR 60-3 published in the FEDERAL REGISTER on October 2, 1971 or Employee Testing and Other Selection Procedures or 41 CFR 60-10 on Sex Discrimination Guidelines.

Effective date. This part shall become effective on the date of its publication in the FEDERAL REGISTER (12-4-71).

Signed at Washington, D.C., this 1st day of December 1971.

J. D. HONSON,  
Secretary of Labor.

HOACIE E. MINSICO,  
Acting Assistant Secretary  
for Employment Standards.

JOHN L. WILKS,  
Director, Office of  
Federal Contract Compliance.

[FR Doc. 71-17768 Filed 12-3-71; 8:51 am]

U.S. DEPARTMENT OF LABOR  
OFFICE OF FEDERAL CONTRACT COMPLIANCE  
WASHINGTON, D.C. 20210

*Revised Order # 14*

CHAPTER 60 -- Office of Federal Contract Compliance,  
Equal Employment Opportunity, Department of Labor

(Reprint from Federal Register, Vol. 38, No. 97 -- Monday, May 21, 1973)

**TITLE 41--Public Contracts and Property  
Management**

**CHAPTER 60--OFFICE OF FEDERAL CONTRACT COMPLIANCE, EQUAL EMPLOYMENT OPPORTUNITY, DEPARTMENT OF LABOR**

**PART 60-60--CONTRACTOR EVALUATION PROCEDURES FOR NONCONSTRUCTION CONTRACTORS**

This part, known as "Revised Order No. 14," establishes standardized contractor evaluation procedures for the use of compliance agencies in their conduct of offsite and onsite compliance reviews of nonconstruction contractors subject to the equal employment opportunity requirements of 41 CFR 60-1.40 and 41 CFR pt. 60-2 (Revised Order No. 4) for the development of written affirmative action programs.

Revised Order No. 14 was issued to the compliance agencies and became effective on January 23, 1973. Revised Order No. 14 is hereby published as part 60-60.

While the comments and views of the compliance agencies regarding matters contained in Revised Order No. 14 were solicited and reviewed prior to its issuance, in accordance with the spirit of the public policy set forth in 5 U.S.C. 553, interested persons may submit written comments, suggestions, data or arguments to Mr. Philip J. Davis, Acting Director, Office of Federal Contract Compliance, U.S. Department of Labor, Washington, D.C. 20210, within 45 days of the publication of Revised Order No. 14 set forth in this part 60-60. Material thus submitted will be evaluated and acted upon in the same manner as if such document were a proposal. Until such time as further changes are made, however, part 60-60 as contained herein shall remain in effect, thus enabling the public to proceed more expeditiously.

A new part 60-60, effective as of January 23, 1973, is added to title 41, Code of Federal Regulations, reading as follows:

**Subject A--General**

- 60-60.1 Purpose and scope.
- 60-60.2 Background.

**Subject B--Procedures for Contractor Evaluation**

- 60-60.3 Agency notations.

**Subject C--Disclosure and Review of Contractor Data**

- 60-60.4 Confidential information.
- 60-60.5 Employer's interviews.
- 60-60.6 Post review materials.
- 60-60.7 Contractor notification and conciliation.
- 60-60.8 Time schedule for completion.
- 60-60.9 Attachments.

Authority: Executive Order 11246, 38 FR 12618, and Executive Order 11808, 38 FR 14028.



Subpart A—General

§ 60-60.1 Purpose and scope.

This part shall be known as "Revised Order No. 12" and is intended to establish an on-site contractor evaluation procedure for compliance agencies.

§ 60-60.2 Background.

(a) Each prime contractor or subcontractor with 50 or more employees and a contract of \$50,000 or more is required to develop a written affirmative action program for each of its establishments (§ 60-1.4 of this chapter).

(b) The analysis must relate to all major job classifications at each facility to which the affirmative action program pertains, with explanations if minorities or women are currently being underutilized in any job classification (§ 60-2.11, 60-2.12 of this chapter).

(c) An acceptable affirmative action program must include an analysis of areas within which the contractor is deficient in the utilization of minority groups and women and, further, where deficiencies exist, goals and timetables to which the contractor's good faith efforts must be directed and, thus to increase materially the utilization of minorities and women at all levels and in all segments of his work force (§ 60-2.10 of this chapter).

Subpart B—Procedures for Contractor Evaluation

§ 60-60.3 Agency actions.

(a) *Basic steps.*—A contractor evaluation should proceed in two basic steps: (1) An on-site review of the contractor's affirmative action program and utilization analysis, using the enclosed contractor evaluation checklist (60-60.0 (b)) as a worksheet; and (2) where necessary, an onsite discussion and review of those matters which are not fully or satisfactorily addressed in the affirmative action plan and utilization analysis using the enclosed onsite review guidelines (60-60.1(c)) as a worksheet.

(b) *Affirmative action program and supporting documentation.*—Using approved methods of priority selection, compliance agencies shall routinely request from Federal contractors within their jurisdiction affirmative action programs including the required analysis and support data, as provided in the enclosed sample notification letter (§ 60-60.1(b)). Any other letter conforming to compliance agency procedures under this part (Revised Order 12) may be

used. As used throughout this part, the term "Affirmative Action Plan (AAP)" and supporting documentation include:

(1) A copy of the contractor's last EO-1 report.

(2) The contractor's most recent workforce statistics available by major job classification by race and sex.

(3) The contractor's analysis of the inside and outside workforce availability as outlined in § 60-2.11 of this chapter.

(4) Identification of areas of underutilization and establishment of goals and timetables to correct any deficiencies together with a plan of action to achieve such goals and timetables.

(5) Assessment of the contractor's current workforce to identify affected class situations and plans to correct such identified situations. (This may be submitted as part of the contractor's AAP or as a separate document in either case, as discussed, it will be reviewed in confidence by the compliance officer and returned to the contractor, without having been duplicated, at the conclusion of the review.)

(6) Information relative to:

(i) The reaffirmation of the contractor's EEO policy.

(ii) Examination and implementation of the policy.

(iii) A description of the contractor's internal audit reporting systems.

(iv) Substantiation of the compliance of the contractor's personnel policies and practices with the sex discrimination guidelines (pt. 60-20 of this chapter).

(v) Description of the contractor's support of community action programs.

(vi) Substantiation of the contractor's consideration of minorities and women not currently in the workforce having requisite skills.

(7) Summary data on applicant flow, hires, terminations, promotions, and training for the last 6 months or the last 100 applicants, hires, etc., whichever is less.

(c) *Off-site reviews.*—In any letter utilized to obtain data for off-site review, the compliance agency may only request the affirmative action program including the required analysis and support data. Contractors are free to respond to this according to their current procedure under Revised Order No. 4 (pt. 60-2 of this chapter). This first letter is not to contain a request for specific items or for forms unless the compliance officer affirmatively determines that a particular item is necessary for

this particular establishment. The off-site review must include part A of the contractor evaluation checklist (60-60.0(b)). This request of data is subject to a determination of the acceptability of the contractor's AAP. The agency may complete part B of the contractor evaluation checklist (60-60.0(b)) or 60.1(c) to have such a report and for an onsite review where appropriate.

(1) If it is determined that the contractor's analysis is inadequate within the meaning of Executive Order 11246, as amended, and implementing rules, regulations and orders, the compliance officer shall notify the contractor of that fact and request appropriate additional information. If the contractor fails to meet this request within 90 days, a show cause notice will be issued. If the contractor fails to complete an adequate analysis, the enforcement procedures specified in OFCC order 4, (60-2.2(c) of this chapter), shall be applicable.

(2) Such requests need not be limited only to those establishments already determined for a possible onsite investigation. Contractors who have reached agreement with their respective compliance agencies on nationwide AAP formats or on frequency of updating statistics may continue to do so, where onsite investigations are considered appropriate, a second letter advising the contractor of this judgment should be sent. They shall be conducted as soon as practicable at a time agreeable to the agency and the contractor, but no later than 45 days from the time of the request for the affirmative action plan and supporting data.

(3) After reviewing the affirmative action program and supporting data, the compliance agency will make a determination as to whether or not an onsite visit is appropriate. Section 60-60.3, attached hereto, affords guidance as to the methodology to be followed. After analysis of the affirmative action plan and supporting data and prior to the actual onsite visit, additional data necessary to complete the contractor's evaluation checklist (60-60.0(b)) may be requested.

(4) Following receipt of the above information, data should be analyzed along with any files available relative to previous compliance reviews and complaint investigations. The appropriate office of the Equal Employment Opportunity Commission and State and city agencies should be consulted for the status of any current charges.

(6) To aid in the analysis, much material unavailable and continuously being developed by the Bureau of the Census, Bureau of Labor Statistics, U.S. Patent and Trademark Office, Secretary of Commerce, and many other resources which should be part of a reference library in all contract compliance offices.

(6) In the interests of an expeditious offsite review, the agency may limit its request to those parts of the contractor's AAP and supporting data necessary to complete part A of the contractor evaluation checklist. This consists of data absolutely essential to a determination of the acceptability of the contractor's AAP.

(7) If the agency desires to do a more thorough offsite review, it may also request the additional data necessary to complete part B of the contractor evaluation checklist or it may decide to leave such material to an onsite review where appropriate.

(8) If the contractor fails to provide the material requested within 30 days of the request, a show cause notice is to be issued and a determination of non-responsibility may be made by the contracting officer pursuant to § 60-2.2 of this chapter.

(9) If it is determined that the contractor's AAP and supporting data are insufficient to satisfactorily respond to the contractor evaluation checklist (either part A or B, or both), § 60-30.9 (b), the compliance officer shall notify the contractor of that fact and request such additional information as the compliance officer needs to complete the checklist. If the contractor fails to meet this request within 30 days, other than (1) because of a claim of confidentiality as discussed below, or (2) because the type or volume of data requested is best reviewed onsite, a show cause notice will be issued and a determination of non-responsibility may be made by the contracting officer.

(10) The failure to develop an acceptable affirmative action program as required in parts 60-1 and 60-2 of this chapter or the substantial deviation from a previously approved AAP constitutes the only ground upon which a summary determination of non-responsibility may be made (see § 60-2.2 of this chapter; section 710 of title VZ, as amended). Other allegations of noncompliance with Executive Order 11246 (repealed) and its implementing rules and regulations may give rise to the institution of actions against a contractor only after the procedures in § 60-1.20 of this chapter have been followed.

(d) **Onsite reviews.**—Following an audit of the affirmative action plan and supporting documentation, the agency must make a determination as to whether or not an onsite review of the establishment is appropriate. If a decision is made to schedule an onsite review, a second letter advising the contractor of this judgment must be sent (§ 60-60.9(e), letter D). The onsite review shall be conducted as soon as practicable at a time agreeable to the agency and the contractor, but no later than 60 days from

the time of the request for the affirmative action plan and supporting data.

(1) If a decision is made not to schedule an onsite review, the contractor must be so informed (§ 60-60.9(e)). At the same time, the agency should also inform the contractor that its affirmative action plan has been found acceptable without the necessity for an onsite review. No other determination of compliance status can be made without the additional analysis and investigation of an onsite review. However, a compliance review conducted within the previous 12 months may serve as the basis for a compliance certification as set forth in § 60-1.20(d) of this chapter. Whenever possible, the compliance officer should then outline problems highlighted during the desk audit or state that no major problems were noted.

(2) If an onsite review is necessary, additional data keyed to the deficiencies observed in the contractor's AAP and the contractor evaluation checklist (§ 60-60.9(b)) will be needed during the onsite review process in order to make a determination of compliance with the Executive order.

(3) Each agency is authorized to request from specific contractors such advance information which could preferably be supplied prior to the actual onsite visit. However, the contractor should be requested to furnish only the specific items of information which the compliance officer affirmatively determines are:

(1) Necessary for conducting the review and completing the standard compliance review report;

(2) Not contained in the material submitted by the contractor;

(3) Not available or able to be derived from other material submitted by the contractor.

(4) The items requested should provide the compliance officer with the information he or she needs for the review. However, no information may be requested unless the three criteria above are met. In some cases needed information is best made available on the site. In those cases, the contractor should be advised to have the information ready for the onsite review.

(5) This additional data should be such that could be adequately analyzed in the agency's office in order to enable the actual visit to the facility. In all cases, if and only if the issue addressed is one which is appropriate to the industry and contractor site being visited, the type of data which is identified in the onsite review guidelines as being necessary for specific portions of the investigative process, must be requested and analyzed, either prior to the visit, or onsite if not supplied in the affirmative action program or available from other contractor supplied information. Certain data is noted in the onsite review guidelines (§ 60-60.9(e)) as being necessary for proper analysis of specific issues. Where the decision is made to reserve the analysis of the data pending the onsite visit, the contractor should be informed reasonably ahead of the scheduled visit as to what information will be required during the review, so that

he may have the pertinent data available for the compliance officer at that time.

(6) In order to protect certain issues uncovered in the compliance review, it may be necessary for the compliance officer to request certain additional information onsite even though such data have not been previously identified. Such additional information must also meet the above criteria.

(7) There is no specific format for the second letter, and the compliance officers may use any form which conforms to their particular needs and to the specific industry and contractor establishment being reviewed. In no case shall a determination of compliance status be made without an onsite visit.

#### Subpart C—Disclosure and Review of Contractor Data

##### § 60-60.4 Confidential information.

(a) **Submission of and access to data.**—Confidential information such as lists of employees, employee names, pay data, reason for termination, may properly be excluded by the contractor from material submitted prior to an onsite visit if the contractor is concerned with the confidentiality of such data. In all cases, compliance officers must be permitted access to data needed to complete the onsite visit consistent with the onsite review guidelines (see § 60-3(d) of this chapter).

(b) **Review and disclosure of data.**—Review and disclosure of data should be governed by three basic principles:

(1) The contractor must provide full access to data onsite, as required by § 60-1.43 of this chapter, unless he shows that data sought to be reviewed is not pertinent to compliance with the Executive order.

(2) Only summary data of a non-sensitive nature should be provided for review offsite, unless the agency is able to show after onsite review that it requires further detailed data offsite in order to conduct an effective review, or for purposes of enforcement.

(3) Contractor data which is particularly sensitive (names, rates of pay, reasons for termination, etc.) should be limited to onsite review.

(c) **Removal of data.**—Whenever it is determined that detailed data is to be taken offsite, the contractor may protect the confidentiality of such data as follows:

(1) The contractor and the agency may agree that the data is to be considered on loan to the compliance agency for purposes of the review and the data is not to be considered in the custody of the agency.

(2) The data shall be returned to the contractor whenever the agency concludes that the contractor is in compliance or the enforcement procedure concludes.

(d) **Disputes resolution.**—Disputes between the agency and the contractor over the right of access to data, the extent of data to be provided offsite, or the treatment of company sensitive data should be referred to the Office of the

Director of the Department of Labor for a ruling.

(c) **Corrective action programs.**—Corrective action programs developed by contractor and a good faith effort to voluntarily document or prepared as part of an affirmative action program, shall run in the sole purview of the contractor who are submitted to the agency on or at premises for review. Such programs should not be conducted by the agency and shall be returned intact to the contractor immediately following but not until a determination that they are no longer necessary in connection with a review of the contractor's EEO posture. Contractors should be told that the contents of their corrective action program will be regarded at all times as having been received in confidence and its contents shall not be disclosed except as required during proceedings instituted pursuant to OFCC regulations § 60-125 of this chapter.

(d) **Examination and copying of documents.**—Nothing contained herein is intended to supersede or otherwise limit the provisions contained in part 60-40 of this chapter for public access to information from records of the OFCC or its various compliance agencies.

§ 60-60.5 Employee interviews.

The compliance officer may request, where appropriate, that the contractor make available a reasonable number of selected minority or women employees selected primarily for a determination of whether employees are being fairly treated by the contractor, or whether such employees believe they are being or have been unlawfully discriminated against in initial placement, subsequent upgrading or promotion, or other terms and conditions of employment. The number, scope, and manner of conducting such interviews should be discussed in advance with the contractor. If the contractor appears reluctant to interview on the job, or for other reasons, the compliance officer should conduct such interviews off the premises.

§ 60-60.6 Post review analysis.

(a) **Summary of deficiencies.**—Subsequent to the completion of the review the compliance officer shall:

(1) List deficiencies if any noted in the previous onsite review and any corrective action that have ensued.

(2) List any general deficiencies of the contractor's affirmative action programs.

(3) List current specific deficiencies if any as determined through the onsite review.

(b) **Discussion of remedies.**—Deficiencies requiring more than obvious simple corrective actions should be discussed with the contractor. For example, matters affecting any relief required for victims of discrimination, e.g., authority system modifications where appropriate, etc.; should be carefully reviewed with the contractor and reduced to writing.

§ 60-60.7 Contractor notification and conciliation.

(a) Upon completion of the onsite review, the compliance officer should sched-

ule an exit conference with contractor officials to review, whenever possible, the findings from the review. Unless the review has been so lengthy that few or no contractor officials are available, an exit conference should not try to finalize all deficiencies until the postreview analysis is completed. Upon completion of the postreview analysis, the findings of the review and the list of deficiencies or recommendations shall be submitted to the contractor in writing and if practicable, delivered in person to lay the foundation for any necessary conciliation of efforts. Should the contractor disagree with the findings of the review or feel that he is unable to comply, he may request a conciliation meeting which shall be scheduled by the agency as soon as practical, but may not be used to delay enforcement of the Executive order.

(b) The contractor may at any time avail himself of the provisions of § 60-123(c) (6) of this chapter which provides as follows:

When a prime contractor or subcontractor, without a hearing, shall have complied with the recommendations or orders of an agency or the Director and believes such recommendations or orders to be erroneous, he shall, upon written application, be given 10 days of such compliance, in which he has the opportunity for a hearing and review of the alleged erroneous action by the agency or the Director.

§ 60-60.8 Time schedule for completion.

(a) Within 45 days from the date of the actual initiation of the onsite investigation, if one is conducted, or any extension of such period granted by the compliance agency for good cause, including an opportunity for the contractor

to avail himself of conciliation as above, the contractor must either be found in compliance by the compliance agency, and report thereon, or so notified of that fact by the agency, or must have been issued a 30-day show cause notice as required under the rules and regulations pursuant to the Executive order.

(b) During this period, the compliance agency is obligated to:

(1) Complete the onsite review.

(2) Notify the contractor of any deficiencies found or recommendations (see above).

(3) Undertake any initial conciliation or clarification discussions with the contractor that may be appropriate.

(4) Notify the contractor of compliance or issue a 30-day show cause order.

(5) Complete and forward the coding sheet to OFCC.

(c) A contractor's affirmative action plan may be accepted only after the coding sheet has been forwarded to OFCC.

(d) Before each onsite compliance review the compliance officer will complete the coding sheet as indicated. During and after the onsite visit the remainder of the coding sheet will be completed. All generalized coding sheets will be forwarded to the Director, OFCC. No compliance review can be considered complete until the coding sheet is forwarded to OFCC, and monthly reports to OFCC will reflect that fact. In addition, all coding sheets are to be forwarded to OFCC within 45 days after an onsite visit.

§ 60-60.9 Attachments.

The following forms are set out in full as they give detailed information as to our procedures and requirements of value to contractors.

SAMPLE LETTER—NOTIFICATION OF COMPLIANCE AUDIT

DEAR CONTRACTOR: Your facility located at \_\_\_\_\_ has been selected for a desk audit regarding the requirements of Executive Order 11246, as amended, and OFCC Regulations 41 CFR parts 60-1 and 60-2. This review will consist of an onsite review of your affirmative action program (AAP) and the supporting data described below as required pursuant to OFCC Order No. 4-41 CFR part 60-2.

Following this audit, it may be necessary to request additional data from your office and/or to schedule your facility for an onsite compliance review. If it is determined that an onsite review is necessary, you will be contacted as soon as practicable, but no later than 45 days from our receipt of your AAP as to the substance of the review and to schedule a mutually acceptable time for such review. If it is determined that your AAP is acceptable, you will be notified within 45 days of our receipt of your AAP.

Contents of an acceptable affirmative action program and supporting data are outlined in 41 CFR 60-2.11, 60-2.12 and 60-2.13 and should include:

1. A copy of your last EEO-1 report.
2. Your most recent workforce statistics available by major job classification and by race and sex.
3. The evaluation of the inside and outside workforce availability as outlined in 60-2.11.
4. Identification of areas of underutilization and establishment of goals and timetables to correct any deficiencies together with a plan of action to achieve these goals and timetables.
5. Assessment of your current workforce to identify affected class situations and plans to correct those identified situations. (This may be submitted as part of your AAP or as a separate document. In either case, it will be received in confidence and will be returned to you, without having been duplicated, at the conclusion of this matter.)
6. Summary data on applicant flow, hires, terminations, promotions, and training, must be provided for the last 6 months or the last 100 applicants, hires, etc., whichever is less.
7. Information relative to:
  - The restoration of your EEO policy.
  - How you disseminate and implement the policy.
  - The description of your internal audit and reporting systems.

\* Question 7 is optional, to be used if compliance agency needs data to complete pt. 3 of the Contractor Evaluation checklist.

- Substantiation of the compliance of your personnel policies and practices with the Sex Discrimination Guidelines (41 CFR 60-20).
- Description of your support of community action programs.
- Substantiation of your consideration of minorities and women not currently in the workforce having requisite skills, e.g., communications with known sources of referral for minorities and women.

Please submit the foregoing data to \_\_\_\_\_ within 30 days of the date of this letter. Failure to comply with this request will result in the issuance of a show cause letter pursuant to 41 CFR 60-1.23 and may also give rise to a determination of nonresponsibility pursuant to 41 CFR 60-2.2. If there are any questions relative to this matter, you may contact \_\_\_\_\_, telephone number \_\_\_\_\_.

(Agency representative)

**CONTRACTOR EVALUATION CHECKLIST**  
 (Office Review—AAP and Supporting Data)  
 Name of Contractor.....  
 Address of Contractor.....  
 Date Letter First Requesting AAP.....  
 Date Receipt of AAP.....  
 Type of Review (Pre-Award, Post Award, Follow-Up Complaint).....  
 Name and Telephone Number of Contractor EO Officer.....

**PART A—ESSENTIAL DATA**

A. Section 60-2.11, Required utilization analysis.

The requirements of 60-2.11 are as follows:

- The analysis of all major job classifications at the facility, with explanation if minorities or women are currently being underutilized in any one or more job classifications (job "classification" herein meaning those jobs having similar conditions or a group of jobs having similar conditions, wage rates and responsibilities). "Underutilization" is defined as having fewer minorities or women in a particular job classification than would reasonably be expected by their availability. In making the work force analysis, the contractor shall conduct such analysis separately for minorities and women.
- In determining whether minorities are being underutilized in any job classification the contractor will consider at least all of the following factors:
  - The minority population of the labor area surrounding the facility;
  - The size of the minority unemployment force in the labor area surrounding the facility;
  - The percentage of the minority work force as compared with the total work force in the immediate labor area;
  - The general availability of minorities having requisite skills in the immediate labor area;

those having requisite skills in the immediate labor area;

(i) The availability of minorities having requisite skills in an area in which the contractor can reasonably recruit;

(ii) The availability of promotable and transferable minorities within the contractor's organization;

(iii) The existence of training institutions capable of training persons in the requisite skills; and

(iv) The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to minorities.

(b) In determining whether women are being underutilized in any job classification, the contractor will consider at least all of the following factors:

(i) Size of the female unemployment force in the labor area surrounding the facility;

(ii) The percentage of the female work force as compared with the total work force in the immediate labor area;

(iii) The general availability of women having requisite skills in the immediate labor area;

(iv) The availability of women having requisite skills in an area in which the contractor can reasonably recruit;

(v) The availability of women seeking employment in the labor or recruitment area of the contractor;

(vi) The availability of promotable and transferable female employees within the contractor's organization;

(vii) The existence of training institutions capable of training persons in the requisite skills; and

(viii) The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to women.

Yes No Unknown

- Is there a utilization analysis for minorities?
  - Does it consider the points stipulated in 60-2.11(a)(1)?
  - Describe any deficiencies with the analysis.

If question is not applicable to the contractor, rate NA.  
 Where information needed to complete this checklist is unavailable, use this column.

The compliance officer should use a narrative in addition to this checklist approach whenever necessary to adequately respond to the following inquiries.

Yes No Unknown

- Is there a utilization analysis for women?
  - Does it consider the points stipulated in 60-2.11(a)(2)?
  - Describe any deficiencies with the analysis.

**B. Section 60-2.12, Establishment of goals and timetables.**

Yes No Unknown

- Are the goals the contractor has set significant and attainable?
  - Will you fully correct the underutilization of minorities and women to the extent required by 60-2.11?
  - Has the contractor provided all evidence requested to demonstrate that all levels of management have been involved in the goal setting process?
  - Has the contractor considered the expansion, contraction and turnover of the work force to determine its goals and timetables?
- If the contractor has not established a goal, does its AAP analyze the factors in 60-2.11?

**C. Section 60-2.22, Identification of problem areas.**

- Complete the following:
  - Describe the goal setting method used by contractor.
  - Review the contractor's degree of attainment of his current affirmative action plan goals and note any problems.
- Complete table Q of the coding sheet. If an onsite review is to be conducted, table Q may be left until the onsite review, but suitable worksheets should now be developed.

Listing of major job classifications	AAP goal	End of last period	Current	Percent of goal attainment
Office Management.....				
Professional.....				
Technical.....				
Skilled Worker.....				
Office Clerical.....				
Craftsman.....				
Operative.....				
Laborer.....				
Service Worker.....				
Total.....				

\* These would be subdivided into groupings of common job classifications, earnings ranges or common skill groups for each category.

c. Female representation table (express as percentages).

Listing of major job classifications	AAP goal	End of last period	Current	Percent of goal attainment
Construction				
Engineering				
Technicians				
Skilled work				
Office				
Operatives				
Service workers				
Total				

1. These would be subdivided into groupings of common job classifications, analogous ranges or common skill groups for each category.

	Yes	No	Unknown
--	-----	----	---------

2. What is the percent of minority applicants?
3. What is the availability of minorities in the local work force expressed as a percentage of the local work force?
4. What is the percent of female applicants?
5. What is the availability of women in the local work force expressed as a percentage?
6. Are there written job descriptions?
7. Does your review of the application form indicate any problem? Please explain.
8. Have all work that we've been validated to the extent required by the OIGC been done?
9. a. What percentage of jobs by major job classification have been minority?
  - b. All minorities?
  - c. All minorities in the 25 major job classification have been women?
10. a. What percentage of jobs by major job classification have been women?
  - b. All minorities?
  - c. All minorities in the 25 major job classification have been women?
11. What percent of total promotions have been minority?
12. Is the ratio of or greater than the percent of the female representation in the contractor's work force?
13. What percent of total promotions have been women?
14. Is this equal to or greater than the percent of the female representation in the contractor's work force?
15. Are there inhibiting factors to equal opportunity for minorities in the training system? Please explain.
16. Are there inhibiting factors to equal opportunity for women in the training system? Please explain.
17. Does the contractor sponsor events open to all and participate in them?
18. Are there inhibiting factors to equal opportunity in the minority practices of the company? Please explain.
19. Are minorities significantly underrepresented in apprenticeship or other training programs? Please explain.

- |  | Yes | No | Unknown |
|--|-----|----|---------|
| 20. Are women significantly underrepresented in apprenticeship or other training programs? Please explain.   |     |    |         |
| 21. Does the contractor focus on hours affecting minorities and women as set forth in 60-212 and does it address those items noted in 60-212 such as those suggested in remaining paragraph? Please explain. |     |    |         |

D. Section 60-21, Corrective Action Programs

1. Has the contractor developed a corrective action program to the extent required by 60-21?
2. Was this included as part of the contractor's AAP or a separate program? What did the contractor suggest for members of an identified group?

PART B—ADDITIONAL DATA

	Yes	No	Unknown
--	-----	----	---------

A. Section 60-212, Development or Reaffirmation of Policy

1. Does the contractor's AAP include an EEO policy statement or reaffirmation of policy?
2. Does the policy statement address those items noted in 60-212 paragraphs a. through h. in this category?
  - a. If no, in what respect to the statement deficient?

B. Section 60-213, Discrimination of the Policy

1. Has the contractor provided substantiation of the policy statement in the contractor's policy program?
2. Are there examples of it being published in company publications, and been well posted to the positive notice that employees have adequate knowledge regarding the requirements of 60-212?
3. Has the contractor provided substantiation that employees have adequate knowledge regarding the requirements of 60-212?
4. Has the contractor provided substantiation that union officials have been informed of the policy?
5. Have there been articles published in all union contracts?
6. If employees are featured in linear or product advertisements, do they show minorities and women?
7. Is there evidence of communication to employees concerning the contractor's AAP?
8. Have all recruiting sources been informed verbally and in writing of company policy?
9. Is the EEO policy provided in the contractor's purchase order?
10. Has the contractor provided substantiation that it notifies minority female organizations in which the company policy?
11. Is there evidence that the contractor communicates to prospective employees the existence of the AAP?
12. Are minority and female employees shown in consumer or help wanted advertisements?
13. Has the contractor provided substantiation that it notifies subcontractors, vendor and suppliers of company EEO policy?

RULES AND REGULATIONS

C. Section 50-2.22, Responsibility for Implementation

Yes No Unknown

1. Is there evidence that an executive has been appointed as director or manager of the company's affirmative action program?
2. Is there a description of the executive's responsibilities?
3. Does it include those elements as noted in paragraph 10?
4. Is there a description of the management responsibilities and established goals and objectives?
5. Does top management identify problem areas and establish goals and objectives?
6. Is local management conduct periodic audits of minority hiring, promotion, etc.?
7. Does the local management conduct periodic audits of other minorities?
8. Is management aware of qualifications for minority and women?
9. Is a full opportunity for transfer and promotion available?
10. Does management conduct periodic audits to ensure policies are developed, securities are developed, minority and women are employed and full opportunity in company sponsored educational activities?

D. Section 50-2.24, Development and Execution of Programs

1. Is there evidence that the contractor reviews position descriptions?
2. Are position descriptions available to all members of management?
3. Are recruiters trained in affirmative action?
4. Is there evidence of an active involvement with minority communities?
5. Is there evidence of an active involvement with female organizations?
6. Are they minority and female employees on the personnel requisition?
7. Is there evidence of a public date in job descriptions?
8. Is there evidence of a public date in job descriptions?
9. Is there evidence of a public date in job descriptions?
10. Is there evidence of a public date in job descriptions?
11. Is there evidence of a public date in job descriptions?
12. Is there evidence of a public date in job descriptions?
13. Is there evidence of a public date in job descriptions?
14. Is the percent of terminations for females higher than for males?
15. If no, is there a valid reason? Please explain.

E. Section 50-2.25, Internal Audit and Reporting System

1. Is there evidence that the contractor monitors its affirmative action program?
2. Does the contractor receive formal reports from managers on the accomplishment of goals?
3. Is top management aware of the progress of the EO program?

F. Section 50-2.26, Support of Action Programs

1. Is the contractor management involved in external affirmative action programs?
2. Are they invited to participate in outside organizations?
3. Does the contractor support outside affirmative action programs?
4. Does the contractor support schools in order to assist minorities and women?
5. Does the contractor publicize EO requirements?
6. Does the contractor support organizations such as NAB, etc.

G. Section 50-2.13, Additional Ingredients of AAP

Yes No Unknown

1. If the contractor provided evidence to support the fact that the contractor is able to meet the dissemination guidelines (41 CFR pt. 60-2.1) in the areas of contractor conducting minorities and women not explain contractor performance against various goals.

Note.—Certain items in 50-2.13 are omitted as they are most appropriate for on-site review, if one is done.

(c) ON-SITE REVIEW GUIDELINES

Yes No

- A. EEO policies and procedures:
  1. Are EEO posters prominently displayed?
  2. What EEO policy statements are posted? Please explain.
  3. How are the EEO posters maintained and disseminated the policy? Please explain.
  4. Is EEO part of the orientation for new employees and are periodic meetings with employees and supervisors on the subject? Please explain.
  5. What role does the EEO coordinator play in dissemination of policy? Please explain.
  6. How much time does he spend in EEO work? (Percent...)
  7. Is there evidence of a public date in job descriptions? Please explain.
  8. Failure to adhere to EEO policies and procedures? Please explain.
3. Are supervisors held accountable for failures to meet EEO goals?

B. Workforce analysis.

If an adequate workforce analysis was not furnished during the on-site review, the compliance officer should ask to see, if available, the employee's representation report of his workforce summarizing the facility workforce (total, male, female, and male and female for each minority group comprising 2 percent or more of the labor force) by department or organization (i.e., a logical collective group such as personnel, manufacturing, finance, etc.) and by EEO-1 category within organization subdivided into (perhaps common) job groupings within an EEO-1 category. These job groupings should reflect one or more jobs having similar content, wage rates and opportunities. The job groupings should be ranked appropriately by skill or earnings or line of progression, or existing administrative practice. If earnings are used, the range of annual earnings for each grouping should be given. However, for the purpose of these guidelines and in all cases where pay is used, alphabetic or numeric coding or the use of an index of pay and pay ranges is acceptable and should be used when contractors are concerned about confidentiality of salary information.

C. Recruitment, hiring, selection and placement.

(a) If adequate applicant flow data was not furnished during the on-site review, the compliance officer should ask to see the contractor's applicant flow report summarizing total applicants by total, male, female, and male and female minority categories. While in many cases applicants are not classified by particular job, it should be possible to provide some separation of the applicant flow count into at least broad occupation groups. An applicant is defined as one who has applied for permanent employment and has complied with the company's formal application procedure. Next the report should show the numbers of offers of employment for each category and by total, male, female and male and female minority classifications. The report should show acceptance of offers for each category and by total, male, female and male and female minority classifications. The acceptances should also be related to the job groupings outlined in section B. Workforce Analysis. This report should reflect applicant activity for the last 6 months or the last 100 acceptances, whichever is less.

RULES AND REGULATIONS

(3) Where such a summary report is not available, the compliance officer should advise the contractor to maintain such data in the future, but the following collection of data should now be made to determine any problems that may exist in applicant flow and employment ratios if the company's own data is insufficient, the COO should obtain applications of 100 applicants for blue collar employment and 100 applicants for white collar employment, or applications for a 6-month period, whichever is the better. It may use a random sample or an immediate past chronological period. It may exclude certain job groupings where applicants and hires are clearly not a problem and should be sure to include the job groupings cited by you in section 1(a) above. He should construct the report described in the paragraph above showing applicants, hires and accommodations by total, male and female, and male and female minority stratifications by as much organization job grouping detail as possible.

(c) Sample a representative number of job requisitions on a given date and compare with minorities and women applying at the same time. Certain copies of any other forms utilized by the personnel operation such as interview reports, item if the contractor appears to have a well-structured recruiting system, a few examples of the procedure to assure that he is in fact using the system to assure equal employment opportunity.

	Yes No
1. Is the contractor maintaining an applicant flow chart which shows all the necessary information such as name, sex, age, job title and source of referral, date of application and appointment, date of the questionnaire administered and a suitable place for a follow-up summary sheet?	
2. Have all terminated applicants been given administrative action reports, could it not be maintained on a separate basis?	
4. How long are application forms retained and describe the filing system?	
5. Is there an affirmative action plan after initial application approval and before the start of job or before the time of contract award?	
6. Are there written job descriptions for job protection?	
7. If not, what procedures are used instead?	
8. Are job requisitions submitted to the compliance officer at the time of their preparation?	
9. Are there any criteria set for special treatments?	

(d) Is the contractor's applicant flow adequate for the job groupings cited by you in section 1, given the utilization factors for this category. If not, the contractor further investigate into recruitment methods and resources. Summarize the contractor's explanation of the specific recruitment methods and resources utilized for each job grouping involved. Indicate the impact of word-of-mouth or other employee referral systems. Explain if recruitment sources are contacted in writing at the time of actual job openings and how much information is provided to them as to the qual-

ifications necessary. Is he actively aware of the results of his recruitment efforts? Explain if the contractor has specifically targeted to hire minority and women candidates. Summarize these results. Explain if he has discontinued using any of those sources which have failed to make such referrals. Has he instituted any compensation or incentive programs to aid in minority recruitment? Describe blue collar recruitment programs if applicable. Describe in detail the job application process from the point where the applicant first makes contact with the contractor.

	Yes No
1. Are different interviews designed to interview applicants because of their job interest, race or sex?	
2. Is job counsel or job aid?	
3. If job hire is based upon a specific reason and is so noted on the application form?	
4. An applicant is not hired, what happens to the application form? Please explain.	
5. Who makes the final decision for hire and on what basis?	
6. In addition if interviews are conducted, is there feedback to the employment official?	
7. Does any committee for disparate selection ratios of minorities and women?	
8. Can a list of charges and conditions made by the selecting official?	

	Yes No
9. Are there any other selection criteria of the contractor's goals and objectives?	
10. What is the contractor's policy regarding the promotion of minorities?	

(c) Review a representative sample of personnel records of hires from different periods of time in various job groupings.

	Yes No
1. From a random sample of the hires and promotions as well as from company promotion data, have the contractors been able to compare and contrast the racial and ethnic composition of the workforce with the organizational goals and objectives?	
2. If not, explain the organizational goals and objectives to justify a well-structured recruitment system.	

(3) If the contractor states that the tests it uses have been validated, a written report must be available showing the use of samples used and minority and sex composition, nature of jobs, methods, nature of analysis, and results and recommendations.

The written validation report must be related to determine whether or not the test or selection procedure is valid as required by the EOCC Guidelines (11 CFR 101-11.6).

A contractor who cannot furnish adequate validation data on a test or selection procedure supporting validity of the test or subsequent incident, however, should not try to justify or resolve these issues directly with the contractor's compliance officer. In those cases in any case where the compliance officer cannot make a determination of non-compliance, the contractor's evidence of test validity is to be submitted for higher level review along with the compliance officer's analysis of the disparate effect.

D. Terminations—(a) If adequate data on terminations was not furnished during the on-site review, the compliance officer should ask to see, if available, the following report on terminations from the facility summarizing terminations for total male, female and male and female for each appropriate minority group, by organization and by job group. Consult section B above, workforce analysis, for further guidelines on job groupings.

(b) If such a summary report is not available, for further guidelines on job groupings, the contractor should, for hires, review a list of terminations, by name or official identification and termination dates, job assignment, minority group status, hiring date and date of termination. To determine if there is an unfair disparity of company policies, the period of at least 6 months or 100 such terminations should be reviewed, whichever is the lesser.

(c) If there is a disproportionate number of terminations because of minority group identification or sex, or a pattern of placement of minority group members or women to specific kinds of jobs, the causal factor should be explored and discussed.

H. Promotion and transfer—(a) If adequate data on promotions and transfers was not furnished during the on-site review, the compliance officer should ask to see, if available, male, female, and male and female for each appropriate minority group, by total, and by two-I category within organization subdivided into (perhaps common) job groupings on job promotion. A promotion is defined as any personnel action resulting in movement to a position of greater skill, effort or responsibility. Wage or salary increases alone do not determine a promotion.

(b) If such a report is not available, the compliance officer should review a list of 100 promotions or the last 6 months activity, whichever is less. The review should include names or other identification, minority group status, sex, previous job, department and pay, and new job and department and pay. A promotion is defined as any personnel action

resulting in movement to a position of greater skill, effort or responsibility. Wage increases alone do not determine a promotion.

(c) A determination should be made if there is a disparity between the promotion rate of minorities and women as related to the rate for nonminorities and/or males. In doing this analysis, the following procedure should be included:

Identify the various entry level positions and the promotional ladders as indicated by the contractor and by the OCO's confirmation through sample record analysis. Are these lines in any way oriented by race or sex? Please explain. With regard to promotions that are competitive, what is the significance of interview, ability and seniority in promotion and transfer considerations? Please explain. Are there any periodic written performance ratings which influence promotion or transfer? Are minorities or women concentrated in certain jobs outside any line of progression or which died end before the employees can reach the pay grade to which their experience, training or seniority might entitle them? Please explain. Is there a well-structured transfer program? Discuss any lack of representation of minorities and women in this program. Please explain.

(d) Review the file on transfer requests to determine if minorities or women have been overlooked or rejected disproportionately. Please summarize your findings. What is the frequency of inter- or intra-departmental transfer for better working conditions or to gain promotional opportunities? Is counseling offered to employees considering this move? How common is transfer from blue collar to white collar positions or from "traditionally female" or minority to "traditionally male" or nonminority jobs or vice versa? Who monitors promotion and transfer activity and through what means? How is job security affected by transfer or promotion and does this disproportionately affect minorities or women?

(e) Comment on the representation of minorities and women among supervisors and where promotions during the previous year suggest any improvement. If appropriate, review selected personnel records to conduct the following analysis. Explain how supervisors are selected. Who monitors these actions? Explain how supervisory ability is measured.

F. **Pay and salary analysis.** Review and compare wages and salaries of a sampling of minorities and women within selected job classifications. Are there positions with similar titles but with different rates of pay which seem to be related to the sex or race of the incumbent? Please explain. What is the contractor's explanation for these discrepancies? Please explain. Are there general salary ranges for jobs or specific rates at which everyone begins? Please explain. Do minority and women workers appear to be paid lower rates to begin with? Please explain. What is the contractor's explanation for this? Please explain. Who makes the determination as to what those starting rates will be? Please explain. Are the rates negotiable? Are minorities or women assigned to jobs where incentive earnings are more difficult? Please explain. Does review of any employee's records confirm or dispute the relationship of education, training and experience to pay? Please explain. Are minorities and women supervising integrated groups? Are women supervisors generally at a lower plateau in the organization? Where minorities and women have been newly installed as management, has there been any negative reaction from the workforce and how has management dealt with it? Please explain. Is there a supervisory development program? Please explain.

G. **Training and educational opportunities.** (a) If adequate data on training and educational opportunities was not furnished during the on-site review, the compliance officer should ask to see, if available, the employer's report on training at the facility, summarizing by training class the participation by total, male, female and male and female minority classifications and showing the training participation rate for each group. The report should reflect the last 6 months activity.

(b) If such a report is not available, the compliance officer should obtain from the contractor a list of various training and apprenticeship programs ongoing or completed during the last 6 months or other significant period of time, with name or other identification, minority group identification, sex of participants, date of completion and job and pay before and after training. Include employees hired directly into such programs.

(c) What types of training do new employees receive? How are additional opportunities for training and education advertised? Is there evidence of any disparate failure or dropout rate? If there is a registered apprenticeship program, has the contractor provided the Bureau of Apprenticeship and Training with an acceptable affirmative action program with goals and timetables? Is formal training being required now for jobs not previously involved?

Is this discriminatory? Does the contractor publicize EO achievements? Does the contractor support organizations which would assist his efforts and implement his affirmative action program?

H. [EO-211, additional ingredients of AAP.—Has the contractor provided evidence to support the fact that the contractor is abiding by the sex discrimination guidelines (41 CFR pt. 60-20)? Is there evidence that the contractor is considering minorities and women not in the work force?

(d) **SAMPLE LETTER TO THE CONTRACTOR I**  
**SATISFACTORY REVIEW**

I have reviewed your affirmative action plan and supporting documentation submitted to this office on ..... As a result of that review, I find your AAP acceptable and I will not be visiting your site for a more intensive review.

If my evaluation of your AAP, did, however, point out that you should be making a more concerted effort in ..... I would hope to see improvement in these areas during my next review.]

I appreciate your cooperation in this matter.

Optional. (Signature) \_\_\_\_\_

(e) **SAMPLE LETTER TO THE CONTRACTOR II**  
**UNSATISFACTORY REVIEW**

I have reviewed your AAP, submitted to this office on ..... As a result of the review on the material submitted, I cannot fully determine your compliance with the requirements of revised order No. 4. I would, therefore, like to schedule an onsite review on ..... I would appreciate your having data available to review the following areas: \_\_\_\_\_

If you have any questions relative to the above, please contact me.

Signed at Washington, D.C., this 11th day of May, 1973.

(SIGNATURE)

PETER J. BARTMAN,  
Secretary of Labor.  
PHILIP J. DAVIS,  
Acting Director, Office of  
Federal Contract Compliance.

[FR Doc. 72-9235 Filed 5-18-73; 8:45 AM]



# OFCC: Contractor Evaluation Checklist

The following checklist, issued as Attachment A to Order No. 14 (Re-Har3) [See 401:151], was designed by the Office of Federal Contract Compliance for use by compliance officers in making an off-site review of a nonconstruction contractor's experience under his Affirmative Action Plan.

availability. In making the work force analysis, the contractor shall conduct such analysis separately for minorities and women.

(1) In determining whether minorities are being underutilized in any job classification the contractor will consider at least all of the following factors:

(i) The minority population of the labor area surrounding the facility;

(ii) The size of the minority unemployment force in the labor area surrounding the facility;

(iii) The percentage of the minority work force as compared with the total work force in the immediate labor area;

(iv) The general availability of minorities having requisite skills in the immediate labor area;

(v) The availability of minorities having requisite skills in an area in which the contractor can reasonably recruit;

(vi) The availability of promotable and transferable minorities within the contractor's organization;

(vii) The existence of training institutions capable or training persons in the requisite skills; and

(viii) The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to minorities.

(2) In determining whether women are being underutilized in any job classification, the contractor will consider at least all of the following factors:

(i) The size of the female unemployment force in the labor area surrounding the facility;

(ii) The percentage of the female work force as compared with the total work force in the immediate labor area;

(iii) The general availability of women having requisite skills in the immediate labor area;

(iv) The availability of persons having requisite skills in an area in which the contractor can reasonably recruit;

(v) The availability of women seeking employment in the labor or recruitment area of the contractor;

(vi) The availability of promotable and transferable female employees

(vii) The existence of training institutions capable of training persons in the requisite skills; and

(viii) The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to women.

## CONTRACTOR EVALUATION CHECKLIST

(Off-site Review—AAP and Supporting Data)

Name of Contractor .....

Address of Contractor .....

Date of Letter Sent Requesting AAP .....

Date Receipt of AAP .....

Type of Review (Pre-Award, Post Award, Follow-Up Complaint) .....

Name and Telephone Number of Contractor EO Officer .....

### Part A—Essential Data

A. Section 60-2.11, Required Utilization Analysis

The requirements of Section 60-2.11 are as follows:

(a) An analysis of all major job classifications at the facility, with explanation if minorities or women are currently being underutilized in any one or more job classifications (the "classification" herein meaning one or a group of jobs having similar content, wage rates and opportunities). "Underutilization" is defined as having fewer minorities or women in a particular job classification than would reasonably be expected by their

	Yes	No	Unknown
1. a. Is there a utilization analysis for minorities? .....	_____	_____	_____
b. Does it consider the points itemized in Section 60-2.11(a)(1)? .....	_____	_____	_____
c. Describe any deficiencies with the analysis .....	_____	_____	_____

The Compliance Officer should use a narrative in addition to this checklist approach whenever necessary to adequately respond to the following inquiries.

2. a. Is there a utilization analysis for women? .....	_____	_____	_____
b. Does it consider the points itemized in Section 60-2.11(a)(2)? .....	_____	_____	_____
c. Describe any deficiencies with the analysis .....	_____	_____	_____

B. Section 60-2.12, Establishment of Goals and Timetables

1. Are the goals the contractor has set significant and attainable? .....	_____	_____	_____
2. Will the goals correct deficiencies? .....	_____	_____	_____
3. Are there separate goals and time tables for minorities and women to the extent required by Section 60-2.10? .....	_____	_____	_____
4. Has the contractor provided all evidence requested to demonstrate that all levels of management have been involved in the goal setting process? .....	_____	_____	_____

\*If question is not applicable to the contractor, note N/A.

\*\*Where information needed to complete this checklist is unavailable, use this column.

5. Has the contractor considered the expansion, contraction and turnover of the work force in developing its goals and timetables? .....

6. If the contractor has not established a goal, does his AAP analyze the factors in Section 60-2.11? ....

Yes	No	Unknown
_____	_____	_____
_____	_____	_____

**C. Section 60223, Identification of Problem Areas**

1. Complete the following:
  - a. Describe goal setting method used by contractor.
  - b. Review the contractor's degree of attainment of his current af-

firmative action plan goals and note any problems.

c. Complete Table Q of the Coding Sheet. If an on-site review is to be conducted, Table Q may be left until the on-site review, but suitable worksheets should now be developed.

Listing of Major* Job Classifications	AAP Goal	End of Last Period	Current	Percent of Goal Attain.
Official/Manager .....	_____	_____	_____	_____
Professional .....	_____	_____	_____	_____
Technician .....	_____	_____	_____	_____
Sales Worker .....	_____	_____	_____	_____
Office/Clerical .....	_____	_____	_____	_____
Craftsman .....	_____	_____	_____	_____
Operative .....	_____	_____	_____	_____
Laborer .....	_____	_____	_____	_____
Service Worker .....	_____	_____	_____	_____
Total .....	_____	_____	_____	_____

\* These would be subdivided into groupings of common job classifications, earnings ranges or common skill groups for each category.

**c. Female Representation Table (express as percentages)**

Listing of Major* Job Classifications	AAP Goal	End of Last Period	Current	Percent of Goal Attain.
Official/Manager .....	_____	_____	_____	_____
Professional .....	_____	_____	_____	_____
Technician .....	_____	_____	_____	_____
Sales Worker .....	_____	_____	_____	_____
Office/Clerical .....	_____	_____	_____	_____
Craftsman .....	_____	_____	_____	_____
Operative .....	_____	_____	_____	_____
Laborer .....	_____	_____	_____	_____
Service Worker .....	_____	_____	_____	_____
Total .....	_____	_____	_____	_____

\* These would be subdivided into groupings of common job classifications, earnings ranges or common skill groups for each category.

1. What is the percent of minority applicants? .....

2. What is the availability of minorities in the local work force expressed as a percentage of the local work force? .....

4. What is the percent of female applicants? .....

5. What is the availability of women in the local work force expressed as a percentage? .....

6. Are there written job descriptions? .....

7. Does your review of the application form indicate any problem? ..  
Please explain. ....

8. Have all tests that are used been validated to the extent required by the OFCC Testing Order? .....

9. a. What percent of hires by major job classification have been minority? .....

b. Is this improving the utilization condition for underutilized areas? ..

10. a. What percent of hires by major job classification have been women? .....

b. Is this improving the utilization condition for underutilized areas? ..

11. What percent of total promotions have been minority? .....

12. Is this equal to or greater than the percent of the minority representation in the contractor's work force?

13. What percent of total promotions have been women? .....

14. Is this equal to or greater than the percent of the female representation on the contractor's work force?

15. a. Are there inhibiting factors to equal opportunity for minorities in the transfer system?  
b. Please explain: .....

16. a. Are there inhibiting factors to equal opportunity for women in the transfer system? .....

17. Does it appear that the facility and company sponsored events are open to all and participated in by all?

Yes No Unknown

18. a. Are there inhibiting factors to equal opportunity in the seniority practices of the company? .....

\_\_\_\_\_

b. Please explain: .....

\_\_\_\_\_

19. Are minorities significantly underrepresented in apprenticeship or other training programs? .....

\_\_\_\_\_

Please explain: .....

\_\_\_\_\_

20. Are women significantly underrepresented in apprenticeship or other training programs? .....

\_\_\_\_\_

Please explain: .....

\_\_\_\_\_

21. Does the company focus on issues affecting minorities and women as set forth in Section 60-2.23 and does it address steps to meet such as those suggested in Section 20-2.24; (e.g., housing, child care, transportation, etc., as they impact recruiting/employment? .....

\_\_\_\_\_

Please explain: .....

\_\_\_\_\_

D. Section 60-2.1, Corrective Action Programs

1. Has the contractor developed a corrective action program to the extent required by Section 60.2.1? .....

\_\_\_\_\_

2. Was this included as part of the contractor's AAP or a separate program? .....

\_\_\_\_\_

What relief has the contractor suggested for members of an identified affected class? .....

\_\_\_\_\_

Part D - Additional Data

A. Section 60-2.20, Development or Reaffirmation of Policy

1. Does the contractor's AAP include an EEO policy statement or reaffirmation thereof? .....

\_\_\_\_\_

2. Does the Policy Statement address those items noted in 60.2.20, paragraphs 1 through 4 in their entirety? .....

a. If no, in what respects is the statement deficient .....

B. Section 60-2.21, Dissemination of the Policy

1. Has the contractor provided substantiation of the Policy Statement in the contractor's policy manual? ....

2. Are there examples of it being publicized in company publications? .....

3. Has the contractor provided substantiation that management meetings have been held relative to the requirements of Sec. 60-2.21? .....

4. Has the contractor provided substantiation that employees have attended meetings relative to the requirements of Sec. 60-2.21? .....

5. Has the contractor provided substantiation that EO is covered in new employee orientation and management training? .....

6. Has the contractor provided substantiation that union officials have been informed of the policy? .....

7. Are there non-discrimination clauses in all union contracts? .....

8. Have there been articles published on EO programs, progress reports, etc.? .....

9. If employees are featured in image or product advertisements, do they show minorities and women? ..

10. Is there evidence of communications to employees concerning the contractor's AAP? .....

11. Have all recruiting sources the contractor uses been informed verbally and in writing of company policy? .....

12. Is the EO clause incorporated in the contractor's Purchase Order? ..

13. Has the contractor provided substantiation that it is notifying minority/female organizations in writing of the company policy? .....

Yes No Unknown

14. Is there evidence that the contractor communicates to prospective employees the existence of the AAP?

15. Are minority and female employees shown in consumer- or help wanted advertising?

16. Has the contractor provided substantiation that it notifies subcontractor, vendor and suppliers of company EO policy?

C. Section 60-222, Responsibility for Implementation

1. Is there evidence that an executive has been appointed as director or manager of the Company EO program?

a. Is there a description of the executive's responsibilities?

b. Does it include those elements as noted in Section 60-222, paragraph (a)?

5. Is there a description of line management responsibilities?

4. Does line management identify problem areas and establish local goals and objectives?

5. Is local management active in minority and female organizations and/or community programs?

6. Does local management conduct periodic audits of training, hiring, promotions, etc.?

7. Does the local senior management conduct discussions with other management to ensure that the policies are being followed?

8. Does management review qualifications to ensure minorities and women are given full opportunities for transfer and promotions?

9. Is career counseling available for all employees?

10. Does management conduct periodic audits to ensure posters are displayed, facilities are desegregated, minority and female employees get a full opportunity in company sponsored educational training and recreational activities?

D. Section 60-224, Development and Execution of Programs\*

1. Is there evidence that the contractor reviews position descriptions?

2. Are worker specifications consistent for the same job?

3. Are position descriptions available to all members of management?

4. Are recruiters trained in EO?

5. Is there evidence of an active involvement with minority organizations?

6. Is there evidence of an active involvement with female organizations?

7. Do minority and female employees refer applicants?

8. Are there minority and female employees on the personnel relations staff?

9. Does the company participate in job fairs or career days?

10. Is there evidence of an active recruiting program at minority schools?

11. Is there evidence of an active recruiting program at female schools?

12. Is the percent of terminations for minorities higher than for majorities?

13. If so, is there a valid rationale? Please explain:

14. Is the percent of terminations for females higher than for males?

15. If so, is there a valid rationale? Please explain:

E. Section 60-225, Internal Audit and Reporting System

1. Is there evidence that the contractor monitors its affirmative action program?

2. Does the contractor require formal reports from managers on the accomplishment of goals?

\* Note: Certain items in Sec. 60-224 are omitted as they are more appropriate for review, if one is done.

3. Is top management aware of the progress of the EO program? .....

Yes

No

Unknown

F. Section 60-2.26, Support of Action Programs .....

1. Is the contractor management involved in external affirmative action programs? .....

2. Are employees encouraged to participate in outside organization? .....

3. Does the contractor support outside training programs? .....

4. Does the contractor support schools in order to assist minorities and females? .....

5. Does the contractor publicize EO achievements? .....

6. Does the contractor support organizations such as NAB, etc? .....

G. Section 60-2.13, Additional Ingredients of AAP

1. Has the contractor provided evidence to support the fact that the contractor is abiding by the Sex Discrimination Guidelines (41 CFR Part 60-20)? .....

2. Is there evidence that the contractor is considering minority and women not in the work force? .....

H. Explain Contractor's performance against previous goals: .....

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following guidelines, issued as "Attachment B" to Order No. 14 (Revised) (See 4810381), were prepared by the Office of Federal Contract Compliance to aid compliance officers in conducting on-site reviews of a nonconstruction contractor's affirmative action experiences.

**ON-SITE REVIEW GUIDELINES**

**A. EEO Policies and Procedures**

- |   |        |
|---|--------|
| 1. Are EEO posters prominently displayed? .....   | Yes No |
| 2. What EEO policy statements are posted? Please explain: .....   |        |
| 3. How have the lower level supervisors received and disseminated the policy? Please explain: .....   |        |
| 4. Is EEO part of the orientation for new employees ..... and are there periodic meetings with employees ..... and/or supervisors on the subject? Please explain: .....   |        |
| 5. What role does the EEO Coordinator play in dissemination of policy? Please explain: .....  |        |
| 6. How much time does he spend in EEO work? .....   | %      |
| 7. Has management expressed any intention in writing or otherwise to take disciplinary action for failure to adhere to EEO policies and procedures? Please explain: ..... |        |
| 8. Are supervisors held accountable for failure to meet EEO goals? .....  |        |

**B. Workforce Analysis**

If an adequate workforce analysis was not furnished during the off-site review, the compliance officer should ask to see, if available, the employer's representation report of his workforce summarizing the facility workforce (total male, female, and male and female for each minority group comprising 2 percent or more of the labor area) by department or organization (i.e., a logical cohesive group such as personnel, manufacturing, finance, etc.) and by EEO-1 category within organization subdivided into (perhaps common) job groupings within an EEO-1 category. These job groupings should reflect one or more jobs having similar content, wage rates and opportunities. The job groupings should be ranked appropriately by skill or earnings or line of progression, or existing administrative practice. If earnings for each grouping should be given. However, for the purpose of these Guidelines and in all cases where pay is used, alphabetic or numeric coding or the use of an index of pay ranges is acceptable and should be used when contractors are concerned about confidentiality of salary information.

**C. Recruitment, Hiring, Selection and Placement**

(a) If adequate applicant flow data was not furnished during the off-site review, the compliance officer should ask to see the contractor's applicant flow report summarizing total applicants by total, male, female, and male and female minority classifications. While in many cases applicant are not classified by particular job, it should be possible to provide some separation of the applicant flow counts into at least broad occupation groups. An applicant is defined as one who has applied for permanent employment and has complied with the company's formal application procedure. Next the report should show the number of offers of employment for each

and male and female minority classifications. The report should show acceptance of offers for each category and by total, male, female and male and female minority classifications. The acceptances should also be related to the job groupings outlined in Section B, Workforce Analysis. This report should reflect applicant activity for the last six months or the last 100 acceptances, whichever is less.

(b) Where such a summary report is not available, the compliance officer should advise the contractor to maintain such data in the future, but the following collection of data should now be made to determine any problems that may exist in applicant flow and employment ratios. If the company's own data is insufficient, the COO should obtain applications of 100 applicants for blue collar employment and 100 applicants for white collar employment, or applications for a six (6) month period, whichever is the lesser. He may use a random sample or an immediate past chronological period. He may exclude certain job groupings where applicants and hires are clearly not a problem and should be sure to include the job groupings cited by you in Section 1 above. Now he should construct the report described in the paragraph above showing applicants, offers and acceptances by total, male and female, and male and female minority classifications by as much organization job grouping detail as possible.

(c) Sample a representative number of job requisitions on a given date and compare with minorities and women applying at the same time. Obtain copies of any other forms utilized by the personnel operation such as interview reports. Even if the contractor appears to have a well-structured recordkeeping system, review examples of the procedure to assure that he is in fact using the system to assure equal employment opportunity.

taining an applicant flowchart which gives all the necessary information such as name, race, sex, job applied for, source of referral, date of application and disposition? .....

- |   |  |
|---|--|
| 2. Do the forms request information which could be used in a discriminatory manner? .....   |  |
| Specify the questionable information and who might have access to it .....  |  |
| 3. If such information is allegedly asked for affirmative action purposes, could it not be maintained on a separate record? .....   |  |
| 4. How long are application forms retained and describe the filing system? .....  |  |
| 5. Is there an affirmative action file or other retrieval systems to enable minorities and women to be reconsidered if no job can be offered at the time of their original application? .....   |  |
| 6. Are there written job descriptions or job specifications? .....  |  |
| If not what procedures are used instead? .....  |  |
| 7. Are job requisitions submitted to the employment office in writing and how detailed are they? .....  |  |
| 8. Are these forms or others used for external recruitment .....  |  |
| (d) Is the contractor's applicant flow adequate for the job group cited by you in Section 1, given utilization factors for this facility not, the following further investigation into recruitment methods/resources is necessary. Summarize the contractor's explanation of specific recruitment methods and sources utilized for each job group ..... |  |

ing involved. Explain the impact of word-of-mouth or other employee referral systems. Explain if recruitment sources are contacted in writing at the time of actual job openings and how much information is provided to them as to the qualifications necessary. Is he actually aware of the results of his recruitment efforts? Explain if the contractor has specifically requested to have minority and women candidates among these referrals. Explain if he has discontinued using any of these sources which have failed to make such referrals. Has he instituted any transportation or housing programs to aid in minority recruitment? Describe any other recruitment programs if applicable. Describe in detail the job application process from the point where the applicant first makes contact with the contractor.

8. Can and does anyone challenge decisions made by the selecting officials? .....

Please explain: .....

9. Are those who make selection conscious of the contractor's goals and timetables? .....

Please explain: .....

10. What role does the EEO Coordinator play in the selection process? Please explain: .....

.....

(c) Review a representative sample of personnel records of hires from different periods of time in various job categories.

1. From discussions with the interviewers and supervisors as well as from comments appearing on the application forms, what appear to be some of the more subjective criteria? Please explain: .....

.....

2. Does the contractor claim any bona fide occupational qualifications to justify sex discrimination? Please explain: .....

.....

(f) If the contractor states that the tests it uses have been validated, a written report must be available specifying size of samples used and minority and sex composition, nature of jobs, criteria, methods of analysis, and results and recommendations.

The written validation report must be reviewed to determine whether or

valid as required by the OFCC Testing Order (41 CFR 60-3).

A compliance officer who has satisfactorily completed an adequate training course should inform contractors of apparent noncompliance with the Order when validity or evidence supporting validity of tests is absent or substantially deficient. However, since the issues involved in test validity are often quite technical and complex, the compliance officer should not try to identify or resolve these issues directly with the contractor during the review. In these cases or in any case where the compliance officer cannot make a clear determination of noncompliance, the contractor's evidence of test validity is to be submitted for higher level review along with the compliance officer's analysis of the disparate effect.

**D. Terminations**

(a) If adequate data on terminations was not furnished during the off-site review, the compliance officer should ask to see, if available, the employer's report on terminations at the facility summarizing terminations for total, male, female and male and female for each appropriate minority group, by organization and by EEO-1 category within organization (perhaps common) job groupings within EEO-1 category. Consult Section B above, Workforce Analysis, for further guidelines on job groupings.

(b) If such a summary report is not available, for a similarly statistically significant time frame as investigated for hires, review a list of terminations, by name or other identification, showing hire and termination dates, job assignment, minority group membership and sex. If possible, the terminations should be related to the period covered by the hiring analysis. To determine if there is an unfair disparity of company policies, the period of at least six (6) months or .01 such terminations should be reviewed, whichever is the lesser.

number of terminations because of minority group identification or sex, or a pattern of placement of minority group members or women to specific kinds of jobs, the causal factor should be explored and discussed.

**E. Promotion and Transfer**

(a) If adequate data on promotions and transfers was not furnished during the off-site review, the compliance officer should ask to see, if available, the employer's report on promotions at the facility summarizing promotions for total, male, female, male and female and female for each appropriate minority group, by organization and by EEO-1 category within organization subdivided into (perhaps common) job groupings within EEO-1 category. Consult Section B above, Workforce Analysis, for further guidelines on job groupings. A promotion is defined as any personnel action resulting in movement to a position of greater skill, effort or responsibility. Wage or salary increases alone do not determine a promotion.

(b) If such a report is not available, the compliance officer should review a list of 100 promotions or the last six months' activity, whichever is less. The review should include name or other identification, minority group status, sex, previous job, department and pay, and new job and department and pay. A promotion is defined as any personnel action resulting in movement to a position of greater skill, effort or responsibility. Wage increases alone do not determine a promotion.

(c) A determination should be made if there is a disparity between the promotion rate of minorities and women as related to the rate of non-minorities and/or males. In doing this analysis, the following procedure should be included:

Identify the various entry level positions and the promotional ladder as indicated by the contractor and by the OCO's confirmation through sample record analysis. Are there

Yes No

1. Are different interviewers assigned to interview applicants because of their job interest, race or sex? .....

2. Is job counseling offered? .....

3. If not hired, is the applicant given a specific reason and is it so noted on the application form? .....

4. If an applicant is not hired, what happens to the application form? Please explain: .....

5. Who makes the final decision for hire and on what basis? .....

6. If additional interviews are conducted, is there feedback to the employment office? .....

7. Does anyone monitor for disparate rejection ratios of minorities and women? .....

What? .....

any way oriented by race or sex? Please explain. With regard to promotions that are competitive, what is the significance of interest, ability and seniority in promotion and transfer considerations? Please explain. Are there any periodic written performance ratings which influence promotion or transfer? Are minorities or women concentrated in certain jobs outside any line of progression or which dead end before the employees can reach the pay grade to which their experience, training or seniority might entitle them? Please explain. Is there a well-structured transfer program? Discuss any lack of representation of minorities and women in this program. Please explain.

(1) Review the file on transfer requests to determine if minorities or women have been overlooked or rejected disproportionately. Please summarize your findings. What is the frequency of inter- or intra-departmental transfer for better working conditions or to gain promotional opportunities? Is counseling offered to employees considering this move? How common is transfer from blue collar to white collar positions or from "traditionally female" or minority to "traditionally male" or non-minority jobs or vice versa? Who monitors promotion and transfer activity and through what means? How is job security affected by transfer or promotion and does this disproportionately affect minorities or women?

(2) Comment on the representation of minorities and women among supervisors and where promotions during the previous year suggest any improvement. If appropriate, review selected personnel records to conduct the following analysis. Explain how supervisors are selected. Who monitors these actions? Explain how supervisory activity is measured.

#### F. Wage and Salary Analysis

Review and compare wages and salaries of a sampling of minorities and women within selected job classifications. Are there positions with similar

duties but with different rates of pay which seem to be related to the sex or race of the incumbents? Please explain. What is the contractor's explanation for these discrepancies? Please explain. Are the general salary ranges for jobs or specific rates at which everyone begins? Please explain. Do minority and women workers appear to be paid lower rates to begin with? Please explain. What is the contractor's explanation for this? Please explain. Who makes the determination as to what these starting rates will be? Please explain. Are the rates negotiable? Are minorities or women assigned to jobs where incentive earnings are more difficult? Please explain. Does review of any employee's records confirm or dispute the relationship of education, training and experience to pay? Please explain. Are minorities and women supervising integrated groups? Are women supervisors generally at a lower plateau in the organization? Where minorities and women have been newly installed as supervisors has there been any negative reaction from the workforce and how has management dealt with it? Please explain. Is there a supervisory development program? Please explain.

#### G. Training and Educational Opportunities

(a) If adequate data on training and educational opportunities was not furnished during the off-site review, the compliance officer should ask to see, if available, the employer's report on training at the facility summarizing by training class the participation by total, male, female and male and female minority classifications and showing the training participation rate for each group. The report should reflect the last six months' activity.

(b) If such a report is not available, the compliance officer should obtain from the contractor a list of various training and apprenticeship programs on-going or completed during the last six months or other

identification, minority group identification, sex of participants, date of completion and job and pay before and after training. Include employees hired directly into such programs.

(c) What types of training do new employees receive? How are additional opportunities for training and education advertised? Is there evidence of any disparate failure or dropout rate? If there is a registered apprenticeship program, has the contractor provided the Bureau of Apprenticeship and Training with an acceptable affirmative action program with goals

being required now for jobs not previously involved? Is this discriminatory? Does the contractor publicize achievements? Does the contractor support organizations which assist his efforts and implement his affirmative action program?

#### H. Section 60-2.13, Additional Ingredients of AAP

Has the contractor provided evidence to support the fact that contractor is abiding by the Sex Discrimination Guidelines (41 CFR 60-20)? Is there evidence that contractor is considering minorities and women not in the work force



AFFIRMATIVE ACTION PLAN.

FOR THE

SPECIAL UNITS

1. University Administration
2. Special Units for Auxiliary  
and Academic Administration
3. Division of University Studies
4. Department of Athletics
5. Integrated Goals for the Special Units

This section deals with a number of "special units" within N. C. State University. For purposes of affirmative action planning, these units are divided into four groups: (1) University Administration, (2) Special Units for Auxiliary and Academic Administration, (3) Division of University Studies, and (4) Department of Athletics. Because of the diverse characteristics of these groups, a brief discussion of each is provided, with emphasis on patterns of EPA employment. This discussion is followed by an integrated expression of affirmative action goals covering all four groups.

## 1. UNIVERSITY ADMINISTRATION

For purposes of affirmative action planning, the University Administration is considered as a unit. The 41 administrative positions comprising this unit are listed in Table 1

As of June 15, 1973, the University Administration was comprised entirely of white males. This condition is not to be attributed to overt acts of discrimination on the part of the University in the past; however, if it were to continue over a long period into the future, it would be indicative of negligence in providing equal opportunity.

Assessment of the availability of potential candidates for administrative positions is a difficult matter. The 1970 United States census data indicate a total of 39,100 "college administrators," distributed as follows: 72.8% white males, 21.6% white females, 2.8% black males, 2.0% black females, 0.6% other males, and 0.1% other females. One explanation for the white male administrative situation at NCSU lies in the kinds of programs which have been and are offered here. Since there are few minority or female faculty available in such fields as engineering, forestry, or textiles, it follows that there would be even fewer female or minority administrators who have come up through the ranks. Another explanation lies in the fact that until the middle sixties, NCSU was basically a male institution. As such it would be expected that most administrators would be male. For instance, until 1963 N. C. State did not even offer a degree in liberal arts. The growth of the School of Liberal Arts over the past decade has been phenomenal, and it has greatly increased the number of female students and faculty. Since the development of administrators takes time, one would expect a lag on this campus in the emergence of female administrators.

TABLE 1

Administrative Positions Comprising the  
"University Administration" Unit

Chancellor

Vice Chancellor and Provost  
Associate Provost  
Assistant Provost for University Computing  
Head, Division of University Studies

Dean, Graduate School  
Assistant Dean

Administrative Dean for Research  
Assistant Administrative Dean

Vice Chancellor for Extension and Public Service  
Assistant Vice Chancellor

Dean, Student Affairs  
Associate Deans (3)

Dean, International Programs

Vice Chancellor for Finance and Business  
Assistant Vice Chancellor

Director, Foundations and Development

Dean, School of Agriculture and Life Sciences  
Associate Deans (3)

Dean, School of Design

Dean, School of Education  
Associate Dean

Dean, School of Engineering  
Associate Deans (2)  
Assistant Dean

Dean, School of Forest Resources  
Assistant Dean

Dean, School of Liberal Arts  
Associate Dean

Dean, School of Physical and Mathematical Sciences  
Associate Dean

Dean, School of Textiles  
Assistant Dean

Director, Alumni Affairs

Director, Athletics

Director, Information Services

The following mechanism will be used to ensure that minorities and females are given equal opportunity in the filling of administrative posts. In cases where search committees function, the committees will be urged to seek minority and female candidates. In cases where no such candidates exist or can be located the committee will be asked to document its search at the time it presents the list of top candidates to the Chancellor.

In cases of administrative staff positions which are not filled by a selection committee, the Chancellor will require a documentation of search efforts including a list of candidates interviewed. If no minority or females are among those interviewed, the Chancellor may require additional searching unless the evidence clearly demonstrates that further searching would be futile.

Affirmative action goals for University Administration over the next three years (during which five vacancies are expected as a result of retirement and creation of new positions) are to fill at least one position with a woman and at least one position with a representative of a minority race.

## 2. SPECIAL UNITS FOR AUXILIARY AND ACADEMIC ADMINISTRATION

This section describes the employment programs of eleven of the smaller administrative units within the University. Included are the offices of: Alumni Affairs, the Chancellor, the Computing Center, Foundations and Development, the Graduate School, Information Services, International Programs, the Provost, the Radiological Safety Office, Research Administration, and the Water Resources Research Institute.

The types of functions performed by these units are extraordinarily diverse; ranging from the primarily administrative functions of the Office of the Chancellor, to the primarily coordinative function of the Water Resources Research Institute, to the primarily service function of the Computing Center. The reason why these diverse small units are being considered as a group (viz., "special administrative units") is to facilitate the statement of meaningful and realistic affirmative action goals.

Within the eleven administrative units there are a total of eleven EPA non-faculty positions (excluding positions considered as part of the University Administration). Of these eleven positions, ten are occupied by white males and one is occupied by a white female.

It is expected that there will not be any significant increase within the next three years in the number of EPA positions in the eleven special units comprising this group. Any increases in the proportions of women and minority race representatives would have to be achieved through replacements. Because the turnover rate over the past five years has been virtually zero, and because no retire-

ments or new positions are expected, the setting of any specific affirmative action goal would appear to be questionable at best.

The small number of EPA positions in each of the units coupled with the wide diversity of personnel qualifications among the units, render impractical the implementation of a unified program for recruiting women and representatives of minority races. Each unit will recruit personnel for EPA positions by means of channels appropriate to the particular position. These means shall include notification of other institutions and advertisement in publications of professional groups.

All offers of appointment are subject to the approval of the Provost. It will be required that all requests for appointment action be accompanied by the following information on each candidate considered seriously for the position: name, sex, minority group affiliation, manner of recruitment (or other means by which contact with candidate was made), qualifications, comparison of qualifications with those of the selected candidate, and expressions of interest (positive or negative) expressed by the candidate.

It will be the responsibility of the Equal Employment Opportunities Officer to coordinate recruitment efforts for women and minority race candidates for EPA positions and to prepare annually a report to the Provost summarizing and evaluating the affirmative action activities of the special units for auxiliary and academic administration.

### 3. DIVISION OF UNIVERSITY STUDIES

The Division of University Studies is a small special academic unit responsible for interdisciplinary programs dealing with contemporary issues and problems. The Head of the Division reports directly to the Provost.

The major activity of the Division is the offering of interdisciplinary courses open without prerequisites to students in all curricula. By design, less than half of the Division's eleven EPA faculty positions are filled with full-time faculty. The funds associated with vacant positions are used to reimburse the academic departments from which faculty members throughout the University are drawn to participate in particular courses. The full-time faculty in the Division currently is comprised of two professors, one visiting assistant professor, and two instructors; all of whom are white males. Of the ten faculty members participating last semester on a released-time basis in University Studies courses, two were female.

Affirmative action goals for the Division of University Studies over the three years are: (1) to fill at least one EPA faculty position (on either a full-time, visiting, or released-time basis) with a female or a member of a minority race, and (2) to encourage academic departments throughout the University to employ female and minority faculty to participate on a released-time basis in University Studies programs.



#### 4. DEPARTMENT OF ATHLETICS

The Department of Athletics has 23 EPA non-faculty positions: 7 officials and managers and 16 professionals (i.e., coaches). At present, all of these positions are occupied by white males.

It is expected that there will not be any increase within the next three years in the number of EPA positions; thus, any increase in the proportion of women and minority race representatives would have to be achieved through replacements. The turnover rate in the Department of Athletics is highly erratic and in recent years has been very small. For purposes of affirmative action planning, it is estimated five positions will become vacant in the next three years: one officials and managers position and four professional positions. It is the goal of the Department of Athletics over the next three years to fill at least two of these positions with black males.

Detailed information on the available pool of prospective EPA non-faculty personnel for the Department of Athletics appears on the following four pages.

School/Department: Athletics

Form No. 2, page one

Individual Completing Form: Willis R. Casey

## PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Bachelor's Degree - and some coaches required to teach Physical Education and would require Teacher's Certificate.

Officials and Managers -- Experience in college athletics, and proven ability in administrative and managerial work.

Professionals (Coaches) -- Prior experience in, and proven ability, to teach and coach specific sport.

Others - - Education and some experience in area of work.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

## OFFICIALS AND MANAGERS

	Number	Percent
White Male	8,561	65.7
White Female	3,453	26.5
Black Male	234	1.8
Black Female	274	2.1
Other Male	234	1.8
Other Female	274	2.1
TOTAL	13,030	100%

## PROFESSIONALS

	Number	Percent
White Male	19,710	65.7
White Female	7,950	26.5
Black Male	480	1.8
Black Female	630	2.1
Other Male	480	1.8
Other Female	630	2.1
TOTAL	29,880	100%

## TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department:                     Athletics                    

Individual Completing Form:           Willis R. Casey          

Form No. 2, page two

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

We collaborated with William W. Cobey, Jr., Department of Athletics, University of North Carolina. List of data sources attached.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

See attached

c. Evaluate the accuracy and/or completeness of the data you have used:

The data is accurate and complete to the best of my knowledge. Since there is no precedent, we have been forced to draw some conclusions on our own, and feel sure these are not completely accurate. For instance, Mr. Cobey feels that there are more qualified blacks than the data indicates because of the large percentage of blacks in professional football, basketball, and baseball.

d. Indicate particular problems encountered in trying to ascertain availability information:

1. The National Collegiate Athletic Association does not keep any data on the basis of race.
2. The American Association of Health, Physical Education and Recreation does not keep any data on the basis of race or sex.
3. The NCAA keeps participation figures for ten sports.

School/Department:                     Athletics                    

Individual Completing Form: Willis R. Casey Form No. 2, Page two  
(cont.)

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

1. National Association of Collegiate Directors of Athletics
2. National Collegiate Athletic Association
3. American Association of Health, Physical Education and Recreation
4. 1970 Census of Population -- U. S. Dept. of Commerce
5. Earned Degrees Conferred 1970-71--DHEW Publication No. (OE) 73-11412
6. Equal Employment Opportunity Report, 1970
7. Equal Employment Opportunities for Minority Group College Graduates, The Garrett Press, 1972
8. Racial and Ethnic Enrollment Data from Institutions of Higher Education, Fall 1970 - DHEW
9. Digest of Educational Statistics, 1972

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

1. As of 1970, 9,634,000 white and black males and females had four or more years of college education as follows:

White Males	6,584,000
White Females	2,656,000
Black Males	182,000
Black Females	212,000
Total	<u>9,634,000</u>

As of Fall 1970, enrollment of institutions of higher education was 4.4 percent blacks, and 3.8 percent other minorities.

Therefore, for simplicity, we assumed that there were as many people of other minorities as there were blacks that had finished four (4) or more years of college as of 1970.

With this assumption we can derive the following numbers and percentages of people that had finished four or more years of college as of 1970:

	<u>Numbers</u>	<u>Percentages</u>
White Males	6,584,000	65.7
White Females	2,656,000	26.5
Black Males	182,000	1.8
Black Females	212,000	2.0
Other Males	182,000	1.8
Other Females	212,000	2.1
	<u>10,028,000</u>	<u>100.0</u>

2. Officials and Managers

As of 1972, there were 2,606 institutions of higher education. Assuming there are four individuals at each institution that meet our basic requirements for appointment, this would give us a total pool of 13,030 people.

Then, we multiplied the percentages of males and females in each category times 13,030.

3. Professionals

There are approximately 30,000 members of the American Association of Health, Physical Education and Recreation. We assumed that all of these members met our basic requirements for appointment, and multiplied this number times the percentages of males and females in each category that we developed in Item #1 of this section.

## 5. INTEGRATED GOALS FOR THE SPECIAL UNITS

While each of the "special units" considered in this affirmative action plan is relatively small, in combination they represent a sizeable number of employees: 5 EPA faculty, 75 EPA non-faculty, and 101 SPA employees.

Specific affirmative action goals for all of the special units are expressed in the tables on the following pages.

TABLE I

PRESENT FACULTY COMPLEMENT  
 (According to October 1973 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT  
 FOR ACADEMIC YEAR 1975-76  
 (Reflecting Anticipated Promotions  
 and your Projected Hiring Goals)

	White		Black		Other		Total		//////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME									//////								
Department Head									//////								
Professor	2						2	//////	2								
Associate Professor								//////									
Assistant Professor								//////									
Instructor	2						2	//////	2								
Lecturer								//////									
SUB-TOTAL	4						4	//////	4								
*PERMANENT PART-TIME								//////									
Professor								//////									
Associate Professor								//////									
Assistant Professor	1						1	//////	1								
Instructor								//////									
Lecturer								//////									
Visiting								//////									
SUB-TOTAL	1						1	//////	1								
TOTAL	5						5	//////	5								

\*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments. The numbers which need to be filled in here are not supplied in the October tabulation and will need to come from your own records.

AFFIRMATIVE ACTION PLAN  
EPA FACULTY

SCHOOL/DEPARTMENT Special Units

DATE 23 January 1974

COMPLETED BY A. Carnesale

TABLE III  
TOTAL FACULTY COMPLEMENT  
(According to October 1973 Tabulation)  
See Table I

TABLE IV  
PROJECTED FACULTY COMPLEMENT  
(For Academic Year 1975-76)  
See Table III

Availability Percentages	Full Time		Part Time		Total		See Note(e)	Full Time		Part Time		Total	
	No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	4	100	1	100	5	100	/	4	100	1	100	5	100
White Female							/						
Black Male							/						
Black Female							/						
Other Male							/						
Other Female							/						
TOTAL	4	100%	1	100%	5	100%	/	4	100%	1	100%	5	100%

- (a) These percentages should be taken directly from the charts you completed in questions #2 or #4 of Form I.
- (b) These percentages should be computed on the basis of total number of full-time.
- (c) These percentages should be computed on the basis of total number of part-time.
- (d) These percentages should be computed on the basis of total number of full-time plus part-time.
- (e) In this column: place a + (plus) if the percentage in the column marked Total in Table III is higher than the percentage in the corresponding column marked Availability or place a - (minus) if the percentage in the column marked Total is lower than the percentage in the corresponding column marked Availability.



SPECIAL UNITS AFFIRMATIVE ACTION PLAN

EPA NON-FACULTY

TABLE I  
EPA NON-FACULTY  
PRESENT COMPLEMENT

	White		Black		Total	
	M	F	M	F	M	F
Officers & Managers	50	0	0	0	50	0
Professionals	25	0	0	0	25	0
	—	—	—	—	—	—
TOTAL	75	0	0	0	75	0

TABLE II  
EPA NON-FACULTY  
PROJECTED COMPLEMENT, 1975-76

	White		Black		Total	
	M	F	M	F	M	F
	46	2	2	0	48	2
	24	0	1	0	25	0
	—	—	—	—	—	—
	70	2	3	0	73	2

TABLE I  
 PRESENT SPA COMPLEMENT

TABLE II  
 PROJECTED SPA COMPLEMENT FOR  
 ACADEMIC YEAR(S) 1973-74  
 (Reflecting Anticipated Promotions  
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL			WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers	5						5			5						5	
Professionals		10					10			10							10
Technicians	18	8	3				21	8		18	8	3				21	8
Sales																	
Clerical	4	39	2	3			6	42		4	38	2	4			6	42
Craftsman	3						3			3						3	
Operations (semiskilled)		3					3				3						3
Laborers																	
Service Workers				3			3					3				3	
SUB-TOTAL	30	60	5	6			35	66		30	59	5	7			35	66
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical																	
Craftsman																	
Operations (semiskilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL																	
TOTAL	30	60	5	6			35	66		30	59	5	7			35	66

\*SPA individuals working at least 1/2-time in a permanently established position.

TABLE I  
 PRESENT SPA COMPLEMENT

TABLE II  
 PROJECTED SPA COMPLEMENT FOR  
 ACADEMIC YEAR(S) 1974-75  
 (Reflecting Anticipated Promotions  
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL			WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers	5						5			5						5	
Professionals		10						10			10						10
Technicians	18	8	3				21	8		18	7	3	1			21	8
Sales																	
Clerical	4	39	2	3			6	42		4	38	2	4			6	42
Craftsman	3						3			3						3	
Operations (semiskilled)		3					3				3					3	
Laborers																	
Service Workers				3				3					3				3
SUB-TOTAL	30	60	5	6			35	66		30	58	5	8			35	66
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical																	
Craftsman																	
Operations (semiskilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL																	
TOTAL	30	60	5	6			35	66		30	58	5	8			35	66

\*SPA individuals working at least 1/2-time in a permanently established position.

TABLE I  
 PRESENT SPA COMPLEMENT

TABLE II  
 PROJECTED SPA COMPLEMENT FOR  
 ACADEMIC YEAR(S) 1975-76  
 (Reflecting Anticipated Promotions  
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers	5						5		//////	5						5	
Professionals		10						10	//////		9		1				10
Technicians	18	8	3				21	8	//////	18	7	3	1			21	8
Sales									//////								
Clerical	4	39	2	3			6	42	//////	4	37	3	4			7	41
Craftsman	3						3		//////	3						3	
Operations (semi skilled)		3					3		//////		3					3	
Laborers									//////								
Service Workers				3			3		//////				3			3	
SUB-TOTAL	30	60	5	6			35	66	//////	30	56	6	9			36	65
<b>*PART-TIME</b>																	
Officials & Managers									//////								
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical									//////								
Craftsman									//////								
Operations (semi skilled)									//////								
Laborers									//////								
Service Workers									//////								
SUB-TOTAL									//////								
TOTAL	30	60	5	6			35	66	//////	30	56	6	9			36	65

\*SPA individuals working at least ½-time in a permanently established position.