

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

March 23, 1973

MEMO TO: ✓ Dr. Albert Carnesale
Dean D. W. Chaney
Dean C. J. Dolce
Dean E. L. Ellwood
Dean R. E. Fadum
Dean J. E. Legates
Dr. I. T. Littleton
Dean C. E. McKinney
Dean A. C. Menius
Dean B. C. Talley
Dean R. O. Tilman
Vice Chancellor W. L. Turner
Vice Chancellor J. D. Wright

FROM: Clauston Jenkins

The attached material was compiled by the General Administration of UNC for our use in providing Equal Employment Opportunity. You may be familiar with some of the citations, and others are not germane to your interests, but it is the most complete list that I have seen and some of the sources would appear to be worth investigating as part of your broadened recruitment efforts.

cc: Provost H. C. Kelly

Attachment

CJ/ss



Recruitment

Academic Women

To assist colleges and universities find qualified women, many of the professional associations have developed rosters of women scholars and administrators. The following list of organizations, rosters and publications, while by no means exhaustive, does represent an informational resource which may be of value in the search for qualified professional women.

I. Organizations

Women's Caucuses, Committees and Professional Associations
(see Appendix A) - distributed by various national groups including
AAUW, Women Today, and Association of American Colleges,
Project on the Status of Women (1818 R Street, N.W., Washington,
D.C. 20009 - (202) 265-3137)

II. Some Rosters and Registries of Women

American Institute of Physics-Placement Service
335 West 45th Street
New York, New York 10017

American Psychological Association
Dr. Tena Cummings
1200 17th Street
Washington, D. C. 20036

American Historical Association
400 A Street, S.E.
Washington, D. C. 20003

American Bar Association, Women's Rights Unit
Dr. Lee Ellen Ford
336 Hickory Street
Butler, Indiana 26721

Cooperative College Registry (women and minorities)
David Lowdermilk, Director
One Dupont Circle
Washington, D. C. 20036 202/223-2807
(See full citation on next page)

Durham Branch (lists qualified women in Triangle area)
 AAUW
 3510 Mossdale Road
 Durham, North Carolina 27707

Federation of Organizations for Professional Women
 Dr. Irene Tinker, Chairperson
 Steering Committee
 4818 Drummond Avenue
 Chevy Chase, Maryland 20015 (formed in November 1972)

N. C. Council of Women's Organizations
 Miss Marlene Plyler
 Committee on Status of Women: Registry of Business
 and Professional Women
 1316 Statesville Blvd.
 Salisbury, North Carolina 28144

Society of Women Engineers
 Career Information Clearinghouse
 345 East 47th Street
 New York, New York 10017 212/752-6900 ext. 551
 (Publication: Women in Engineering by John Alden
 data on women engineering graduates - \$1.50)

Some registries of minority women:

BLACK WOMEN EMPLOYMENT PROGRAM. An Atlanta-based operation which helps employers find trained and/or qualified black women for jobs. There is no fee for the woman placed; small fee for institution/employer. For more information write Black Women Employment Program, Southern Regional Council, 52 Fairlie Street, N.W., Atlanta, Georgia 30303.

COOPERATIVE COLLEGE REGISTRY. A non-profit operation that serves its member institutions by locating candidates for job openings from resumes kept on file. (Membership if \$100 for colleges and universities; individuals are charged \$10 to register.) CCR cannot supply search committees or administrators with lists of names of minority women, but can send resumes of those women who have registered and who fit qualifications designated by the employer. For more information write to Cooperative College Registry, One Dupont Circle, Washington, D. C. 20036, (202) 223-2807.

HIGHER EDUCATION ADMINISTRATION REFERRAL SERVICES: A new "equal opportunity service" founded and supported by thirteen higher education administration associations. On a fee basis, candidates

are referred to institutions seeking qualified professional administrative and support staff in areas related to business management. HEARS is interested in building an extensive minority talent bank. Registration fee for individuals is \$25. For more information write HEARS, Suite 510, One Dupont Circle, Washington, D. C. 20036, (202) 296-2347.

NATIONAL SKILLS BANK. A talent bank that helps place minority persons in professional jobs. Write: Ms. Ruth Allan King, Placement Office, National Skills Bank, 477 Madison Avenue, 18th Floor, New York, New York 10022.

III. Publications

Women's Organizations and Leaders - 1973 Directory - \$25.
 (Published by: Today Publications and News Service
 National Press Building
 Washington, D. C. 20004) (202) 628-6663

Recruiting Women and Minority Faculty: An Information Handbook. By Cecelia H. Foxley. \$1.50
 (Available from Office of the Provost, The University of Iowa, Iowa City, Iowa 52240)

(See also Blacks and Minorities: Publications)

Blacks and Minorities

To assist colleges and universities find qualified Black and Minority academic personnel, a variety of sources are included. Although fewer rosters devoted to this special group have been discovered than was true for women professionals, some overlapping occurs and both should be consulted.

I. Traditionally Black or Minority Institutions

There are more than 100 traditionally black colleges and universities in the United States, mostly in the South. A list of 173 predominantly minority colleges with enrollment data compiled from ACE Fall 1970 is available in Appendix B.

Consultation with colleagues in these institutions will be a valuable source not only for information but concerning a wide range of needs and problems relating to recruitment of faculty and students.

A mailing list computer printed on mailing labels is available at a moderate cost (about \$2.00) from: Department of Mathematics
Attn: Dr. Robert P. Walker
344 Phillips
UNC-Chapel Hill
Chapel Hill, N. C. 27514

Upon request, these labels can be addressed "Chairman, Department of XXX," if so desired.

II. Professional Societies

A list of professional and disciplinary societies with a traditional orientation toward black colleges, or whose membership is predominantly black, is a potential recruitment source. (Time does not permit verification of the list; thus inaccuracies may occur in this list).

1. Honorary Societies

- a. Alpha Kappa Mu--publishes a journal widely read by black students. Professor Lucy Rose Adams
Florida A and M University
Tallahassee, Florida 32307
- b. Beta Kappa Chi, honorary scientific society, publishes a bulletin jointly with National Institute of Sciences under the title Beta Kappa Chi
% Huston-Tillotson College
Austin, Texas 28702
- c. Beta Kappa Xi Bulletin
Dr. Nathaniel Boggs, Jr.
Editor-in-Chief
Va. State College
Petersburg, Va. 23803

2. Art. National Conference of Artists—publishes a newsletter.
Dr. Jack Jordon, Pres. (1972-73) Chairman, Dept. of Art
Southern University or NC A & T State University
Baton Rouge, La. 70813 Greensboro, N. C. 27411
3. Speech and Drama. The NADSA publishes a magazine, "Encore".
Professor Carleton Molette
Spelman College
Atlanta, Georgia 30314
4. Social Sciences. The National Association of Social and
Behavioral Sciences publishes a newsletter/journal.
Professor James H. Brewer
North Carolina Central University
Durham, N. C. 27707 or
Professor Russell Stockard
Southern University in New Orleans
New Orleans, Louisiana 70126
5. Language. The College Language Association publishes the
CLA Journal.
Therman O'Daniel, Editor
CLA Journal
Morgan State College
Baltimore, Maryland 21212
6. Mathematics.
National Association of Mathematicians
Professor Ben Martin
Morehouse College
Atlanta, Georgia 30314
7. Psychology. The Association of Black Psychologists can be
reached as follows:
Robert Williams, Chairman, Black Studies
Washington University
St. Louis, Missouri 63130
8. Law. The principal black legal organization is:
The National Bar Foundation
1707 N. Street, N.W.
Washington, D. C. (202)462-6414
The following publication is circulated among black lawyers:
The Black Law Journal
3107 Campbell Hall
UCLA, Los Angeles, Calif. 90024

III. Publications

1. Directory of Minority College Graduates, 1971-72
U. S. Department of Labor, Manpower Administration
Office of Equal Employment Opportunity, 1972, \$8.00
(Lists Black American, Spanish surname, Puerto Rican,
American Indian, Oriental, White, others by bachelor's
and doctoral degrees by field, 60,919 listings).
2. Spanish Surnamed American College Graduates, 1971-72
Cabinet Committee on Opportunity for the Spanish speaking
1800 G Street, N.W.
Washington, D. C. 20506
(Available gratis--not to be sold.)
3. Directory of Predominantly Black Colleges and Universities
in the United States of America
National Alliance of Businessmen
1730 K Street, N.W.
Washington, D. C. 20006
4. Recruiting Women and Minority Faculty: An Information
Handbook by Cecelia H. Foxley
Available from Office of the Provost
The University of Iowa
Iowa City, Iowa 52240
Cost --\$1.50
5. Directory of Black Professionals in Predominantly White
Institutions of Higher Education. \$4.75. Compiled by
and order from: Dr. Melvin P. Sikes
% Hogg Foundation for Mental Health
P. O. Box 7998--University Station
Austin, Texas 78712

IV. Foundations.

There are several organizations and foundations of a more
general kind which have particular ties to the black academic community.

1. National Association for Equal Opportunity in Higher Education.
Miles Fisher
2001 South Street, N.W., Suite 450
Washington, D. C. 20009
2. Southern Fellowship Fund.
% Sam Nabritt
795 Peachtree Street
Atlanta, Georgia 30314

3. Black Analysis, Inc.
549 W. 123rd Street
New York, N. Y.

This organization is a black professional society for developing research oriented scholars, and has a special fellowship program for this purpose.

4. Association of Caribbean Universities
% Sir Phillip Sherlock, Secretary General
Kingston, Jamaica

Reports claim a surplus of black Caribbean scholars, many of whom may welcome an offer in the United States.

V. Some National Minority Group Organizations

Americans for Indian Opportunity (AIO)
Ms. LaDonna Harris
McLean, Virginia 22101

Bureau of Indian Affairs
1951 Constitution Avenue
Washington, D. C. 22037 (202)343-1100

Cabinet Committee on Opportunity for the Spanish Speaking
(Formerly Inter Agency Committee on Mexican American Affairs)
1800 G. Street, Northwest
Washington, D. C. 20506

National Council for Indian Opportunity
7226 Jackson Place, N.W.
Washington, D. C. 20506

National Urban League	or	National Urban League
Chicago Urban Corporation		55 East 52nd Street
121 North LaSalle Street		New York, N.Y.
Chicago, Illinois 60602		212/751-0300

Office for Advancement of Public Negro Colleges
805 Peachtree Street, N.E.
Atlanta, Georgia 30308

Office for Civil Rights
 Department of Health, Education and Welfare
 330 Independence Avenue, S.W.
 Washington, D. C. 20202

PEO - International Peace Scholarship Funds (National Oriental Organization)

Mrs. Rachael Smith
 Chairperson - Board of Trustees
 3245 Meccarroll
 Baton Rouge, Louisiana 70809

United Negro College Fund
 55 East 52nd Street
 New York, New York 10022

VI. Periodicals and Serials.

The following titles reach many black scholars, although they are not necessarily scholarly journals.

1. The Afro-American, a bi-weekly newspaper which is published and distributed in Baltimore, Maryland; Newark, New Jersey; Philadelphia, Pennsylvania; and Richmond, Virginia. Also, two annual supplements relating to education are published. Write to the home office, The Afro-American, 628 N. Eutaw, Baltimore, Maryland 21201 for advertising rates.
2. Black Scholar: The Journal of Black Studies and Research; a monthly academic journal which includes a section in each issue called "Black Scholar Classified." Write to: Robert Chrisman, Editor, Box 908, Sausalito, California 94964.
3. Black World
 John H. Johnson, Editor
 1820 South Michigan Avenue
 Chicago, Illinois 60616
 The column "Perspective" often carries items of interest to scholars.
4. Phylon: The Atlanta U. Review of Race and Culture.
 232 Chestnut Street
 Atlanta, Georgia 30314
 This magazine reaches especially the humanities and the social sciences.

5. Journal of Negro History.
W. Augustus Low, Editor
University of Maryland - Baltimore County
Baltimore, Maryland 21228
6. Journal of Negro Education.
Walter Daniel, Editor
Howard University
Washington, D. C. 20001
7. Journal, published by the National Medical Association,
the national organization of black physicians. This
organization also publishes a newsletter. Job openings
are accepted for both publications. Write National Medical
Association, 1717 Massachusetts Avenue, N.W., Washington,
D. C. 20036.

WOMEN'S CAUCUSES, COMMITTEES AND PROFESSIONAL ASSOCIATIONS

ADULT EDUCATION ASSOCIATION (AEA)

Commission on the Status of Women in Adult Education

Chairperson: Dr. Beverly Cassara, 10421 Courthouse Drive, Fairfax, VA
22030

ALLIANCE OF WOMEN IN ARCHITECTURE

1818 E. 13th Street, New York, New York 10003

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 HEALTH AND PHYSICAL EDUCATION

Committee on Women

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

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

Women's Caucus of the A.A.A.S.

Chairperson: Ms. Virginia Walbot
Dept. of Biology
Yale University, New Haven, Conn. 06520

AMERICAN ASSOCIATION OF IMMUNOLOGISTS (AAI)

Committee on the Status of Women - (AAI has a list of women members)

Chairperson: Dr. Helene C. Rauch, Dept. of Medical Microbiology,
Stanford University School of Medicine, Stanford, CA 94305

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: Mrs. Margaret Rumbarger
Associate Secretary, AAUP
One Dupont Circle, Washington, DC 20036

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)

Dr. Ruth Oltman
Staff Associate - Higher Education
2401 Virginia Avenue, N.W.
Washington, DC 20037

AMERICAN CHEMICAL SOCIETY (ACS)

Women's Service Committee
Chairperson: Mrs. Helen Free
Ames Co., Elkhart, IN 46514

AMERICAN COLLEGE PERSONNEL ASSOCIATION (ACPA)

Women's Service Committee
Chairperson: Dr. Jane E. McCormick
Penn. State University
University Park, Pa. 16802

AMERICAN ECONOMICS ASSOCIATION

Committee on the Status of Women in the Economics Profession
Chairperson: Dr. Carolyn Shaw Bell, Wellesley College, Wellesley,
Mass. 02181

AMERICAN FEDERATION OF TEACHERS

Women's Rights Committee
Chairperson: Ms. Marjorie Stern, 1012 14th Street, Washington, DC 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 Street, S.E., Washington, D. C.)
- b. Coordinating Committee on Women in the Historical Profession (CCWHP)
12/69
Chairperson: Dr. Sandi Cooper, Richmond College, CUNY, Staten
Island, N.Y., 10301

AMERICAN INSTITUTE OF PLANNERS

Women's Rights Committee
915 15th Street, N.W., Washington, DC 20005

AMERICAN LIBRARY ASSOCIATION (ALA)

Social Responsibilities Round Table (SSRT)
Task Force on the Status of Women
Co-Chairperson: Ms. Michelle Rudy
1403 Legore Lane
Manhattan, Kansas 66502

AMERICAN MATHEMATICAL SOCIETY (AMA)

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

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

AMERICAN PERSONAL AND GUIDANCE ASSOCIATION

Women's Caucus

Correspondents: Dr. Lynn E. Haun, Calif. State University, Sacramento,
 Calif. 95819 and Dr. Beatrice O. Pressley, Calif. State University,
 Hayward, Calif. 94542

AMERICAN PHILOSOPHICAL ASSOCIATION (APA)

a. Women's Caucus

Chairperson: Professor Sarah B. Pomeroy, Hunter College, CUNY,
 Department of Classics
 695 Park Avenue, New York, N.W. 10021

b. Committee on Status of Women

Chairperson: Professor Mary R. Lefkowitz, Radcliffe Institute,
 3 James Street
 Cambridge, Massachusetts 02138

c. Society for Women in Philosophy (independent group)

Chairperson: Ms. Hannah Hardgrave, Department of Philosophy,
 Western Illinois University
 Macomb, Illinois 61455

AMERICAN PHYSICAL SOCIETY

Committee on Women in Physics 4/25/71

Chairperson: Dr. Elizabeth Baranger, Physics Dept., MIT, Cambridge,
 MA 02139

AMERICAN POLITICAL SCIENCE ASSOCIATION (APSA)

a. Committee on the Status of Women in the Profession

Chairperson: Dr. Ruth Silva, Penn 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
 Mail to: WCPS, Box 9099, Pittsburgh, Pennsylvania 15224

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

a. Ad Hoc Committee on Women in Psychology

Chairperson: Dr. Martha Mednick, Department of Psychology,
 Howard University, Washington, D. C. 20001

(Staff Liaison: Dr. Brenda Gurel, 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. Policy Council to be announced.
 Editor: Dr. Leigh Marlowe, Manhattan Community College,
 180 West End Avenue, New York, New York 10023.
 Public Relations: Dr. Jo-Ann Evans Gardner
 726 St. James St.
 Pittsburgh, PA. 15232

AMERICAN PUBLIC HEALTH ASSOCIATION

Women's Caucus

Chairperson: Ms. Ana O. Dumois, Community Health Institute
 225 Park Avenue, South
 New York, New York 10003

AMERICAN SOCIETY FOR MICROBIOLOGY

Committee on the Status of Women

Chairperson: Dr. Mary Louise Robbins
 The George Washington University
 Washington, DC 20006

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

Women's Caucus

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

AMERICAN SOCIETY OF BIOLOGICAL CHEMISTS - Subcommittee on the Status of Women

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

AMERICAN SOCIETY OF TRAINING AND DEVELOPMENT (ASTD)

Women's Caucus, ASTD

Chairperson: Dr. Shirley McCune
 Center for Human Relations
 NEA, 1601 16th St., N.W.
 Washington, DC 20036

AMERICAN SOCIOLOGICAL ASSOCIATION (ASA)

- a. Ad Hoc Committee on the Status of Women in Sociology
 Chairperson: Dr. Elise Boulding, Behavioral Science Institute,
 University of Colorado, Boulder, Colorado 80302
- b. Sociologists for Women in Society (SWS) (independent group, formerly a caucus)
 Chairperson: Dr. Joan Huber, Department of Sociology
 University of Illinois, Urbana, Illinois 61801

AMERICAN SPEECH AND HEARING ASSOCIATION (ASHA)

- a. Subcommittee on the Status of Women
Chairperson: Mrs. Dorothy K. Marge
8011 Longbrook Road
Springfield, VA 22152
- b. Caucus of 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, Alabama 35486

AMERICAN STUDIES ASSOCIATION

- Committee on Women
National Coordinator: Ms. Joanna Schneider Zangrando, 501 Mineola Avenue,
Akron, Ohio 44320

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

- Chairperson: Prof. Mary Gray
The American University
Washington, DC 20016

ASSOCIATION OF AMERICAN GEOGRAPHERS

- Committee on Women in Geography - Chairperson: Dr. Ann Larrimore,
Dept. of Geography, U. of Michigan, Ann Arbor, MI 48104

ASSOCIATION OF AMERICAN LAW SCHOOLS (AALS)

- Committee on Equality of Opportunity for Women in the Legal Profession
Chairperson: Professor Ruth B. Ginsburg, School of Law, Columbia University
435 West 116th Street, New York, New York 10027

ASSOCIATION OF ASIAN STUDIES

- Committee on the Status of Women
Chairperson: Prof. Joyce K. Kallgren
Center for Chinese Studies
28 Hillcrest Road
Berkeley, CA 94705

ASSOCIATION OF WOMEN IN ARCHITECTURE

- Dorothy Gray Harrison, President, 2115 Pine Crest Drive, Altadena, Calif.
91001

ASSOCIATION OF WOMEN IN SCIENCE (independent group)

President: Dr. Neena B. Schwartz, Department of Psychiatry,
College of Medicine, University of Illinois at the
Medical Center, P. O. Box 6998
Chicago, Illinois 60680

BIOPHYSICAL SOCIETY

Professional Opportunities for Women of the Biophysical Society --
Caucus of Women Biophysicists
Chairperson: Dr. Rita Guttman, Dept. of Biology, Brooklyn College,
Brooklyn, N. Y. 11210

COLLEGE ART ASSOCIATION

- a. Commission on the Status of Women in Art
Professor Linda Noehlin Pommer, Vassar College, Poughkeepsie, N. Y. 12601
- b. Women's Caucus
Co-Chairwomen: Professor Ann Harris, Art Dept., Hunter College
New York, New York 10021
Ms. Judy Patt, 2429 Vallejo
San Francisco, California 94123

COLLEGE MUSIC SOCIETY

Women's Caucus
Co-Chairpersons: Dr. Carolyn Raney and Dr. Adrienne F. Block, Department
of Performing and Creative Arts, Staten Island Community
College, Staten Island, New York 10301

GRADUATE WOMEN IN SCIENCE (Sigma Delta Epsilon)

President: Ms. Hope Hopps, 1762 Overlook Drive, Silver Spring,
Maryland 20903

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, Maryland 21204
- b. Women's Caucus of the MLA
President: Ms. Dolores Barracano Schmidt, R.D. 3,
Slippery Rock, Pa. 16057

NATIONAL ASSOCIATION OF WOMEN DEANS AND COUNSELORS

Executive Director: Ms. Joan M. McCall, 1201 16th Street, N.W.
Washington, D. C. 20036

NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION
 United Engineering Center, 345 E. 7th Street, New York, New York 10017

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
 Committee on Social Injustice for Women
 Chairperson: Dr. Dell Felder, University of Houston, Houston, Texas 77004

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION
 President: Ms. Frances Hamilton, 1201 16th Street, N.W., Washington,
 D. C. 20036

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)
 Women's Committee
 Chairperson: Dr. Janet Emig, Dept. of English, Rutgers University
 New Brunswick, NJ 08903

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 EDUCATION ASSOCIATION
 Women's Caucus
 Chairperson: Mrs. Helen Bain
 NEA, 1201 - 16th St., Washington, DC 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

NEW WOMEN LAWYERS
 36 West 44th Street
 Room 509
 New York, New York 10036

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, CA 95616

PROFESSIONAL WOMEN'S CAUCUS

P. O. Box 1057, Radio City Station, New York, N.Y. 10019
 President: Ms. Margaret Anderson, Rockland City Guidance Center
 for Women, Palisades, New York 10964

SOCIETY FOR CELL BIOLOGY

Women in Cell Biology

Chairperson: Ms. Virginia Walbot
 Dept. of Biology
 Yale University, New Haven, CT 06520

SOCIETY FOR WOMEN ENGINEERS (Independent group)

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

SOCIETY OF AMERICAN ARCHIVISTS

Ad Hoc Committee on the Status of Women in the Archival Profession

Chairperson: Dr. Mabel Deutrich, Director, Old Military Records Division,
 National Archives and Records Service, Washington, D. C.

WOMEN ARCHITECTS, LANDSCAPE ARCHITECTS, AND PLANNERS (WALAP)

39 Martin Street, Cambridge, Massachusetts 02138

THETA SIGMA PHI (Nat'l. Soc. for Journalism/Communications)

President: Mrs. Fran Harris, WWJ 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'S ACTION ALLIANCE, INC.

200 Park Avenue, Room 1520

New York, New York 10017

Coord. Director: Ms. Brenda Feigen Fasteau

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

DIVISION OF UNIVERSITY STUDIES
Zip 27607

March 13, 1973

MEMORANDUM

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

FROM: A. Carnesale, Head
Division of University Studies



SUBJECT: Affirmative Action Planning

Enclosed for your information is a draft of an "Affirmative Action Plan for Additional Administrative Units." Included among the "Additional Administrative Units" are the addressees of this memorandum, the Provost's Office, and the Division of University Studies.

I believe that this plan reflects the information and suggestions provided by each of you. Any further comments you might care to make would be welcomed.

Thank you for your help.

Enclosure

AC/s

Draft
A. Carnesale
13 March 1973

AFFIRMATIVE ACTION PLAN
FOR
ADDITIONAL ADMINISTRATIVE UNITS

Introduction

This document describes the employment programs of fourteen of the smaller administrative units within the University. Included are the offices of: Alumni Affairs, Athletics, the Chancellor, the Computing Center, the Fort Bragg Branch, Foundations and Development, the Graduate School, Information Services, International Programs, the Provost, the Radiological Safety Officer, Research Administration, University Studies, 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 teaching function of the Division of University Studies, 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., "additional 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 affirmative action plan) and are not reflected in the data, goals, and plan presented her.

Current Employment Profile

Within the fourteen administrative units are employed a total of 53 academic personnel (in EPA positions) and 116 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.

It is recognized that the proportions of women and minority races holding EPA positions at the instructor and professorial ranks (12% and 4%, respectively) are relatively low. It is noted also that women earn 10% less than men of the same academic rank.

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 fourteen "additional 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 (rather than in terms of numbers of women and

TABLE I
CURRENT EPA EMPLOYMENT PROFILE

<u>Position</u>	<u>SEX</u>		<u>RACE</u>	
	<u>Males</u>	<u>Females</u>	<u>White</u>	<u>Minority</u>
Professor	4	0	4	0
Associate Prof.	3	0	3	0
Assistant Prof.	7	1	8	0
Instructor	8	2	9	1
Research Assoc.	1	0	1	0
Research Asst.	6	1	7	0
Other	4	16	10	10
<hr/>				
TOTALS	33	20	42	11
	(62%)	(38%)	(79%)	(21%)

TABLE 2
CURRENT SPA EMPLOYMENT PROFILE

<u>POSITION</u>	<u>SEX</u>		<u>RACE</u>	
	<u>Males</u>	<u>Females</u>	<u>White</u>	<u>Minority</u>
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
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

Table 2 - Cont.

	<u>Males</u>	<u>Females</u>	<u>White</u>	<u>Minority</u>
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	17	16	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	 76	 104	 12
	(35%)	(65%)	(90%)	(10%)

minority race representatives to be employed or in terms of proportions extant at the end of the five-year period).

With regard to EPA positions, it is intended that the following affirmative goals will be achieved over 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;
3. At least one out of each five employees hired at or promoted to the instructor and professoral ranks will be a woman; and
4. At least one out of each ten employees hired at or promoted to the instructor and professoral ranks will be a representative of a minority race.

With regard to SPA positions, it is intended that, over the next five-year period, 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 "additional administrative 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 and through 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 University Personnel Office. All SPA position vacancies will be filed with that office. Each of the fourteen "additional administrative units" will submit annually to the Office of the Provost 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 (a new position to be created in the Office of the Provost) 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 "additional administrative units."

- III. Comments relating to our analysis of the print-out material covering the University of North Carolina at Wilmington, Asheville, Charlotte and Greensboro.
- IV. Universal requirements covering all schools within the North Carolina State University System.

I. North Carolina State University at Raleigh

North Carolina State University does not have an approved affirmative action compliance program. We did note that a clearly written policy on equal employment opportunity has been initiated by the President and disseminated within the University by the Chancellor. This policy reflects the affirmative commitment of the University to equal employment opportunity as well as its commitment not to discriminate in employment because of race, color, religion, sex or national origin. Whereas the clarity of the policy is unquestionable, the implementation and results should be measurable. It is in this reference that the following findings, though not all inclusive, serve as indicators of corrective action which should be taken.

A. Personnel

From the statistical data available, we found that of 1,439 faculty personnel, 13 (.9%) are Black and 95 (6.6%) are female and 116 (8%) represent other minorities.

1. Of the 10 departments in the School of Engineering, no Blacks are in any EPA positions and one female holds the position of Associate Professor. There is a total of 186 EPA personnel.

Of the 58 EPA employees in the six departments of the School of Education, none are Black and 10 are female. Of the 10 females, four are in positions at the Instructor level and above.

Of the 45 EPA employees in the three departments of the School of Forest Resources, there are no Blacks and no females. Of the 178 EPA employees in the four departments of the School of Physical and Mathematic Sciences, one is Black and eight are females. They serve in positions of Instructors and Assistant Professors. Of the 465 EPA employees in the 16 departments of School of Agriculture and Life Sciences, three are Black and four are female in positions of Instructor and above.

Of the 250 EPA employees in nine departments in the School of Liberal Arts, three are Black and 41 are females.

Of the 38 EPA employees in the three departments in the School of Design, none are Black and one is female.

Of the 41 EPA employees in the School of Textiles, none are Black and two are females.

In other EPA positions, there are 176 employees, six of whom are Black and 28 are female.

The policy of the University is to allow department heads to hire EPA personnel as they are more apt to know the requirements of the positions. The administration approves the salary recommendations for the position.

2. Non-academic personnel (SPA -- Subject to State Personnel Act). There are 256 job classifications for the 1,928 SPA employees. Of the 256 job classifications, 150 are all white, with less than five persons in any one classification, and there are 31 job classifications with five or more persons that are all white. Of the 256 job classifications, twenty are all Black with less than five persons and four are all Black with five or more persons. No Black is in an SPA job classification receiving pay over \$9,000, while there are 79 job classifications filled by white males and 15 job classifications filled by white females receiving pay over \$9,000. The preponderance of Blacks is in lower paying positions. The stated policy of the University is to employ without regard

to race, color, sex or national origin. The SPA turnover rate is approximately 25%.

B. Hiring and Recruitment Findings

1. Academic Personnel (EAP)

The President and Chancellor have communicated verbally and in writing (University Bulletin, Vol XLIII, No. 116, dated June 10, 1971) that the University is committed to its contractual obligations with the United States Government to ensure equal employment. In April 1971, each department head was asked to submit a memorandum reflecting its efforts to recruit and hire Blacks and females. The same information had been requested again in October 1970. The latest request for this information was on November 4, 1971. The responses varied from little or no action to intense efforts to employ Blacks and females. Many department heads reflected that there is an absence of Blacks and/or females in the specific field, or turnover in the department is low, or the salary is not competitive. Whereas some validity may exist in each case, data was not available to substantiate these positions. It should also be noted that recruitment and hiring efforts are frequently related to the participation of women and minorities on committees which are involved in the selection and treatment of employees. The review revealed that few women and minorities are involved in this process which could have a direct relationship to those departments experiencing difficulty in attracting female and minority faculty.

Recommendations: An availability study and salary comparisons should be made to determine the validity of such statements. Further, a person should be designated as an Equal Employment Opportunity Officer to assist in assuring that the requirements of the Executive Order are met.

2. Non-academic Personnel (SPA)

In a memorandum to the Administrative Council from the Chancellor dated March 29, 1968, it was stated emphatically that Blacks should be given priority for SPA positions and that the State Personnel Office would recruit at Black colleges to

assist the University to fill vacancies. Subsequent to this, the personnel office at the University realized that a majority of the positions at the campus did not require a college degree; therefore, the recruitment at Black colleges was inconsistent with the needs of the University.

There is a central personnel office on campus readily identifiable and accessible to employees and applicants. Additionally, there are sub-personnel offices at the Physical Plant and at Agricultural Extensions. The Central Personnel Office is in the process of reorganizing its structure to improve its functions. There is a Black female and white male interviewer. The three primary areas in Personnel are: a) Recruiting and placement, b) Pay classification and, c) Research and Records. Applicants have been recruited at all state universities. Plans now are to recruit at junior colleges and community colleges. Applicants also walk in, mail in and call in. Personnel has developed a system in which all applicants for positions are listed by number and skills in a "Weekly Report of Applicants." This report is sent to department heads on a weekly basis. If a department head has a vacancy or expects a vacancy, he may use this report to request the file of the applicant and follow up with interview and hiring. The race of the individual is not on the weekly report. Whenever a vacancy exists in a department, the department must notify Personnel. Personnel prepares a list of vacancies to be posted in each department. All departments, however, are not required to recruit through Personnel. Personnel, however, must prepare the paper work regardless of how an applicant is recruited. Advertisements for positions have been placed in newspapers for positions difficult to fill. There was no evidence that the Equal Opportunity Employer tagline has been included in such advertisements. It was stated that Equal Employment Opportunity posters are placed on campus, however, no Office for Civil Rights team member saw one during their stay on campus.

Applications for SPA positions are kept active for thirty (30) days. A request can be made to keep it active for additional time. After thirty (30) days, they are kept in an inactive status for six months, then destroyed.

Grievance procedures have been established for employees. The University's personnel policies are issued by the State Personnel Office and appear satisfactory in meeting require-

ments of the Executive Order.

Recommendations: The Central Personnel Office should assume complete control of all personnel functions of the University. The Equal Opportunity Employer tagline should be included in all job announcements and advertisements. Equal Employment Opportunity posters should be conspicuously placed on campus.

C. Personnel Placement

There are 24 job classifications which are all Black. However, these classifications are concentrated largely among the lower skill groups. The mixed job classifications are also concentrated near the lower skill groups. Further, as higher skills, which includes higher pay, are required for jobs, the jobs are predominantly White or all White. One step further reflects that as the skill levels and pay are increased, the race and sex of the persons in such positions show a predominance of White males.

Job classifications in which there are five or more Blacks and no Whites are as follows:

<u>Job Title</u>	<u>Number of Blacks</u>	<u>Average Salary</u>
Floor Maintenance Man	10	\$4,547
Housekeeping Foreman	21	5,420
Mail Clerk	5	5,270
Housekeeping Supervisor	7	6,273

Job classifications in which there are five or more Whites and no Blacks are as follows:

<u>Job Title</u>	<u>Number Of Whites</u>	<u>Average Salary</u>
Intermediate Clerk	6	\$ 4,922
Accounting Clerk I	5	5,446
Key Punch Operator II	35	5,611
Duplicating Equipment Operator II	7	5,561
Clerk III	28	6,378
Accounting Clerk II	48	6,263
Statistical Aide III	5	6,794
Agriculture Research Trainee	12	7,310
Administrative Secretary	32	7,912
Clerk IV	13	7,604
Accounting Clerk III	8	7,944
Carpenter II	9	7,409
Maintenance Mechanic II	6	7,912
Electrician II	9	7,449
Farm Foreman	6	8,048
Maintenance Mechanic II	9	8,352
Grounds Foreman	5	7,462
Statistical Analyst	5	7,735
Administrative Assistant	11	8,437
Staff Nurse	8	7,989
Air Condition Mechanic	6	8,688
Research Mechanic II	8	9,345
Maintenance Mechanic IV	9	9,411
Electronic Technician II	5	9,098
Computer Programmer I	8	9,872
Electronic Technician III	5	11,150
Instrument Maker II	7	11,350
Farm Superintendent II	6	11,920
Research Analyst	11	10,212
Computer Programmer III	7	11,919
Consulting Engineer I	10	12,640

The above chart is included to show that the "White jobs" are types of jobs which Blacks should have no difficulty obtaining if affirmative efforts are implemented.

There are 116 job classifications in which there are only White males. There are 37 job classifications in which there are only White females. Twelve of the 116 White male job classifications have five or more employees in the classifications. Six of the 37 White female job classifications have five or more employees in the classification.

A general review of the above reflects that while there has been a plan to rid the University of "Black" jobs, "White" jobs, "male" jobs and "female" jobs, much remains to be accomplished in this area.

Recommendations: The University should focus its employment practices on the non-utilization and under-utilization of Black and female employees. Further, the referral-to-job method should provide assurance that referrals will be made in accordance with Executive Orders 11246 and 11375.

D. Salary and Wage Comparison

1. Academic Personnel (EPA)

The University has undertaken a study of salary differences. The result of the study provided for 5% increases for males and 8% increases for females for the 1971-72 academic year. It is recognized, however, that this advantage for females for the 1971-72 school year has not rectified the differences and continuous study is underway to provide equitable pay for forthcoming pay increase periods.

Recommendations: The University shall be commended for steps taken to date. Continuous salary adjustments should be made until equality has been obtained. The University should set timetables for the achievement of pay equity as well as be prepared to substantiate any differences existing after such timetables have been met and notify this office.

2. Non-academic Personnel (SPA)

The North Carolina State Personnel Department sets state classifications and salary ranges for SPA positions at the University. All persons entering a job classification with the same or similar experience are expected to be brought in at the set pay scale. Within each job classification are six steps. An employee with satisfactory performance will move through the first three steps annually. After that, merit increases are given based upon the subjective ratings of the supervisor, because the state does not

provide sufficient money that each step may be achieved automatically and it serves as an incentive to employees.

There were very few incidents of pay inequity within any specific job classification. The general problem insofar as pay is concerned seems to be a result of the type problems referred to in the previous section -- "male" jobs, "female" jobs, "Black" jobs and "White" jobs. The following table reflects average salaries by race and sex for all job classifications.

<u>White Males</u>	<u>Average Salary</u>	<u>White Females</u>	<u>Average Salary</u>	<u>Black Males</u>	<u>Average Salary</u>	<u>Black Females</u>	<u>Average Salary</u>
570	\$8,568	867	\$6,350	333	\$4,954	151	\$4,800

Again, this reflects that Blacks and females are in lower positions and receiving lower pay than White males.

E. Employment Testing

1. Academic Personnel (EPA)

EPA teaching faculty may be asked to give a lecture before faculty members in the department, or meet with a committee of the University prior to acceptance for employment. No formal testing is given.

2. Non-academic Personnel (SPA)

The University does not require tests as a prerequisite to hiring or promotions. Department heads have been known to ask applicants to demonstrate their skills in typing and/or shorthand prior to being hired.

Recommendation: Strengthening of personnel functions such as having each department head notify the Personnel Office as to why a Black or female applicant was not chosen would reflect department practices as to whether such impromptu testing may be exclusionary.

F. Employee Advancement

1. Academic Personnel (EPA)

There were 26 White males promoted from Associate Professor to Professor, including two other minorities. There were 27 White males promoted from Assistant Professor to Associate Professor, including one other minority. There were nine promotions from Instructor to Assistant Professor including one Black and two females. There were 19 miscellaneous promotions including one female and one other minority. All promotions were given between January 1, 1971 and October 31, 1971. Department heads have the responsibility for recommending individuals for promotions. Recommendations are based upon teaching ability, research and relationships within the faculty.

Recommendation: The University should develop procedures that will assure that promotion practices do not exclude eligible Blacks or females and notify Office for Civil Rights.

2. Non-academic Personnel (SPA)

The following chart provides a breakdown of SPA promotions from January to October 1971 by race, sex and salary information:

(See next page for chart)

NON-ACADEMIC (SPA)
 EMPLOYEES OF NORTH CAROLINA STATE UNIVERSITY
 FINANCIAL DATA ON EMPLOYEES PROMOTED 1971

<u>Race</u>	<u>Sex</u>	<u>Number Promoted</u>	<u>Average Amount Received</u>	<u>Range of Amount Received</u>	<u>Salary Range Prior to Promotion</u>	<u>Salary Range After Promotion</u>
Black	Male	27	\$396	\$132 - \$1,044	\$3,660 - \$6,528	\$3,984 - \$6,828
Black	Female	<u>6</u>	<u>376</u>	180 - 684	4,152 - 5,448	4,332 - 5,700
Total Blacks		33	392			
White	Male	23	588	1,464	3,996 - 14,412	4,980 - 15,876
White	Female	<u>49</u>	<u>457</u>	204 - 2,148	3,816 - 12,468	4,740 - 13,080
Total Whites		<u>72</u>	<u>499</u>			
GRAND TOTAL		<u>105</u>	<u>466</u>			

White Male	570
White Female	867
Black Male	333
Black Female	151
Other Male	4
Other Female	3
Total SPA Employees	<u>1,928</u>

Department heads and supervisors have the responsibility of making recommendations for promotions. The State Personnel Office has to have allocated a position to which a person is to be promoted, or a vacancy which exists for other reasons. The aforementioned procedure of listing existing vacancies on bulletin boards is to give notice to employees of opportunities for promotion and/or transfer.

Recommendation: The University should become more involved in notifying directly eligible candidates for promotion. Procedures should be developed whereby the University can assure non-discrimination. Training programs should be provided with the ultimate goal of increasing job performance and providing the opportunity for advancement.

G. General Observations

The University has undertaken affirmative efforts in a somewhat unorganized manner to assure equal employment opportunity. Members of the Society for Afro-American Culture have offered their assistance, not as a prime recruiter for Black faculty and students, but to encourage Blacks to come to the University. This possible source has not been utilized.

The Good Neighbor Council of the University has functioned to point out areas of human relations within the city of Raleigh as well as on campus that has and can continue to be beneficial to a sensitive administration and staff. A preliminary report of October 1971, entitled, "Racism in Employment at North Carolina State University: Pattern and Prospects" reflects the magnitude of the Council's ability to deal with issues and to make recommendations. This Council of University Personnel and Students in this study has focused its attention on SPA personnel that relates specifically to the goals of the Office for Civil Rights. If the University would implement the recommendations in this October report, many problems would be solved.

The University does not have an Equal Employment Opportunity Officer for SPA personnel.

Many individuals on the campus expressed desires to obtain Blacks and females; however, there seems to be little activity toward seeking out Blacks.

Five persons from the New Careers Program have been employed by the University. The limited training programs provided by the University are not a part of the Personnel Office. It would appear that there should be coordination between the Training Director and Personnel to assist in obtaining trainees and keeping personnel informed of additional training received by employees which would qualify them for advancement.

H. Conclusions

North Carolina State University must develop and implement an Affirmative Action Compliance Program relating to the above areas. The program must include detailed plans to take necessary actions including the proposed dates for the completion of each action.

1. Achieve salary equity between current male and female employees in every job category within the University which is currently occupied by both male and female employees. This will necessitate a continuing analysis of employment records and your analysis should be maintained for our examination.

2. Achieve a ratio of female and Black employment in academic positions at least equivalent to their availability. Specific numerical goals and timetables by department must be included in this program and supported by statistical analysis of applicant flow and availability.

3. Increase the participation by women and minorities on committees which involve the selection and treatment of employees, both academic and non-academic. Again, numerical goals and timetables must be presented.

4. Assure that female applicants for non-academic employment receive consideration for employment commensurate with their qualifications. Assure that the concept of male and female, and Black and White job classification is

eliminated through the recruitment, placement, transfer and promotion of male and female applicants and minorities into occupations from which they have traditionally been excluded. Numerical goals and timetables for the achievement of these requirements, supported by statistical analysis, must be included in the program.

5. Assure that all present female and minority employees occupying clerical or other non-academic positions and who possess qualifications equivalent to or exceeding those of other employees occupying higher-level positions be given priority consideration for promotions to higher-level positions for which they qualify. Numerical goals and timetables are also required to meet this requirement.

II. University of North Carolina at Chapel Hill

A. Hiring and Staffing Patterns

The following statistics were taken from the print-out material provided by officials at the University of North Carolina:

Academic Position Distribution by Race and Sex

<u>Position</u>	<u>White</u>	<u>Black</u>	<u>Male</u>	<u>Female</u>
Professor	408	1	401	17
Associate Professor	363	1	323	51
Assistant Professor	477	1	415	85
Instructor	136	1	85	62
Lecturer	52	3	34	22
Research Associate	101	4	103	29
Research Assistant	90	0	39	56
Administrative And Other	304	8	244	96
Total	1,931	19	1,644	418

NOTE: Male-Female Total = 2,062
Black-White Total = 1,950

Error accounted for by other racial groupings and computer errors.

There are 116 SPA position classifications within the University structure employing 516 employees. Of these, only 22 (19%) have Black employees. Within these 22 position classifications, there are 205 Black employees and 193, or 94%, work in labor/service-type positions. These 193 SPA Black employees, plus the remaining 12 Black SPA employees, earn less than an average salary of \$7,000 per year, even though 47% of the SPA position classifications pay in excess of \$7,000 per year in the University structure.

There are 130 Black Housekeeping Assistants working under the supervision of seven White supervisors; in fact, there is no evidence that any of the 205 Black SPA employees are in supervisory positions.

There are 20 SPA position classifications employing 22 SPA employees earning an average salary of \$10,000 per year or more. Of these 22 SPA employees, only two are females.

Of 75 departments listed, there are 42, or 56%, which have no Black employees. Of the 42 departments having no Black employees, 22 have five or more employees and one has 72 employees.

Of 57 departments listed which employ EPA personnel, 21, or 37%, have no female EPA personnel.

IV. Universal Requirements Applying to All Schools Within the North Carolina State University System

A. As provided for in Sec. 60-1.20 of Subpart B, of the Rules and Regulations of Executive Order 11246 where deficiencies are found to exist, reasonable efforts shall be made to secure compliance through conciliation and persuasion. Before you as a contractor can be found to be in compliance with the Order must make a specific commitment, in writing, to correct any such deficiencies. The commitment must include the precise action to be taken and the dates for completion. The following eight major deficiencies have been found in the North Carolina State University System and apply to each school within the System to a greater or lesser degree. It is recognized that each school

has achieved some varying degree of compliance and, further, specific problem areas were found at one school which were not present at other schools. In regard to these specific problem areas, it is expected that the corrective action taken or proposed would be included in the corrective action plan related to that particular school. Although the format and style of the corrective action plan rests with the officials of the North Carolina University System, we are suggesting that a general policy statement covering the equal employment opportunity requirements applicable to all schools within the System be prepared. Following this statement, a corrective action plan should be prepared for each school within the System, based on the Specific and Universal Requirements contained in this letter as relevant. Since Section III relates to our analysis of print-out data alone, suggesting that at least some of the problems found at the two schools where on-site reviews were conducted are present, we believe the corrective action plan for these schools should relate to our comments in Section III, plus any additional requirements covered by Executive Orders 11246 and 11375. This means that the four schools which were not subjected to an on-site review should examine closely their own equal employment opportunity practices to assure that any needed corrective action is taken.

1. In view of the apparent complete absence or underutilization of both females and Blacks in numerous position classifications at both the academic and non-academic levels of employment, we are requiring that an availability study of both Blacks and females be conducted in these job classifications where they are either underutilized or absent.

On the basis of this study, you must then develop a set of projected new-hire goals covering all of the academic and non-academic positions where the underutilization of Blacks and females exists. These goals must cover six-month increments for non-academic positions, and 12-month increments for academic positions.

As provided in the Regulations covering Executive Orders 11246 and 11375, goals may include similar position classifications as a group; however, each position classification included

within such groupings must be identified for reference and later analysis.

Projected new-hire goals must take into consideration availability, attrition, expansion and termination rates.

Your corrective action plans must also indicate the dates when your availability studies will be completed and your goal setting can be established.

2. Develop a well-defined recruitment plan focusing on Black and female recruitment, indicating what specific recruitment methods will be utilized toward the achievement of the University's stated numerical employment goals. This recruitment plan should address itself to the various recruitment deficiencies and problem areas pointed up in this letter. Provide a date for completion of this requirement.

3. Develop to the greatest extent feasible, a training and promotion plan specifically designed to encourage and activate the upward mobility of Blacks and females into or toward those job levels and classifications where they are non-utilized or underutilized. This plan should include a statement to the effect that the University has undertaken and completed a study of its work force and personnel files for the purpose of identifying possible under-employment among its Black and female employees and communicate an assurance that any such employees identified will be given priority consideration for promotional purposes. This plan, the under-employment study and its results, and semi-annual goals covering at least a 12-month period must be defined in an acceptable time frame.

4. Develop a set of objective criteria by which the monetary worth of faculty members might be comparatively adjudged, and by which said faculty members might be comparatively graded or rated. On the basis of these standardized criteria, analyze and rate each faculty member in each department. Where faculty members in an academic department are graded higher, but receive the same or less money than their male faculty counterparts, immediate corrective action should be taken. The same or similar

criteria should be developed for rank and promotion comparisons, with needed corrective actions forthcoming. The criteria developed and utilized by the University for purposes of comparison and rating should be applied on a consistent and standardized basis within the various academic departments of the institutions. The set of criteria adopted along with the analyses and corrective action taken by the University should also prescribe an established time frame for completion.

5. Identify spouse-pairs employed by the University and undertake an analytical study of their credentials and employment status to ascertain whether and to what extent female spouses, as a class, have been equitably dealt with. It is possible that the study's results might indicate the University's need to alter or discontinue its current policies pertaining to the employment of relatives. An explanatory statement regarding the University's intentions relative to maintaining, altering or discontinuing its current nepotism policies should be submitted with the above requested materials. The time frame for completion of this action should also be indicated.

6. Enclosed with this letter is a copy of Federal Rules and Regulations pertaining to employment testing. Against the back-drop of these Rules and Regulations, the University is advised to inform our office as to their specific intentions regarding the future use or discontinuation of those invalidated employment tests in current use.

7. Take immediate action to ensure the fulfillment of each of those technical requirements outlined by this letter as having not been satisfactorily met. Submit definitive particulars.

8. Develop a plan designed to upbuild and strengthen the University's equal employment opportunity policy, to communicate said policy to all University personnel, and to monitor and control equal employment opportunity activities and progress. Such a plan should, at a minimum, address itself to each of the following elements: (If any of these elements are already operative, in part or in full, simply note appropriate particulars.)

Dr. William C. Friday

a. The appointment of one or more equal employment opportunity officers with well-defined powers and responsibilities who has (have) direct-line communication with the President of the University.

b. The continuing development and dissemination of the University's equal employment opportunity policy and activities to all personnel.

c. The development and dissemination of official University policy to the effect that: No advertisements of any sort will be published in which racial or sexual (except in those rare situations where sex can be established as a bona fide occupational qualification) preference is indicated; that all University advertisements -- academic, professional and non-academic -- will carry the required employment tagline, "An Equal Opportunity Employer;" and that qualified applicants, regardless of sex, will be given serious and equitable consideration for each and all University job openings, irrespective of the nature of the work involved and of traditional male and female connotations associated with the work.

d. The auditing of all incoming job applicants as to sex, race, referral source and type of work applied for, and the auditing of the routing and results of the internal referral of job applicants to University hiring officials.

e. The development of a periodic and systematic reporting system by which the various section and department heads of the University keep the Equal Employment Opportunity Officer(s) and the University President informed as to their affirmative action efforts and results.

f. The development of a well-defined plan showing how the Personnel Office, in the non-academic sphere, and appropriate designated administrator(s) in the academic sphere, will be supplied with the opportunity resources, flexibility and authority to develop and utilize policy, procedures, and programs which will "get the job done," insofar as equal employment opportunity activity and results are concerned. This plan should

Page 49

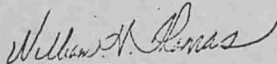
Dr. William C. Friday

clearly outline provisions which will enable the Personnel Office and/or the University to deal firmly and effectively with hiring officials at all levels who, by their action or inaction, show disregard for or lack of understanding of the University's equal employment opportunity emphasis, insofar as the hiring of employees is concerned.

In conclusion, this letter represents our findings as a result of the contract compliance reviews covering the University of North Carolina System. Within a period of approximately two weeks, representatives of our office will plan to meet with you to discuss the contents of this letter and other implicit procedures contained therein. Our representative will telephone your office to establish the actual time and date of our meeting.

We wish to thank you and your staff for the excellent cooperation and interest shown our representatives during this review. Because of this cooperation and interest we are convinced that rapid progress toward amelioration of problem areas will be accomplished.

Sincerely yours,



William H. Thomas
Regional Civil Rights Director
Office for Civil Rights

When?

What have "Heads of Units" been sent?

ACK said "we should not write entire thing — call upon Heads of Units — Jenkins can act as Eye See"

What is req'd?

What data do (d)/(Unit Heads) need?

Atth - Carey ✓

Al - Yonts X

Chanc - Cali

Comp Ctr - Ward

Desent - Pate ✓

Fort Bragg - Burt X

Grid Sch - Pct ✓

Info Serv - Perry ✓

Int'l Prog - Pp ✓

Prov - Kelly ✓

Radio - Caruthers X

Research Abn - Proessls ✓

Univ Stud - P ✓

Water Resources - Howells X

Let Jenkins know which pp of guidelines

Grey eyes

goals

availability

Apply to your sit; eg

PE is different

from Comp Ctr

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

February 8, 1973

TO: W. R. Calloway
A. Carnesale ✓
R. G. Carson
D. W. Chaney
C. J. Dolce
F. J. Hassler
I. T. Littleton
C. E. McKinney
J. D. Memory
L. C. Saylor
B. C. Talley
W. L. Turner
O. Uzell

FROM: Clauston Jenkins *g*

Some of you have asked for an example of an Affirmative Action plan for another campus. Attached is a copy of a plan for Dartmouth College. I do not know whether it was accepted by HEW.

CJ/mg

Enclosure

Sarah Bond
25% COTTON FIBER

DARTMOUTH COLLEGE

AFFIRMATIVE ACTION PLAN

March 30, 1972

DRAFT

PREAMBLE

On April 15 the Trustees of Dartmouth College affirmed the commitment of the College to treat all appointments, assignments, promotions and conditions of employment in a non-discriminatory manner and without regard to race, color, creed, sex or national origin. The Affirmative Action Plan reflects this policy and sets forth those actions that the College must take to realize this commitment.

Dartmouth College was founded more than 200 years ago to train its students for positions of leadership. The composition of its student body has been highly diversified in recent years due, first of all, to a significant expansion in its program of financial aid, secondly through an equal opportunity program under which the number of students from minority groups has been increased greatly, and most recently, by inclusion of women undergraduate students.

To provide the highest quality education and to prepare this diverse student body for professional pursuits, Dartmouth College employs a large professional and non-professional staff. This Affirmative Action Plan recognizes the role of the College both as an educational institution and as an employer, and provides a set of plans that will insure a maximum effort to achieve the goal of equal opportunity. To that end all members of the Dartmouth community share responsibility for carrying out the aims of the Affirmative Action Plan and for bringing into being the reality of equal opportunity for all employees of Dartmouth College.

/s/ John G. Kemeny
President

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I. GENERAL STATEMENT OF EQUAL EMPLOYMENT OPPORTUNITY

A. Policy

As an employer, it is the policy of Dartmouth College that there will be no discrimination because of race, color, creed, sex or national origin. This is the policy of all departments, all auxiliary activities operated by Dartmouth College, and all parts of Dartmouth College including the College of Arts and Sciences and the three Associated Schools, The Amos Tuck School of Business Administration, The Thayer School of Engineering and the Dartmouth Medical School.

This goal of equal opportunity and the implementation of this goal are the essential elements of Dartmouth's Affirmative Action Plan. Thus, it is a positive plan designed to provide equal opportunity and nondiscrimination with respect to minority groups and women and to increase their utilization at all levels in the College.

B. Responsibility

A Special Assistant to the President for Minority Affairs is to be appointed. This person will serve as Affirmative Action Officer responsible for insuring that a conscientious effort is made to achieve the goals of the Affirmative Action Plan.

In the discharge of this responsibility the Affirmative Action Officer will develop and put into effect a reporting and auditing system to secure such statistical reports as will provide a regular and orderly flow of accurate information concerning recruiting and employment of minority persons and women. Every officer of the College, Dean, Department

Chairman and unit supervisor charged with responsibility for recruiting and interviewing applicants for employment will maintain a record of these activities for reporting purposes. An annual Affirmative Action report of progress will be prepared for the President by the Affirmative Action Officer.

In carrying out his responsibility the Affirmative Action Officer will be advised and assisted by a Review Board composed of the following individuals:

- (1) The Vice President (women's affairs); who will serve as Chairman.
- (2) Vice President and Dean for Student Affairs or his representative.
- (3) The Vice President and Dean of the Faculty, or his representative.
- (4) The Personnel Director.

The Review Board will be charged with the following functions:

- (1) Monitor recruitment efforts for all positions at Dartmouth College to guarantee that conscientious efforts are being made to locate qualified women and members of minority groups.
- (2) Investigate charges of either individual discrimination or overall patterns of discrimination if reported within any department or office at Dartmouth College.
- (3) Insure the possibility for promotion for all/ staff employees ^{administrative officers and} without regard to race or sex within the newly devised classification system.
- (4) Issue annual reports on Dartmouth College's progress in implementing its Affirmative Action program.

The Review Board will be assisted by three Review Committees representing the three major employee categories, Faculty, Administration and Staff, at Dartmouth College. If there is a situation involving possible discrimination in recruitment or employment conditions, the Review Board will consult the appropriate Review Committee. The Review Committees will also serve as monitors to the Review Board for grievances involving sexual or racial discrimination.

1. Faculty Review Committee: at least fifty percent of the members women and minority faculty members. [See Appendix II. The Report of the Committee on Women Faculty which recommends the formation of such a group to evaluate recruitment and employment policies for women faculty members.]
2. Administrative Review Committee: at least fifty percent of the members women and minority administrators.
3. Staff and Service Review Committee: as specific situations involving staff and service personnel arise, the Review Board will constitute review committees representing appropriate groups of employees with significant representation of women and minorities.

II. EMPLOYMENT PROGRAM FOR DARTMOUTH COLLEGE

A. Equal Employment Opportunity Policy

The employment policy of Dartmouth College is nondiscriminatory. Appointments, promotions, and conditions of employment are made on the basis of merit and without discrimination because of race, color, creed, religion, sex or national origin in conformity with Federal Executive Orders 11246 and 11375 as amended and other implementing regulations.

The purpose of Dartmouth's Affirmative Action Plan is to correct certain problem areas in the employment situation of the College. Among these are the lack of minority and female representation on the administrative level and the under representation of women and minority groups in teaching positions.

However, considerable progress has already been made in correcting these weaknesses; the Affirmative Action Plan will provide for continuing progress. Specifically the Affirmative Action Plan establishes goals and policies that will (1) continue to improve the ratio of minority and female employment in academic positions by additional efforts to recruit and appoint qualified applicants; (2) recruit and hire additional minorities on every level and in all elements of the College; (3) implement the recently developed college-wide personnel system for staff and administration to go into effect July 1, 1972. This system is designed to regularize the job structure and to provide means for encouraging employees to upgrade their job responsibilities and capabilities through promotion and transfer within the College.

It is the policy of Dartmouth College that in the process of recruitment all possible sources for recruiting minority and women candidates will be actively pursued and that qualified candidates, when identified, will be encouraged to apply.

Furthermore, no appointments will be made until minority group and female candidates have been sought. If necessary, and in order to enhance progress toward the goals of increased employment for women and minorities the College may find it desirable to place a limit on appointments in one or more employment areas until women and minority persons are appointed.

At present procedures for consideration of complaints are established in the personnel policies and procedures of the College as set forth in the publication of the Office of the Dean of the Faculty, the Deans of the Associated Schools and the Office of the Director of Personnel. In the future, complaints of discrimination with respect to equality of employment or failure to adhere to the policies and procedures of the Affirmative Action Plan may be made to the Review Board established under this Plan. (See Page 2.)

Dartmouth College will insure in all solicitations or advertisements placed by or on behalf of the College that applicants will receive consideration for employment without discrimination as an Equal Opportunity Employer. Also it will insure through appropriate procedures that contractors, subcontractors and persons with whom the College deals will submit a statement that they adhere to equal opportunity employment.

There is no "anti-nepotism" rule, written or unwritten, that prevents husbands and wives from employment at Dartmouth College. Dartmouth College will continue this policy of hiring persons without regard to family relations. Dartmouth College gives preference to the local labor market, certain benefits. However, members of a particular family do not report to one another.

The present maternity leave policy at Dartmouth College is that female employees will be granted reasonable leave time for childbearing. Following childbirth, female employees will be reinstated to their original position to a position of like status and pay.

The following pages contain the specific Affirmative Action employment programs for the three major categories of employees of Dartmouth College: (1) faculty; (2) administrators; (3) staff and service. Each program presents the current employment situation with an analysis of problem areas; establishes goals and timetables; and proposes means of implementation.

III. FACULTY OF ARTS AND SCIENCES & ASSOCIATED SCHOOLS: EMPLOYMENT PROGRAM

All provisions of the Equal Employment Policy Statement of Dartmouth College are applicable to members of the faculty. For both moral and educational reasons, the goal of the College is to achieve a diverse, multi-racial faculty of both sexes.

A. Analysis of Present Employment

During the past three years the College has taken a number of steps to recruit women and minorities; the progress can be seen in the following table:

Representation of Women and Minorities in the Faculty *

<u>Faculties of Arts and Sciences and Associated Schools</u>	<u>1967-68</u>	<u>1971-72</u>
Women	12	28
Minority Groups	--	6

* For Medical School only full-time faculty are shown.

Despite this advance, there are a number of problems requiring resolution if Dartmouth College is to attain adequate representation of minority groups and women on the faculty. Since the circumstances for women are different from those of minority groups, they are discussed separately.

1. Women: Problem Areas

a. Recruitment. Dartmouth College was founded in 1669 as an all-male undergraduate institution: the lack of women on the faculty reflects this history. In the past there have been no special recruitment efforts made to appoint women to the faculty.

Overall in the instructor and professorial ranks, there are 426 positions of which 28 or 6.7% are held by women. Yet on a national basis the percentage of women holding doctorates in the academic professions is over 20% in such disciplines as Anthropology, Biology, Education, English, German, Classics, Psychology, Romance Languages, and the percentages are

substantial in several other disciplines. In all disciplines the percentage of women holding doctorates is 13.3%.

Since the number of women candidates available for faculty positions indicates no serious shortage in the market, the first step to be taken by Dartmouth is to organize a systematic recruitment effort to secure more women on its faculty. The College will have to seek out women candidates since some do not think of approaching Dartmouth because of its male tradition.

b. Part-Time Faculty Appointments. A problem confronting the qualified spouse of a Dartmouth employee is the scarcity of professional career opportunities available in the sparsely settled rural region surrounding Hanover. Except for Dartmouth, the Hitchcock Regional Medical Center, and the U.S. Army Cold Regions Laboratory, there are few outlets for professional academic persons in the Upper Connecticut Valley. Thus, the aspirations of many qualified spouses of Dartmouth faculty for an academic career have been frustrated by this lack of opportunity. It is rare indeed that two vacancies at Dartmouth open up simultaneously for a married couple. This situation has often discouraged faculty whom Dartmouth College is recruiting or whom Dartmouth wishes to retain.

In an effort to respond to this situation, Dartmouth has offered interested faculty spouses faculty appointments on a "fill-in" basis, often to women whose family duties prevented them from a full-time commitment to the College. In the past some of these appointments, with the best of intentions, were made with more consideration to departmental needs than to the person involved. Further, these part-

time appointments offered little opportunity for advancement in the regular rank or for scholarly activities, particularly in the Arts and Sciences. Sometimes insufficient notice was given to the incumbents with respect to assignment of teaching loads and reappointment. Also salary arrangements occasionally were made summarily.

Finally, these part-time appointments required a commitment to teaching only. Thus, they were not attractive to some professional women who wanted full opportunity for professional advancements.

For these reasons, then, this type of part-time appointment at Dartmouth College has often served to exacerbate rather than solve the problem for qualified women.

c. Salary. Since salary scales for full-time regular positions at Dartmouth are formalized, without regard to sex, there has been no discrimination. Women appointed to the instructor and professorial ranks have enjoyed the same compensation pattern as men. Since the salary scales in the Lecturer rank have not been so formalized, there may have been instances in the past where differentiation in salary scales for this rank did occur.

2. Minority Groups: Problem Areas

In January 1969 the Dartmouth Board of Trustees adopted the recommendations submitted by its Committee on Equal Opportunity which had the obligation to survey Dartmouth's commitments to provide better opportunities for minority and other disadvantaged groups. These recommendations, among others, called for a substantially increased enrollment of black students with special programs to assist in their transition to college-level academic standards and environments. Also it included increased recognition of underprivileged students of other

ethnic groups, primarily those of economically and educationally disadvantaged status living in the Upper Connecticut Valley. To implement these recommendations, Dartmouth has expanded its population of black students from some 80 enrolled in 1969 to an expected enrollment of 350 in the fall of 1972. In addition, special efforts have been made to enroll Indian American students; there are some

twenty-five represented in the student body. However, we now have a far greater number of minority students proportionately to our minority faculty. Thus we urgently need a greater number of minority persons to serve on our faculties.

a. Recruitment. The scarcity of / ^{minorities} with appropriate academic credentials is a major problem in the identification and appointment of qualified personnel from this group to the faculty. A recent American Council of Education survey reveals that only 2.7% of the nationwide population of graduate students are black. In addition, only 1.9% of those seeking the Ph.D degree and 6.3% of those seeking other doctorates were black. The acute shortage of qualified minority candidates is a formidable obstacle to efforts at Dartmouth to increase representation of minority groups in its faculties.

In these circumstances there is the temptation to apply less rigorous professional criteria in the recruitment of minority persons and the prospect of disproportionately high salaries for the few well-qualified candidates whom Dartmouth has been able to identify.

To recruit a less qualified group of minority faculty than otherwise represented at Dartmouth would only do an injustice to the minority groups and their students. To pay salaries that are clearly out of line with others in the profession, not only creates inequities within our faculties but preempts the claims of minority colleges which have an equally strong need for qualified minority faculty in a limited market and enjoy fewer resources than Dartmouth.

b. Community Resources. In the Upper Connecticut Valley Region, where Dartmouth is located, there is no minority community. Indeed, in relation to permanent residents, the minority population is a fraction of one percent. This creates particular problems. Not only is there no local labor market from which to recruit minorities to clerical and other positions in the College but also the absence of the cultural resources represented by a minority community is a distinct disadvantage in the College's attempts to recruit and retain minority faculty. The turnover rate among the minority faculty which Dartmouth has appointed in recent years has been discouraging. Thus, the location of Dartmouth in an almost all white rural community will continue to be a problem in the recruitment and retention of minority faculty.

B. Goals and Timetables

1. Women

A concerted effort is underway to identify and bring to the Dartmouth faculty qualified women candidates. Because of the relatively large number of candidates in the field, it is Dartmouth's view that the present shortage of women in the Dartmouth faculties is relatively simple to resolve in most disciplines, with some notable exceptions such as engineering. Dartmouth's aim is to appoint women to at least 25% of the faculty positions being recruited over the next ten years and to appoint or promote 20 to 25 women to the associate and full professor ranks during this period. In May, 1972, the Faculty of Arts and Sciences endorsed the goal of appointing women to approximately one-third of the Faculty positions being recruited during the next ten years.

2. Minorities

Dartmouth over the next ten years will attempt to fill 10% of the faculty positions being recruited with minority candidates. Further, these appointments will be diversified so that minority faculty are broadly represented across the various disciplines. Dartmouth especially needs mature black scholars since the minority population in the undergraduate body will soon reach about 350 out of 4,000 students.

The Dean of Faculty appointed a Committee on American Indian Studies in December 1971 whose charge is to identify Indian-American candidates for a faculty position, to develop an academic program, and to explore student and faculty exchange programs. When this group has completed its findings, the College will be in a position to state specific affirmative action goals with respect to this specific minority group.

3. Women and Minorities

Table I sets forth an estimated number of faculty positions for which Dartmouth will be recruiting over the next ten years, totalling

some 346 openings. It is planned to utilize these openings to remedy the imbalances and deficiencies that currently exist in the representation of women and minority groups on the Dartmouth faculties. If Dartmouth is successful in filling 25% of vacancies with women and 10% from minority group candidates, the following distribution will result:

	<u>Faculty in Instructor and Professorial Ranks</u>			
	<u>Women</u>	<u>Minority Groups</u>	<u>All Others</u>	<u>Total</u>
1971-72	28	6	392	426
At the end of 1976	74	26	386	486
At the beginning of 1981	89	31	366	486

It should be noted that the hiring goals set for women and minorities is significantly higher than the present percentages of Ph.D. degrees held by these groups.

C. Implementation

1. Women

a. Committee on the Status of Women. A recommendation is being submitted to the Dartmouth Faculty of Arts and Sciences proposing the establishment of a Committee on the Status of Women Faculty. This group would consult regularly with the Dean of the respective faculties concerning recruitment and employment of women faculty and would report annually to the Faculty of Arts and Sciences. Such a body, if approved by the faculty, would provide a mechanism for the continuous review of Dartmouth's Affirmative Action Program regarding faculty women.

b. Appointment of a Woman Vice President. The recent appointment of Dr. Ruth Adams, President of Wellesley College, as Vice President effective July 1, 1972, at Dartmouth will greatly strengthen Dartmouth's administrative resources in the area of women's affairs. Dr. Adams' appointment is associated with Dartmouth's decision to matriculate women as well as men undergraduate students and to engage in year round operations to make this possible. Dr. Adams will be concerned with the transition of the College to its new role and mode of operation. She will be concerned with all aspects of coeducation and the status of women at Dartmouth will be part of her overall responsibilities.

c. Revision of Part-Time Appointments and Formalization of the Definition of the Lecturer Rank (Arts and Sciences only). This year a new policy defining appointments in the various Arts and Sciences faculty ranks was developed by the Faculty Committee Advisory to the President in consultation with various faculty groups and approved by the Board of Trustees in January 1972. It provides for half-time appointments in the ranks of Instructor and Assistant Professor governed by all rules applying to full-time faculty appointments regarding such matters as compensation,

sabbaticals and support for research opportunities. At the Assistant Professor level such appointments are made for a period of three years with the possibility of two successive reappointments of three years each with the possibility of promotion to Associate Professor with tenure, a possibility of great significance for women desiring both part-time appointments and regular professional advancement. Further details of these actions are set forth in the policy statements labeled Exhibit I.

In summary, the revised policy is in part designed to expand opportunities for women faculty by offering two options in addition to regular full-time faculty positions for their professional careers. For those persons desiring teaching, without the obligation for research or departmental activities, the Lecturer ranks are open. For those who cannot devote full-time activity as a faculty member but wish to engage in a broader range of scholarly pursuits, a half-time appointment with opportunities for long-term professional development and tenure is available.

2. Minority

a. Faculty Development Programs. As an inducement to attract young minority group faculty members and in recognition of the special needs that these persons may have for professional development, the College will utilize more fully the appointments to the Research Instructor rank. These appointments are distinctive since they are designed to provide post-doctoral beginning ~~teachers the chance to establish~~ their independent research programs as well as to develop their teaching skills. These appointments are two-year non-renewable appointments. Next year we propose to hold some of these positions for minority group candidates. The teaching loads of Research Instructors are reduced to provide time for research. One-ninth summer research stipends are also part of the appointment. If after sufficient experience this arrangement proves mutually beneficial, we will expand the number of such appointments.

b. Compensatory Allowance for Minor^{ity} Faculty. Although the College cannot have a two-track system for faculty salaries, it can recognize the special needs the minority candidates may have in discharging heavy prior indebtedness in paying moving costs and in adjusting to the rather distinctive environment of Hanover. We will make such special arrangements other than salary differential as may be necessary to meet these needs.

c. Other Research Support. In addition the College will provide summer research stipends to assist minority persons in the field of professional development. These stipends usually will vary between one-ninth and two-ninths of academic year salary and occasionally will be augmented by expense money as appropriate.

3. Women and Minorities

To attain these goals Dartmouth has undertaken special measures this year to ensure that each department in its recruitment for vacancies seeks out minority group and women candidates for positions for which we are recruiting. The following steps have been taken:

- a. Funds were provided for the more intensive efforts required to recruit minority groups.
- b. Authorization to fill certain positions was conditional upon the ability of the department to identify and recruit qualified women or minorities to fill these.
- c. Each academic department was required to establish records of recruitment actions as follow:
 - (1) All offers of appointment clear through the Office of Dean of the Faculty which prepares the formal offer. At that time, the departmental request for appointment action

will include a list of the candidates seriously considered for the position, giving their names, the postgraduate institution, degree, sex, minority group affiliation, how recruited, and disposition of candidates if a preliminary offer has been made, and expressions of negative interest, as appropriate.

(2) An annual report from each department is required including the following:

(a) A list of sources solicited to identify candidates, including graduate schools, professional societies, and others.

(b) The total number of inquiries for faculty positions received identified by women applicants, minority group applicants, and all others.

(c) A general description of recruitment action taken during the year summarizing the number of visits to other institutions, comments on experiences gained in recruiting women and minority groups, etc.

These records and reports will serve as the mechanism for continuing review of Dartmouth's progress in recruitment of women and minority groups.

- d. Within the offices of the respective Deans of Faculty, an assistant dean will be given the responsibility for coordinating recruitment efforts for minority and women candidates for the faculty. His or her responsibilities will include liaison with appropriate minority group and women faculty groups to keep abreast of recruitment opportunities and sources for women and minority candidates.

- e. Salary Review. Special attention will be given at the time of the annual review of faculty compensation to those persons with part-time appointments, to women faculty, and to minority faculty. As has been indicated before, the problem in the area of minority faculty is not one of inadequate treatment; rather the problem is in attracting and retaining minority faculty within the salary scales for the rest of the faculty. However, this has not been true in the case of women, and the review will serve the purpose of assuring that consistency and equity are maintained between the salaries enjoyed by women faculty and those of their colleagues.

As an indication of the actions taken, Exhibits I, II, and III are policy statements regarding part-time appointments, sabbatical leave for part-time appointments, and the establishment of a record of recruitment actions as a mechanism for reviewing recruitment actions for additional women and minority group faculty.

PROJECTION OF RECRUITMENT AND TURNOVER
 Faculties of Arts and Sciences, Medical, Thayer and Tuck Schools*
 IN THE INSTRUCTOR AND PROFESSORIAL RANKS
 (Excludes Visitors and Adjuncts)

	<u>Women</u>	<u>Minority Groups</u>	<u>Others</u>	<u>Totals</u>
1. <u>At Present</u>	28	6	392	426
2. <u>First Five Years 1972-76</u>				
a. Retirements	0	0	- 22	- 22
b. Resignations/Terminations	- 10	- 2	-128	-140
c. Replacements	+ 41	+ 16	+105	+162
d. New Positions	+ 15	+ 6	+ 39	+ 60
Total Changes first five years	+ 46	+ 20	- 6	+ 60
3. <u>By 1976</u>				
Totals	74	26	386	486
4. <u>Second Five Years 1977-81</u>				
a. Retirements	- 2	0	- 21	- 23
b. Resignations/Terminations	- 26	- 12	-112	-150
c. Replacements	+ 43	+ 17	+113	+173
Total Changes second five years	+ 15	+ 5	- 20	0
5. <u>By 1981</u>				
Totals	89	31	366	486
Percentage of Total Faculty	18.3%	6.4%	75.3%	
In Senior Ranks	25	10	237	272

* For Medical School, only full-time faculty are shown.

IV. ADMINISTRATIVE OFFICERS: EMPLOYMENT PROGRAM

All provisions of the Equal Employment Policy Statement of Dartmouth College are applicable to Administrative Officers.

A. Analysis of Present Employment

As of February 1, 1972, there were 232 administrative officer positions at Dartmouth College. This total included 4 appointments to take effect later this year and 17 positions still vacant. The 215 officer appointments are distributed by sex and race as follows:

	SEX			RACE	
	<u>No.</u>	<u>Percent</u>		<u>No.</u>	<u>Percent</u>
Male	178	82.8%	White	210	97.7%
Female	37	17.2	Minority	5	2.3
	—	—		—	—
TOTAL	215	100.0%	TOTAL	215	100.0%

It is recognized that the percent of women and minority officers at Dartmouth is below the percent of these categories in the labor force as well as in the population as a whole.

However, the low proportion of women officers is largely a reflection of Dartmouth's 200-year reputation as an all male undergraduate college. With the decision to become coeducational in the fall of 1972, a concerted effort has been made to recruit additional women officers for key positions in the central administration as well as in the office of admissions and other offices involved in student-related activities. The recent appointment of women to the posts of Assistant Provost, Special Assistant to the President, two Assistant Deans of the College, an Assistant Dean of the Faculty, as well as the addition of three female admissions officers indicate progress in that direction. Of particular significance is the appointment of Dr. Ruth Adams

as Vice President at Dartmouth College. The status of all women students, officers, faculty, administrative/and staff of Dartmouth College will be her responsibility. Her Assistant is also a woman administrative officer.

The College has been actively recruiting minority persons for the administration since the spring of 1969/^{when} Dartmouth launched a major program to reaffirm its determination to provide equal educational opportunity for minority groups. Since this program called for a significant increase in the number of minority students in each entering class, it also emphasized the desirability of increasing the number of faculty and officers representative of minority groups to assist the new students in their adjustment at Dartmouth. To help meet this need, several new officer positions were created (e.g. in Admissions, Financial Aid and Counselling) to which minorities were appointed. For the past two years minorities have also served as full-time interns in the financial and development offices.

Unfortunately the rate of turnover in these new positions has been very high, partially due to the climate and the extremely sparse minority population in the local area. However, the basic objective of offering college education to more students from minority groups should ultimately increase the number and qualifications of college officer candidates from minority groups.

B. Goals and Timetables

To take immediate steps toward achieving its goal of greater utilization of women and minorities at the officer level at Dartmouth, the College intends to fill at least one-half of the 17 present vacancies by appointing women or minority group representatives to these positions. As shown on Exhibits 3 and 4, this should enable the College to double the

number of minority representatives employed by the College as administrative officers and to increase the number of women by an estimated 10%.

A recent authorization for several new minority administrative officers is a dramatic advance in this area. Dartmouth College is presently recruiting minority persons for the following positions: Special Assistant to the President for Minority Affairs, Assistant Dean of the Faculty, Assistant ^{or Associate} Vice President for Student Affairs, and Assistant Dean of Freshmen, Director of the Structured Freshman Year Program, and Assistant Director of Financial Aid.

It is probable that a few other new positions will be approved as the College expands its total student enrollment under the Dartmouth Plan for Year Round Operation. It is anticipated, however, that these new positions will not increase the total number of officer positions, since they will be offset by not filling certain other positions when the present incumbent retires at age 65 or otherwise terminates his employment.

The College's generous non-contributory retirement plan and scholarship grants for sons and daughters of faculty and officers have tended to encourage administrative officers to remain at Dartmouth so that the possibility of making new appointments is largely a factor of retirements, resignations, and deaths. The latter are unpredictable, but based on the mandatory retirement age of 65, there will be 20 administrative officers to be replaced within the next 5 years and an additional 27 within the second 5 years, or 47 over a 10 year period.

Within these limitations it seems reasonable to assume that at least half of these replacements should be women, so that they will represent at least 20 - 25 % of the work force of administrative officers at Dartmouth within 10 years. Similarly if 10% of the replacements are minority, the racial minorities will constitute 6.5% of the officer labor force within 10

C. Implementation

In order to achieve the above goals within the indicated timetable, it is essential that all administrative officer recruitment and appointments be cleared through the central personnel office. The Director of that office will have the responsibility under the Vice President for Administration to document the qualifications for each administrative position and the efforts made to fill that position.

The recently developed job classification and salary structure for administrative officers which goes into effect July 1, 1972, provides the opportunity for advancement both by promotion within an office and transfer to another office and insures an appropriate salary for each of the ranked positions. To further regularize Administrative positions a committee is to be established which will periodically review the following aspects of administrative appointments: promotion, performance evaluation, reclassification, and hiring. An important function of this committee will be to monitor the Affirmative Action policy and program. This committee will include:

1. Vice President for Administration
2. Vice President and Dean for Student Affairs
3. Vice President (women's affairs)
4. Vice President and Dean of the Faculty
5. Vice President for Development and Public Relations

ADMINISTRATIVE OFFICERS

By Grade and Sex

GRADE	MALE		FEMALE		TOTAL
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>
9 & above	10	90.9	1	9.1	11
8	11	100.0	--	---	11
7	16	100.0	--	---	16
6	17	94.4	1	5.6	18
5	30	90.9	3	9.1	33
4	37	78.7	10	21.3	47
3	30	73.1	11	26.9	41
2	19	73.0	7	27.0	26
1	8	66.7	4	33.3	12
	—		—		—
TOTAL	178	82.8	37	17.2	215

ADMINISTRATIVE OFFICERS

By Grade and Race

GRADE	MALE		FEMALE		TOTAL
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>
9 & above	11	100.0	--	---	11
8	11	100.0	--	---	11
7	16	100.0	--	---	16
6	18	100.0	--	---	18
5	31	93.9	2	6.1	33
4	47	100.0	--	---	47
3	40	97.6	1	2.4	41
2	24	92.3	2	7.7	26
1	12	100.0	--	---	12
	---		---		---
Total	210	97.7	5	2.3	215

ADMINISTRATIVE OFFICERS

By Sex

Projected Goal

	MALE		FEMALE		TOTAL
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>
1. <u>Present:</u>					
a. Filled	178	82.8	37	17.2	215
b. Vacant	13	76.5	4	23.5	17
c. Total	191	82.3	41	17.7	232
2. <u>Next 5 Years</u> <u>(1972-76):</u>					
a. Retirements -16	80.0	- 4	20.0		-20
b. Replacements+10	50.0	+10	50.0		+20
3. <u>Total</u>	185	79.7	47	20.3	232
4. <u>Second 5 Years</u> <u>(1977-81):</u>					
a. Retirements -20	74.1	- 7	25.9		-27
b. Replacements+13	48.1	+14	51.9		+27
5. <u>Total</u>	178	76.7	54	23.3	232

ADMINISTRATIVE OFFICERS

By Race

Projected Goal

	WHITE		NON-WHITE		TOTAL
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>Percent</u>	<u>No.</u>
1. <u>Present:</u>					
a. Filled	210	97.7	5	2.3	215
b. Vacant	12	70.6	5	29.4	17
c. Total	222	95.7	10	4.3	232
2. <u>Next 5 Years</u> (1972-76):					
a. Retirements	-20	100.0	—	—	-20
b. Replacements	+18	90.0	+2	10.0	+20
3. <u>Total</u>	220	94.8	12	5.2	232
4. <u>Second 5 Years</u> (1977-81):					
a. Retirements	-27	100.0	—	—	-27
b. Replacements	+24	88.9	+3	11.1	+27
5. <u>Total</u>	217	93.5	15	6.5	232

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

January 5, 1973

TO: Dr. Al Carnesale

FROM: Clauston Jenkins *CJ*

I have delayed writing you about the contents of an Affirmative Action plan in hopes that I might have received more information to pass along, but my hopes were in vain. I have outlined below what I perceive to be the minimum basic aspects of an appropriate plan, based on the awareness of the unusual and artificial nature of your "unit."

First, there should be 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.

Second, the plan needs a detailed description of the recruitment process that will be used in the future including a system for keeping records of applicants and the reasons why minorities and females are not offered positions or why they do not accept offers. In this regard it will not be sufficient to note that an individual was not well qualified. Instead we have to go a step further and explain the reasons for the conclusion about qualification. Extra recruitment efforts should also be precisely spelled out. Some imaginative approaches can be developed in this area if people put their minds to the task.

Third, there needs to be a statement of goals for the "unit" both for EPA and SPA. In your case you will have to address the problem of lack of minority or female administrators. I would think a 5 year time frame is about all that is needed or realistic.

Finally, the plan should include some mechanism or process for periodic evaluation of progress in your affirmative action activities.

As additional help you might refer to the last pages (pp 44-49) of the HEW letter to President Friday of September 27, 1972.

Please let me know if I can be of further assistance.

CJ/mg

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

November 8, 1972

MEMORANDUM

TO: Dean J. E. Legates
Dean H. L. Kamphoefner
Dean C. J. Dolce
Dean R. E. Fadum
Dean E. L. Ellwood
Dean R. O. Tilman

Dean A. C. Menius
Dean D. W. Chaney
Dean B. C. Talley
Dean E. W. Jones
Mr. J. D. Wright

FROM: Harry C. Kelly, Provost *HK*

You have all seen a copy of HEW's letter of September 27, 1972, in which they present the findings of their compliance review. Since that time the U. S. Department of Labor has published in the Federal Register a proposed revision of their regulations which would mean that public institutions would no longer be exempt from filing an affirmative action plan. Thus, within the next 3 or 4 months at the latest we are going to be required to have a written plan for NCSU.

Although many details have not been clarified, we should begin work on our plan. It seems most appropriate that each School or similar unit develop its own plan and that we then combine these to form a University plan. Pages 44 following of the HEW letter provide some insight into what a plan should include. In addition, a copy of HEW guidelines for affirmative action planning is enclosed, "Memorandum to---Presidents" (October 1, 1972). The letter and guidelines should give you some idea of what a School plan should include. A UNC Committee is developing some pertinent information pertaining to availability of minorities and females, an outline of a model plan, and a response to point 4, pages 46-7, of the HEW letter. We will share this information with you as it becomes available. Also attached is a copy of a printout of departmental salaries with a summary by race and sex for both EPA and SPA.

As a beginning, I suggest you take the following steps:

- 1) appoint an Affirmative Action planning committee
- 2) emphasize that the School plan must cover both EPA SPA personnel

- 3) analyze the data and determine what other studies you need to initiate
- 4) review personnel procedures and determine what changes are necessary
- 5) initiate discussion of goals

Two points merit special attention in relation to goals. First, although HEW asks for goals by department, it may be appropriate for some smaller Schools to deal with goals on a school-wide basis. If you think such an approach is appropriate, we will support your decision. Second, in several of the disciplines offered on this campus there are very few female or minority Ph.D.s in existence. In such instances the most appropriate goal might be expressed in terms of adding female and minority graduate students.

Chancellor Caldwell has designated me as our Equal Employment Officer. Questions about policy or interpretation should be addressed to me. For information or data about SPA personnel contact Mr. Calloway. For information or data about EPA personnel contact Clauston Jenkins. The Graduate School has a committee which has been working on the recruitment of minority students. Its membership and charge is included in an attachment. You may wish to use the committee's knowledge and experience in dealing with recruitment of students.

HCK/CJ/sbe

cc: Chancellor John T. Caldwell
Dean W. J. Peterson
Dean E. G. Droessler
Dean J. A. Rigney
Mr. Rudolph Pate
Dr. I. T. Littleton
Dr. L. B. Martin
Mr. Hardy Berry
Mr. Willis Casey
Chairman, Faculty Senate
Chairman, Good Neighbor Council
Dr. David R. Kniefel
Dr. Dale M. Hoover

Enclosures



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20201

October 1, 1972

MEMORANDUM TO COLLEGE AND UNIVERSITY PRESIDENTS

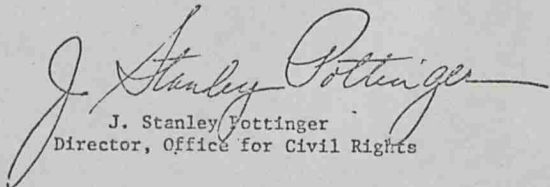
As the new academic year begins, I wish to bring to your attention the requirement that all universities and colleges with Federal contracts comply with Executive Order 11246, "Nondiscrimination Under Federal Contracts." We expect that all affected colleges and universities will henceforth be in compliance with the Order and its implementing regulations as stated in the following guidelines.

While these guidelines address themselves to compliance with the Executive Order, for your information we have also attached as appendices other civil rights laws affecting institutions of higher education and over which this Office has enforcement responsibility.

We hope that you will become familiar with these guidelines and laws and direct your staff and faculty to make every effort to abide by them.

The Department of Health, Education, and Welfare stands ready to assist in every way possible so that all institutions of higher education will be able to meet the requirements of the Executive Order and other Federal requirements regarding nondiscriminatory treatment.

Additional copies of these guidelines are available from the Regional Office for Civil Rights in your area or from the Public Information Office, Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. 20201.


J. Stanley Pottinger
Director, Office for Civil Rights

Attachments

I. LEGAL PROVISIONS

The Office for Civil Rights (OCR) in the Department of Health, Education, and Welfare (HEW) is responsible for the enforcement in institutions of higher education of Executive Order 11246, as amended by Executive Order 11375 (Tab A), which imposes equal employment opportunity requirements upon Federal contractors, and upon construction contractors on projects receiving Federal assistance from HEW.

Executive Order 11246, as amended

In signing a Government contract or subcontract in excess of \$10,000 the contractor agrees that it "will not discriminate against any employee or applicant for employment because of race, color, religion, sex or national origin," and that it "will take affirmative action to ensure that applicants are employed and that employees are treated during employment" without regard to these factors. In the event of the contractor's noncompliance with the nondiscrimination clauses of the contract, or with the rules and regulations of the Secretary of Labor, the contract may be cancelled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts.

Part II of the Executive Order sets forth other contractor obligations, enforcement procedures, and administrative responsibilities. Part III of the Executive Order describes the equal opportunity obligations of applicants for Federal assistance involving construction.

The equal employment opportunity obligations of Federal contractors apply to all employment by a contractor, and not solely to employment associated with the receipt or use of Federal funds. The specific obligations of nondiscrimination and affirmative action associated with the Executive Order apply and are enforceable by the Office for Civil Rights only in the case of contracts, not grants.*

Regulations of the Department of Labor

The requirements of the Executive Order are implemented by the regulations of the Department of Labor (41 Code of Federal Regulations Chapter 60). Part 60-1, "Obligations of Contractors and Subcontractors" (Tab B) sets forth matters of general applicability, including the scope of coverage of the Executive Order, the obligations of employers subject to that coverage, administrative requirements applicable to Federal agencies, steps in investigation and enforcement of compliance with the Order, and guidance for filing complaints of discrimination. Sanctions and OCR investigative procedures are discussed at Tab I.

*Where a grantee of funds for construction participates in construction under the grant, its employment is subject to the requirements of the equal opportunity clause during the term of participation. When such grantee or applicant for Federal funds is an agency or instrumentality of a state or local government, only such agency or instrumentality is subject to the clause.

Revised Order No. 4 and Non-public Institutions

Revised Order No. 4 (Part 60-2) (Tab C), which implements and supplements Section 60-1.40 of Part 60-1, requires each private institution contractor with 50 or more employees and a contract in excess of \$50,000 to develop and maintain a written affirmative action program within 120 days of receipt of such a contract. Section 60-1.40 and Revised Order No. 4 set forth the required contents of such a program, including directions for analyses of the contractor's work force and employment practices, steps to be taken to improve recruitment, hiring, and promotion of minority persons and women, and other specific procedures to assure equal employment opportunity.

Revised Order No. 4 and Public Institutions

While all contractors, both public and private, are required to implement an affirmative action program, at present the basic requirement of Revised Order No. 4 that a contractor maintain a written affirmative action plan is not applicable to public institutions (those under state or local control) (see 41 CFR 60-1.5(a)(4)). Public institutions are nevertheless required to take action to ensure nondiscrimination and to comply with the Executive Order and regulations other than Order No. 4. In our judgment, a public institution can best carry out these obligations by conducting the kinds of analyses required of non-public institutions, and organizing in written form its plans to overcome problems of past discrimination.

In addition, the regulations which set forth the procedures for conducting compliance reviews of all contractors, including public institutions, require written commitments as to "the precise actions to be taken and dates for completion" to overcome any deficiencies which a compliance review identifies (41 CFR 60-1.20). These "precise actions" and "dates for completion," which must be provided in writing by a public institution following an HEW compliance review, will ordinarily be similar in content to the written affirmative action commitments required as a matter of regulation of non-public institutions (41 CFR 60-2.11).

On October 4, 1972, the Department of Labor will announce in the Federal Register its intention to amend the regulations to remove the present exemption of public educational institutions from the requirement of maintaining a written affirmative action plan. When effective, all educational institutions, both public and private, will have the same affirmative action obligations under the Executive Order.

Nondiscrimination and Affirmative Action in the Executive Order

Executive Order 11246 embodies two concepts: nondiscrimination and affirmative action.

Nondiscrimination requires the elimination of all existing discriminatory conditions, whether purposeful or inadvertent. A university

contractor must carefully and systematically examine all of its employment policies to be sure that they do not, if implemented as stated, operate to the detriment of any persons on grounds of race, color, religion, sex or national origin. The contractor must also ensure that the practices of those responsible in matters of employment, including all supervisors, are nondiscriminatory.

Affirmative action requires the contractor to do more than ensure employment neutrality with regard to race, color, religion, sex, and national origin. As the phrase implies, affirmative action requires the employer to make additional efforts to recruit, employ and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the affirmative action concept of the Executive Order is that unless positive action is undertaken to overcome the effects of systemic institutional forms of exclusion and discrimination, a benign neutrality in employment practices will tend to perpetuate the status quo ante indefinitely.

Who is Protected by the Executive Order

The nondiscrimination requirements of the Executive Order apply to all persons, whether or not the individual is a member of a conventionally defined "minority group." In other words, no person may be denied employment or related benefits on grounds of his or her race, color, religion, sex, or national origin.

The affirmative action requirements of determining underutilization, setting goals and timetables and taking related action as detailed in Revised Order No. 4 were designed to further employment opportunity for women and minorities. Minorities are defined by the Department of Labor as Negroes, Spanish-surnamed, American Indians, and Orientals.

Goals and Timetables

As a part of the affirmative action obligation, Revised Order No. 4 requires a contractor to determine whether women and minorities are "underutilized" in its employee work force and, if that is the case, to develop as a part of its affirmative action program specific goals and timetables designed to overcome that underutilization. (See Tab J) Underutilization is defined in the regulations as "having fewer women or minorities in a particular job than would reasonably be expected by their availability."

Goals are projected levels of achievement resulting from an analysis by the contractor of its deficiencies, and of what it can reasonably do to remedy them, given the availability of qualified minorities and women and the expected turnover in its work force. Establishing goals should be coupled with the adoption of genuine and effective techniques and procedures to locate qualified members of groups which have previously been denied opportunities for employment or advancement and to eliminate obstacles within the structure and operation of the institution (e.g. discriminatory hiring or promotion standards) which

have prevented members of certain groups from securing employment or advancement.

The achievement of goals is not the sole measurement of a contractor's compliance, but represents a primary threshold for determining a contractor's level of performance and whether an issue of compliance exists. If the contractor falls short of its goals at the end of the period it has set, that failure in itself does not require a conclusion of noncompliance. It does, however, require a determination by the contractor as to why the failure occurred. If the goals were not met because the number of employment openings was inaccurately estimated, or because of changed employment market conditions or the unavailability of women and minorities with the specific qualifications needed, but the record discloses that the contractor followed its affirmative action program, it has complied with the letter and spirit of the Executive Order. If, on the other hand, it appears that the cause for failure was an inattention to the nondiscrimination and affirmative action policies and procedures set by the contractor, then the contractor may be found out of compliance. It should be emphasized that while goals are required, quotas are neither required nor permitted by the Executive Order. When used correctly, goals are an indicator of probable compliance and achievement, not a rigid or exclusive measure of performance.

Nothing in the Executive Order requires that a university contractor eliminate or dilute standards which are necessary to the successful performance of the institution's educational and research functions. The affirmative action concept does not require that a university employ or promote any persons who are unqualified. The concept does require, however, that any standards or criteria which have had the effect of excluding women and minorities be eliminated, unless the contractor can demonstrate that such criteria are conditions of successful performance in the particular position involved.

II. PERSONNEL POLICIES AND PRACTICES

An employer must establish in reasonable detail and make available upon request the standards and procedures which govern all employment practices in the operation of each organizational unit, including any tests in use and the criteria by which qualifications for appointment, retention, or promotion are judged. It should be determined whether such standards and criteria are valid predictors of job performance, including whether they are relevant to the duties of the particular position in question. This requirement should not ignore or obviate the range of permissible discretion which has characterized employment judgments, particularly in the academic area. Where such discretion appears to have operated to deny equality of opportunity, however, it must be subjected to rigorous examination and its discriminatory effects eliminated. There are real and proper limits on the extent to which criteria for academic employment can be explicitly articulated; however, the absence of any articulation of such criteria provides opportunities for arbitrary and discriminatory employment decisions.

Recruitment

Recruitment is the process by which an institution or department within an institution develops an applicant pool from which hiring decisions are made. Recruitment may be an active process, in which the institution seeks to communicate its employment needs to candidates through advertisement, word-of-mouth notification to graduate schools or other training programs, disciplinary conventions or job registers. Recruitment may also be the passive function of including in the applicant pool those persons who on their own initiative or by unsolicited recommendation apply to the institution for a position.

In both academic and nonacademic areas, universities must recruit women and minority persons as actively as they have recruited white males. Some universities, for example, have tended to recruit heavily at institutions graduating exclusively or predominantly non-minority males, and have failed to advertise in media which would reach the minority and female communities, or have relied upon personal contacts and friendships which have had the effect of excluding from consideration women and minority group persons.

In the academic area, the informality of word-of-mouth recruiting and its reliance on factors outside the knowledge or control of the university makes this method particularly susceptible to abuse. In addition, since women and minorities are often not in word-of-mouth channels of recruitment, their candidacies may not be advanced with the same frequency or strength of endorsement as they merit, and as their white male colleagues receive.

The university contractor must examine the recruitment activities and policies of each unit responsible for recruiting. Where such an examination reveals a significantly lower representation of women or minorities in the university's applicant pool than would reasonably be expected from their availability in the work force, the contractor must modify or supplement its recruiting policies by vigorous and systematic efforts to locate and encourage the candidacy of qualified women and minorities. Where policies have the effect of excluding qualified women or minorities, and where their effects cannot be mitigated by the implementation of additional policies, such policies must be eliminated.

An expanded search network should include not only the traditional avenues through which promising candidates have been located (e.g., in the case of academic appointments, direct letters to graduate departments, or in the case of nonacademic appointments, advertising in community newspapers). In addition, to the extent that it is necessary to overcome underutilization, the university should search in areas and channels previously unexplored.

Certain organizations such as those mentioned in Revised Order No. 4 may be prepared to refer women and minority applicants. For faculty and administrative appointments, disciplinary and professional associations, including committees and caucus groups, should be contacted and their facilities for employee location and referral used.

Particularly in the case of academic personnel, potentially fruitful channels of recruitment include the following:

- a. advertisements in appropriate professional journals and job registries;
- b. unsolicited applications or inquiries;
- c. women teaching at predominantly women's colleges, minorities teaching at predominantly minority colleges;
- d. minorities or women professionally engaged in nonacademic positions, such as industry, government, law firms, hospitals;
- e. professional women and minorities working at independent research institutions and libraries;
- f. professional minorities and women who have received significant grants or professional recognition;
- g. women and minorities already at the institution and elsewhere working in research or other capacities not on the academic ladder;
- h. minority and women doctoral recipients, from the contractor's own institution and from other institutions, who are not presently using their professional training;
- i. women and minorities presently candidates for graduate degrees at the institution and elsewhere who show promise of outstanding achievement (some institutions have developed programs of support for completion of doctoral programs with a related possibility of future appointment);
- j. minorities and women listed in relevant professional files, registries and data banks, including those which have made a particularly conscientious effort to locate women and minority persons.

It should be noted that a contractor is required to make explicit its commitment to equal employment opportunity in all recruiting announcements or advertisements. It may do this by indicating that it is an "equal opportunity employer." It is a violation of the Executive Order, however, for a prospective employer to state that only members of a particular minority group or sex will be considered.

Where search committees are used to locate candidates for appointment, they can best carry out the above measures when they are composed of persons willing and able to explore new avenues of recruitment. Effective search committees should, if possible, include among their members women and minority persons.

Policies which exclude recruitment at predominantly minority colleges and universities restrict the pool of qualified minority faculty from which prospective appointees may be chosen. Even if the intent of such policies may be to prevent the so-called "raiding" of minority

faculty by predominantly white institutions, such policies violate the nondiscrimination provision of the Executive Order since their effect is to deny opportunity for employment on grounds relating to race. Such policies have operated to the serious disadvantage of students and teachers at minority institutions by denying them notice of research and teaching opportunities, assistantships, endowed professorships and many other programs which might enhance their potential for advancement, whether they choose to stay at a predominantly minority institution or move to a non-minority institution.

Minorities and women are frequently recruited only for positions thought to be for minorities and women, such as equal employment programs, ethnic studies, or women's studies. While these positions may have a particular suitability for minority persons and women, institutions must not restrict consideration of women and minorities to such areas, but should actively recruit them for any position for which they may be qualified.

Hiring

Once a nondiscriminatory applicant pool has been established through recruitment, the process of selection from that pool must also carefully follow procedures designed to ensure nondiscrimination. In all cases, standards and criteria for employment should be made reasonably explicit, and should be accessible to all employees and applicants. Such standards may not overtly draw a distinction based on race, sex, color, religion, or national origin, nor may they be applied inconsistently to deny equality of opportunity on these bases.

In hiring decisions, assignment to a particular title or rank may be discriminatory. For example, in many institutions women are more often assigned initially to lower academic ranks than are men. A study by one disciplinary association showed that women tend to be offered a first appointment at the rank of Instructor rather than the rank of Assistant Professor three times more often than men with identical qualifications. Where there is no valid basis for such differential treatment, such a practice is in violation of the Executive Order.

Recruiting and hiring decisions which are governed by unverified assumptions about a particular individual's willingness or ability to relocate because of his or her race or sex are in violation of the Executive Order. For example, university personnel responsible for employment decisions should not assume that a woman will be unwilling to accept an offer because of her marital status, or that a minority person will be unwilling to live in a predominantly white community.

Institutional policies regarding the employment of an institution's own graduates must not be applied in any manner which would deny opportunities to women and minorities. A university must give equal consideration to its graduate students regardless of their race or sex for future faculty positions, if the institution employs its own graduates.

In the area of academic appointments, a nondiscriminatory selection process does not mean that an institution should indulge in "reverse discrimination" or "preferential treatment" which leads to the selection of unqualified persons over qualified ones. Indeed, to take such action on grounds of race, ethnicity, sex or religion constitutes discrimination in violation of the Executive Order.

It should also be pointed out that nothing in the Executive Order requires or permits a contractor to fire, demote or displace persons on grounds of race, color, sex, religion, or national origin in order to fulfill the affirmative action concept of the Executive Order. Again, to do so would violate the Executive Order. Affirmative action goals are to be sought through recruitment and hiring for vacancies created by normal growth and attrition in existing positions.

Unfortunately, a number of university officials have chosen to explain dismissals, transfers, alterations of job descriptions, changes in promotion potential or fringe benefits, and refusals to hire not on the basis of merit or some objective sought by the university administration aside from the Executive Order, but on grounds that such actions and other "preferential treatment regardless of merit" are now required by Federal law. Such statements constitute either a misunderstanding of the law or a willful distortion of it. In either case, where they actually reflect decisions not to employ or promote on grounds of race, color, sex, religion or national origin, they constitute a violation of the Executive Order and other Federal laws.

Anti-nepotism Policies

Policies or practices which prohibit or limit the simultaneous employment of two members of the same family and which have an adverse impact upon one sex or the other are in violation of the Executive Order. For example, because men have traditionally been favored in employment over women, anti-nepotism regulations in most cases operate to deny employment opportunity to a wife rather than to a husband.

If an institution's regulations against the simultaneous employment of husband and wife are discriminatory on their face (e.g., applicable to "faculty wives"), or if they have in practice served in most instances to deny a wife rather than a husband employment or promotion opportunity, salary increases, or other employment benefits, they should be altered or abolished in order to mitigate their discriminatory impact.

Stated or implied presumptions against the consideration of more than one member of the same family for employment by the same institution or within the same academic department also tends to limit the opportunities available to women more than to men.

If an individual has been denied opportunity for employment, advancement or benefits on the basis of an anti-nepotism rule or practice, that action is discriminatory and is prohibited under the Executive Order. Institutional regulations which set reasonable

restrictions on an individual's capacity to function as judge or advocate in specific situations involving a member of his or her immediate family are permissible where they do not have the effect of denying equal employment opportunity to one sex over the other.*

Placement, Job Classification, and Assignment

A contractor must examine carefully its job category assignments and treatment of individuals within a single job classification. Experience shows that individuals of one sex or race frequently tend to be "clustered" in certain job classifications, or in certain departments or divisions within an institution. Most often those classifications or departments in which women or minorities are found tend to be lower paid, and have less opportunity for advancement than those to which non-minority males are assigned.

Where there are no valid or substantial differences in duties or qualifications between different job classifications, and where persons in the classifications are segregated by race, color, religion, sex, or national origin, those separate classifications must be eliminated or merged. For example, where male administrative aides and female administrative assistants are performing the same duties and bear the same responsibilities, but are accorded different salaries and advancement opportunities, and where the separate classifications upon examination yield no valid distinctions, the separate classifications must be eliminated or merged.

In academic employment, minorities and women have sometimes been classified as "research associates," "lecturers" or similar categories of employment which do not carry with them the benefits and protections of regular academic appointment, and from which promotion is rare, while men with the same qualifications are appointed to regular faculty positions. Such sex- or minority-segregated classification is discriminatory and must be eliminated. In addition, appropriate remedies must be afforded those persons previously assigned to such classifications.

Training

To eliminate discrimination and assure equal opportunity in promotion, an employer should initiate necessary remedial, job training and work study programs aimed at upgrading specific skills. This is generally applicable in the case of nonacademic employees, but may also be relevant in the case of academic employees as, for example, in providing opportunities to participate in research projects, or to

*For an indication of what should constitute "reasonable restriction," see the policy statement of the American Association of University Professors on "Faculty Appointment and Family Relationship," which suggests that "faculty members should neither initiate or participate in institutional decisions involving a direct benefit (initial appointment, retention, promotion, salary, leave of absence, etc.) to members of their immediate families."

gain new professional skills through leave policies or special programs offered by the institution.

In institutions where in-service training programs are one of the ladders to administrative positions, minorities and women must be admitted into these programs on an equal basis with non-minority men. Furthermore, opportunities for training may not be limited to positions which are occupied by non-minorities and males.

The employment of students by an institution is subject to the same considerations of nondiscrimination and affirmative action as is all other employment in an institution.

Promotion

A contractor's policies and practices on promotion should be made reasonably explicit, and administered to ensure that women and minorities are not at a disadvantage. A contractor is also obligated to make special efforts to ensure that women and minorities in its work force are given equal opportunity for promotion. Specifically, 41 CFR 60-2.24 states that this result may be achieved through remedial, work study and job training programs; through career counseling programs; through the posting and announcement of promotion opportunities; and by the validation of all criteria for promotion.

Termination

Where action to terminate has a disproportionate effect upon women or minorities and the employer is unable to demonstrate reasons for the decision to terminate unrelated to race, religion, color, national origin or sex, such actions are discriminatory. Seniority is an acceptable standard for termination, with one exception: where an incumbent has been found to have been the victim of discrimination and as a result has less actual seniority than he or she would have had but for such discrimination, either seniority cannot be used as the primary basis for termination, or the incumbent must be presumed to have the seniority which he or she would have had in the absence of discrimination.

Conditions of Work

A university employer must ensure nondiscrimination in all terms and conditions of employment, including work assignments, educational and training opportunities, research opportunities, use of facilities, and opportunities to serve on committees or decision-making bodies.

Intentional policy or practice which subjects persons of a particular sex or minority status to heavier teaching loads, less desirable class assignments, and fewer opportunities to serve on key decision-making bodies or to apply for research grants or leaves of absence for professional purposes, is in violation of the Executive Order.

Similarly, institutional facilities such as dining halls or faculty clubs have sometimes restricted their services to men only. Where such services are a part of the ordinary benefits of employment for certain classifications of employees, no members of such classifications can be denied them on the basis of race, color, national origin, sex, or religion.

Rights and Benefits-Salary

The Executive Order requires that universities adhere carefully to the concept of equal pay for equal work.

In many situations persons who hold the same or equivalent positions, with the same or equivalent qualifications, are not paid similar salaries, and disparities are identifiable along lines of race, color, national origin, sex, or religion.

An institution should set forth with reasonable particularity criteria for determining salary for each job classification and within each job classification. These criteria should be made available to all present and potential employees.

The question is often raised as to whether a person who applies for a position within a given job classification may be given a higher or lower rate of pay at entry based upon his or her pay in another position, or upon market factors defined outside the context of the institution's determination of rates of pay. Where reference to external market factors results in a disparate effect upon women or minority group persons, a reference to those rates of pay is prohibited. For example, if a minority or female applicant applies for a position as an Assistant Professor, and the salary range of those entering that position is from \$10,000 to \$12,000, the fact that the applicant's former position paid only \$8,000 cannot be used to deny him or her the minimum pay for the new position, when non-minority men in a comparable situation are given an entry salary at or above the minimum stipulated area. In this example, the applicant's level of pay must be determined on the basis of capability and record of performance, not former salary.

Back Pay

Back pay awards are authorized and widely used as a remedy under Title VII of the Civil Rights Act of 1964, the Equal Pay Act, and the National Labor Relations Act. Universities, like other employers, are subject to the provisions of these statutes.

This means that evidence of discrimination that would require back pay as a remedy will be referred to the appropriate Federal enforcement agency if the Office for Civil Rights is not able to negotiate a voluntary settlement with a university. At the direction of the Department of Labor, the Office for Civil Rights will continue to pursue back pay settlements only in cases involving employees who, while protected by the Executive Order, were not protected by the three statutes mentioned above at the time violation occurred.

Contractors continue to have the prospective obligation to include in an affirmative action program whatever payments are necessary to remove existing differentials in pay (based on race or sex) identified in the analyses required under the Executive Order.

Leave Policies

A university contractor must not discriminate against employees in its leave policies, including paid and unpaid leave for educational or professional purposes, sick leave, annual leave, temporary disability, and leave for purposes of personal necessity.

Employment Policies Relating to Pregnancy and Childbirth

41 CFR 60-20 (Sex Discrimination Guidelines) (Tab D) provides that "women shall not be penalized in their conditions of employment because they require time away from work on account of childbearing." Pregnancy and childbearing must be considered as a justification of a leave of absence for a female employee regardless of marital status, for a reasonable length of time, and for reinstatement following childbirth without loss of seniority or accrued benefits.

A. Eligibility: If an employer has a policy on eligibility for leave, a female employee may not be required to serve longer than the minimum length of service required for other types of leave in order to qualify for maternity leave. If the employer has no leave policy, childbearing must nevertheless be considered as a justification for a leave of absence for a female employee for a reasonable length of time.

B. Mandatory period of leave: Any policy requiring a mandatory leave of absence violates the Executive Order unless it is based on individual medical or job characteristics. In such cases the employer must clearly demonstrate an overriding need based on medical safety or "business necessity," i.e., that the successful performance of the position or job in question requires the leave. For example, service in a radiation laboratory may constitute a demonstrable hazard to the expectant mother or her child. A mandatory period of leave should not, however, be stipulated by the university; the length of leave, whether mandatory or voluntary, should be based on a bona fide medical need related to pregnancy or childbirth.

C. Eligibility for and conditions of return: Following the end of leave warranted by childbirth, a female employee must be offered reinstatement to her original position or one of like status and pay without loss of seniority or accrued benefits.

D. Other conditions of leave: Department of Labor guidelines provide that the conditions related to pregnancy leave, i.e., salary, accrual of seniority and other benefits, reinstatement rights, etc., must be in accordance with the employer's general leave policy.

On April 5, 1972, the Equal Employment Opportunity Commission, under Title VII of the Civil Rights Act of 1964, issued revised guidelines on sex discrimination, 37 Fed. Reg. 6835, which differ substantially from the

present Department of Labor guidelines under the Executive Order. The Labor Department has not adopted the rules of the EEOC as its own, although universities are subject to them. However, serious consideration is now being given to revising the Labor Department guidelines to equate disabilities caused by pregnancy and childbirth with all other temporary disabilities for which an employer might provide leave time, insurance pay, and other benefits.

E. Child care leave: If employees are generally granted leave for personal reasons, such as for a year or more, leave for purposes relating to child care should be considered grounds for such leave, and should be available to men and women on an equal basis. A faculty member should not be required to have such leave time counted toward the completion of a term as a probationary faculty member, unless personal leave for other reasons is so considered. Nor should such leave time be subtracted from a stated term of appointment, or serve as a basis for nonrenewal of contract.

Fringe Benefits

Fringe benefits are defined to include medical, hospital, accident, life insurance and retirement benefits; profit-sharing and bonus plans; leave, and other terms and conditions of employment.

The university should carefully examine its fringe benefit programs for possible discriminatory effects. For example, it is unlawful for an employer to establish a retirement or pension plan which establishes different optional or mandatory retirement ages for men and for women.

Where an employer conditions benefits available to employees and their spouses and families on whether the employee is the "head of the household" or "principal wage-earner" in the family unit, such benefits cannot be made available only to male employees and their families. The employer also must not presume that a married man is the "head of the household" or "principal wage earner"; this is a matter which must be determined by the employee and his or her family.

It is also unlawful for an employer to make benefits available to the wives and families of male employees where the same benefits are not available to the husbands and families of female employees.

With regard to retirement benefits and insurance, pensions, and other welfare programs, Department of Labor Sex Discrimination Guidelines provide that benefits must be equal for both sexes, or that the employer's contribution must be equal for both sexes. This means that a different rate of retirement benefits for men and women does not violate the Executive Order if the employer's contributions for both sexes are equal. It is not a violation of the Executive Order if the employer,

in seeking to equalize benefits for men and women employees, contributes more for one sex than the other.*

Child Care

41 CFR 60-2.24 states that an employer should, as part of his affirmative action program, encourage child care programs appropriately designed to improve the employment opportunities of minorities and women. An increasing number of institutions have established child care programs for their male and female employees and students, and we commend such efforts to all institutions. As part of an affirmative action program, such programs may improve the employment opportunities of all employees, not only women and minorities, and contribute significantly to an institution's affirmative action profile.

Grievance Procedures

As of March 1972 and pursuant to the provisions of the Equal Employment Opportunity Act of 1972, the Equal Employment Opportunity Commission has jurisdiction over individual complaints of discrimination by academic as well as non-academic employees of educational institutions.

Pursuant to formal agreement between OCR and EEOC, and to avoid duplication of effort, individual complaints of discrimination will be investigated and remedied by EEOC. Class complaints, groups of individual complaints or other information which indicates possible institutional patterns of discrimination (as opposed to isolated cases) will remain subject to investigation by OCR. In such cases, retrospective relief for individuals within such classes or groups will remain within the jurisdiction of EEOC.

Where an employer has established sound standards of due process for the hearing of employee grievances, and has undertaken a prompt and good faith effort to identify and provide relief for grievances, a duplicative assumption of jurisdiction by the Federal Government has not always proven necessary. We therefore urge the development of sound grievance procedures for all employees, academic and nonacademic alike, in order to ensure the fair treatment of individual cases where discrimination is alleged, and to maintain the integrity of the employer's internal employment system.

Institutional grievance procedures which provide for prompt and equitable hearing of employee grievances relating to employment discrimination should be written and available to all present and prospective employees.

*Benefits which are different for men and women have been declared in violation of Title VII of the Civil Rights Act of 1964 in recent guidelines published by the Equal Employment Opportunity Commission. These guidelines also state that it is no defense against a charge of sex discrimination that the cost of such benefit is greater for one sex than for the other.

III. DEVELOPMENT OF AFFIRMATIVE ACTION PROGRAMS

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

1. Development or reaffirmation of the contractor's equal employment opportunity policy: Each institution should have a clear written statement over the signature of the chief administrative officer which sets forth the institution's legal obligation and policy for the guidance of all supervisory personnel, both academic and nonacademic, for all employees and for the community served by the institution. The policy statement should reflect the institution's affirmative commitment to equal employment opportunity, as well as its commitment to eliminate discrimination in employment on the basis of race, color, sex, religion and national origin.

2. Dissemination of the policy: Internal communication of the institution's policy in writing to all supervisory personnel is essential to their understanding, cooperation and compliance. All persons responsible for personnel decisions must know what the law requires, what the institution's policy is, and how to interpret the policy and implement the program within the area of their responsibility. Formal and informal external dissemination of the policy is necessary to inform and secure the cooperation of organizations within the community, including civil rights groups, professional associations, women's groups, and various sources of referral within the recruitment area of the institution.

The employer should communicate to all present and prospective employees the existence of the affirmative action program, and make available such elements of the program as will enable them to know of and avail themselves of its benefits.

3. Responsibility for implementation: An administrative procedure must be set up to organize and monitor the affirmative action program. 41 CFR 60-2.22 provides that an executive of the contractor should be appointed as director of EEO programs, and that he or she should be given "the necessary top management support and staffing to execute the assignment." (See the remainder of section 2.22 for details of the responsibilities of the Equal Employment Opportunity Officer.) This should be a person knowledgeable of and sensitive to the problems of women and minority groups. Depending upon the size of the institution, this may be his or her sole responsibility, and necessary authority and staff should be accorded the position to ensure the proper implementation of the program.

In several institutions the EEO officer has been assisted by one or more task forces composed in substantial part of women and minority persons. This has usually facilitated the task of the EEO officer and enhanced the prospects of success for the affirmative action program in the institution.

4. Identification of problem areas by organizational units and job classifications: In this section the contractor should address itself to the issues discussed in sections I and II above. The questions involved in data gathering and analysis are treated in appendix J.

Once an inventory is completed, the data should be coded and controlled in strict confidence so that access is limited to those persons involved in administering and reviewing the Equal Employment Opportunity Program. Some state and local laws may prohibit the collection and retention of data relating to the race, sex, color, religion, or national origin of employees and applicants for employment. Under the principle of Federal supremacy, requirements for such inventories and recordkeeping under the Executive Order supersede any conflicting state or local law, and the existence of such laws is not an acceptable excuse for failure to collect or supply such information as required under the Executive Order.

5. Internal audit and reporting systems: An institution must include in its administrative operation a system of audit and reporting to assist in the implementation and monitoring of the affirmative action program, and in periodic evaluations of its effectiveness. In some cases a reporting system has taken the form of a monitoring of all personnel actions, so that department heads and other supervisors must make periodic reports on affirmative action efforts to a central office. In most cases all new appointments must be accompanied by documentation of an energetic and systematic search for women and minorities.

Reporting and monitoring systems will differ from institution to institution according to the nature of the goals and programs established, but all should be sufficiently organized to provide a ready indication of whether or not the program is succeeding, and particularly whether or not good faith efforts have been made to ensure fair treatment of women and minority group persons before and during employment. Reporting systems should include a method of evaluating applicant flow; referral and hiring rate; and an application retention system to allow the development of an inventory of available skills.

At least once annually the institution must prepare a formal report to OCR on the results of its affirmative action compliance program. The evaluation necessary to prepare such a report will serve as a basis for updating the program, taking into consideration changes in the institution's work force (e.g., expansion, contraction, turnover), changes in the availability of minorities and women through improved educational opportunities, and changes in the comparative availability of women as opposed to men as a result of changing interest levels in different types of work.

6. Publication of affirmative action programs: In accordance with 41 CFR 60-2.21(11), which states that the contractor should "communicate to his 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," the Office for Civil Rights urges institutions to make public their affirmative action plans. University contractors should also be aware that affirmative action plans accepted by the Office for Civil Rights are subject to disclosure to the public under the Freedom of Information Act, 5 U.S.C. 552. Subject to certain exemptions, disclosure ordinarily will include broad utilization analyses, proposed remedial steps, goals and timetables, policies on recruitment, hiring, promotion, termination, grievance procedures and other affirmative measures to be taken. Other types of documents which must be released by the Government upon a request for disclosure include the contractor's validation studies of tests and other preemployment selection methods.

Exempt from disclosure are those portions of the plan which contain confidential information about employees, the disclosure of which may constitute an invasion of privacy, information in the nature of trade secrets, and confidential commercial or financial information within the meaning of 5 U.S.C. 552(b) (4). Compliance agencies also are not authorized to disclose the Standard Form 100 (EEO-1) or similar reporting forms or information about individuals.

7. Developing a plan: The Office for Civil Rights recognizes that in an institution of higher education, and particularly in the academic staff, responsibility for matters concerning personnel decisions is diffused among many persons at a number of different levels. The success of a university's affirmative action program may be dependent in large part upon the willingness and ability of the faculty to assist in its development and implementation. Therefore, the Office for Civil Rights urges that university administrators involve members of their faculty, as well as other supervisory personnel in their work force, in the process of developing an information base, determining potential employee availability, the establishment of goals and timetables, monitoring and evaluating the effectiveness of the plan, and in all other appropriate elements of a plan. A number of institutions have successfully established faculty or joint faculty-staff commissions or task forces to assist in the preparation and administration of its affirmative action obligations. We therefore recommend to university contractors that particular attention be given the need to bring into the deliberative and decision-making process those within the academic community who have a responsibility in personnel matters.

The Office for Civil Rights stands ready to the fullest extent possible to assist university contractors in meeting their equal employment opportunity obligations.

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

January 31, 1973

TO: Dr. A. Carnesale Dean C. McKinney
 Dr. R. G. Carson Dr. J. D. Memory
 Dean D. W. Chaney Dr. L. C. Saylor
 Dean C. J. Dolce Dean B. C. Talley
 Dr. F. J. Hassler Dr. W. L. Turner
 Dr. I. T. Littleton Dr. O. Uzzell
 Mr. J. D. Wright

FROM: Clauston Jenkins *CJ*

SUBJECT: Data for Affirmative Action Planning

The following information is attached for your use in Affirmative Action Planning;

- 1) SPA data for your unit
 - a) list of all SPA personnel by department;
 - b) summary according to race and sex for each department and the entire unit.

This data should be useful in assessing your present situation and establishing goals.

- 2) Data on graduates from technical institutes and community colleges in North Carolina
 - a) code sheets for associate degree field codes;
 - b) Table 1 - Associate Degree Recipients by sex, 1971-72;
 - c) Table 2 - Associate Degree Recipients by race, 1971-72;
 - d) Table 3 - Early Leavers with Marketable Skills (ELMS) by sex, 1971-72;
 - e) Table 4 - Early Leavers with Marketable Skills (ELMS) by race, 1971-72.

All of this data is stapled together. This information, furnished by the North Carolina Department of Community Colleges, should be useful in assessing the availability of trained manpower for various classifications and determining the number of potential transfer students.

CJ/mg
Enclosures

cc: Mr. William Calloway
Mr. Cy King

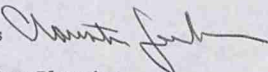
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

January 12, 1973

TO: Dr. A. Carnesale
Dr. R. G. Carson
Dean D. W. Chaney
Dean C. J. Dolce
Dean E. L. Ellwood
Dean E. W. Jones
Dean J. E. Legates
Dr. I. T. Littleton
Dean C. McKinney
Dr. J. D. Memory
Dean B. C. Talley
Dr. O. Uzzell
Mr. J. D. Wright

FROM: Clauston Jenkins 

SUBJECT: Affirmative Action Planning

From informal discussions with the General Administration we think that NCSU will be asked to present its campus plan before the end of March. Accordingly, Affirmative Action planning units should aim at delivering a plan to the Provost by March 9, 1973.

Since one of the key elements in planning will be the determination of availability, the following data and reports are attached for your use.

1. Statistics concerning doctorates awarded to women compiled by the Association of American Colleges;
2. A summary of data on the availability of Negro Ph.D.s

This information should be self explanatory. It does not appear that patterns in doctorates awarded have changed significantly for either females or Negroes since 1969.

3. Number of Bachelor's Degrees conferred by North Carolina Colleges and Universities by Institution, Sex, and Field of Study for 1968-69, 1969-70, and 1970-71.
4. Number of Master's Degrees conferred in North Carolina by Institution, Sex, and Field of Study for the years 1968-69, 1969-70, and 1970-71.

This information is included for two reasons. First, it should give an idea of the size of the pool of potential graduate students in North Carolina by sex and by inference from predominately black institutions by race. Second, the data gives some indication of the kind of pool of college-trained individuals available for SPA positions. Data on graduates of two year institutions may be forthcoming to provide additional information about the availability of SPA personnel.

5. Minority Employment in State Government.

This publication provides some idea of how we compare with others and offers some recommendations which might be useful.

(Continued)

Affirmative Action Planning

Page 2

January 12, 1973

6. 1971 work force estimates for counties in North Carolina by race and sex.

This information may be useful in discussing goals for SPA personnel.

By the first week in February we hope to be able to provide SPA data by Department and School similar to that already provided for EPA.

"A Quick Reference to Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions" is also attached for your information. It may prove useful in sorting the various laws, orders and agencies involved.

Finally, another copy of HEW guidelines (Memorandum to College and University Presidents, October 1, 1972) is attached to help you in preparing a plan. Until we receive additional advice from the General Administration, these guidelines along with pages 44 - 49 of the HEW letter of September 27, 1972, to President Friday represent the general framework for our planning efforts although planning units can be imaginative and original in developing a plan within the framework.

CJ/mg

Attachments

Gilbert Bond
25% COTTON
60/20

8/4/72



PROJECT ON THE STATUS AND EDUCATION OF WOMEN



association of
american colleges

1818 R STREET, N.W. • WASHINGTON, D.C. 20009 • (202) 265-3137

BERNICE SANDLER,
EXECUTIVE ASSOCIATE

REBECCA STANLEY,
RESEARCH ASSOCIATE

FRANCELIA GLEAVES,
RESEARCH ASSISTANT

STATISTICS CONCERNING DOCTORATES AWARDED TO WOMEN

Institutions covered by Executive Order 11246 as amended, which forbids all federal contractors from discriminating on the basis of sex (also race, color, religion and national origin), are required to develop numerical target goals for women.

How these are developed is detailed in Revised Order No. 4 (available free of charge from the Office of Federal Contract Compliance, Department of Labor, Washington, D.C. 20210). The order specifies that among the factors that contractors must take into account is the number of available women in the labor force. At the academic level, the available labor force is best determined on a national basis.

Many institutions are using as a base the number and/or percentage of doctorates awarded to women.* In order to avoid some duplication of work, the Project on the Status and Education of Women is enclosing data worked out at other institutions. There are several ways to calculate the data. Enclosed are three sets of computations:

1. The percentage of doctorates awarded to women between 1960-69, prepared by the Council for University Women's Progress at the University of Minnesota.
2. The combined percentage of doctorates awarded to women by the largest degree-awarding institutions by the best ranked departments in each field, prepared by the Office of the Chancellor, University of Wisconsin.
3. The percentage of doctorates awarded to women by the top five graduate institutions, in selected disciplines, 1953-58, and 1963-68, prepared by Lucy W. Sells, Department of Sociology, University of California at Berkeley.

The tables may be used differentially as goals are developed for each rank.

* * * * *

*A recent study (The Woman Doctorate in America by Helen Astin) indicated that 91% of women doctorates were working, 81% of them full-time. 79% had not interrupted their careers in the ten years after obtaining the doctorate. (Only 81% of all men are in the labor force. Of men with doctorates, only 69% work full-time in their field of study.)

April, 1972

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
Agriculture, Total	4462	79	1.77	Health Education	88	26	29.55
-Agriculture, General	115	1	.87	Recreation	30	4	13.33
-Agronomy, Field Crops	966	5	.52	Education of the Mentally Retarded	118	36	30.51
-Animal Science	872	21	2.41	Education of the Deaf (1964-1969 only)	6	4	66.67
-Dairy Science	262	4	1.53	(1964-1969 only) ⁹			
-Farm Management	13	0	.00	Speech and Hearing Impaired	339	67	19.76
-Fish, Game or Wildlife Management (1961-1969) ¹	209	2	.96	Education of the Visually Handicapped (1964-1969 only) ¹⁰	3	1	33.33
-Food Science	385	16	4.16	Education of the Emotionally Disturbed (1965-1969 only) ⁴	24	6	25.00
-Horticulture	539	11	2.40	Administration of Special Education (1968-1969 only) ¹²	14	4	28.57
-Ornamental Horticulture	14	0	.00	Education of Other Exceptional Children ¹³	391	126	32.23
-Poultry Science	211	7	3.32	Agricultural Education	228	2	.88
-Soil Science	568	2	.35	Art Education	194	52	26.80
-Agriculture, All other fields	308	10	3.25	Business or Commercial Education	300	89	29.67
Architecture	50	4	8.00	Distributive Education, Retail Selling	28	6	21.43
Biological Sciences, Total	17,708	2448	13.82	Home Economics Education	124	123	99.19
Premedical, Pre dental 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	1653	186	11.25	Trade or Industrial Education, Vocational	181	8	4.42
Zoology, General	2262	318	14.06	Specialized Teaching Fields, All other	756	261	34.52
Anatomy and Histology	633	116	18.33	Nursery or Kindergarten Education	14	12	85.71
Bacteriology, etc. ²	2096	355	16.94	Early Childhood Education	22	20	90.91
Biochemistry	2695	471	17.48	Elementary Education	1199	459	38.28
Biophysics	429	32	7.46	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	12.86
Genetics	672	61	9.08	Finance ^{1,3}			
Molecular Biology (1968-1969 only) ³	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) ¹⁵	488	99	20.29
Pharmacology	783	87	11.11	Education, General	6286	1183	18.82
Physiology	1145	168	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 ¹⁶	1296	286	22.07
Biological Sciences, All other fields	803	92	11.46	Engineering, Total ¹⁷	18,572	82	.44
Business and Commerce, Total	3046	86	2.82	English and Journalism, Total	6471	1541	23.81
Business and Commerce, General	1372	33	2.41	English and Literature	6322	1523	24.09
Accounting	268	18	6.72	Journalism	149	18	12.08
Finance, Banking (1967-1969 only) ⁴	53	1	1.89	Fine Arts and Applied Arts, Total	4035	678	16.80
Marketing (1967-1969 only) ⁵	66	1	1.52	Art General	99	18	18.18
Real Estate, Insurance (1967-1969 only) ⁶	7	0	.00	Music, Sacred Music	1473	199	13.51
Transportation (1967-1969 only)	2	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
City Planning (1966-1969 only) ⁷	44	2	4.55	Folklore (1965-1969 only)	29	8	27.59
Computer Science and Systems Analysis, Total (1964-1969 only) ⁸	158	4	2.53				
Computer Science	99	3	3.03				
Systems Analysis	22	1	4.55				
Computer Science and Systems Analysis, All other fields	37	0	.00				
Education, Total	26,369	5230	19.83				
Physical Education	1143	313	27.38				

	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
Foreign Languages and Literature, Total	4158	1186	28.52			
Linguistics	551	133	24.14	Metallurgy	213	0 .00
Latin, Classical Greek	506	128	25.30	Meteorology	245	2 .82
French	768	311	40.49	Pharmaceutical Chemistry (1961-1969 only)	289	13 .50
Italian	47	17	36.17	Physics	8415	168 2.00
Portuguese	14	3	21.43	Geology	2143	53 2.47
Spanish	668	217	32.49	Geophysics	203	3 1.48
Philology and Literature of Romance Languages	380	93	24.47	Oceanography	222	4 1.80
German	678	171	25.22	Earth Sciences, All other fields ¹⁸	170	2 1.18
Other German Languages	27	5	18.52	Physical Science, All other fields	359	18 5.01
Philology and Literature of Germanic Languages	52	9	17.31	Psychology, Total	9135	1845 20.20
Arabic	5	1	20.00	General Psychology	7071	1365 19.30
Chinese	14	2	14.29	Clinical Psychology (1961-1969 only)	651	163 25.04
Hebrew	23	1	4.35	Counseling and Guidance	138	33 23.91
Hindi, Urdu (1961-1969 only)	2	0	0.00	Social Psychology (1961-1969 only)	309	68 22.01
Japanese	12	2	16.67	Rehabilitation Counselor Training (1964-1969 only)	36	8 22.22
Russian	116	28	24.14	Educational Psychology (1964-1969 only)	137	37 27.01
Other Slavic Languages	63	20	29.41	Psychology, All other fields (1964-1969 only)	793	171 21.56
Foreign Language and Literature, All other fields	227	45	19.82	Religion, Total	2825	141 4.99
Forestry	558	1	.18	Religious Education, Bible	368	49 13.32
Geography	663	37	5.58	Theology	1417	49 3.46
Health Professions, Total	1831	168	9.18	Religion, Liberal Arts Curriculum	860	39 4.54
Hospital Administration	20	1	.50	Religion, All other fields	180	4 2.22
Medical Technology	2	0	.00	Social Sciences, Total	18,662	2072 11.10
Nursing, Public Health Nursing	18	17	94.44	Social Sciences, General	261	27 10.34
Optometry	16	1	6.25	American Studies, Civilization, Culture	257	41 15.95
Pharmacy	563	24	4.26	Anthropology	942	202 21.44
Physical Therapy, Physiotherapy	1	0	.00	Area or Regional Studies	384	46 11.98
Public Health	418	62	14.83	Economics	3898	219 5.62
Radiologic Technology	3	0	.00	History	4943	579 11.71
Clinical Dental Services	24	4	16.77	International Relations	425	33 7.76
Clinical Medical Services	302	31	10.20	Political Science or Government	2876	253 8.80
Clinical Veterinary Services	250	4	1.60	Sociology	2361	403 17.07
Health Professions, All other fields	214	24	11.21	Agricultural Economics	1165	12 1.03
Home Economics, Total	514	392	76.26	Foreign Service Programs	11	1 9.09
Home Economics, General	104	101	97.12	Industrial Relations	96	4 4.17
Child Development, Family Relations	174	87	50.00	Public Administration	283	23 8.13
Clothing and Textiles	53	52	98.11	Social Work, Social Administration	480	174 36.25
Foods and Nutrition	134	108	80.60	Social Science, All other fields	280	55 19.64
Institution Management or Administration	6	6	100.00	Trade or Industrial Training	84	0 .00
Home Economics, All other fields	43	38	88.37	Broad General Curriculums and Miscellaneous Total	726	107 14.74
Law	268	12	4.48	Arts, General Programs	39	9 23.08
Library Science	140	38	27.14	Sciences, General Programs	84	9 10.71
Mathematical Sciences, Total	6166	401	6.50	Arts and Sciences, General Programs	40	5 12.50
Mathematics	5538	348	6.46	Teaching of English as a Foreign Language	27	10 37.04
Statistics	781	53	6.79	All Other Fields of Study ¹⁹	536	74 13.81
Philosophy, Total	1701	188	11.05	Total All Fields (areas) reported:	154,111	17,929 11.63
Philosophy	1520	155	10.20			
Scholastic Philosophy	181	33	18.23			
Physical Sciences, Total	25,736	1179	4.58			
Physical Sciences, General	93	3	3.23			
Astronomy	421	29	6.69			
Chemistry	12,683	881	6.95			

1. 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.

2. Includes Bacteriology, Virology, Mycology, Parasitology and Microbiology.

3. The status of this field prior to 1968, when it was considered separately, is not clear.

4, 5, and 6. As in 1, the same observation applies.

7 and 8. These entire areas are new.

9, 10, 11, and 12. Subsumed under other categories in earlier years.

13. Includes Special Learning Disability, Education of the Crippled, Education of the Multiple Handicapped.

14. Includes Curriculum Instruction as well. These fields were separated for all but year 1963-1964, so it was necessary to combine them.

15. Includes History, Philosophy and Theory of Education.

16. Includes the recently listed field of Education Superior.

17. A breakdown on Engineering was omitted from "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.

18. Includes recent field, "Earth Sciences, General."

19. Includes recent field "Interarea Fields of Study."

 AVAILABILITY STATISTICS, WOMEN HOLDERS OF THE PH.D., 1967-1969
 (Top Degree Granting Schools)

Compiled by the Office of the Chancellor, University of Wisconsin*

<u>DEPARTMENT</u>	<u>TOTAL WOMEN</u>	<u>% WOMEN</u>
African Languages & Literature		No statistics
Afro-American Studies		No statistics
Agricultural Economics (add Economics)	2/60	.8%/7.0%
Agricultural Engineering	1	2.1%
Agricultural Education	0	0
Agricultural Journalism (add Journalism)	4	9.3%
Agronomy	1	.5%
Anatomy (and Histology)	18	23.0%
Anesthesiology**	295	18.9%
Anthropology	64	25.1%
Art (General; Fine and Applied)	882(MA)	40.1/40.8%
(Art Education)	317(MA)	67.7%
Art History	7	21.8%
Astronomy	8	5.5%
Bacteriology	68	22.6%
Behavioral Disabilities		
Biochemistry	117	21.4%
Biophysics	10/167	9.5/7.3%
Botany	37	13.4%
Business & Commerce	17	2.4%
Chemical Engineering	3	.7%
Chemistry	179	8.5%
Civil & Environmental Engineering	0	0
Classics	45	29.0%
Clinical Oncology		No statistics
Communication Arts	67	17.7%
Communicative Disorders	12	23.0%
Comparative Literature		30.1% est.
Computing Center (Send Comp. Sci. Stat.)	2	6.0% (68-69)
Computer Sciences	2	6.0% (68-69)
Counseling & Guidance	64	21.2%
Curriculum & Instruction	45	22.3%
Dairy Science	2	3.6%
East Asian Languages & Literature	0	0
Economics	58	7.0%
Educational Administration	60	10.6%
Educational Policy Studies	24	17.6%
Educational Psychology	42	27.0%
Electrical Engineering	4	.6%
Engineering-Mechanics	0	0.
English	388	28.1%
Entomology	15	7.1%
Environmental Design		No statistics
Family Practice	9	4.1%
Food Science (also send Nutrition)	3	3.9%
Forestry	0	0

<u>DEPARTMENT</u>	<u>TOTAL WOMEN</u>	<u>% WOMEN</u>
French	89	41.7%
Genetics	16	12.0%
Geography	4	2.1%
Geology	17	4.9%
Geophysics (with Geology)	0	0
German	52	27.5%
Gynecology & Obstetrics**	236	10.5%
Hebrew & Semitic Studies	1	50.0% (68-69)
History	131	12.9%
History of Medicine		No statistics
History of Science	547 (composite)	9.4%
Home Economics Education & Extension		100.0%
Home Management & Family Living	14	35.0%
Horticulture	1	1.4%
Indian Studies	0	0
Industrial Engineering	2	1.3%
Internal Medicine	498 (residents)	7.8%
Italian	6	33.3%
Journalism	4	9.3%
Landscape Architecture		No statistics
Law	496 (LLB/JD)	4.7%
Library Science (Send to Library School & General Library)	2997 (MS)	78.4%
Linguistics	33	22.2%
Mathematics	55	5.5%
Mathematics Research Center	55	5.5%
Meat & Animal Science	2	1.8%
Mechanical Engineering	1	.4% (67-68)
Medical Genetics (see Genetics)		
Medical Microbiology (Send Bacteriology)	68	22.6%
Medical School: Clinical Departments		
Medicine (first professional degree)	394 (M.D.)	7.9%
Metallurgical & Mineral Engineering	2	1.6% (67-68)
Meteorology	1	2.7% (67-68)
Military Departments		OMIT
Molecular Biology (Composite listed second)	5/278	20%/20.5%
Music	54	15.0%
Neurology **	47	6.1%
Neurophysiology		No statistics
Nuclear Engineering	0	0
Nursing		OMIT
Nutritional Sciences	10	16.3%
Oncology		No statistics
Ophthalmology**	54	4.3%
Pathology	1 (Ph.D.)	2.3%
Pediatrics**	688	29.2%
Pharmaceutical Chemistry	4	5.0%
Pharmacology	22	14.9%
Pharmacy	7	8.9%
Philosophy	39	10.6%
Physical Education: Men/Women		OMIT

<u>DEPARTMENT</u>	<u>TOTAL WOMEN</u>	<u>% WOMEN</u>
Physics	40	2.4%
Physiology	29	12.8%
Physiological Chemistry (Send Biochemistry)	117	21.4%
Plant Pathology	1	1.5%
Political Science	68	11.2%
Portuguese	1	16.6% (68-69)
Poultry Science	2	3.5%
Preventive Medicine		No statistics
Psychiatry**	395	13.4%
Psychology	337	26.1%
Radiology**	117	7.3%
Rehabilitation Medicine **	61	19.8%
Related Art	384	40.1%
Rural Sociology (Send Sociology)	97	18.3%
Russian	10	40.0%
Scandinavian Studies	1	50.0% (67-68)
Slavic Languages (Non-Russian)	10	30.3%
Social Work	38	39.2%
Sociology	97	18.3%
Soil Science	1	2.1%
Spanish	52	33.1%
Statistics	8	5.2%
Surgery**	119	2.2%
Textiles & Clothing	8	88.8%
Urban & Regional Planning (CF. City Planning)	0	0
Veterinary Science	106	7.4%
Wild Life Ecology (CF. Fish, Game, and Wildlife Management)	0	0
Zoology	72	20.3%
Pathology**	380 (residents)	19.4%

When noted statistics may be for some other appropriate terminal degree.

* The statistics are derived by combining the number of degrees awarded from both the largest degree-granting institutions and the best ranked departments in the field:

1. The thirty-three institutions which have granted more than 2000 doctorates --

Boston University	Mass. Institute of Tech.	Princeton
California (Berkeley)	Michigan	Purdue
Catholic University	Michigan State	Stanford
Chicago	Minnesota	Texas
Columbia	Missouri	UCLA
Cornell	New York University	Univ. of Southern California
Harvard	North Carolina	Washington (Seattle)
Illinois	Northwestern	Wisconsin
Indiana	Ohio State	Yale
Iowa	Pennsylvania	
Iowa State	Pennsylvania State	
Johns Hopkins	Pittsburgh	

2. Combined with the figures obtained from the above list are those institutions (if not already included) in which the particular department received a 1969 ACE rating of 3.0 or above ("strong" or "distinguished").

The data concerning degrees awarded by the largest degree granting institutions were derived from Higher Education, Earned Degrees Conferred: Part B, Institutional Data Volumes 1967-68 and 1968-69, published by the U. S. Office of Education, Department of Health, Education and Welfare.

The ACE ratings are based on the quality of graduate faculties, as evaluated by members of the profession, and are taken from A Rating of Graduate Programs, edited by Kenneth D. Roose and Charles J. Andersen, and issued by the American Council on Education.

** Statistics for medical fields are for filled residencies in affiliated hospitals, September 1, 1970.

% OF PH. D.'s AWARDED TO WOMEN BY THE TOP FIVE
GRADUATE INSTITUTIONS, IN SELECTED DISCIPLINES

Compiled by Lucy W. Sells,
Department of Sociology
University of California at Berkeley

<u>DISCIPLINE</u>	<u>1953-1958</u>				<u>1963-1968</u>			
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>
Sociology	199	37	236	16	191	59	250	24
English	363	50	413	12	387	113	500	23
Psychology	284	68	352	19	434	123	557	22
Anthropology	112	21	133	16	179	41	220	19
History	465	44	509	9	750	97	847	12
Political Science	271	13	284	5	316	40	356	12
Chemistry	748	38	786	5	696	51	747	7
Economics	408	15	423	4	480	36	516	7
Mathematics	227	8	235	3	465	20	485	4
Physics	445	8	450	2	872	24	896	3

Sources: U. S. Office of Education, EARNED DEGREES CONFERRED, Circulars Numbered 417, 461, 499, 527, and 570, for degrees conferred in 1953-1954 through 1957-58, respectively. After 1962, EARNED DEGREES CONFERRED was published by the National Center for Educational Statistics, Washington, D. C. The Top Five rankings for the 1953-1958 period are based on Keniston's 1957 ranking, cited in Allan M. Cartter, AN ASSESSMENT OF QUALITY OF GRADUATE EDUCATION, American Council on Education, Washington, D. C., 1966. The Top Five rankings for 1963-1968 are based on Kenneth D. Roose and Charles J. Andersen, A RATING OF GRADUATE EDUCATION, American Council on Education, Washington, D. C., 1970.

The Top Five Departments for each discipline and time period are.

Sociology:	1957: Harvard, Columbia, Chicago, Michigan, Cornell 1970: Berkeley, Harvard, Chicago, Columbia, Michigan
English:	1957: Harvard, Yale, Columbia, Berkeley, Princeton 1970: Yale, Berkeley, Harvard, Chicago, Princeton
Psychology:	1957: Harvard, Michigan, Yale, Berkeley, Stanford 1970: Stanford, Michigan, Berkeley, Harvard, Illinois
Anthropology:	1957: Chicago, Harvard, Columbia, Berkeley, Yale 1970: Chicago, Berkeley, Michigan, Pennsylvania, Harvard
History:	1957: Harvard, Columbia, Yale, Berkeley, Wisconsin 1970: Harvard, Yale, Berkeley, Princeton, Stanford, Columbia, Wisconsin

Political Science: 1957: Harvard, Chicago, Berkeley, Columbia, Princeton
1970: Yale, Harvard, Berkeley, Chicago, Michigan

Chemistry: 1957: Harvard, Berkeley, Illinois, Chicago, Wisconsin
1970: Harvard, Cal. Tech., Stanford, Berkeley, M.I.T.

Economics: 1957: Harvard, Chicago, Yale, Columbia, Berkeley, Stanford
1970: Harvard, M.I.T., Chicago, Yale, Berkeley

Mathematics: 1957: Harvard, Chicago, Princeton, Berkeley, Michigan
1970: Berkeley, Harvard, Princeton, Chicago, M.I.T.

Physics: 1957: Berkeley, Harvard, Columbia, Princeton, Chicago
1970: Cal. Tech., Berkeley, Harvard, Princeton, Stanford, M.I.T.

DOCTORATES GRANTED FROM 1963-1968 BY TOP FIVE
GRADUATE FACULTIES, BY SEX AND DISCIPLINE

<u>University</u>	<u>SOCIOLOGY</u>				<u>University</u>	<u>PSYCHOLOGY</u>			
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>		<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>
1* Berkeley	34	14	48	29	1 Stanford	69	20	89	22
1* Harvard	25	9	34	26	2 Michigan	130	31	161	19
3 Chicago	58	12	70	17	3 Berkeley	89	36	125	29
4* Columbia	44	19	63	30	4 Harvard	57	21	78	27
4* Michigan	<u>30</u>	<u>5</u>	<u>35</u>	14	5 Illinois	<u>89</u>	<u>15</u>	<u>104</u>	14
Total	191	59	250	24%	Total	434	123	557	22%

*Tie in rating.

1969-70	67	26	93	28%	1969-70	115	47	162	29%
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<u>University</u>	<u>ENGLISH</u>				<u>University</u>	<u>ANTHROPOLOGY</u>			
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>		<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>
1 Yale	71	35	106	33	1 Chicago	46	7	53	14
2* Berkeley	62	23	85	27	2 Berkeley	49	12	61	20
2* Harvard	160	43	203	21	3 Michigan	24	2	26	--
4* Chicago	39	10	49	20	4 Pennsylvania	12	4	16	--
4* Princeton	<u>55</u>	<u>2</u>	<u>57</u>	4	5 Harvard	<u>48</u>	<u>16</u>	<u>64</u>	25
Total	387	113	500	23%	Total	179	41	220	19%

*Tie in rating.

1969-70	102	34	136	25%	1969-70	41	18	59	31%
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Sources: Degree figures compiled from EARNED DEGREES CONFERRED, published annually by U. S. Office of Education, National Center for Educational Statistics, Washington, D. C., 1963, 1964, 1965, 1966, and 1967. Rating of quality of graduate faculty taken from A RATING OF GRADUATE PROGRAMS, Kenneth D. Roose and Charles J. Andersen, Washington, D. C., American Council on Education, 1970.

1969-70 data from same schools in each field -- U.S.O.E. 72-2, EARNED DEGREES CONFERRED.

HISTORY

University				%
	Men	Women	Total	Women
1* Harvard	163	25	188	13
1* Yale	63	16	79	--
3 Berkeley	122	12	134	9
4 Princeton	47	--	47	--
5* Columbia	146	32	178	18
5* Stanford	46	4	50	8
5* Wisconsin	<u>163</u>	<u>8</u>	<u>171</u>	<u>5</u>
Total	750	97	847	12%

*Tie in rating.

1969-70 239 43 282 15%

POLITICAL SCIENCE

University				%
	Men	Women	Total	Women
1 Yale	30	5	35	14
2 Harvard	114	20	134	15
3 Berkeley	74	6	80	8
4 Chicago	48	6	54	11
5 Michigan	<u>50</u>	<u>3</u>	<u>53</u>	6
Total	310	41	351	12%
1969-70	58	10	68	15%

CHEMISTRY

University				%
	Men	Women	Total	Women
1 Harvard	117	12	129	9
2 Cal. Tech.	83	2	85	2
3* Stanford	83	9	92	10
3* Berkeley	230	14	244	6
5 M.I.T.	<u>183</u>	<u>14</u>	<u>197</u>	7
Total	696	51	747	7%

*Tie in rating.

1969-70 140 7 147 5%

ECONOMICS

University				%
	Men	Women	Total	Women
1* Harvard	138	13	151	9
1* M.I.T.	101	4	105	4
3 Chicago	69	3	72	4
4 Yale	71	4	75	5
5 Berkeley	<u>101</u>	<u>12</u>	<u>113</u>	11
Total	480	36	516	7%

*Tie in rating.

1969-70 126 5 131 4%

PHYSICS

University				%
	Men	Women	Total	Women
1* Cal Tech	78	3	81	4
1* Berkeley	275	6	281	2
1* Harvard	113	3	116	3

*Tie in rating.

MATHEMATICS

University				%
	Men	Women	Total	Women
1* Berkeley	147	7	154	5
1* Harvard	68	3	71	4
3 Princeton	72	-	72	-

*Tie in rating.

Physics cont'd.:

<u>University</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>
4 Princeton	107	1	108	1
5* Stanford	105	3	108	3
5* M.I.T.	<u>194</u>	<u>8</u>	<u>202</u>	<u>4</u>
Total	872	24	896	3%

Mathematics cont'd.:

<u>University</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>% Women</u>
4 Chicago	69	5	74	7
5 M.I.T.	<u>109</u>	<u>5</u>	<u>114</u>	<u>4</u>
Total	465	20	485	4%

*Tie in rating.

Distributed by the PROJECT ON THE STATUS AND EDUCATION OF WOMEN, Association of American Colleges, 1818 R Street, N.W., Washington, D. C. 20009.

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