

W

June 8, 1973

MEMORANDUM

TO: Chancellor John T. Caldwell

FROM: Harry C. Kelly, Provost

SUBJECT: Proposed Responses to Good Neighbor Council's  
Recommendations

WHS

- 1) Our affirmative action plan calls for specific steps that will involve departmental administrations and then make them aware of their responsibilities.
- 2) We shall ask our EEO Officer to see that the report Racism in Employment and its "targets of opportunity" is distributed and reviewed in terms of our goals. We will make certain that Mr. Calloway is also involved in this process.
- 3) The approach of recruiting graduate students is obvious and is mentioned specifically in our plan. Success is difficult and we need faculty commitment on a broad scale.
- 4) We shall ask our EEO Officer to call the attention of other schools to a specialized recruiting brochure, and we shall also ask him to find ways of involving the Society of Afro-American Culture in such efforts.

HCK:CJ:gj

action plan. Provost Kelley also sent a memorandum to the School Affirmative Action Committees inviting them to consult with the members of the Good Neighbor Council in developing their plans. There was some limited response to this invitation.

The Council was especially anxious that those involved in affirmative action planning to be aware of the "targets of opportunity" mentioned in the October 1971 report of the Council entitled Racism in Employment at NCSU - Patterns and Prospects.

As indicated earlier, the Council ended the year by closely examining its own methods of operation. As a result, the recommendations which conclude this report fall into the two categories indicated. The Council anticipated no change in the range of issues it might face but recognized that it would be most effective if, for a given year, it concentrated its activities in a specific area. The area of emphasis recommended for the next year involves student recruitment. Two major factors contributing to this decision were that the Council has recently addressed itself in detail to staff employment and that the projected affirmative action plan would probably address itself more specifically to numerical goals for faculty and staff recruitment than to student recruitment.

### Recommendations

#### To the 1973-74 Good Neighbor Council

- 1) The attempts to increase the visibility of the Council are desirable and should be continued.
- 2) The Council's effectiveness would be increased by emphasizing a specific area (student recruitment) for the coming year and

submitting a comprehensive report on this topic.

- 3) Active committees within the Council are essential. Those suggested for 1973-74 are:
  - a) Undergraduate Recruitment
  - b) Graduate Student Recruitment
  - c) Research
  - d) Student Life
- 4) The Council may wish to sponsor a "recruitment workshop" to assist school representatives in their efforts to recruit black students.

#### To the University

- 1) The effective implementation of an Affirmative Action Compliance Program will be very dependent upon administrators at the departmental level. It is highly important that they be made aware of this responsibility.
- 2) The report from this Council entitled Racism in Employment at NCSU - Patterns and Prospects points to several specific problems in SPA employment and identifies "targets of opportunity." This report should be made available to affirmative action officers at all levels.
- 3) Our institution is involved in many subject matter areas which have not traditionally attracted many black students. Recruitment of black faculty members in these disciplines will thus be difficult. An obvious approach to this problem is to be especially active in the recruitment of black graduate students in these areas.
- 4) While a brochure intended for the general recruitment of black students is now available, the specialized brochure Blacks in Textiles serves a very useful purpose. The Council further commends the School of Textiles for this effort and

recommends that other schools be encouraged to develop similar brochures. It would seem most appropriate for school administrators to seek the help of the Society of Afro-American Culture (SAAC) in such efforts.

In conclusion, it seems appropriate to mention the changing manifestations of racism in our society. As the expressions of racism become more subtle, issues and the approaches to these issues become less dramatic. Additionally, the active support of "black causes" is diluted by very real concerns relating to the rights of women, our environment, etc. The importance of the Good Neighbor Council certainly does not diminish in this environment but its support might. The Council is appreciative of the concern and support apparent in the Offices of Chancellor and Provost.



# NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF AGRICULTURE AND LIFE SCIENCES

DEPARTMENT OF CROP SCIENCE  
Box 5155 Zip 27607

April 30, 1973

Chancellor John T. Caldwell  
A Holladay Hall  
Campus

Dear Chancellor Caldwell:

The report of the University Good Neighbor Council is enclosed. Recommendations to the Council itself are included for the aid of the next Council and in response to serious efforts to increase the effectiveness of the Council.

The recommendations to the University are brief and generally broad in scope. The effective implementation of an affirmative action plan will hopefully correct many specific problems which might otherwise have been mentioned.

The first recommendation emphasizes the importance of departmental administrators in implementing an affirmative action plan. As you know, I consider this is a key item.

A second recommendation encourages the use of the Council report, Racism in Employment at NCSU - Patterns and Prospects, in affirmative action implementation.

The third recommendation deals with the special recruitment of black graduate students in those disciplines in which black faculty are least available.

The final recommendation suggests black recruitment brochures at the school level and encourages close cooperation with black students in their preparation.

With reference to the recruitment of black graduate students, I wonder if it may not be possible to concurrently 1) Work toward an increased black presence, 2) Meet some of the problems raised by Judge Pratt's recent ruling and 3) Protect our position in graduate education relative to some of the new branches of the University System. Agriculture and engineering schools at both A. and T. and

Chancellor John T. Caldwell

April 30, 1973

MCSU would seem most appropriate if a significant number of A. and T. graduates from these fields moved into graduate programs at NCSU.

Finally, let me say that I have appreciated the opportunity to serve as Chairman of the Good Neighbor Council and I feel the groundwork has been laid for a productive effort next year.

Sincerely,



Charles F. Murphy, Chairman  
University Good Neighbor Council

CFM/tm

Enclosure

# NCSU said now implementing new desegregation guidelines

N. C. State University officials said Friday the university is already acting on desegregation guidelines approved for the 16-campus University of North Carolina system Friday.

The Board of Governors passed the guidelines to enable the system to meet today's deadline for federal education money. The funds might have been cut off had the board not passed the guidelines.

A black Charlotte civil rights attorney, Julius Chambers, cast the only dissenting vote. He said the plan was vague and probably didn't comply with the law.

The guidelines call for more vigorous recruitment of minority students and faculty on predominantly white and black campuses.

They also eliminate program duplication, specialization and financial aid that are unjustifiably racially oriented.

For example, the plan says NCSU and A&T University at Greensboro will eliminate some racially based duplication in their schools of engineering and agriculture.

UNC President William Friday, however, said there is no intention of omitting duplicate undergraduate programs. He said there would be more reason to eliminate duplicate programs at the graduate level.

Steps toward integration of the university system were spurred in February, when U.S. District Judge John Pratt

of Washington, D. C., ordered the U.S. Department of Health, Education and Welfare to force UNC to comply with integration guidelines.

Dr. Clauston Jenkins, coordinator of institutional student and planning NCSU, said plans to further integrate the school already were under way when the judge's order was released.

Jenkins said it appears State's "affirmative action" plan, written last year to aid compliance with Title VII of the 1964 Civil Rights Act, moved university in the right direction.

State had 304 minority-race students last fall, compared to 13,505 whites.

Jenkins said the various

schools at State have been visiting predominately black high schools and encouraging graduates to enroll at the Raleigh campus.

The School of Textiles has published a brochure "aimed precisely at black high school students," that tries to break down the traditional idea that opportunities for blacks in the textile industry are limited, Jenkins said.

The textile and engineering schools this year brought black high school students to campus "to see what engineering is all about in college," Jenkins said.

Jenkins said these efforts seem so in line with the guidelines that they will in

themselves meet the requirements, even perhaps without being accelerated.

The engineering recruitment program will introduce 67 black high school students to engineering education programs and opportunities for engineering careers. The black students will come to campus in two five-day sessions this week and next. They will live in dormitories and eat at the University Student Center.

Besides the NCSU engineering school, the North Carolina plants of the Western Electric Co. and General Electric Co. plants in Hickory, Hendersonville and Wilmington will co-sponsor the events.



THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL  
27514

N. FEREBEE TAYLOR  
Chancellor

April 20, 1973

President William C. Friday  
The University of North Carolina  
General Administration  
910 Raleigh Road  
Carolina Campus



Dear President Friday:

Pursuant to the request made in your memorandum of March 9, 1973, I am submitting herewith an Interim Affirmative Action Plan for The University of North Carolina at Chapel Hill. This plan is our necessarily preliminary response to the report of contract compliance reviews conducted by the Regional (Atlanta) Office for Civil Rights, U. S. Department of Health, Education, and Welfare, the results of which were embodied in Mr. William H. Thomas' letter addressed to you under date of September 27, 1972.

As you will see, the necessity for submitting an interim plan at this time is explained in the "Introduction" of the enclosed statement. Upon completion of the University's definitive Affirmative Action Plan by June 30, 1973, I will promptly submit it to you for your review and transmittal to the Regional Office for Civil Rights.

Cordially,

Ferebee Taylor

cc: Mr. John L. Sanders



INTERIM AFFIRMATIVE ACTION PLAN

OF

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

April 20, 1973

I. INTRODUCTION

This Interim Affirmative Action Plan of The University of North Carolina at Chapel Hill (hereinafter referred to also as "the University") has been adopted by the Chancellor of the University. It is submitted as the University's initial response to the report of the Regional Director (Atlanta), Office for Civil Rights, Department of Health, Education and Welfare, contained in the letter of William H. Thomas, Regional Director, to President William C. Friday of The University of North Carolina under date of September 27, 1972. That report followed a contract compliance review of this institution by the Regional Office for Civil Rights. It is intended that this Interim Affirmative Action Plan be effective immediately and continue in effect until completion of the University's definitive Affirmative Action Plan, which will be filed on or before June 30, 1973, and will supersede this interim plan on July 1, 1973, the beginning of the University's fiscal year. This Interim Affirmative Action Plan and the definitive Affirmative Action Plan now being developed are designed to assure, effectuate, and maintain the University's compliance with Executive Orders 11246 and 11375.

Shortly after receiving the September 27, 1972, report of the results of the Office for Civil Rights' compliance reviews involving the (then) six campuses of The University of North Carolina, President Friday informed the chancellors of the (by then) sixteen constituent institutions of the University that, in response to the report, the President's office would undertake the responsibility for developing, with the cooperation of the institutions' representatives, a common Affirmative Action Plan for the sixteen constituent institutions. In his memorandum dated March 9, 1973, however, President Friday informed the chancellors that

Progress on this major undertaking has been delayed by other concurrent substantial demands on the available time of both the General Administration staff and campus administrative officials. We must proceed promptly now to reestablish the affirmative action program as a priority goal. . . . Accordingly, each campus must now proceed to develop its own program and address these several difficult questions individually at the campus level, as promptly as possible.

Efforts undertaken at once by The University of North Carolina at Chapel Hill to comply with President Friday's request "to meet a May 1 deadline for submission of finalized campus proposals to the Atlanta office of HEW" quickly revealed that completion of a definitive Affirmative Action Plan for this University would require, among other things, preparation of an updated employment profile for the approximately 3,700 SPA (subject to the State Personnel Act) and 2,100 EPA (exempt from the State Personnel Act) employees of the University, determinations of under-utilization and of availability of qualified women and racial minority group

members for employment in the hundreds of employment specialties utilized by the University, and involvement in the goal-setting process of some 200 persons who must share responsibility for good faith efforts to establish and achieve the goals of a comprehensive Affirmative Action Plan. It is these requirements that necessitate the submission of this Interim Affirmative Action Plan pending completion of the University's definitive Affirmative Action Plan to be submitted by June 30, 1973.

This Interim Affirmative Action Plan includes assurances by the University of its intention to continue to pursue nondiscriminatory employment policies, a summary of activities undertaken by the University in recent years to guard against discrimination in employment, a description of the procedures that are being followed in preparing the definitive Affirmative Action Plan, and a description of the main features of that Plan.

II. STATEMENT OF POLICY

Fundamental to the University's Affirmative Action Plans, both interim and definitive, is the affirmative commitment of The University of North Carolina at Chapel Hill to equal employment opportunity, which is hereby reaffirmed. The University will not practice or permit discrimination in employment on the basis of race, color, religion, sex, or national origin; and the University will, consistent with applicable provisions of revised Order No. 4 (Part 60-2, Chapter 60, Title 41, Code of Federal Regulations), take affirmative action in a continuing, good faith effort to eliminate any evident discrimination in employment on the basis of race, color, religion, sex, or national origin, within the limitations of legal and/or financial constraints beyond the control of the University. Reaffirmation of this institutional policy has been communicated in writing to all University personnel, and provision is being made for effective implementation of the University's equal employment opportunity policy in all areas and at all levels of University employment.



### III. ACTIONS TAKEN TO INSURE AGAINST DISCRIMINATION IN EMPLOYMENT

#### A. General

In addition to the locally-declared policies and practices aimed at the elimination of discrimination in employment with respect to race, color, religion, sex, and national origin, there have been several relevant changes in the last two years in the laws and policies under which the University operates. They are noted below.

In 1971, the Constitution of North Carolina was amended to declare that

No person shall be denied the equal protection of the laws; nor shall any person be subject to discrimination by the State because of race, color, religion, or national origin. Article I, Section 19, Constitution of 1971.

In 1971, the General Assembly of North Carolina enacted the following statute governing employment by the State and its local governments:

All State departments and agencies and all local political subdivisions of North Carolina shall give equal opportunity for employment, without regard to race, religion, color, creed, national origin or sex, to all persons otherwise qualified. General Statutes of North Carolina, Sec. 126-16.

The Board of Governors of The University of North Carolina, as one of its first official actions after its organization in July, 1972, adopted a Code which includes the following provision:

The University of North Carolina, and the constituent institutions of which it is composed, shall give equal opportunity for employment, without regard to race, religion, color, creed, national origin or sex, to all persons otherwise qualified. Code, Sec. 903.

The foregoing was superseded on April 13, 1973, when the Board of Governors adopted a broader statement of policy, reading as follows:

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

B. EPA Personnel

The Chancellor of The University of North Carolina at Chapel Hill has declared that the University will follow a policy of non-discrimination in employment on the basis of race, color, religion, sex, and national origin, and that this policy extends to all aspects of the employment relationship with all University personnel, both EPA and SPA.

On February 14, 1972, for example, Chancellor Taylor wrote to the principal academic officers who report to him (the Provost and the Vice Chancellor-Health Sciences) and directed them, in their respective areas of responsibility, to analyze the available information on the composition and salaries of the EPA and SPA personnel of the University and report to him on "our success or lack of success in eliminating

all vestiges of discrimination; and . . . what steps you recommend to be sure that our practices are nondiscriminatory in all respects."

In contemplation of the salary increase proposals to be made with respect to EPA personnel for 1973-74, Chancellor Taylor wrote on February 23, 1973, to the seven principal administrative officers who report to him and who have such personnel under their jurisdiction, asking them to request the deans, department heads, directors, and similar officers of the University to bear in mind, in making their salary increase recommendations,

the desirability of a judicious use of available salary increment funds to correct or ameliorate any existing inequities which may be revealed by a careful examination of present salaries, especially with respect to inequities as between females and males.

Pursuant to that request, Provost J. C. Morrow on March 26, 1973, wrote to the deans, directors, and department heads who report to him and instructed them that in making recommendations for salary increases for faculty members for 1973-74,

Judicious use of available salary increment funds should be made to correct or ameliorate any existing inequities, especially those between females and males. These increment recommendations, like all others, must reflect

qualified judgments of quality of performance. Salary increment funds should be utilized on the merit principle in such ways as to correct any demonstrable and significant inequities without, of course, creating other inequities.

On March 21, 1973, the Vice Chancellor-Health Sciences wrote to the deans in the Division of Health Affairs in the same vein.

As a result of the adoption by the Faculty Council in September of 1972 of a resolution favoring more intensive efforts to recruit black faculty members, there is evidence of significant activity within many departments aimed at recruiting additional black faculty for 1973-74 and later years. More recent actions of the Faculty Council have evidenced a desire to deal more positively with the role and status of women at the University.

Because faculty recruiting is widely dispersed among some 85 schools, departments, institutes, and other units, evidence of such efforts is difficult to obtain, but it is now being assembled and will be reviewed in the definitive Affirmative Action Plan.

#### C. SPA Personnel

Recruiting and other employment processes as they relate to SPA personnel are much more systematic and centralized than they are with respect to faculty members; hence



it is possible to show greater results over a shorter period of time in terms of improved procedures and processes for recruiting, promoting, and other activities affecting SPA personnel. That explains the relatively greater length of this subsection in comparison with the immediately preceding one.

1. University Personnel Department

a. The State Personnel Department in March, 1972, approved the upward reclassification of all employment interviewer positions. At the same time, the Classification and Compensation Section staff was increased from four to eight positions.

b. The employment interviewing staff (which previously consisted entirely of white females) now is composed of two blacks (1 female, 1 male), one white male, and four white females.

c. The Department now has three female "Officials and Managers" at the Section Head level, a reversal of the late 1971 composition (which was 1 female and 3 males). One female was employed in July, 1972, to replace a male as head of the Personnel Operations and Records Section, supervising

ten positions. One female was promoted to Assistant Personnel Director - Classification and Compensation, thereby replacing a transferred male employee. (One female was employed as Assistant Personnel Director - Staff Relations and Benefits, replacing a male, in February, 1971).

d. The Department has five black employees (one professional) and two females have been added in professional positions. One of these black employees was upgraded from receptionist to Personnel Assistant. A sixth black female was employed as an interviewer in April, 1972, and was promoted to another department in November, 1972.

e. All employment interviewers have engaged in development activities to increase their awareness of needs in the Equal Opportunity area, generally, as well as policy and legal requirements. All employees of the Department have participated in a seminar conducted by an Atlanta representative of the Equal Employment Opportunity Commission. Several staff members have participated in "outside" seminars.

f. Intensive but unsuccessful efforts were undertaken to fill other Department positions with black employees. Among these were Assistant Personnel Director, Classification Analyst, Classification Technician, and Department Secretary.

## 2. Personnel Policy Improvements

a. The University Staff Employee Grievance Procedure was revised to speed up the handling of any discrimination

complaint. "Any employee who feels he or she is being discriminated against because of his or her race, color, religion, sex, age, or national origin is encouraged to enter the grievance at Step 2."

b. In March, 1971, the granting of childbearing leave was changed from optional to a compulsory basis, the length of such leave was changed from an administrative decision to a medical decision, and coverage was extended to unmarried women. On July 1, 1972, the State's flat prohibition against the use of paid sick leave for childbearing was modified, at which time the University changed its policy so that an employee on such leave uses accumulated sick leave with pay.

c. A procedure for posting open positions in the outer lobby of the Employment Section was established in February, 1972. In addition to the "notice" this gives, employees seeking a move may inspect the openings list without any necessity for a formal inquiry.

d. A University Transfer-Promotion System was formalized in policy and announced on November 1, 1972. It provides a known method whereby employees register for transfer or promotional consideration, in the University's Employment Section. Its announced intent is to be responsive "to the needs of underemployed persons. Such persons include those hired when no openings existed in their skill areas, those 'frozen' at Step 6 of the salary grade...[and]...those whose opportunities have been influenced by historical circumstances...." The T-P System,

in fact, is affording "career opportunities on a University-wide basis" in that 359 employees were transferred or promoted through the System in the period from November 1, 1972, through March 31, 1973.

e. A policy statement on employment advertising was issued on April 6, 1973. It states, in part, "Federal guidelines provide that any employment advertising meet several specific criteria in the area of Equal Opportunity." It establishes that the "...Employment Section, University Personnel Department, coordinates all advertising in whatever medium for Staff openings." Advance approval by the Assistant Personnel Director (Employment) for any Staff advertisement request is required.

f. In April, 1972, Chancellor Ferebee Taylor wrote to all deans, directors, department heads, and other administrators, urging that "the young, the minorities, and the disadvantaged be given every reasonable consideration..." for the summer jobs available.

### 3. Communication

a. The University issued to all key management an updated manual of all its formal Staff Personnel policies on April 2, 1973, including those on Equal Opportunity, childbearing leave, the grievance procedure, and the transfer-promotion system.

b. A paycheck insert in July, 1972, emphasized the availability of "problem-solving" help at work, with informal



counselling service, supervisory contact, and the formal grievance procedure. Special attention was called to the urgency for raising any case of alleged discrimination among the covered classes. It listed the names, location and telephone numbers of the Staff Equal Opportunity officers, and gave the University's guarantee of freedom from retaliation or coercion.

c. The weekly New Staff Employee Orientation Program coverage of the Equal Opportunity policy was updated on January 25, 1972; on childbearing leave, July 17, 1972; on Staff counselling resources, January 25, 1972; and, on the Transfer-Promotion System, November 1, 1972.

d. On May 5, 1972, the Employment Section updated its handout to applicants, with a picture showing a white male being interviewed by a black female member of the Employment staff. Among others, this handout emphasizes, "The University selects each applicant based on his or her qualifications . . ." and ". . . dedication to the idea that each member of the University family and applicant must receive equal opportunities." It calls attention to the Equal Opportunity posters in the Employment area and around the campus. It promises that no applicant is asked to take any test during referral visits, and requests that the Employment staff be advised if any such test is administered through misunderstanding.

e. The grievance procedure and the Equal Opportunity policy were discussed in employee group meetings, in service, medical, and other areas.

f. An Equal Opportunity Bulletin was distributed to administrators on July 10, 1972, advising of new developments, including - among others - passage of the Equal Employment Opportunity Act of 1972, and key provisions.

g. In early 1973, the newly-instituted University newsletter has featured articles on the Transfer - Promotion System, a complete list of Staff openings, a "summary" list of openings by job "families," and the fact that the weekly list of openings will be forwarded for department distribution upon request.

#### 4. Systems Development

a. Applicant logs that facilitate "turnaway rate" determinations were implemented in the summer of 1972.

b. A computerized report to facilitate monitoring of Staff employee profiles was developed in February, 1973. Refinements are in progress.

c. A computerized "skills inventory" project for identifying employee candidates for promotion was completed in report form in January, 1973, after extensive development work.

d. Considerable study has been devoted, in early 1973, to development of a computerized turnover report, which identifies "losses" by sex and race.

#### 5. Recruitment

a. In 1973, the Employment staff has recruited at, or

has definite visits scheduled to, the following predominantly black colleges:

Shaw University, Raleigh, N. C.  
Livingstone College, Salisbury, N. C.  
N. C. A&T University, Greensboro, N. C.  
N. C. Central University, Durham, N. C.  
St. Augustine's College, Raleigh, N. C.  
Johnson C. Smith University, Charlotte, N. C.

b. In 1972-73, recruiting trips have been made to all area high schools and technical training centers, after advance successful requests that black students be encouraged to register for interviews.

c. In 1972-73, regular contacts were maintained with community organizations, that is, the Urban League, the Community Action Agencies in Orange and Chatham Counties, the Employment Security Commission, and the local chapter of the National Organization of Women (NOW). Meetings with NAACP representatives have been postponed by them but are now re-scheduled.

d. In 1972-73, regular contacts were made with leaders in the local black community, each of whom refers applicants. Among these are the Reverend J. R. Manley, Mayor Howard Lee, and the Reverend Charles Helton.

e. A weekly list of openings is sent to each of the organizations and individual leaders, plus numerous others, shown in c and d above, and beginning on April 5, 1973, to The Feminist Newsletter, a publication of the University Women for Affirmative Action (UWAA) in Chapel Hill, and to the President of the area NAACP Chapter.

f. A survey was made of all the State's black newspapers in early 1973. The only two operative and potentially helpful ones for the University's needs are The Carolina Times in Durham, N. C. and The Wilmington Journal in Wilmington, N. C. A plan for continuing use of these media was begun in early 1973.

g. Beginning in January, 1973, regular advertising has been placed with Radio WAFR - FM, a black station in Durham, N. C.

#### 6. Compliance Conferences

The Assistant Personnel Director (Employment) initiated, in January, 1973, a series of continuing compliance conferences with heads of hiring departments. Through March, he had held detailed meetings with the heads of eleven schools and departments.

#### 7. Compensation

a. The University developed its Classification and Compensation Section over the period of 1972. Having done so, it undertook a number of projects which have resulted and will result in greater pay equity. Some examples of projects initiated by this Section:

- (1) A recently completed study of a predominantly black unit's approximately 100 positions resulted in 7 promotions of black or female employees and \$1,148.14 in back pay to a black female supervisor.



- (2) A study in the fall, 1972, of a predominantly black crew resulted in the upgrading of some 15 black employees, in recognition of skills acquired on-the-job.
- (3) A recently completed study of a particular group of positions, occupied predominantly by women, has resulted in a proposal to upgrade 22 when approved (as expected) by the State Personnel Department.
- (4) Another study, in late 1972, resulted in the establishment of a new administrative classification (Grade 73) which enabled the University to promote three women from Grade 67 and Grade 70 positions.
- (5) A late 1972 review established a new publications coordinator series which resulted in upgrading 7 female editorial assistants.

b. In March, 1972, the University extended the overtime provision of the Fair Labor Standards Act to a predominantly black unit of 100 employees even though the Act specifically exempts that unit.

#### 8. Technical Compliance Reviews

a. In early 1973, an audit has been conducted to ensure that each campus Equal Opportunity poster is in place and in good form. (Posted in 1971).

b. A March, 1973, review with the Purchasing Department demonstrates it is including the required Equal Opportunity contract clauses, that is, the short form on every purchase order and the long form on each purchase order for \$50,000 or more.

c. A review in February showed that all Staff advertising is carrying the "Equal Opportunity Employer" notation, including blind advertising.

IV. DEVELOPING THE AFFIRMATIVE ACTION PLAN

A. Affirmative Action Program Committee: Creation

On March 20, 1973, Chancellor Taylor created the Affirmative Action Program Committee and appointed to it:

Ms. Jean Hunt Gaulden, Assistant Personnel Director of the University

Mr. Jack H. Gunnells, Personnel Director of the University

Dr. Claiborne S. Jones, Assistant to the Chancellor

Ms. Barbara B. Kramer, Assistant to the Vice Chancellor-Health Sciences

Professor John L. Sanders, Director, Institute of Government

Mr. Carl Smith, Assistant to the Provost

Professor George V. Taylor, Chairman of the Faculty

This Committee was instructed to draft and submit to him, not later than April 18, an appropriate document for submission to President Friday and then to assist with the preparation of the definitive Affirmative Action Plan to be submitted in June.

B. Affirmative Action Program Committee: Activities

The Committee has met nine times. The first meeting was devoted to organizational matters. At the second, invited representatives of several committees of the faculty and interested local groups were asked to advise the Committee on the interests of their respective groups and the kinds of assistance that they might render. These groups assured the

Committee of their desire to cooperate with and assist it. The groups are:

- Committee on the Recruitment of Black Faculty
- Committee on the Role and Status of Women
- Committee on the Status of Minorities and the Disadvantaged
- Faculty Grievance Committee
- Committee on Staff Employees
- Joint Committee on Tenure
- University Women for Affirmative Action

A meeting was held with the deans, directors, and department heads to inform them of the work of the Committee and to request their assistance, especially with respect to the EPA personnel of the University. A similar meeting was held with the supervisors of SPA personnel.

At the Committee's request, the Registrar of the University has prepared printouts of data on rank and salary of all EPA personnel in the University, arranged by individual, by department, by division, and in other aggregations. This information is being analyzed by the Committee in an effort to determine apparent cases or areas of discrimination with respect to employment, rank, or salary that may be related to race or sex.

An extensive questionnaire was prepared by the Committee and transmitted through University administrative channels to all



deans, directors, and department heads who supervise EPA personnel. This questionnaire asks, for example, for information on current recruitment procedures and planned changes in those procedures that would bring to the view of the department a larger number of black and women candidates for academic appointments; information on the availability of women and blacks in their respective fields; projections of hiring goals for blacks, women, and others over the next three years; statements of criteria used in appointing, promoting, and setting the salaries of faculty members and other EPA personnel; the procedures used for making these decisions and the safeguards to be added to them to ensure against racial or sexual bias affecting those decisions; and several other matters pertinent to the work of the Committee in formulating a draft Affirmative Action Plan. (See Appendix A.)

As this information is received from the departments, it will be collated, refined, and analyzed and the results set forth in the definitive Affirmative Action Plan, which the Committee will draft for the Chancellor. It is the Committee's intention to circulate a draft of that report to the committees and groups listed earlier in this section for their critical comment before the draft goes to the Chancellor. In that way, the Committee will have the benefit of the advice of those groups at a sufficiently early stage that it may be taken into account in the preparation of the definitive Affirmative Action Plan.

V. DEFINITIVE AFFIRMATIVE ACTION PLAN:

A. PROSPECTUS

The definitive Affirmative Action Plan for The University of North Carolina at Chapel Hill will respond to each point raised in Mr. Thomas' letter of September 27, 1972, both in the particular criticisms of this institution and in the universal requirements. Data will be included that will provide baselines against which to measure change in the employment and salary patterns within the University. Organizational arrangements and procedures for monitoring experience under the Affirmative Action Plan will be projected. Such other features as seem conducive to the full realization of the Plan will be proposed.

*Ms. Jenkins*

August 13, 1973

*W*

MEMORANDUM

TO: N. N. Winstead

FROM: Clauston Jenkins *S*

So far as I know we have received no word about our plan and thus are not in a position to speak to the question of regulations needing clarification. When we do receive HEW's comments, we will probably be able to state which regulations need clarification.

We do, of course, have special concern about HEW's interest in a formula for developing a quantitative measure of an individual's worth. This is not a regulation as such so I am not sure whether it is an appropriate topic.

I suggest we forward nothing at this time.

CLJ:vg

August 10, 1973

MEMORANDUM

TO: Dr. C. L. Jenkins

FROM: N. N. Winstead

*N. N. Winstead*

I reviewed the attached memorandum of August 8, 1973, to the Chancellors from David Edwards with Provost Kelly. We know of nothing to forward at this time. In Mr. Simpson's absence, would you review this memorandum and see if you know of anything.

NNW/sbe

cc: Mr. Simpson

Enclosure



*W Simpson*

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

August 8, 1973

MEMORANDUM

TO: The Chancellors

FROM: David Edwards *DE*  
Special Assistant, Office of the President *W NY*

RE: Deadline for submitting new or amended Affirmative Action Plans to the Department of HEW  
Citation to HEW regulations needing clarification

As indicated in previous communication with your office, Richard Robinson, Assistant to the President, wrote Louis Bryson, Chief of the Higher Education Branch, HEW Office of Civil Rights in Atlanta, a letter dated July 27, 1973, requesting an extension to the deadline for submitting Affirmative Action plans or revisions to plans in light of a pending meeting of Atlanta HEW officials and members of the General Administration on September 6, 1973.

By letter of August 6, 1973, Mr. Bryson states that his office "will delay the date for submission of plans or amendments to plans until after our meeting with [the General Administration]." You should, therefore, consider any previously communicated deadline from HEW on this matter as delayed until sometime after September 6, 1973.

Mr. Bryson in his letter also requested the citation to particular, troublesome language in the regulations so that the clarification meeting of September 6 might be more fruitful. It would seem helpful, then, for your institution to inform this office of those parts of the HEW regulations of special concern so that we in turn might consolidate and forward these discussion topics for Atlanta to review. Your early attention to this matter will be appreciated. Dick Robinson will have returned to his office by Monday, August 13, should you need to communicate further before responding as requested.

cc: President William Friday  
Vice President Raymond Dawson  
Vice President Felix Joyner

*Copy of report filed*

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON  
*Assistant to the President*

July 27, 1973

Mr. Louis O. Bryson  
Chief, Higher Education Branch  
Office for Civil Rights  
Department of Health, Education and Welfare  
50 Seventh Street, N.E., Room 404  
Atlanta, Georgia 30323

Dear Mr. Bryson:

As agreed in our telephone conversation yesterday, we would like for you and members of your staff to meet with representatives of the University on Thursday, September 6 (which I understand is the earliest convenient date for you) in Chapel Hill for purposes of discussing further the obligations of contractors under Executive Order 11246, in light of submissions to date by University campuses of affirmative action plans.

I gather from our conversation that your office has identified what you perceive to be deficiencies in the submissions of several campuses, in addition to the submission of East Carolina University to which you reacted by letter dated July 16. This serves to underscore the importance of insuring that all University campuses have the benefit of any guidance which may eventuate from the proposed September 6 meeting.

Officials at East Carolina University are proceeding promptly to address certain of those findings of deficiency which you have identified and which are not the subject of significant uncertainty or misunderstanding attributable to the arguably vague or overly general character of the regulatory language. However, with respect to a number of the points raised in your letter, the East Carolina University officials and officials of this office continue to feel that we labor under a disability related to the uncertain, vague and general character of some of the regulatory language. Presumably those difficulties which we are experiencing would be addressed in our meeting on September 6. Accordingly, in the absence of what we deem to be necessary clarification of several critical points, it would be extremely difficult and potentially wasteful of institutional and agency time for East Carolina University (or any other affected campus of the University) to proceed with production and submission of a total and comprehensive second affirmative action plan within the next thirty days (or within any specified time period prior to the September 6 meeting).

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON  
Assistant to the President

July 27, 1973

MEMORANDUM

TO: The Chancellors

FROM: Dick Robinson *Rick R.*

RE: HEW Reactions to Campus EEO Affirmative Action Plan Submissions

We are beginning to receive reaction letters from the Atlanta Regional Office of HEW to the affirmative action plans submitted to that agency during the course of May and June of this year. With respect to several campuses, HEW has indicated that the submissions are defective and insufficient in many respects. The letters are including the standard instruction that revised plans be submitted within 30 days of receipt of the HEW letter. This is an extremely burdensome requirement, particularly in view of the rather uninformative character of the HEW comments on the plans. Accordingly, I have today addressed to HEW a letter requesting a reasonable extension of time, following an opportunity for direct consultation with HEW by University representatives. A copy of that letter is enclosed. Please note carefully my representation to HEW that all affected campuses will proceed apace with serious efforts to address those perceived deficiencies which can be addressed reliably in the absence of those clarifying discussions with HEW scheduled for September 6. You will be informed promptly of HEW's response to our request for a reasonable schedule for submission of revised plans.

Enclosure

cc: President William Friday

*Copy: Provost Kelly (2)*

Mr. Louis O. Bryson  
Page Two  
July 27, 1973

Each campus has made a good faith effort to submit a plan which complies with what it and we understood to be the nature of the contractual obligation. You have suggested that those efforts, at certain campus locations, have not been satisfactory. In light of the foregoing points, may we agree on a schedule for resubmission which acknowledges the need for the type of clarifying discussion scheduled for September 6, so that no campus will be obligated to make further ~~definitive response before the elapse of a reasonable time after September 6?~~ We shall appreciate your consideration of this request. If such an extension can be granted, we offer the assurance that additional work at the campus locations with reference to clearly understood components of the requirements will proceed as a matter of urgency. I shall appreciate your early response to our request.

Sincerely,

Richard H. Robinson, Jr.

cc: President William Friday  
Vice President Raymond Dawson  
Vice President L. Felix Joyner

bcc: Dr. Charles Cullop



NATIONAL ASSOCIATION  
OF STATE UNIVERSITIES  
AND LAND-GRANT COLLEGES

To WHS

OFFICE OF THE EXECUTIVE DIRECTOR

One Dupont Circle, Washington, D. C. 20036 202 293-7120

June 13, 1973

TO: Heads of Member Institutions, Affirmative Action Officers, and  
Equal Employment Opportunity Officers

FROM: Susan Fratkin, Staff Associate *Susan Fratkin*

SUBJECT: The Fair Labor Standards Act - Equal Pay for Equal Work.

As of July 1, 1972, the Fair Labor Standards Act was amended to include professional workers. This includes the whole higher education community, public and private. With the expansion of its jurisdiction, the Wage and Hour Division of the Department of Labor had to apply to higher education an interpretive bulletin designed for industry.

Many of you are already aware of the widespread power of the Wage and Hour Division. There are some 1,000 investigators in the field and they have visited many member campuses. They may arrive on a campus as the result of an anonymous complaint or on a routine check. As you know, we are currently at an extreme disadvantage if and when they arrive on one of our campuses as their primary experience with educational institutions has been in monitoring the complaints of custodial staffs. Most of these complaints have been resolved without Federal litigation. However, they are fully prepared to take an institution to court in order to insure "equal pay for equal work".

Recognizing these factors has made it imperative that we work with the Department of Labor in revising their Guidelines. We have been invited to offer commentary and suggestions for the bulletin affecting educational institutions. Thus it is of vital importance that we make every effort to provide information to Mrs. Moraq Simchak at the Department of Labor. It is she who is revising the interpretive bulletin. In order to review the current bulletins and offer suggestions, please write to the Wage and Hour Division of the Department of Labor for:

1. Extension of the Equal Pay Act of 1963 Fact Sheet and
2. Interpretive Bulletin Equal Pay for Equal Work.

*J. [unclear]  
6-18-73*

In reviewing them one quickly sees the need for revision.

I attended a meeting on May 24, 1973, where Mrs. Simchak and members of the educational community met together to discuss possible ways of revising the bulletin. Most of the people attending this meeting were business officers and university personnel people. We had some lawyers as well as representatives of educational associations present. Many of the educational community's concerns were voiced at that time. Some of the points covered at this meeting were:

1. The question of market value. Does market value become some measure of skill? The interpretive bulletin currently refers to skill, effort, responsibility and similar working conditions as the criteria for evaluating equal work for equal pay.
2. Are people interchangeable? The approach to equal pay by skill does not point out that many professors are one of a kind. A professor of medieval history is not the same as a professor of surgery.
3. Is the assessment of effort equal to the number of hours a professor spends before a class? Must we provide a measure of utilization to judge the faculty? Is it student credit-hour production?
4. Similar working conditions. How is this to be measured?
5. How are the newly developing interdisciplinary departments and their faculty to be viewed?
6. There is a question of semantics. Should the word "discernible" be substituted for "substantial" in the regulation which states "substantially equal pay for substantially equal work."
7. What happens to peer group judgment? If in fact peer group judgment is such that women do not receive their salary increases, how should peer judgment be maintained and documented?
8. The question of merit awards. In a large research-oriented university merit awards play a very important role.

No decision was made as to inclusion of these points, but they do expand the purview of those writing the interpretive bulletin so that they may understand better what happens on a campus.

Three points of information for you are:

1. The Wage and Hour Administration has called all files in to Washington to be reviewed in order to assure equal interpretation. We hope this will forestall some of the problems we faced with other Federal agencies and the differing interpretations of their regional offices.
2. The Wage and Hour Division Guidelines on Retirement Benefits differ from those of the Equal Employment Opportunity Commission.

Whereas the EEOC is concerned that equal retirement benefits be awarded to men and women alike, the Wage and Hour Division states that equal contribution to a retirement plan or equal benefits from a retirement plan are acceptable. Thus, the TIAA-CREF plan in which most educational institutions participate, is acceptable to the Wage and Hour Division but unacceptable to

EEOC, as the benefits awarded to men are higher. This is due to the fact that almost all insurance companies (including TIAA-CREF) utilize actuarial tables which show that women live longer.

At this time, neither EEOC's nor Wage and Hour's position is paramount, but discussions are proceeding with the insurance firms and EEOC as women have filed complaints against the insurance companies with EEOC.

3. When the state and the federal statutes come into conflict the higher standard prevails. It should be noted that the Federal Wage and Hour people react much more quickly on complaints than can State review panels.

There are many more questions that need be raised regarding the statement "equal pay for substantially equal work." We would appreciate greatly your reviewing both the interpretive bulletin and the fact sheet and raising questions or stating comments that you think would be helpful in revising both of them. Please send your comments to me at the Association and I will forward them to Mrs. Simchak.

We have met with Mrs. Simchak previously and I can assure you that she is most anxious to receive our input before revising this bulletin. This is an excellent opportunity for us to be heard before the fact. Therefore I urge you please to review both documents as soon as possible.



association of  
american colleges

1818 R STREET, N.W.  
WASHINGTON, D.C. 20009

project on the status  
and education of

**women**

(202) 387-1300

June 1974

Dear Colleagues and Friends:

As you begin your summer activities, we hope you will enjoy the enclosed materials which focus on THE EDUCATION OF WOMEN.

Of special interest is the directory, Women's Centers: Where Are They?, which lists around 500 women's centers or similar organizations on campuses and in communities across the country. This list was compiled under the direction of Margaret Dunkle of our staff, with the assistance of Peggy Frick and Shirley Chamberlain (formerly students at the University of Delaware), and Barbara Anne Shapiro and Kay Meckes-Jones of our Project staff.

The enclosed issue of On Campus With Women (Number 9) contains a wide variety of items focusing on the education of women.

The following items are also enclosed:

- A report on Beyond Sexism--Educating Women for the Future, a conference which was held at Mills College in November 1973.
- Helpful Guidelines for Improving the Image of Women in Textbooks, published by Scott, Foresman and Company.
- A report of the Conference on Women and the Management of Postsecondary Institutions, which was held in Syracuse, New York in December 1973.

Also we regret that the Project for Academic Affirmative Action Training (PAAAT) conferences have been suspended because of organizational and technical difficulties. These conferences were initially sponsored jointly by the Project on the Status and Education of Women and the International Association of Official Human Rights Agencies (IAOHRA). The use of PAAAT materials at any future conference should not be construed as implying sponsorship by the Project or by The Ford Foundation (which originally funded the development of conference materials).

We hope you have a pleasant summer.

Sincerely,

*Bernice Sandler*

Bernice Sandler

Project Director, Project on the  
Status and Education of Women

Enclosures: 5



project on the status  
and education of

# women

BERNICE SANDLER

Director

MARGARET C. DUNKLE

Project Associate

FRANCELIA GLEAVES

Information Associate

KAY MECKES-JONES

Project Secretary

BARBARA ANNE SHAPIRO

Information Secretary

## WOMEN'S CENTERS: WHERE ARE THEY?

PREPARED BY THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN



association of american colleges

1818 R STREET, N.W. • WASHINGTON, D.C. 20009



## WOMEN'S CENTERS: WHERE ARE THEY?

Women's centers are becoming increasingly common on campuses and in communities in all parts of the country. Too often, however, they operate in isolation, without the benefit of close communication with similar groups. We hope that the following state-by-state listing of such organizations will help to facilitate communication and cooperation among these groups.

The degree of diversity among the centers is striking. The common link among them, however, is that each is somehow attempting to provide services specifically for women. Some centers are highly academic, while others are concerned primarily with social or political change. A few have substantial budgets, while others have no budget at all. Some focus on serving the "typical" (18-22 year old) undergraduate woman, while others focus on serving older students, faculty, staff, community women or low income women. Their activities vary from counseling, to continuing education and women's studies classes, to information centers, to child care centers, to centers of political action.

Although this listing focuses on campus women's centers, we have also included community women's centers, and organizations which apparently have some link with a college community. When we were in doubt concerning whether or not a given organization should be included, it was included.

There are several major types of programs or organizations which might conceivably be called "women's center" which are underrepresented on this list -- continuing education programs, women's studies programs, and Associations of Women Students (AWS). Information concerning these activities/organizations is available from other sources:

- Continuing Education Programs and Services for Women (1971) is published by the Women's Bureau. Although somewhat out of date, this 167-page booklet provides an excellent state-by-state annotated listing of school with programs and services for adult women. Single copies of this publication (stock number 2902-0042) are available free from the Women's Bureau, Department of Labor, Washington, D.C. 20210. Multiple copies may be ordered for 70¢ each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
- Who's Who and Where in Women's Studies, a comprehensive list of about 4,000 women's studies courses and instructors will be available by September 1974 from the Clearinghouse on Women's Studies, Box 334, Old Westbury, Long Island, New York 11568.
- Information concerning Associations of Women Students can be obtained by writing to the Intercollegiate Association of Women Students, Box 2, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

In addition, consult the Education Directory (published by the Office of Education) for the names of Deans of Women, Directors of Continuing Education Programs and others who may perform services of special interest to women. The Directory is available for \$5.30 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Several sources have been especially helpful in compiling this list:

- A list of women's centers prepared by Judy Bertelsen of Mills College;
- The list of "Resources" in the October 1973 issue of the Amazon Quarterly;
- HELP: A Resource Booklet for Women, published by the Barnard College Women's Center.

We would especially like to thank Peggy Frick and Shirley Chamberlain (formerly students at the University of Delaware) for their research contributions to this project.

We encourage anyone who has additions or corrections to this listing to send them to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.

ALABAMA

Women's Center  
Office of Women's Affairs  
Miles College  
5500 Avenue G  
Birmingham, 35208

The Association for New  
Women  
P.O. Box U-27  
307 Gaillard Drive  
Mobile, 36688

ALASKA

Fairbanks Women's Coop  
University of Alaska  
c/o Student Activities  
Fairbanks, 99701

ARIZONA

Associated Women Students  
Jeanne Rice, AWS President  
Arizona State University  
Memorial Union 252-C  
Tempe, 85281  
602/965-3438

Tempe Women's Center  
1414 S. McAllister  
Tempe, 85281  
602/968-0743

Tucson's Women's Center  
838 North 4th Avenue  
Tucson, 85705

Women's Collective  
829 N. 5th Avenue  
Tucson, 85705  
602/792-1890

ARKANSAS

Women's Ctr. of Fayetteville  
Mary Cochran, Billie Tray-  
nam, Nancy Sindon  
University of Arkansas  
902 W. Maple Street  
Fayetteville, 72701

CALIFORNIA

Women's Studies Program  
c/o Kathy Marshall  
Calif. State University-  
Humboldt  
Arcata, 95521

Center for Continuing Ed.  
for Women & Women's Ctr.  
Diana Gong  
Univ. of Ca.-Berkeley  
Building T-9, Room 100  
Berkeley, 94720  
415/642-4786

Female Liberation  
University of Ca.-Berkeley  
516 Eshelman Hall  
Berkeley, 94720

Men's Center  
2700 Bancroft Way  
Berkeley, 94704  
415/845-4823

Women's Center  
Addison Street  
Berkeley, 94720

Women's Center  
Graduate Theological  
Union  
2378 Virginia Avenue  
Berkeley 94709

Women's Coffee House  
Unitas House  
2700 Bancroft  
Berkeley 94704

Women's Center  
2134 Allston (downstairs)  
Berkeley, 94704  
415/548-4343

Chico Women's Center  
c/o Marilyn Murphy  
932 Alder Street  
Chico, 95926

Women's Studies Center  
Calif. State Univ. - Chico  
Chico, 95926

Women's Center  
Orange Coast College  
2701 Fairview Road  
Costa Mesa, 92626

Women's Center Office -  
Costa Mesa  
1926 Placentia #15  
Costa Mesa, 92627

Davis Women's Center  
Sandi McCubbin, Coordinator  
Univ. of Calif. - Davis  
TB-124  
Davis, 95616

Women's Educational Center  
c/o Cindi Conway  
Calif. State College of  
Dominguez Hills  
1000 East Victoria  
Dominguez Hills, 90246

Women's Task Force  
c/o Hessel Flitter  
Ohlone College  
P.O. Box 909  
Fremont, 94537

Women's Center  
Doris N. Deakins, Assoc.  
Dean of Students  
Fresno City College  
1101 University Avenue  
Fresno, 93741  
209/262-4721

Women's Center  
c/o Diane Reeves  
Calif. State Univ.  
Fullerton, 92634

Women's Education Program  
Director, Women's Ctr.  
c/o Kathleen M. Zanger  
Ganilan Community College  
5055 Santa Teresa  
Gilroy, 95020

Women's Center  
c/o Pat Lienhard  
Glendale Community College  
1500 N. Verdugo Road  
Glendale, 91208

Isia Vista Women's Center  
6504 Parda11 Road, #2  
Goleta, 93017

Women's Center  
Lynne Tuscono  
Univ. of Calif. - Irvine  
c/o Community Projects  
Office  
Irvine, 92664

Women's Opportunities  
Center  
Univ. of Calif. - Irvine  
Extension  
Irvine, 92664  
714/833-7128

Women's Programs - Ext.  
Dr. Mary Lindenstein  
Walshok  
Univ. of Calif. Ext.  
P.O. Box 109  
La Jolla, 92037

Women's Center  
Continuing Ed. Center for  
Women  
Beverly O'Neill, Director  
Long Beach City College  
4901 E. Carson Blvd.  
Long Beach, 90815

Women's Center  
c/o Karen Johnson  
Calif. State Univ.  
6407 Bayard Street  
Long Beach, 90815

Center for Women's Studies  
Lucile Todd, Director  
Pepperdine University  
1121 W. 79th Street  
Los Angeles, 90044

Los Angeles Women's  
Liberation Center  
c/o Margo Miller  
746 S. Crenshaw  
Los Angeles, 90005  
213/936-7219

Womanspace  
11007 Venice Blvd.  
Los Angeles, 90034

Women's Resource Center  
Carol Adams, Director  
U.C.L.A. - Powell Library,  
Room 90  
405 Hilgard Avenue  
Los Angeles, 90024  
213/825-3945

Women's Center  
P.O. Box 1501  
Monterey, 93940

YWCA of Los Angeles  
East Valley Center  
5903 Laurel Canyon Blvd.  
North Hollywood, 91607

Women's Studies Research  
Institute  
Attn: Myra Strober  
Asst. Professor of Economics  
Stanford University  
Graduate School of Business  
Palto Alto, 94305

Women's Information and  
Counseling Center  
c/o Stephanie Coles  
Contra Costa College  
405 Santa Fe Avenue  
Point Richmond, 94801

Women's Center  
Diane LeBow, Advisor  
Canada College  
4200 Farm Hill Blvd.  
Redwood City, 94061

Riverside Women's Center  
3122 Panorama Street  
Riverside, 92506

Women's Center  
4459-2 Orange Grove  
Riverside, 92501

Women's Survival Center  
Dr. Janice Wilson, Director  
Calif. State Univ.-Sonoma  
1801 E. Cotati Avenue  
Rohnert Park, 94928

Continuing Ed. for Women  
Sacramento State University  
Sacramento, 95819



Sacramento Women's Center  
YWCA Building  
17th and "L"  
Sacramento, 95819

Women's Studies -- CSUS  
California State U. -  
Sacramento  
6000 J St.  
Sacramento, 95819

Monterey County Peace Center  
(Women's Center)  
Box 1364  
Salina, 93901

Valice  
205 Laurel Ave.  
San Anselmo, 94960

Woman's Way  
412 Red Hill Ave., Suite 9  
San Anselmo, 94960

Center for Women's Studies  
and Services  
Calif. State U.  
908 F Street  
San Diego, 92101

Center for Women's Studies  
and Services  
4004 39th Street  
San Diego, 92105

Women's Liberation  
Aztec Center, Organizational  
Center  
San Diego State College  
San Diego, 92105

American Indian Women's  
Center  
227 Valencia  
San Francisco 94103

Bay Area Consortium of  
Continuing Ed. of Women  
contact: Dr. Mary Janet,  
Prof. of Chemistry  
Lone Mountain College  
San Francisco, 94118

Haight-Ashbury Women's Ctr.  
#10 Ryan St.  
San Francisco, 94117

Intersection Women's Night  
756 Union St.  
San Francisco, 94133

San Francisco Women's  
Switchboard  
c/o YWCA  
620 Sutter St.  
San Francisco, 94102  
415/771-8212

Women's Center for Crea-  
tive Counseling  
San Francisco: 415/648-1509  
San Mateo: 342-0278  
Daly City: 756-4736

Women's Legal Center  
558 Capp Street  
San Francisco, 94110

Women's Need Center  
558 Clayton Street  
San Francisco, 94117

San Jose Women's Center  
9th & San Carlos Bldg.  
San Jose, 95114

Women's Center  
San Jose State U.  
San Jose, 95114

Women's Center  
Ms. Elizabeth Burdash,  
Coordinator  
College of San Mateo  
1700 W. Hillsdale Blvd.  
San Mateo, 94402

Women's Center & Emergency  
Housing, YWCA  
1618 Mission St.  
San Raphael, 94901  
415/456-0782

Feminist Women's Health  
Center of Orange County  
429 S. Sycamore St.  
Santa Ana, 92701

Continuing Education  
for Women  
c/o Myrtle Blum, Psychology  
Department  
U. of Calif.  
Santa Barbara 93107

Women's Center - Santa Cruz  
314 Laurel Street  
Santa Cruz, 95060

Stanford Women's Center  
Box 2633  
Stanford, 94305  
321-2300 ext. 314

West Side Women's Center  
218 W. Venice Blvd.  
Venice, 90291  
213/823-4774

Women's Center  
2914 Grand Canal  
Venice, 90291

Women's Center  
Attn: Angela Lask  
El Camino College  
16007 Crenshaw Blvd.  
Via Torrence, 90506

Women's Center  
11812 - 95th Street  
Edmonton, Alberta

Women's Resource Center  
2961 - 272nd Street  
Aldergrove, B.C.

Women's Center  
Box 521  
Nelson, B.C.

Centre for Continuing Ed.  
"Re-Entry Programs for  
Women"

Attn: Jo Lynne Hoegg  
University of British  
Columbia  
Vancouver, B.C.

A Woman's Place  
1766 W. Broadway  
Vancouver, B.C.

Women's Center  
804 Richards Street  
Vancouver, B.C.

Women's Center  
511 Carroll Street  
Vancouver, B.C.

Women's Center  
1029 Douglas Street, #414  
Victoria, B.C.

Winnipeg Women's Center  
377 Agnes Street  
Winnipeg, Manitoba

Women's Liberation  
c/o Millie Lamb  
#10, 812 Wolseley  
Winnipeg, Manitoba

Women's Center  
c/o Linda Gow, Y.W.C.A.  
27 Wellington Row  
St. John, New Brunswick

Women's Place  
204 Water Street  
St. John's, Newfoundland

Women's Center  
c/o Nellie Cournoyeva  
Inuvik, North West  
Territories

Women's Bureau  
Box 3596, Halifax South  
Postal Station, Halifax,  
Nova Scotia

Joanne Oppeman  
Wellington, R.R. #1  
Grand River, Prince Edward  
Island

Open Arms Haven for Women  
290 James Street North  
Near Barton  
Hamilton, Ontario

Women's Center  
306 Herkimer Street  
Hamilton, Ontario

London Women's Resource  
Center  
283 Dufferin Avenue  
London, Ontario

Women's Center  
136 Lewis St. (rear)  
Ottawa, Ontario

Women's Place  
366 Water Street  
Peterborough, Ontario

Canadian Women's Educational  
Press  
280 Bloor St. West, Room 304  
Toronto, Ontario

Deanna White  
7 Walmer Rd., #1807  
Toronto, Ontario

Toronto Women's Center  
1267 Queen St. W.  
Toronto, Ontario

Women and Film  
9 A Charles St. West  
Toronto, Ontario

Women's Place  
31 Dupont Street  
Toronto, Ontario

YWCA  
21 McGill Street  
Toronto, Ontario

Women's Collective  
300 ERB Street  
Waterloo, Ontario

The Women's Place  
968 University Ave. W.  
Windsor, Ontario

Centre de Femmes  
4319 St. Denis  
Montreal 131, Quebec

Centre d'information & de  
reference pour Femmes  
3595 St. Urbain  
Montreal 131, Quebec  
514/842-4781

Women's Center  
3764 St. Laurent  
Montreal, Quebec

Women's Counselling Service  
c/o Susan Mahon  
3650 Hutchison Street  
Montreal 112, Quebec

Women's Information & Re-  
ferral Center  
3595 Urban  
Montreal 131, Quebec

### CANADA

Edmonton Women's Centre  
9623 - 103 Avenue  
Edmonton, Alberta

Women's Mobile Information Unit  
3641 St. Lawrence Blvd.  
Montreal, Quebec

Regina University Women's Center  
Student Services Bldg.  
Regina University  
Regina, Saskatchewan

Women's Center  
1 Angus  
Regina, Saskatchewan

Women's Center  
147 2nd Avenue South  
Saskatoon, Saskatchewan

COLORADO

Resource Center for Women  
Adams State College  
San Luis Ranch  
Allamosa, 81101

Univ. of Colo. Women's Ctr.  
Attn: Darcy Sease  
UMC 334  
Boulder, 80302  
443-2211, ext. 7523

Women's Center  
1520 Euclid  
Boulder, 80302

Gay Women's Center  
c/o Debby Squires  
2460 S. Ogden  
Denver, 80210

Research Center on Women  
Loretto Heights College  
3001 S. Federal Blvd.  
Denver, 80236

Virginia Neal Blue Center  
Colorado Women's College  
1800 Pontiac Street  
Denver, 80220

Women's Center  
1452 Pennsylvania #17  
Denver, 80203

Women's Resource Center  
c/o Joann Albright  
University of Denver  
University Park  
Denver, 80210

Women's Studies Program  
Dr. Barbara Blansett  
Metropolitan State College  
Denver, 80210

Women's Crisis & Info. Ctr.  
Carol Gillespie, Director  
Colorado State University  
629 South Howes Street  
Ft. Collins, 80521  
303/493-3888

Women's Research Center  
c/o Mary Leonard  
Office of Women's Relations  
112 Student Services  
Colorado State University  
Ft. Collins, 80521  
303/491-6383

Center for Women  
contact: Meg Nichols  
Mesa College  
Mesa Junior College Dist.  
Grand Junction, 81501

Virginia Neal Blue Women's Resource Center  
c/o Nancy Frank  
Southern Colorado State Coll.  
Pueblo, 81001

CONNECTICUT

Every Woman's Center  
YWCA of Greater Bridgeport  
Lillie Margaret Lazaruk  
968 Fairfield  
Bridgeport, 06606  
203/334-6154

Asnuntuck Community College  
Michael J. Moran, Director  
of Library Services  
P.O. Box 68  
Enfield, 06082

Women's Center  
c/o Barbara Crossea  
87 Ridgefield Street  
Hartford, 06112

Women's Liberation Center  
of Greater Hartford, Inc.  
Lynn Gall  
11 Amity Street  
Hartford, 06106  
203/523-8949

Wesleyan Women's Center  
Wesleyan Univ.  
High Street  
Middletown, 06520

Women's Center  
115 College Street  
Middletown, 06457  
203/346-4042

Union Theological Women's Center  
3438 Yale Station  
New Haven, 06520

University Women's Organiza-  
tion & Info. Counseling  
Center  
Yale University  
215 Park Street  
New Haven, 06520  
203/436-0272

Women's Center  
Yale University  
Divinity School  
Bacon Building  
New Haven, 06520

Women's Center  
198 Elm Street  
New Haven, 06520

Counseling Ctr. for Women  
Ms. Marlene Adelman, Dir.  
Norwalk Community College  
33 Wilson Avenue  
Norwalk, 06854

Women's Liberation Center  
11 N. Main Street  
S. Norwalk, 06856

Women's Center  
Teri Eblen, Donna  
MacDonnell-Johnson  
University of Connecticut  
U-8 Student Union  
Storrs, 06268

Continuing Education for Women  
c/o Elizabeth Roper  
Univ. of Conn.-Torrington  
Branch  
University Drive  
Torrington, 06790

DELAWARE

Ed. Services for Women  
Mae R. Carter, Program  
Specialist  
University of Delaware  
John M. Clayton Hall  
Newark, 19711  
302/738-2211

Women's Center  
c/o Episcopal Student Ctr.  
University of Delaware  
57 E. Park Place  
Newark, 19711

DISTRICT OF COLUMBIA

Black Women's Institute  
National Council of  
Negro Women  
1346 Connecticut Ave. NW  
Washington, 20036

Institute for Continuing  
Education for Women  
Dr. Beverly B. Cassara,  
Acting Director  
Federal City College  
1424 K Street N.W.  
Washington, 20001  
202/727-2824

Continuing Ed. for Women  
Dr. Ruth Osborn, Asst. Dean  
GWU College of General Studies  
George Washington University  
2029 K Street N.W.  
Washington, 20006

Trinity College Women's Ctr.  
Trinity College  
Michigan Avenue N.E.  
Washington, 20002

Washington Area Women's  
Center, Inc.  
1736 R Street N.W.  
Washington, 20009  
202/232-5145

Women's Center  
Catholic University  
Michigan Avenue, N.E.  
Washington, 20017

Women's Phone  
c/o Community Bookstore  
2028 P Street N.W.  
Washington, 20036

FLORIDA

Women's Commission  
Dr. Evelyn Helmich Hireley  
University of Miami  
Coral Gables, 33124

Career Planning for Dis-  
advantaged Women  
Ms. Chloe Atkins  
Santa Fe Community College  
P.O. Box 1530  
3000 N.W. 83rd Street  
Gainesville, 32601

Options (Women's Center)  
1825 Hendricks Avenue  
Jacksonville, 32207  
904/398-7728

Council for Continuing Ed.  
for Women  
Betty Kaynor, Coordinator  
Miami-Dade Junior College  
141 N.E. 3rd Avenue  
Miami, 33132

Institute for Women  
Charlotte R. Tatro, Director  
Florida International Univ.  
Tamiami Trail  
Miami, 33144

Women's Information Center  
6255 S.W. 69th Street  
S. Miami, 33143

Women's Center  
2554 - 1st Avenue N.  
St. Petersburg, 33713  
813/822-8156



Tallahassee Women's Educational & Cultural Center  
Debra K. Patterson  
Florida State University  
212 Mabry Heights, FSU Box 6286  
Tallahassee, 32306  
904/599-4049 or 559-3281

Tampa Women's Center  
Box 1350  
Tampa, 33601

Tampa Women's Center  
214 Columbia Drive #3  
Tampa, 33606

Women's Center  
c/o Joyce Davis  
3215 Walcraft Road  
Tampa, 33611

The Women's Center  
405 Grand Central Ave.  
Tampa, 33604

Women's Center  
U. of South Florida  
Student Organizations Off.  
Box 438 University Ctr.  
Tampa, 33620

GEORGIA

A Woman's Place  
140 Marion Drive  
Athens, 30601

Atlanta Woman's Center  
c/o Jane Kelley  
1315 Stillwood Dr. N.E.  
Atlanta, 30306

Women's Center  
Midtown YWCA  
45 - 11th Street  
Atlanta, 30303

HAWAII

Women's Center  
University YWCA  
1820 University Avenue  
Honolulu, 96822

Women's Studies  
Doris Ladd  
University of Hawaii, Manoa  
Spalding 252  
Honolulu, 96822

CEW, Univ. of Hawaii  
c/o Marion Saunders  
931 University Ave. #205  
Honolulu, 96914

IDAHO

University of Idaho Women's Center  
Jane E. Langenes, Student Advisory Services  
108 Administration Bldg.  
Moscow, 83843  
208/885-6616

Women's Center  
Idaho State University  
Pocatello, 83201

ILLINOIS

Women's Center  
c/o Ms. Sue Palmer  
Aurora College  
Aurora, 60507

Carbondale Women's Center  
c/o Rita Moss  
1202 W. Schwartz  
Carbondale, 62901

Continuing Ed. for Women  
Director: Edith C. Spees  
Southern Illinois Univ.  
Pulliam Hall, Room 110  
Carbondale, 62901

Women's Center  
404 W. Walnut  
Carbondale, 62901

Student Personnel Office for Continuing Ed. for Women  
Betty L. Hembrough, Asst. Dean  
University of Illinois  
130 Student Services  
610 East John Street  
Champaign, 61820  
217/333-3137

Chicago Ecumenical Women's Center  
c/o Janet H. Miller  
5751 S. Woodlawn, #111  
Chicago, 60637

Chicago Women's Liberation Union  
852 W. Belmont  
Chicago, 60657  
312/348-4300  
Ecumenical Women's Center in Chicago  
Northside Center  
1653 W. School  
Chicago, 60657

Loop Center - YWCA  
37 S. Wabash Street  
Chicago, 60603  
312/372-6600

M.O.R.E. for Women  
5465 South Shore Drive  
Chicago, 60615

The Sisters Center  
Northside Women's Liberation  
7071 Glenwood  
Chicago, 60626

Sister Center  
United Church of Rogers Park  
Morris at Ashland  
Chicago 60626

Women's Center  
North Area  
1016 N. Dearborn St.  
Chicago, 60610  
312/337-4385

Women's Center  
Southwest Area  
3134 W. Marquette Rd.  
Chicago, 60629  
312/436-3500

Women's Center  
South Suburban  
45 Plaza, Park Forest  
Chicago, 60466  
312/748-5660

Women's Center  
Uptown  
4409 N. Sheridan Rd.  
Chicago, 60640  
312/561-6737

Women's Center  
West Side  
5082 W. Jackson Blvd.  
2nd floor  
Chicago 60644  
312/379-8332

Women's Center  
6200 S. Drexel Street  
Chicago, 60637  
312/955-3100

Women's Center  
3322 N. Halsted St.  
Chicago, 60657  
312/935-4270

Women's Center  
436 E. 39th Street  
Chicago, 60653  
312/285-1434

Women's Studies Center  
535-3 Lucinda  
Northern Illinois U.  
Chicago, 60625

Women's Studies Committee  
Mundelein College  
6363 N. Sheridan Rd.  
Chicago, 60620

Women's Institute  
20 E. Jackson, room 902  
Chicago, 60657  
312/922-6749

Women of Northwestern  
Ms. Carol Slatkin,  
Ms. Carol Owen  
Northwestern University  
Evanston, 60201

Prelude  
Ms. Vicki Kessler  
Knox College  
Galesburg, 61401

Student Services  
College of Lake County  
19351 W. Washington Street  
Grayslake, 60030

Women's Center  
West Suburban  
1 S. Park Street  
Lombard, 60148  
312/629-0170

Association of Women Students  
Ms. Ayn Crowley  
Monmouth College  
Monmouth, 61462

Greenerfields, Unlimited  
318 Happ Road  
Northfield, 60093  
312/446-0525  
contact: Sonja T. Mast,  
Carol R. Godwin, Nancy C.  
Robinson, Katrina Johnson

Women's Studies Center  
Mary Siegler  
Northern Illinois Univ.  
540 College View Court  
DeKalb, 60115  
815/752-0110

Kendall College Women's Center  
2408 Orrington  
Evanston, 60201

Women's Liberation Center  
of Evanston  
2214 Ridge Street  
Evanston, 60201  
312/471-4480 (A.M.)

'A Woman's Place'  
401 West California  
Urbana, 61801

INDIANA

Office for Women's Affairs  
Indiana University  
Memorial Hall - East  
Bloomington, 47401  
812/337-3849

Women's Center  
414 N. Park  
Bloomington, 47401  
812/366-8691



Continuing Ed. for Women  
c/o Janet R. Walker  
University of Evansville  
Box 329  
Evansville, 47701

Span Plan  
Cecilia Zissis, Director  
Purdue University  
Office of Dean of Women  
Lafayette, 47907

South Bend Women's Center  
1125 Thomas Street  
South Bend, 46625

Purdue Women's Caucus  
Joyce Field, Corres. Sec.  
Purdue University  
Kranert Grad. School of  
Industrial Administration  
West Lafayette, 47906  
317/463-1736

IOWA

Dean of Women's Office  
Anne Doolin  
Mt. Mercy College  
1330 Elmhurst Drive N.E.  
Cedar Rapids, 52402

Cont. Ed. for Women Sect.  
Betty Durden, Vice-Chrmn.  
Drake University  
Des Moines, 50311

Women's Information Center  
YWCA  
8th and Grand  
Des Moines, 50309  
515/244-8961

Univ. of Iowa Women's Ctr.  
3 E. Market Street  
Iowa City, 52240  
515/353-6265

Women's Committee  
Barbara Fassler, Director  
Central College  
Pella, 50219

KANSAS

Lawrence Women's Center  
University of Kansas  
1314 Oread  
Lawrence, 66044

Univ. of Kansas Commission  
on the Status of Women  
Dean of Women's Office  
Lawrence, 66044

Women's Resource Center  
Kansas State University  
Manhattan, 66506

A.W.A.R.E.  
Wichita State University  
Wichita, 67208

KENTUCKY

Women's Center Director  
Brescia College, Lafiatt Hall  
120 W. 7th Street  
Owensboro, 42301

Lexington Women's Center  
120 Kentucky Avenue  
Lexington, 40502

LOUISIANA

New Orleans Women's Ctr.  
1422 Felicity Street  
New Orleans, 70130

Women's Liberation Center  
P.O. Box 19001  
New Orleans, 70119

MAINE

Women's Center  
Univ. of Maine - Augusta  
University Heights  
Augusta, 04330

Women's Center  
Box 914  
Bangor, 04401

Brunswick/Bath Women's Ctr.  
136 Main Street  
Brunswick, 04011

MARYLAND

Woman Center  
Susan Dubrow  
Univ. of Maryland  
9010 Riggs Rd., Apt. 205  
Adelphi, 20783

Baltimore Women's Liberation  
101 E. 25th St., Suite B2  
Baltimore, 21218  
301/366-6475

Continuing Ed. for Women  
Morgan State College  
Baltimore, 21239

Women's Center  
Townson State College  
Box 2013  
Baltimore, 21204

Women's Center  
Essex Community College  
P.O. Box 9596  
Baltimore, 21237

Women's Center  
Johns Hopkins University  
Box 1134, Levering Hall  
Baltimore, 21218  
301/235-3637 or  
336-3300, ext. 529

Women's Center  
St. Mary's College of Md.  
Baltimore, 21210

Women's Law Center  
P.O. Box 1934  
Baltimore, 21203  
301/547-1653

Women's Union  
U. of Md., Baltimore Cnty.  
5401 Wilkens Avenue  
Baltimore, 21203  
301/455-2446

Women's Center  
Catonsville Comm. College  
800 S. Rolling Road  
Catonsville, 21228  
301/747-3220, ext. 355

Women's Center  
University of Maryland  
1127 Student Union  
College Park, 20742  
301/454-5411

Women's Information Ctr.  
4110 School of Library &  
Information Services  
College Park, 20742  
301/454-5441

Women's Resource Center  
Valerie Kitch  
8905 Footed Ridge  
Columbia, 21045  
301/454-5411

Women's Center  
c/o Judy Gray & Nancy Hume  
Essex Comm. College  
Rm. 17, Red Temporaries  
Essex, 21221  
301/682-6000

Women's Center  
Carol Blimline, Counselor  
Montgomery College  
Rockville, 20830

St. Mary's Women's Center  
Nancy Schniedewind  
St. Mary's College  
St. Mary's City, 20686

Towson Women's Center  
Annette Flower, English  
Department  
Towson State College  
Baltimore, 21204  
301/823-7500, ext. 826

Women's Center  
Goucher College  
Box 1434  
Towson, 21204

GYN Clinic  
Western Maryland College  
Westminster, 21157

MASSACHUSETTS

Men's Center  
Jones Library  
Amherst, 01002

Southwest Women's Center  
University of Massachusetts  
John Quincy Adams Lobby  
Amherst, 01002

Third World Women's Center  
Univ. of Massachusetts  
Amherst, 01002

The Women's Caucus  
Univ. of Massachusetts  
School of Education  
Amherst, 01002

Everywoman's Center  
Pat Sackrey  
Univ. of Massachusetts  
Munson Hall, Room A  
Amherst, 01002  
413/545-0883

Southwest Women's Centre  
Judith Katz  
Southwest, Univ. of Mass.  
c/o Washington Lobby  
Amherst, 01002  
413/545-0626

Andover Women's Center  
224 Lowell Street  
Andover, 01810

Women's Opportunity Research  
Center  
Middlesex Comm. College  
Div. of Continuing Ed.  
Springs Road  
Bedford, 01730

Boston U. Female Liberation  
George Sherman Union  
775 Commonwealth  
Boston, 02215

Boston Univ. Women's Center  
Sue McKeon  
211 Bay State Road  
Boston, 02215  
617/353-4240

Pregnancy Counseling  
Service of Boston  
3 Joy Street  
Boston, 02108

Women's Center  
Boston State College  
174 Ipswich Street  
Boston, 02115

Women's Center  
P.O. Box 286  
Prudential Center  
Boston, 02199

Women's Center  
Simmons College  
300 The Fenway  
Boston, 02115

Crittenton Hastings House  
10 Perthshire Rd.  
Brishton, 02135

Female Liberation  
639 Massachusetts Ave.,  
Cambridge, 02139

Library Collective  
492 Putnam Avenue  
Cambridge, 02139

Radcliffe Institute  
Alice K. Smith, Dean  
Radcliffe College  
3 James Street  
Cambridge, 02138  
617/495-8211

Women and Work  
Dr. Mary Potter Rowe  
Mass. Institute of Technology  
Cambridge, 02139

Women's Center  
46 Pleasant Street  
Cambridge, 02139  
617/354-8807

Women's Research Center  
123 Mt. Auburn  
Cambridge, 02139

Women's Center  
Ms. Margaret Fletcher  
Bristol Community College  
64 Durfee Street  
Fall River, 02720

Simon's Rock Early College  
Great Barrington, 01230

Community Women's Center  
Rebecca Winburn  
208-310 Main Street  
Greenfield, 01301  
413/773-7519

Greenfield Women's Center  
Federal Street  
Greenfield, 01301

Women's Caucus  
Janet Levine, Coordinator  
1 Kennedy Drive  
Hadley, 01035

Lowell Women's Center  
Lowell YWCA  
50 Elm Street  
Lowell, 01852  
617/445-5405

Continuing Ed. for Women  
Suzanne Lipsky, Office of  
the Dean  
Jackson College  
Tufts University  
Medford, 02155

YWCA Women's Resource Ctr.  
2nd Floor Recreation Rm.  
Sears Roebuck & Co.  
Natick Mall  
Natick 01760

New Bedford Women's Ctr.  
241 Reed Street  
New Bedford, 02747

Women's Resource Ctr.  
Andover-Newton Theological  
School  
215 Herrick Road  
Newton Centre, 02159

Southeastern Mass. U.  
Women's Center  
Southeastern Mass. U.  
North Dartmouth, 02747  
617/997-9321, ext. 698

Sophia Sisters: Smith  
College Lesbian Liberation  
Annie Korn  
Clark House, Smith College  
Northampton, 01060

Valley Women's Center  
Cheryl Schaffer  
200 Main Street  
Northampton, 01060  
413/586-2011

Women's Center  
6 Goswald Street  
Provincetown, 02675  
617/487-0387

Ann Kiemel, Dean of Women  
Eastern Nazarene College  
23 E. Elm  
Quincy, 02170

North Shore Women Center  
Pat Watson  
58 High Street  
Rockport, 01966

Women's Center  
Salem State College  
Salem, 01970

Somerville Women's Health  
Project  
326 Somerville Avenue  
Somerville, 02143

Women's Center  
Mt. Holyoke College  
3 Brigham  
South Hadley, 01075

Women's Health Counseling  
Service  
115 State Street  
Springfield, 01103

Springfield Women's Ctr.  
451 State Street  
Springfield, 01101  
413/732-7113

Brandeis Univ. Women's Ctr.  
Rona Shribman  
20 Stanley Rd.  
Swampscott 01907  
617/598-2188

Lowell Women's Center  
Ruth Yaw  
90 10th Street  
Tewsbury, 01876

Women's Center  
Clark University  
Worcester, 01610

Worcester Pregnancy  
Counseling  
52 Burncoat Street  
Worcester, 01603

Worcester Women's Ctr.  
905 Main Street  
Worcester, 01610  
617/753-9622

Worcester Women's Resource  
Ctr.  
Worcester YWCA  
2 Washington Street  
Worcester, 01608  
716/791-3181

MICHIGAN

Office of Women's Programs  
Barbara Zinkmund, Co-director  
Albion College  
Albion, 49224

Center for Continuing Ed.  
Jean Campbell, Dir.  
University of Mich.  
330 Thompson St.  
Ann Arbor, 48108

Feminist House  
225 E. Liberty, Rm. 203  
Ann Arbor, 48104

Gay Advocate Office  
Michigan Union  
530 S. State  
Ann Arbor, 48104  
313/763-4186

Women's Resource Ctr.  
Kellogg Comm. Coll. Library  
Battle Creek, 49016

The Women's Center  
Lake Michigan College  
Benton Harbor, 49022

Alternative Resource Ctr.  
c/o Mandella  
16261 Petoskey  
Detroit, 48221

Detroit Women's Liberation  
415 Brinard  
Detroit, 48201

Women's Action and Aid Ctr.  
103 W. Alexandrine  
Detroit, 48201

E. Lansing Women's Ctr.  
223 1/2 E. Grand River  
E. Lansing, 48823

ENCORE Program  
Aquinas College  
Grand Rapids, 49506

Women's Resource Ctr.  
June Mochizuki, Dir. CEW  
Western Mich. Univ.  
Kalamazoo, 49001

Women's Center for  
Continuing Ed.  
Northern Michigan U.  
Marquette, 49855

Continuum Ctr. for Women  
Eleanor Driver, Dir.  
Continuing Ed. Div.  
Oakland University  
Rochester, 48063

Chrysalis Center  
Dr. Margaret Cappone, Dir.  
Saginaw Valley College  
University Center, 48710

Women's Center  
Delta College  
University Center, 48710

Bette C. White, Asst.  
Dean of Students  
E. Mich. Univ.  
Ypsilanti, 48197

MINNESOTA

Duluth Women's Center  
Univ. of Duluth Med. School  
EPIC - Room 5  
Duluth, 55812

Woman to Woman Center  
Univ. of Minnesota  
101 Kirby Student Ctr.  
Duluth, 55812

Grace High School Women's  
Center  
1350 Gardena Ave. N.E.  
Fredley, 55432



Mankato Women's Ctr.  
c/o Vivian  
Mankato State College  
426 1/2 N. 4th Street  
Mankato, 56001

Lesbian Resource Ctr.  
710 W. 22nd Street  
Minneapolis, 55405  
612/374-2345

Minnesota Women's Ctr.  
Anne Truax, Director  
Univ. of Minnesota  
306 Walter Library  
Minneapolis, 55455

Women's Clearinghouse  
c/o Experimental College  
1507 University Ave., S.E.  
Minneapolis, 55414  
612/376-7449

Women's Counseling Service  
621 West Lake Street  
Minneapolis, 55408

Women's Center  
c/o Jolietta Crooks  
Concordia College  
Moorhead, 56560

St. Olaf Women's Resource  
Lounge  
St. Olaf College  
Northfield, 55057

MISSISSIPPI

Gay Counseling & Ed.  
Projects, Anne de Bary  
Mississippi Gay Alliance  
Box 4470 Miss. State Union  
State College, 39762

Women's Action Movement  
Mississippi State Univ.  
Box 1328  
State College, 39762

MISSOURI

CEW  
Margot Patterson, Coord.  
Univ. of Missouri  
Coop. Extension Services  
Carthage, 64836

Women's Center  
501 E. Rollins  
Columbia, 65201

Women's Liberation Union  
5138 Tracy  
Kansas City, 64110

Women's Resource Service  
Univ. of Missouri  
Div. for Continuing Ed.  
1020 E. 63rd St.  
Kansas City, 64110

Women's Resource Ctr.  
Esther M. Edwards  
William Jewel College  
Liberty, 64068

CEW  
Mrs. Jean M. Pennington,  
Washington University  
Box 1095  
St. Louis, 63130

St. Louis Univ. Women's Ctr.  
Hussleip Hall  
3801 W. Pine  
St. Louis, 63108

St. Louis Women's Center  
Margaret C. Fagin, CEW Dir.  
University of Missouri  
8001 Natural Bridge Road  
St. Louis, 63121

St. Louis Women's Center  
1411 Locust Street  
St. Louis, 63103

Women's Center  
c/o Ms. Helen Dieterich  
Florissant Valley Comm. Coll.  
3400 Pershall Road  
St. Louis, 63135

MONTANA

Women's Action Center  
Venture Center  
Univ. of Montana  
Missoula, 59801

NEBRASKA

Women's Study Group  
Dr. Evelyn Haller  
Doane College, New Dorm 108  
Crete, 68333  
402/826-2161

Women's Resource Ctr.-Lincoln  
Rm. 116, Nebraska Union  
14 & R Streets  
Lincoln 68506

NEVADA

Women's Resource Center  
University of Nevada  
Reno, 89507

NEW HAMPSHIRE

Concord Women's Center  
130 N. Main Street  
Concord, 03103

Franconia Women's Center  
Franconia College  
Franconia, 03580  
603/823-8460

Women's Ctr. of the  
Upper Valley  
19 South Main Street  
Hanover, 03755  
603/643-5981

Laconia Women's Center  
c/o Carol Pierce  
21 Shore Drive  
Laconia, 03246

Manchester Women's Center  
Unitarian Church  
Mrytle and Union Streets  
Manchester, 03106

The Women's Center  
104 Middle Street  
Manchester, 03102

Women's Center  
Northampton

Women's Center  
c/o Lissi Savin  
Box 172  
Warner, 03278

NEW JERSEY

YWCA Women's Center  
Upsala College  
Admin. Annex 11  
East Orange 07019  
201/266-7213

Together  
7 State Street  
Glassboro, 08028

Women's Center of  
Bergen County  
166 Main Street  
Hackensack, 07601  
201/342-8958

Middlesex County NOW  
Box 94  
Iselin, 08830

Women's Center  
N. Klein, Director  
Brookdale Comm. College  
Newman Springs Road  
Lincroft, 07738

Ctr. for Women's Studies  
Dr. Mara M. Vamos  
Fairleigh Dickinson Univ.  
285 Madison Ave.  
Madison, 07940  
201/377-4700 ext. 369

Drew Women's Collective  
c/o Diana Stewart  
Drew University  
Madison, 07940

AWE Women's Center  
c/o Ethel Smyth  
P.O. Box 583  
Maple Wood, 07040  
201/467-1422

Women's Center  
15 W. Main Street  
Moorestown, 08057  
609/235-9297

Women's Center  
Montclair - N. Essex YWCA  
159 Glenridge Avenue  
Montclair, 07042

Ctr. for the American Woman  
& Politics  
Rutgers, The State Univ.  
Eagleton Inst. of Politics  
New Brunswick, 08901  
201/247-1766, ext. 1384

Women's Center  
Douglass College  
New Brunswick, 08903

Women's Ctr. of New Brunswick  
2 Easton Avenue  
New Brunswick 08901  
201/246-9637

Monmouth County NOW  
11 Aberdeen Terrace  
New Monmouth, 07748  
201/671-3123

YWCA Women's Ctr. of the  
Oranges  
395 Main Street  
Orange, 07052  
201/674-1111

Morristown Area NOW  
Elizabeth C. Cieri  
3379 Route 46, Apt. 16-E  
Parsippany, 07054  
201/334-6135

Princeton Seminary Women's  
Center  
Ms. Martha Bellinger  
Princeton Theological Seminary  
Princeton, 08540

Woman's Place  
14 1/2 Witherspoon Street  
Princeton, 08540  
609/924-8989

Somerset County NOW  
147 Stony Brook Road  
Somerville, N.J. 08876  
201/722-3866

Summit NOW  
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Summit, 07901  
201/277-0135

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Kean College  
Kean Building  
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Upper Montclair, 07405  
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P.O. Box 1051 Valley Sta.  
Wayne, 07470  
201/274-5042

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Tombrock College  
W. Patterson, 07424

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Univ. of New Mexico  
1824 Las Lomas  
Albuquerque, 87106  
505/277-3716

Santa Fe Women's Liberation  
c/o Guin Reyes  
Santa Fe, 87501  
505/982-1225

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Astoria Women's Center  
44-03 28th Avenue  
Astoria, 11102  
212/932-5130

The Women's Research &  
Resource Center  
Dr. Elinor Pam  
Queensborough Comm. College  
222-03 Garland Drive  
Bayside, 11364  
212/423-0666

Women's Center  
Sarah Lawrence College  
Bronxville, 10708

The Women's Center  
Lehman College, CUNY  
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Forham Center  
Bronx, 10468

Women's Center  
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Brooklyn, 11225

Women's Studies College  
SUNY, Buffalo  
108 Winspear Road  
Buffalo, 14214  
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Kirkland College Women's Ctr.  
Kirkland College  
Clinton, 13323

Women's Information Center  
P.O. Box 268  
Dewitt, 13224

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Flushing, 11367

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Hofstra University  
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Hempstead, 11550

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Hempstead, 11550

Hewlett Women's Center  
1007 Broadway  
Hewlett, 11557

Ithaca Women's Center  
140 W. State Street  
2nd Floor  
Ithaca, 14850

Women's Center  
Cornell University  
Willard Straight Hall  
Ithaca, 14850

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Ithaca, 14850

Women's Center - Islip  
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Islip, 11751  
516/581-2680

AIR Gallery  
97 Wooster Street  
New York, 10012

Barnard Women's Center  
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Barnard College  
606 W. 120th Street  
New York, N.Y. 10027

Career Information Center  
c/o Dolores Kaminski  
Baruch College, CUNY  
17 Lexington Avenue  
New York, 10010

N.Y. Theological Seminary  
Women's Center  
Ms. Payne  
235 E. 49th Street  
New York, 10017

N.Y. Women's Center  
36 West 22nd Street  
New York, 10010

N.Y. Women's Law Ctr.  
351 Broadway  
New York, 10013  
212/431-4074

NOW Center  
47 E. 19th Street  
New York, 10003

Resource Center on Women  
Dr. Claire Fulcher  
YWCA  
600 Lexington Ave.  
New York, 10022  
212/753-4700

Upper East Side Women's  
c/o Carol Hardin Ctr.  
359 E. 68 Street  
New York, 10021

West Side Woman's Center  
210 W. 82nd  
New York, 11024

Women's Center  
N.Y.C. Firehouse  
243 West 20th Street  
New York, 10011  
212/255-9802

Women's Ctr. for Occupation  
and Educational Devel.  
167 East 67th Street  
New York, 10021  
212/861-0931

Women's Inter-Arts Center  
549 W. 52nd Street  
New York, 10019  
212/246-6570

Women Photographers  
The Midtown Y Gallery  
Midtown YM-YWCA  
344 E. 14th Street  
New York, 10018

Northport Women's Ctr.  
(Suffolk)  
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Northport, 11768  
516/757-6564

Women's Information Ctr.  
Old Westbury  
Oyster Bay, 11771

Mid-Hudson Women's Ctr.  
27 Franklin Street  
Poughkeepsie, 12601  
914/473-1538

Poughkeepsie Women's Ctr.  
96 Market Street  
Poughkeepsie, 12601  
914/454-9487

Rockland City Women's Liberation  
Women's Center  
St. Stephen's Episcopal Church  
Pierce Hwy. & Eberhardt Rd.  
Pearl River, 10965  
914/354-7442

Rochester Women's Center  
139 Raleigh Street  
Rochester, 14620

Suffolk Comm. College Women's  
Group  
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Selden, 11784

Staten Island Women's Ctr.  
121 Van Duzen Street  
Staten Island, 10301

Women's Center  
SUNY at Stony Brook  
Stony Brook, 11790

Women's Ctr. for Continuing Ed.  
University College  
610 E. Fayette Street  
Syracuse, 13202

Women's Information Ctr.  
104 Avondale Place  
Syracuse, 13210

Women's Ctr.-Academic Ctr.  
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of Students  
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Women's Center  
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None Reported

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Continuing Education Group  
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Walters College  
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Educational Resource and  
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Xavier University  
Cincinnati, 45207

Univ. of Cincinnati Women's  
Center  
412 Tuc Woman Affairs Council  
Cincinnati, 45221

Women's Center  
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Women's Center  
Case Western Reserve Univ.  
Thwing Study Center  
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P.O. Box 2526  
East Cleveland, 44112

Columbus Women's Liberation  
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Columbus, 43201

Dayton Women's Center  
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Box 612  
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Women's Center  
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Kent Women's Project  
Kent, 44242

Women's Center  
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Wildier Hall  
Oberlin, 44074

AWS Women's Resource Center  
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Miami University  
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Miami University Women's  
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Women's Liberation-USN Ctr.  
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Oxford, 45406

Women's Center  
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Springfield, 45504

Women's Programs  
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Toledo, 43606

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513/767-7331, ext. 311

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Tulsa, 74104

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Corvallis, 97331

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Women's Institute and  
Resource Center  
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Portland, 97207

Women's Research & Study  
Center  
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for Adult Women  
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Women's Center  
Comm. Coll. of Allegheny  
County  
Allegheny Campus  
Pittsburgh, 15212

Women's Liberation House  
Penn. State University  
245 E. Hamilton Avenue  
State College, 16801

Swarthmore Gay Liberation  
c/o Christina Crosby  
Swarthmore College  
Swarthmore, 19081

RHODE ISLAND

Kingston Women's Liberation  
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Memorial Union  
Kingston, 02881

Resource Ctr. for Women in  
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Women's Liberation Umbrella  
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Providence, 02906

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Providence, 02906

YWCA Women's Center  
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Women's Center  
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Winthrop College  
Winthrop Coalition Group  
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None Reported

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Nashville Tennessee Women's  
Center  
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Nashville, 37212  
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Women's House  
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W. Austin, 78103

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Women's Center  
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Student Programs  
Southern Methodist Univ.  
Dallas, 75275

Women for Change Center  
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Dallas, 75201  
214/741-2391

Women's Center  
North Texas State University  
Denton, 76203

Women's Resource Center,  
YWCA of Houston  
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Houston, 77002

Women's Center  
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Houston, 77002

UTAH

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Harrison Boulevard  
Ogden, 84403  
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Women's Center  
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Provo, 84601

Women's Resource Center  
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Salt Lake City, 84112  
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VERMONT

Women's Center  
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Middlebury, 05753

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Goddard College  
Aiken Dorm  
Plainfield, 05667  
802/454-8311, ext. 273

Women's Center  
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Directors  
Windham College  
Putney, 05346

VIRGINIA

None Reported

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tional Resource Center  
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Seattle Counseling Center  
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Seattle, 98134  
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Women's Center  
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Seattle, 98195

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Seattle, 98195

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Tacoma, 98406

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Tacoma, 98416

Women's Center  
Tacoma Community College  
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Women's Center  
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Drive  
Spokane, 99204

Women's Center  
Marcia Weidig  
Whitman College  
Walla Walla, 99362

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Women's Center  
Beckley College  
S. Kanawha Street  
Beckley, 25801

Women's Center  
Appalachian Bible Inst.  
Bradley, 25818

Women's Information Center  
West Virginia University  
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Morgantown, 26506

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Women's Center  
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Univ. of Wisconsin-Milwaukee  
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Milwaukee, 53201

Oshkosh Women's Center  
Wisconsin State University  
Oshkosh Student Association  
Oshkosh, 54900

Women's Center  
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312 Dempsey Hall  
Oshkosh, 54901

WYOMING

None Reported

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### PAAAT CONFERENCES SUSPENDED

The Project for Academic Affirmative Action Training (PAAAT) conferences are temporarily suspended because of organizational and technical difficulties. These conferences were initially sponsored jointly by the Project on the Status and Education of Women and the International Association of Official Human Rights Organizations (IAOHRA). The use of PAAAT materials by any future conference should not be construed as implying sponsorship by the Project on the Status and Education of Women, Association of American Colleges.

# on campus with women

NUMBER 9

June 1974

## SPECIAL ISSUE ON THE EDUCATION OF WOMEN

### ADMISSIONS AND RECRUITMENT

#### SUPREME COURT RULES DEFUNIS MOOT

The U.S. Supreme Court has avoided deciding whether or not using different admissions criteria for white and minority applicants is a violation of the Equal Protection Clause of the Fourteenth Amendment. Marco DeFunis, a white student, has charged the University of Washington Law School with discrimination because of race because they denied him admission, while admitting minority students with lower "Predicted First Year Averages" (a figure based on college grades and LSAT scores). In a 5-4 vote, the Court found the case (*DeFunis v. Odegaard*) moot because DeFunis is now completing his final term in law school. Educators across the country have been closely following the case for its implications for admitting students and hiring employees.

DeFunis had been allowed to enter law school when a lower court found that the university had discriminated against him in violation of the Constitution. The Washington Supreme Court overturned the lower court decision, finding that the school's admissions policies were not a violation of the Constitution. DeFunis then petitioned the U.S. Supreme Court and was granted permission to continue his studies pending final disposition of his case.

The 7-page majority opinion held that:

Because the petitioner will complete his law school studies at the end of the term for which he has now registered regardless of any decision this Court might reach on the merits of this litigation, we conclude that the Court cannot, consistently with the limitations of Art. III





of the Constitution, consider the substantive Constitutional issues tendered by the parties.

A dissenting opinion written by Justice Brennan (and signed by Justices Douglas, Marshall and White) maintained that there was "no justification for the Court's straining to rid itself of this dispute." The dissent continued:

Moreover, in endeavoring to dispose of this case as moot, the Court clearly deserves the public interest. The Constitutional issues which are avoided today concern vast numbers of people, organizations and colleges and universities, as evidenced by the filing of twenty-six amici curiae briefs. Few Constitutional questions in recent history have stirred as much debate, and they will not disappear. They must inevitably return to the federal courts and ultimately again to this Court. . . . Although the Court should, of course, avoid unnecessary decisions of Constitutional questions, we should not transform principles of avoidance of Constitutional decisions into devices for sidestepping resolutions of difficult cases.

Justice Douglas, in a separate 25-page dissent, said that he thought the case "should be remanded for a new trial to consider . . . whether the established LSAT tests should be eliminated so far as racial minorities are concerned." Douglas said that "There is no Constitutional basis for any race to be preferred." He added that:

The key to the problem is consideration of such applicants in a racially neutral way. Abolition of the LSAT test would be a start.

In addition, Douglas said in his dissent: We would have a different case if the suit were one to displace the applicant who was chosen in lieu of DeFunis. . . . The educational decision, provided proper guidelines were used, would reflect an expertise that the courts should honor.

The issue of using different criteria for admitting minorities (and by implication, women) remains unresolved.

## PRINCETON LIFTS QUOTA

In January, Princeton University's Board of Trustees voted to have an equal access admissions policy for undergraduates, doing away with a policy which had limited women to 300 per class (compared to 800 men per class). A university spokesman said enrollment was expected to balance out at a ratio of two male undergraduates to one female undergraduate in the next few years.

Last year, the top prize that Princeton confers on an undergraduate went to a woman. Marsha H. Levy, the recipient of the M. Taylor Pyne Honor Prize, was one of the 102 women who integrated Princeton in 1969.

## COLLEGES CHARGED WITH DISCRIMINATION IN ADMISSIONS

The Massachusetts Commission Against Discrimination has charged the Board of Trustees of the Massachusetts State Colleges with discrimination in admissions policies. The Commission cited statistical evidence that showed a substantial under-enrollment of female and minority students in the State College System. Each college has been asked to submit a copy of its current affirmative action plans in admissions. If no written plan exists, the colleges are to set goals and describe a procedure designed to achieve the goals.

## MARITIME ACADEMY TO ADMIT WOMEN

The Maritime Administration has changed its admission regulations, and women will enter the U.S. Merchant Marine Academy at Kings Point, New York, next fall. The change brings American women the opportunity to prepare for civilian careers (such as deck and engine room officers and radio operators) and to enter related fields (such as marine transportation management, naval architecture, marine engineering, oceanography and maritime law.) The Kings Point Academy is the first of the five federal service academies to enroll women, and its action is sure to bring pressure for similar decisions by West Point and the Air Force, Naval and Coast Guard Academies.

For further information, contact the Admissions Office, U.S. Merchant Marine Academy, Kings Point, N.Y. 11024.

### MILITARY ACADEMIES UNDER FIRE

The Center for Women Policy Studies has filed a class action suit in U.S. District Court, asking that women be admitted to the Naval and Air Force Academies. The suit is being brought on behalf of two women and four congressmen who are handling the women's congressional nominations to the academies. Virginia Dondy, an attorney for the Center, says she believes this is the first suit challenging the all-male entrance requirements of the academies. The suit claims that by admitting men only the academies deprive women of major opportunities for entrance and career advancement in the armed forces.

### BEAVER COLLEGE GOES COED

Beaver College (PA), formerly for women only, became coeducational last fall. It decided to integrate after an in-depth study was made and the charter of the college was changed. Chairman of the Board of the College, John R. Bunting, feels that "by opening its doors to men, Beaver will offer a broader service to those interested in obtaining a college education..." A survey of faculty, alumnae and students revealed that most favor the change.

### THE "DARTMOUTH WOMAN" EMERGES

Is there a magic formula that admissions officers can use when selecting women to integrate a formerly all-male school? Ruth Adams, Vice President of Dartmouth seems to think so. Praising the "incredible magic" of the admissions office, Ms. Adams said the selection system has produced women students who assimilated easily. Typically these young women are involved in many extracurricular activities, interested in the outdoors...and the arts," and "very able students who realize that life cannot only be studies." Over the next four years, the number of women undergraduates is scheduled to increase from 370 to 1,000, while male enrollment will remain at approximately 3,000.

### WANTED: WOMEN STUDENTS

Colleges and universities across the country are stepping up efforts to recruit

women students, particularly for those studies and schools which have been predominantly male. In a survey of 830 schools made by Dr. Elizabeth Boyer, those which used the five recruiting techniques listed below showed a significant increase in women students in nearly all technical and professional programs. The five techniques used to attract more women students were:

- increasing the number of women faculty,
- using pictures of women in publicity
- having seminars for high school counselors,
- eliminating male pronouns in publicity,
- and using women recruiters for programs.

A 10-page summary of the survey is available for \$1.00 prepaid from the WEAL Education and Legal Defense Fund, 799 National Press Building, Wash., D.C. 20004.

Similar recruitment techniques designed to appeal to women have proven successful in such institutions as:

RENSELAER POLYTECHNIC INSTITUTE admitted eighty percent of the women who applied for admission last year, creating a freshman class which is 10% women, a high figure for a technical school. What did RPI do to attract so many well-qualified women? Assistant Director of Admissions Ellen Steggs has outlined a number of reasons why RPI was so successful. She says that having a female interviewer creates a positive effect for female applicants--an assertion which is supported by numerous studies on the value of female role models for women. In addition, Ms. Steggs points out that special encouragement is given to prospective women enrollees in other ways: women students serve as student tour guides, and often spend extra time with female applicants and their parents discussing what it is like to be a woman at RPI. In addition, all literature about RPI "contains obvious references to women on campus." A brochure called The Minority Report is being written by women students for dissemination during Freshmen Orientation.

PURDUE UNIVERSITY has intensified its effort to attract more women students into its Schools of Engineering. The 1973 freshman class in engineering included 69 women, 40 more than the 1972 class. Week-long seminars for high-school girls were held in the summer of 1973, and this fall five grants will be given to top female scholars majoring in engineering. Professor Donna Frohreich, who is in charge of



special programs in the Department of Freshman Engineering, has noted that "women show the same persistence as men, graduating with their class in four years."

At Purdue's West Lafayette campus, the legendary man-woman ratio is growing slimmer: in fall 1973 there were 17,052 men (up 71 from 1972) and 9,530 women (up 307).

BERKELEY has made women very much at home at its College of Engineering. In fall 1973 the number of females enrolled in engineering courses jumped 70 percent, from 60 to 110, and they now comprise 5% of the total enrollment. Although Professor Joseph Frisch, Associate Dean of the College, isn't content with the rate of growth in female enrollment, he sees it as an improvement over 1972, when only 2 percent of the engineering students were women. Thousands of brochures describing the experience of being a woman in engineering at Berkeley were mailed to incoming freshmen, community colleges, high school counselors and government agencies.

STANFORD UNIVERSITY has increased the number of women enrolled in several traditionally male departments. Women now comprise about 15 percent of the 600 students in its Master of Business Administration program, up from 9 percent in 1972. Ten years ago, only six women applied to Stanford's Business School; in 1973, 223 applied and 45 were accepted. Gary G. Williams, assistant dean for admissions, credits the increase to the opening of opportunities for women in management. MBA women students say that women are now more sophisticated about acquiring proper credentials for a career. In Women Opting for Management, a special report of the Stanford Business School, MBA women talk about some of the problems and experiences they share.

In addition, Stanford has published a quartet of booklets aimed at dispelling some of the myths about the intellectual competence of women in other "masculine" careers. The brochures--Women in Medicine, Women and Law, Women in Physics, and Consider the Possibility (from the School of Engineering)--all give first-hand accounts of what it's like to be a woman studying in a field dominated by men. Single copies of the brochures are available from Anne Miner, Affirmative Action Officer, Stanford U., Stanford, CA 94005.

The UNIVERSITY OF PITTSBURGH Graduate School of Business had no women in the MBA program in the 1967-68 academic year. In

1973-74, 27 women were enrolled fulltime in the Business School. What accounts for this dramatic increase from zero to nearly 20 percent of the entering class? Aside from societal factors, the school has added women to its faculty and administrative staff; these women provide personal contact and role models for potential women students. Letters have been sent to junior and senior undergraduate women at other colleges and universities, inviting them to consider Pitt's MBA program.

The UNIVERSITY OF WISCONSIN-MADISON has published an impressive example of recruiting material aimed at women: a brochure entitled Women at Wisconsin Are In. Assuring the prospective female student that "non-traditional" fields are becoming more receptive to women, she is beckoned to UW where "women are in... almost every course, almost every field heading for the careers of their choice." The 20-page brochure was prepared by the Madison Campus Office of Affirmative Action, Madison, WI 57306.

#### WOMEN SWELL ENROLLMENTS

Women interested in engineering are cited as one factor for the 18% increase in enrollment at LEHIGH UNIVERSITY.

A substantial increase in women applicants also played a part in a 20% increase in enrollment at MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

#### ADMISSIONS UP AT WOMEN'S COLLEGES

Women's colleges must be doing something right. Of 39 women's colleges surveyed coast to coast in September 1973, 51% showed an increase in enrollment and 21% remained at previous years' levels. The remaining 28% incurred enrollment drops in line with the national picture.

Word is getting out to prospective students that many women's colleges have a long-standing commitment to meeting the educational needs of women. FONTBONNE COLLEGE in St. Louis, proudly proclaims this ideal with its postage meter stamp on every envelope: "Liberating Women for 50 Years."

#### PANEL CALLS FOR MORE WOMEN GRAD STUDENTS

The Panel on Alternate Approaches to Graduate Education recommended in its report, Scholarship for Society, that graduate schools



intensify their efforts to recruit women and minority members as both students and professors. The study, coordinated by the Educational Testing Service, urges that requirements regarding course sequence, residency, and other regulations, be made more flexible to accommodate the needs of special groups, such as women students with families. Copies of the panel's report are available for \$2.00 from the Education Testing Service, Princeton, N.J. 08540.

#### WOMEN GAIN IN LAW SCHOOLS

Law schools have seen a dramatic increase in the number of women enrolled. Millard Rudd of the Association of American Law Schools reports that women now make up 15.6 percent of the total law school enrollment. The number of women in law schools has steadily climbed from 8,914 in 1971, to 12,172 in 1972 (an increase of 36%), to 16,760 in 1973, (a 37.8% increase). The number of women can be expected to continue to increase as law schools comply with requirements of Title IX of the Education Amendments which, among other things, forbids discriminatory admissions in all graduate and professional schools.

#### FEMALE ALUMS DONATE MORE

Yale Law School has discovered a side benefit to its decision years ago to open its doors to women: the women donate money to Yale "at a higher rate than the men." In addition, the single most generous giver among all Yale Law School graduates is a woman.

#### MORE WOMEN IN MEDICINE

The effect of legislation prohibiting sex discrimination can be seen in the ever increasing number of women in medicine. For example, the number of women applying for admission to Stanford University's Medical School increased a dramatic 406% (from 228 to 910) from 1970 to 1973. During that same period, male applicants increased about 100% (from 2,004 to 4,173). Nationwide, 16 percent of the applicants to medical school in 1973 and 16.8% of the entering class were women, compared to 6.9% of the applicants and 6.2% of the entering students in 1959-60. The percentage of women students

in U.S. medical schools in 1972-73 was 12.8%; compared to 6% in 1955.

#### WEAL CHARGES VETERINARY SCHOOLS

The Women's Equity Action League (WEAL) has charged three colleges of veterinary medicine with discrimination against women in their admissions policies. WEAL has filed complaints with HEW against the colleges of veterinary medicine at AUBURN UNIVERSITY, OKLAHOMA STATE UNIVERSITY, and TEXAS A&M UNIVERSITY. WEAL noted that only 9 or 10% of the schools' entering classes last fall were women, compared with several other veterinary colleges of similar size that admitted "at least 25% women."

A survey of the enrollment of 21 colleges of veterinary medicine showed that the number of freshman women doubled, and sometimes tripled, from 1971 to 1972. In the veterinary college at Texas A&M, for example, the number of women enrolled increased from 11 in 1972, to 36 in 1973, while the class size remained stable.

Discrimination in admission to schools of veterinary medicine is prohibited by both the November 1971 amendments to Titles VII and VIII of the Public Health Service Act and by Title IX of the Education Amendments of 1972.

## EDUCATION TRENDS

#### HOW MUCH IS A COLLEGE EDUCATED WOMAN WORTH?

About the same as a male high school dropout according to Department of Commerce data. The median income of men with only 1 to 3 years of high school was nearly as much (\$8,945) as that of women with four (or more) years of college (\$9,162). Men with at least four years of college earned \$14,351, over \$4,000 a year more than women with a comparable education.

Still, young women today are far more likely to be college students than were their mothers. In 1950, only 7% of women 18-24 were in college. By 1970, 20% of women in this age group were enrolled in college.

Women are still less likely than men to attend college: 39% of women high school graduates, compared to 53% of male high school graduates, from the class of 1972, were enrolled in college in October of last year, according to the U.S. Department of Labor's Bureau of Labor Statistics.

REMEDIES FOR DROP-OUTS

At the University of California, Berkeley, women and men's drop-out rates are now virtually identical. Lucy W. Sells, a doctoral student in sociology at Berkeley, found a dramatic decrease in the dropout rate for women in graduate school at that institution: it dropped from 48% to 27% between 1962 and 1968. At the same time the attrition rate for men rose from 22% to 27%. Sells attributes the change to a special project sponsored by the affirmative action office and the Center for Continuing Education for Women. The project organizes women students into seminars where the women define, discuss and find solutions for difficulties experienced during their first graduate year. The seminars provide the opportunity to deal with problems such as ambivalence towards careers and lack of encouragement or hostility from male professors. The women support one another so that they are less likely to be demoralized or discouraged by differences in faculty attitudes and behavior towards women students.

Sells' report identifies aspects of graduate life which need affirmative action so that the proportion of women earning doctorates can be brought up to the level of men receiving doctorates. The report includes data from Berkeley and the entire California University system, national statistics, and attrition figures. For more information contact Lucy Sells, Department of Sociology, University of California, Berkeley.

WOMEN STUDENTS: THE OLDER THE BETTER?

A University of Michigan doctoral student, Hazel Markus, has completed a study on 4000 women who have been counseled at the UM Center for Continuing Education. Her data draw a profile of the woman returnee: she is in her thirties, married with children, has already had some college education, and has a well-educated, well-paid, supportive husband. Ms. Markus found that 46% of the women contributed to their own support with earnings. Marcus reports that, unlike the woman undergraduate who may be beset by role conflicts, the older woman feels secure in her identity and views academic and professional accomplishments as important in life. Far from being academic

failures, 91% of the women reported doing at least as well as they did when they were in school before, and 50% reported receiving better grades.

WOMEN'S COLLEGES REACH OUT TO OLDER WOMEN

The COLLEGE OF SAINT ELIZABETH (N.J.), a Catholic women's college, now permits mature students to fulfill their degree requirements on a part-time basis. The mature student is identified as one who is over 22 or who is a parent. This policy allows part-time students to take up to twice the normal time to complete their degrees. The college also grants half tuition to senior citizens who enroll in courses.

Similarly, RANDOLPH-MACON WOMAN'S COLLEGE (Va.) will cut tuition in half for alumnae who return for additional study.

SECURE MEN ACCEPT WOMEN

"Low levels of self-esteem were related to negative attitudes towards women's liberation in small, private, and predominately male institutions." This was the principal finding in a study by Thomas W. Miller of men at 5 different college settings in the Northeast. While Miller found no significant correlation between self-esteem and attitudes about the women's movement among male students at co-educational schools, he found the relationship between these two variables at predominantly male institutions striking. He hypothesizes "that the small predominantly male and more conservatively oriented private colleges attract to their student populations males who have less of an appreciation for women's rights than their counterparts on larger state and coeducational campuses."

For a more detailed summary of the study, see "Male Self-Esteem and Attitudes toward Women's Roles" in the September 1973 issue of the Journal of College Student Personnel.

PROVOST CALLS FOR CURB ON SEXISM

In response to Wayne State University's Commission on the Status of Women, Provost Henry Bohm issued a memorandum to the deans supporting the Commission's recommendation regarding sexism in the classroom. The recommendation urges all faculty to "reevaluate their course content, mode of presentation, jokes, in-class and out-class interaction with



students for evidence of practices which discriminate against or derogate females." The resolution not only urges faculty to eliminate such behavior, but also to consider evidence of sexist attitudes in hiring or promoting faculty.

Evidence of stereotypic attitudes towards women sometimes finds its way into publications aimed at college students. For example, the cover of the February 1974 issue of MBA shocked and dismayed many women students and faculty. The magazine, written for and distributed free to business administration students in Ivy League schools, could have easily been confused with a "girlie" magazine. Ironically, the issue contained two informative articles on women in the business world.

#### MALE HONORARIES: TO BE OR NOT TO BE

In February, National chapters of Phi Delta Kappa, the "all male" professional education fraternity, voted to admit women to membership. When the biennial council of PDK met last fall, it approved for chapter referendum a constitutional amendment allowing women members. The amendment had to be considered by the chapters within 90 days after ballots were mailed from the International headquarters. Of the 388 voting chapters, 288 voted for the new amendment, which went into effect immediately.

The fraternity has been the subject of several discrimination charges including one brought by its Columbia University chapter.

Similarly, the Women's Equity Action League (WEAL) has filed a complaint under Title IX of the Education Amendments of 1972 against 14 universities which sponsor chapters of Delta Sigma Pi, an international business fraternity which limits its membership to men only.

At the organization's Grand Chapter Congress (held in August 1973) delegates defeated by a margin of four to one, a proposed constitutional amendment to admit women into the fraternity. WEAL contends that "a university should provide equal opportunity for men and women to achieve academic and professional goals." In its letter of complaint to the Office for Civil Rights, WEAL requested that HEW write the president of each of the institutions, asking that sponsorship of the fraternity be

terminated. WEAL had earlier filed similar charges against universities which sponsored Phi Delta Kappa.

#### "REVERSE INTEGRATION"

The Professional Women of the Stanford Medical School have voted to admit men as members of the organization. Membership eligibility will be based on an individual's commitment to the group's purpose, which is to promote "the development of opportunities for women equal to those of men in the medical sciences."

#### GROUPS CALL FOR ATHLETIC EQUITY

The American Association for Health, Physical Education and Recreation (AAHPER) and the Intercollegiate Association of Women Students (IAWS) passed resolutions calling for enforcement of Title IX at their annual meetings this spring.

At its March annual meeting, the IAWS reaffirmed its support of Title IX and called for "immediate issuance of comprehensive guidelines for enforcement procedures, specifically including provisions for equal opportunity for women and men in athletic programs."

Similarly, AAHPER, the national organization for physical educators, adopted a statement reiterating their position "that inter-scholastic and intercollegiate competitive athletics have educational values and are an integral part of the educational system." The AAHPER urged the Secretary of HEW to provide for this factor in the regulations, and to "issue them immediately."

#### STUDENT ACTIVISM MOUNTS

The National Student Lobby has prepared a guide for women students who encounter discrimination. Entitled Sex Discrimination in Education: How to Make Trouble, the five-page guide summarizes federal laws and regulations prohibiting sex discrimination, and cites common examples of sex discrimination perpetuated by institutional policy. The paper states that the first step in dealing with such discrimination is: "to confront the responsible parties...request that they take steps to eliminate discrimination... and point out that the law requires them to do so." In the event that this initial step does not achieve satisfactory results, the

procedure for filing a formal complaint with HEW's Office for Civil Rights is described in detail. The National Student Lobby offers help to students involved in sex discrimination cases. For more information, contact Ryan Leary, National Student Lobby, 2000 P Street, N.W., Washington, D.C. 20036.

#### WHAT'S IN A NAME?

Several institutions report that female students, staff and employees are increasingly asking how they may retain their birth names after they marry. State laws and practices vary as to how this may be done. For a copy of Booklet for Women Who Wish to Retain Their Own Names After Marriage, send \$2.25 to The Center for a Woman's Own Name, 261 Kimberly, Barrington, Ill. 60010.

#### GUIDES FOR WOMEN STUDENTS

The Women's Inner City Educational Resource Service of Boston (WINNERS) has authored the Urban Women's Guide to Higher Education in Metropolitan Boston. The Guide gives concrete, useful information and advice to women of all races and ages. In addition to listing specific Boston area facilities, it contains much information which could be of use to women in any locale. The Guide costs \$1.00 for individuals, and \$5.00 for institutions. For a copy write to WINNERS, 48 Rutland Street, Boston, MA 02118.

The Western Interstate Commission for Higher Education (WICHE) has published A Guide to Women's Educational Opportunities in Western Colleges and Universities. Written by Carolyn M. Byerly, the Guide is a report of a survey on women's programming at 176 western colleges and universities. It includes information on affirmative action, women's studies and centers, counseling services, and the names of contact persons on each campus. The Guide is available for \$3.00 from Special Higher Education Programs, WICHE, P.O. Drawer "P," Boulder, CO 80302.

#### WOMEN STUDENTS HONOR BERNICE SANDLER

The Intercollegiate Association of Women Students presented Bernice Sandler, director of the Project on the Status and Education of Women, with the Athena Award during its national convention in March. The award--symbolic of wisdom, the arts and sciences--is given annually to an American woman who has

exemplified leadership and has made an outstanding contribution to the stature of womanhood.

## CAREER PLANNING

#### MYTHS ABOUT WOMEN STUDENTS CONTINUE TO TOPPLE

Four Years After College Entry, an American Council of Education study of over 280,000 students who participated as freshmen in a 1967 study, reveals that degree aspirations have increased in the four years, particularly among women students. In 1967, 38.6% of women freshmen aspired to a master's or doctoral degree; four years later, 50.2% of these women aspired to graduate degrees. For men the increase was from 46.2% to 47.7%.

Researchers Alan E. Bayer, Jeannie T. Toyer and Richard M. Webb also found that women in all types of institutions achieve higher grades than men, and were more likely to have been elected to an academic honor society or to have graduated with honors.

A change in attitude among both women and men was noted. In 1967 more than one-half (56.6%) agreed that woman's place was in the home; in 1971, less than one-fourth (23.5%) endorsed this position.

Copies of the Research Report (Vol. 8, No. 1, 1973) may be obtained from the American Council on Education, One Dupont Circle, Wash., D.C. 20036.

A survey by the Educational Testing Service, which used a different population, found that only 29.4% of women college seniors planned to go on to professional and/or graduate schools. 44.6% of male college seniors had such plans. The study also showed that the women had a lower level of self-confidence than the men, and received less encouragement from friends and relatives to pursue advanced work. Copies of the report, The Graduates, are available for \$2.50 each from ETS, Princeton, N.J. 68540.

#### FEMALE STUDENTS EXPECT TO HAVE CAREERS

A professional career is the long-range occupational preference of a steadily growing percentage of freshmen women, reports the College Research Center. The Center reports that an increasingly smaller percentage of women find being a housewife with children an acceptable career objective. Home and family was the projected long-term preference for less than one-fifth of the class of '73, compared to



45% of the class of '68. In a study conducted at one liberal arts women's college, more than 50% of the seniors responding to the survey endorsed the proposition that "Women should be able to choose to be free of domestic responsibilities in order to compete with men at all levels." In 1968, only about one-fourth of the female students agreed with this statement. These findings are reported in *Center Notes*, Vol. 1, No. 1 and Vol. 2, No. 2, available from College Research Center, Princeton, N.J. 08540.

#### SUNNY JOB OUTLOOK FOR WOMEN IN '74?

There's a rainbow ahead for women who will enter the job market in 1974. Of 196 companies surveyed, 140 indicated that they were planning to offer 54% more jobs to women in 1974 than in 1973. Still, however, firms only planned to offer women 24% of the jobs they will give to 1974 graduates. Many of the companies said there would be no difference in starting salaries for men and women. In the fields of business and liberal arts, women would be offered slightly higher average salaries than men, while in engineering and accounting they would be offered less than men. The companies were polled by Frank S. Endicott, director emeritus of placement at Northwestern University.

The pot at the end of the rainbow, however, may not be filled with gold. A survey of 1500 business executives reported in the March-April issue of the *Harvard Business Review* found that business executives tend to give more support and opportunities to men than to women. In an example of an employee who is chronically late for work the executives tended to suggest harsher punishments for women than for men. The study concluded that "The subtle forms of differential treatment could have an important cumulative effect on the self-image and career progress of the disenfranchised female."

Women may be unaware of the discrimination they face. A study of 10,500 women planning business careers reported that the women expected to be treated fairly and equally with male co-workers, an expectation which is not always justified. The survey was conducted by the Educational Testing Service, Princeton, N.J. 68540.

#### CATALYST SETS UP NETWORK

Catalyst, a nonprofit organization which helps college-educated women combine career and family responsibilities, has established the Catalyst National Network. The network will link women returning to work with employers, educational institutions, and resource organizations which provide continuing education, counseling and job placement. The network employs a system composed of a roster of women available for employment, quarterly reports on employer needs and employment patterns, innovative programs in continuing education, and other reports on subjects relevant to the employment of women. For details write Catalyst, 6 East 82nd St., N.Y., N.Y. 10028.

#### HELP FOR COUNSELORS

The California Commission on the Status of Women has prepared a packet of materials for counselors in the state's schools. The packet includes a game ("When I Grow Up I'm Going to Be Married"), visual aids, discussion guides and a list of resources, designed to provide counselors with tools to help "girls to sort out values, establish priorities, and make good decisions in a shifting world." The Counselor's Packet is available from State of California Documents Section, P.O. Box 20191, Sacramento, CA 95820.

A 27-page booklet, Career Planning for College Women, may prove useful for counselors and college advisors. Prepared by Distaffers Research and Counseling Center, the booklet offers practical advice for college women about to enter the job market.

Distaffers also offers group career counseling workshops on college campuses. Its staff is available on a consulting basis to evaluate college placement facilities and informational materials. For further information contact Distaffers at 3928 Legation St. N.W., Wash., D.C. 20015.

#### PROFESSIONAL GROUPS SPONSOR CAREER PROJECT

The Business and Professional Women's Foundation, in cooperation with the National Career Information Center of the American Personnel and Guidance Association, has begun the Career Awareness Project (CAP). Funded by Carnegie Corporation of New York, CAP provides an opportunity for schools and community

groups to combine efforts in developing activities to encourage career exploration by students planning careers and by adults seeking a career change.

A CAP program guide has been designed to assist school and community workers in the development and implementation of project activities. The guide allows for flexibility and individuality, depending on the participant and the setting. The CAP guide costs \$2.50, and includes a bimonthly newsletter. For additional information, contact Lenora Cross, B.P.W. Foundation, 2012 Massachusetts Ave., N.W., Wash., D.C. 20036.

#### CAREERS FOR WOMEN IN THE 70's

This is the title of a 14-page booklet, published by the Women's Bureau, which calls for improved career counseling before high school, channeling women into non-traditional occupations, full utilization by women of anti-discrimination laws, and a change in the attitudes of employers. The booklet projects the growth rate in various career fields, noting that the number of professional and technical workers is expected to increase by 39% between 1970 and 1980. Available for 35¢ prepaid, U.S. Government Printing Office, Wash., D.C. 20402.

#### SCIENCE: A MAN'S JOB?

No, according to the October 1973 issue of the Professional Bulletin of the Federation of American Scientists. However, the woman scientist faces a number of barriers that men do not. The article explains how girls are often discouraged from showing interest in science and mathematics, and are counseled into "second-class professions" rather than research fields in science. In answer to the question "What Can be Done?" the article recommends that schools:

- provide women scientists as role models for its students;
- make counselors and students aware of career opportunities for women in science;
- take special care to assure that financial aid in colleges is equitably given to women;
- encourage women with special needs.

Employers are urged to judge women on the basis of their potential (as well as their experience), to know the laws against sex discrimination, and to offer child care and

flexible working hours. The bulletin's editorial office is located at 203 C Street, N.E., Wash., D.C. 20002.

#### MEDICINE: A WOMEN'S CAREER?

The American Medical Women's Association has prepared a booklet for young women who may be considering becoming physicians. Medicine--A Woman's Career touches a variety of issues, including sources of financial aid for women in medical school. The booklet costs 50¢ and may be obtained from American Medical Women's Association, Inc., 1740 Broadway, New York, N.Y. 10019.

Another useful publication is Why Would a Girl Go into Medicine?, a guide to medical education for women in the United States, by Margaret A. Campbell, M.D. Dr. Campbell surveyed 107 medical schools and 146 randomly selected women medical students. She discusses her findings in the book, and suggests strategies for coping with and eliminating sex discrimination in medical school. The 113-page loose bound book is available for \$3.00 from Ann O'Shea, Dept. SL, 320 West End Avenue, Apt. 6B, N.Y., N.Y. 10023.

#### LEARNING TO MAKE POLICY--NOT COFFEE

Last semester Audrey P. Beck (assistant minority leader for the Democrats in the Connecticut House of Representatives) and Louis Conner (former Senator in the Delaware State Senate) shared teaching a unique course at DOUGLASS COLLEGE of Rutgers University. The course, "State Politics and Women Politicians," was designed to encourage women to enter the rough-and-tumble of politics. Making themselves available to students on an informal basis, the two teacher-politicians lived on campus in a dormitory and took their meals in a student cafeteria. The course was sponsored by the Center for the American Woman and Politics at Rutgers' Eagleton Institute of Politics, and was funded by a grant from the Chase Manhattan Bank. It is hoped that the course will be duplicated on other campuses. For more information, contact Dr. Ruth Mandel, Director, Center for the American Woman and Politics, Eagleton Institute of Politics, Rutgers University, New Brunswick, N.J. 08901.

The Center for the American Woman in Politics also held a conference for women state legislators in May 1972. A copy of the conference report may be obtained from the Center for \$1.00.



In response to the demonstrated need to provide young women with knowledge and skill to be active participants in the political process, FINCH COLLEGE (N.Y.) has established a new program within the Department of History and Government. Entitled "Preparation of Women for Political Leadership: A Trans-National Approach," the program involves students participating in colloquia led by women active in politics in the United States and other countries. Academic courses provide the necessary theoretical and analytical framework, and students will gain practical experience as interns in various governmental agencies in New York City. The U.S. Office of Education provided seed money for the program. Inquiries concerning the program should be directed to Professor Jean Ellis, Chairman, Department of History and Government, Finch College, 52 East 78th St., N.Y., N.Y. 10021.

#### COLLEGES ENCOURAGE WOMEN IN NEW CAREERS

Six New England schools will participate in a two-year project entitled "Women and Career Options." Funded by the Carnegie Corporation, the program aims to encourage more women to become full-fledged professionals in fields that have rarely been chosen by women. The program is three-pronged: senior faculty will have paid released time so that they may advise undergraduates and review the campus environment; student interns will assist women in apprenticeships with experts in careers presently considered "masculine," and a central office (headed by Dr. Melissa Richter) will collect and analyze data from the six campuses and coordinate the program as a whole. Dr. Richter hopes that the results from the campus studies will result in a better understanding of present "deterrents" to the development of the full potential of undergraduate women. For further information, write to Women and Career Options, University of Boston, 100 Arlington Street, Boston, MA 02116.

#### WOMEN'S COLLEGES DEVELOP CAREER PROGRAMS

In its report Opportunities for Women in Higher Education, the Carnegie Commission expressed support for the continuation of women's colleges. The Carnegie Corporation backed up this recommendation by awarding \$290,000 to sixteen colleges to fund a

2-year administrative internship program for young women to undertake careers that have traditionally been dominated by males. Cedar Crest College will administer the project. Other colleges participating in this program are Agnes Scott, Chatham, Goucher, Hollins, Mary Baldwin, Mills, Randolph-Macon, Salem, Scripps, Sweet Briar, Wells, Wheaton, Wilson, Elmira and Skidmore. For more information about the internship program, contact Dr. Amalie R. Shannon, Assistant to the President, Cedar Crest College, Allentown, PA 18104.

A number of other innovative opportunities are being offered at the women's colleges. For example:

- Women from SWEET BRIAR COLLEGE (VA) may secure internships with the New York City Police Department on its midtown crime prevention squad.
- Students at MARYMOUNT MANHATTEN COLLEGE (N.Y.) work in the office of New York's district attorney, as well as in congressional offices.
- WILSON COLLEGE (GA) students may graduate from Wilson and go on to Georgia Institute of Technology for a BS in engineering.
- WILLIAM WOODS COLLEGE (MO) offers a similar co-operative program in engineering with Southern California School of Engineering, and in law with Duke University.
- Next fall, SIMMONS COLLEGE (MA) will launch a graduate program to prepare women for administrative careers. The management program will differ from that offered in traditional business schools by putting greater emphasis "on the structural, psychological and behavioral aspects of management," say the designers of the program, professors Margaret Hennig and Anne Jardin. While training women for business careers, Simmons will simultaneously prepare male executives to work side by side with women.

#### FOUNDATIONS FUND TRAINING OF WOMEN

The Carnegie Corporation of New York and the Ford Foundation have given matching funds of \$44,000 to support six-week summer institutes at the University of Michigan (Ann Arbor) to train women faculty members in major public universities for high-level administrative positions. Participants in the institutes will work on real administrative problems of their sponsoring institutions,

and follow-up questionnaires will be sent to the graduates and to the presidents of their colleges to assess the progress of the women's careers. For further information, write to Virginia Davis Nordin, Director of the Institute for the Administrative Advancement of Women, Institute for Continuing Legal Education, Hutchins Hall, University of Michigan, Ann Arbor, MI 48104.

## TEXTBOOKS

### CONGRESS CONSIDERS TEXTBOOK DISCRIMINATION

In the summer of 1973 the Congress held hearings which explored sex discrimination in textbooks used at all levels of the nation's schools. The hearings continued into the fall and focused on the need for passage of the Women's Educational Equity Act which would establish a program of grants to educational institutions and agencies and other non-profit organizations.

The bill was first introduced into the House by Representative Patsy Mink (D-HI) and later in the Senate by Senator Walter F. Mondale. As of this writing the bill is pending before the Congress. Queries about the status of the bill may be addressed to your representative or senator.

Representatives of educational organizations, foundations, women's groups, and civic organizations have testified in behalf of the Women's Educational Equity Act. Copies of the hearings may be obtained by writing to your senator or representative. Single copies of the testimony of Dr. Harold Howe II of the Ford Foundation may be obtained by writing to Ms. Mary-Hart Bartley, Executive Assistant, Division of Education and Research, The Ford Foundation, 320 East 43rd St., New York, N.Y. 10017.

### TEXTBOOKS ARE A HOT TOPIC

On an early spring afternoon a group of students (Advocates for Medical Information) at the University of Michigan pronounced half a dozen textbooks as "sexist" in tone, tore them apart, soaked them with lighter fluid, and set them on fire. The books were mostly medical texts, but included Dr. Reuben's *Any Woman Can*. Although the book burning was condemned by many, including the student newspaper, the "Advocates" defended the event as a legitimate mode of protest.

### TITLE IX TEXTBOOK COMPLAINT FILED

The Committee to Study Sex Discrimination in the Kalamazoo (Michigan) Public Schools has filed a complaint of sex discrimination against the school system, claiming that the Houghton Mifflin reading program used by the system is riddled with "sex role stereotyping and...unfair portrayal of the performance and potential of women." In examining the books, the committee found that, of the total entries which could be identified as having either male or female leading characters, 80% of these characters were male.

This is believed to be the first textbook complaint filed under Title IX of the Education Amendments of 1972, which prohibits sex discrimination against students in educational institutions. For further information contact Allene W. Dietrich, 2425 University, Kalamazoo, MI 49008. College texts are increasingly coming under similar criticism, although no formal complaints have been made as of this writing.

### RESEARCHERS DISCOVER "TEXTBOOK CONSPIRACY"

Teacher education programs are likely to come under increasing scrutiny as women document sex bias in textbooks and other curriculum materials. According to researcher Dr. Carol Jacklin of Stanford University, "There is a conspiracy out there somewhere in the textbook industry."

In a study of kindergarten through third grade readers, Dr. Jacklin found that women in stories were always indoors performing traditional feminine tasks and there was never any action until a male character entered the story. More than sixty stories in each series was analyzed. The books are used heavily in the nation's school systems. A report of the study appears in the August 1973 issue of the *Harvard Educational Review*, Vol. 43, No. 3; \$3.50 single issue. Reprints of the article are also available from *Harvard Education Review*, 13 Appian Way, Cambridge, MA 03138.

Further evidence of this "alleged conspiracy" was found by Dr. Jennifer MacLeod and Sandra T. Silverman, feminist consultants who received a grant from The Eagleton Institute of Politics to survey high school civics textbooks for sex discrimination. They found that these textbooks "leave women out, put women down, and ignore subject matter important



to women." In general, the young woman student of civics is told that there is no place for her in politics and government. Findings of the study are reported in "You Won't Do", What Textbooks on U.S. Government Teach High School Girls. The chapters on "Building Women up in the New Textbooks" and "What to Do Until the Non-Sexist Textbooks Come" give recommendations to teachers at all levels concerning how to eliminate sex bias in their courses. An extensive annotated source list of over 150 studies and remedies follows the text of the study. For a copy of "You Won't Do" (109 pages), send \$2.25 to KNOW, Inc., P.O. 86031, Pittsburgh, PA 15221. (\$3.00 for airmail.)

## WOMEN'S STUDIES RESOURCES

### WHO SAYS THERE ARE NO FEMINIST RESOURCES?

Certainly not the Feminist Press, which published a guidebook for Feminist Resources to curricular material for use in schools and colleges. This extensive listing of books, periodicals, articles, films, audio-visual aids, "useful addresses" and feminist book sellers can be used to structure a feminist curriculum or to supplement traditional curriculum material. The 20-page guidebook costs \$1.25 prepaid and is available from the Feminist Press, Box 334, SUNY at Old Westbury, N.Y. 11568.

### BIBLIOGRAPHIES ON WOMEN

The Sexual Barrier by Marija Hughes, contains 1,700 annotated items concerning discrimination against women in employment and the law. The materials include books, newspaper articles, pamphlets and government documents, from American, English, Canadian and Australian publications, as well as publications from the United Nations and other international organizations. The 1973 revised edition of The Sexual Barrier is available for \$25.60 from Ms. Hughes, 2116 F Street N.W., Box 702, Wash., D.C. 20037.

Women: A Bibliography covers publications which examine various areas relevant to the status of women: economics, employment, law and politics, religion, psychiatry, sexuality, and cross cultural studies. It is available for 50¢ prepaid from the author, Lucinda Cisler, P.O. Box 240, Planetarium Station, New York, N.Y. 10024.

Women on Campus is "a compendium of historical, philosophical, and nuts-and-bolts articles on women's studies programs and women's health care services." Compiled by the Source Collective for the 26th National Student Congress, the publication is available for \$2.75 from U.S. National Student Association, 2115 S Street, N.W., Wash., D.C. 20008.

### SARAH LAWRENCE BIBLIOGRAPHIES

Women's Studies: History of Women in America is a highly selective bibliography for students and teachers of women's history. Compiled by Dr. Gerda Lerner, co-director of the Sarah Lawrence master's program in women's studies, the 40-page bibliography will be revised periodically.

Women's History: Part I, A Critically Selected Bibliography was compiled primarily for use by students. Prepared by Joan Kelly Gadol, it covers topics concerning the history of European women from antiquity to modern times. Periodic revision is also planned for this bibliography. Both bibliographies are available for \$1.00 each from the authors at Sarah Lawrence College, Bronxville, N.Y. 10708.

### RESOURCES ON WOMEN

Rita Costick has compiled a number of bibliographies that might well be of use to educators.

- Resources on Women in Religion, lists audio-visuals, bibliographies, books, mimeographs, newsletters and study packets.
- Publications Related to Women covers books of general scope, history of women, health, literature and biography, and magazines for women.
- Organizations Related to Women's Needs, Media Resources Related to Women, and Program Workshop Topics and Speakers, are three separate lists that may be helpful to those planning conferences, symposiums, festivals, etc. for and about women.

They are available for 50¢ from Rita Costick, c/o United Ministries in Higher Education, 1118 S. Harrison, E. Lansing, MI 48823.

## WOMEN'S STUDIES PAPERS

The Women's Studies Program at The University of Michigan has launched a new publication which will be an outlet for original scholarly research on women. The UM Papers in Women's Studies will also serve as a source of material for women studies courses in various disciplines. Contributions are being solicited for the first issue, scheduled to appear in November or December 1974. Questions and manuscripts should be sent to Women's Studies Program, University of Michigan, 1058, LSA, Ann Arbor, MI 48104.

## RESOURCE MATERIAL FOR WOMEN'S STUDIES

"Le Donne," "Wanawake," "m-Kazi"--all of these words mean WOMEN, the title of an anthology prepared by a group of women in Dayton, Ohio. Women includes articles written by women from around the world, with lengthy sections by non-western women. This collection may be useful for courses in cross-cultural study of women. Women in 195 pages long and costs \$1.50 per copy. Bulk order prices for ten or more copies are available on request. It is available from Women, P.O. Box 187, Dayton View Station, Dayton, OH 45410.

## WOMEN'S HISTORY LIBRARY PUBLICATIONS

The Women's History Research Center has a treasure trove of source material for women's studies. Women's Studies Courses Indexed by Topic is a good resource publication for students and teachers. The list is compiled from information the center has received over the last five years from individuals involved in women's studies. Since the guide is arranged by topic, it can easily be used to obtain course outlines and reading lists directly from teachers. The list is available for \$5.00 to institutions, \$3.00 to individual women, from the Women's History Research Center, 2325 Oak Street, Berkeley, CA 84706.

Also available from the center:

- Female Artists, Past and Present lists many articles, reviews and books on women in the various fields of art: film-making, jewelry and textile design, photography, as well as painting, sculpture and architecture. A

list of women artists, art critics and art historians is included. Female Artists costs \$4.00 per copy for institutions, \$3.00 for individual women.

- Bibliographies on Women: Indexed by Topic is a bibliography of bibliographies. The material listed has been donated to the Women's History Research Center. Nearly two hundred bibliographies are listed covering topics ranging from "Image of Women," to "Scandinavian Women," to "Women in the Law." The eight-page listing costs \$2.00 for individuals and institutions.

## CORRECTION FOR KNOW, INC.

The address given for KNOW, Inc., a feminist publishing house, in our December 1973 issue is incorrect. Their new address is P.O. Box 86031, Pittsburgh, PA. 15221. KNOW has a wide selection of feminist writings, posters, other feminist material.

## WOMEN'S CENTERS

### ALVERNO'S WOMEN'S CENTER TRAINS LEADERS

Alverno College's Research Center on Women has sponsored leadership training workshops for Latin women and women from Milwaukee's inner city. Funded by a federal grant, participants in the two workshops spent time assessing their personal strengths and goals and developing practical skills necessary for effective leadership. Similar workshops are planned for the spring and summer of 1974. For more information, contact Janet Casey Gigl, Director, Alverno Research Center on Women, Alverno College, Milwaukee, WI 53215.

### NEW CENTER FOR WOMEN IN MEDICINE

The Medical College of Pennsylvania (formerly the Woman's Medical College) has established a Center for Women in Medicine and is planning to compile and publish "a definitive bibliography on women in medicine." The bibliography will include historical and contemporary books, articles, reports and studies on all aspects of women physicians, including their education, practice patterns, and roles as women. Suggestions and material should be sent to Dr. Nina B. Woodside, Director of the Center for Women in Medicine, The Medical College of Pennsylvania, 3300 Henry Ave., Philadelphia, PA 19129.



## WOMEN BROADCAST RADIO SHOW

A volunteer staff of the Women's Clearinghouse in Minneapolis produces feminist news broadcasts twice weekly, about and for women, which can be heard on KUOM, The University of Minnesota radio station. The staff also produces 30-minute programs which focus on various aspects of women's lives or events in women's history.

The Clearinghouse also has a media resource center where materials and equipment for communication purposes are made available to women. For a "herstory" of the Clearinghouse Broadcast, send a self-addressed stamped envelope to Women's Clearinghouse, Experimental College, 1507 University Avenue, SE, Minneapolis, MN 55414.

## WOMEN'S ENVIRON INSTITUTE

In an effort "to broaden the scope and meaning of 'human beingness' and to assist in the creation of an environment where women are valued as highly as men," the Women's Environ Institute was organized in 1972 at Weber State College, (Ogden, Utah). The Environ, which provides a resource library for information and research, co-sponsors quarterly seminars and workshops for the women on campus and in the community. The Environ is building a network with similar organizations. Persons interested in organizing similar activities may contact Ms. Jan Tyler, Director, Women's Environ Institute, Weber State College, Ogden, UT 84403.

## PENN WOMEN ESTABLISH RESOURCE CENTER

The Faculty Tea Club, an organization of faculty and administrator's wives, women faculty and administrators at the University of Pennsylvania, has developed a program called "Resources for Women." The program includes a job bank which matches a woman's skills and time available with an appropriate job, and a resource library which includes materials on child care, continuing education, employment and volunteer opportunities. These services are available to all women whether or not they are affiliated with the university. Resources for Women is located in the Penniman Library, 3480 Walnut Street, Philadelphia, PA 19104.

## MEN'S CENTER FORMED

Men's centers are being started across the country. For example, one has been established in Berkeley, California. In weekly sessions the center explores the nature of sexism, role-playing, individual sensitivity. The center collective welcomes literature on women's and men's liberation. Their address is Men's Center, 2700 Bancroft Way, Berkeley, CA 94704.

## MINNESOTA WOMEN'S CENTER REACHES OUT TO HIGH SCHOOLS

Through the Women's Center, University of Minnesota students have taken a course about the women's movement, which prepares them to speak on feminist issues in area high schools. The independent study course, "Introducing High School Students to the Women's Movement," attempts to break down the broad topic of the movement down into smaller areas. For further information about the course, contact Ms. Etta Magnusen, Minnesota Women's Center, 301 Walter Library, Minneapolis, MN 55455.

## FELLOWSHIPS

### U.M. SCHOLARSHIPS FOR OLDER WOMEN

The Center for Continuing Education of Women at the University of Michigan has awarded \$18,000 in fellowships to 20 women who have had interruptions in their education from one to twenty (or more) years. The recipients were chosen from 225 applicants on the basis of academic excellence and probable impact in their chosen fields. The fellowships are among the few offered in the United States to women who attend college part-time. Women applicants must be admitted to the University of Michigan. For further information, write to Dorothy G. McGuigan, CCEW, University of Michigan, 330 Thompson St., Ann Arbor, MI 48108.

### PART-TIME AID FOR WOMEN ORGANIZERS

Sarah Lawrence College has made available part-time fellowships through an experimental program for Women in Community Activities for the 1974-75 academic year. Day care organizers, PTA volunteers, women who have worked in consumer, labor or feminist organizations--all are eligible for the fellowship program.

The purpose of the program is to give time, space and resources for study to women of various backgrounds. The fellows will also work with undergraduate women in a special seminar, "Women Organizing Women," which will combine field work with theory. Participants will have special student status at the college and may attain 10 academic credits towards a Bachelor of Arts degree upon completing the one-year program satisfactorily. There are no specific academic requirements. For further information about Women in Community Activities, contact Ms. Amy Swerdlow, Women's Studies Program, Sarah Lawrence College, Bronxville, N.Y.

### MORE PART-TIME SCHOLARSHIPS

The Women's Resource Center in Grand Rapids, Michigan received \$20,000 from Philip Morris, to set up scholarship funds to help mature women resume their academic careers on a part-time basis. To date 33 women have received scholarships from the fund. For more information, contact: Anne Mulder, Scholarship Chairperson, Scholarship Committee, Women's Resource Center, 226 Bostwick, N.E., Grand Rapids, MI 49502.

### WOODROW WILSON WANTS WOMEN

The Woodrow Wilson School of Public and International Affairs is encouraging more women to apply for the two-year master's degree program offered there. Currently women comprise about 25% of their student body. Each degree candidate receives a full tuition fellowship and living stipend based on need. The school trains people for careers in government, electoral politics, journalism, policy research, environmental action, international diplomacy, and other public service fields. For information regarding eligibility, deadlines, etc., write to Mr. Randall Reeves, Director, Graduate Admission, Woodrow Wilson School, Princeton, N.J. 08540.

### HARVARD HELPS RADCLIFFE FUND FELLOWSHIPS

Radcliffe and Harvard colleges have launched a joint capital fund raising campaign to raise approximately \$5 million for scholarship aid for Radcliffe women in order to achieve equity in scholarship funds available to Radcliffe and Harvard students.

Presently a little more than 50 percent of Harvard's undergraduates receive financial aid, while less than 40 percent of Radcliffe students receive such help. According to Harvard President Derek Bok:

It is clearly undesirable to have lesser amounts of financial aid for women than for men. Such inequity offends our basic sense of fairness.

### WOMEN STUDENTS ENDORSED AS RHODES SCHOLARS

Last fall, the HARVARD UNIVERSITY fellowships committee endorsed three women students as candidates for the prestigious male-only Rhodes Scholarship. Katherine A. Hutckins, director of fellowships, said the committee had deliberately chosen to ignore the requirement that candidates "show qualities of manhood."

Similarly, the fellowship committee of LASALLE COLLEGE (PA) endorsed a woman student who exemplified the "intellectual attainment, character, leadership and physical vigor" called for on the Rhodes scholarship application. She, too, of course, lacked the "qualities of manhood."

Institutional sponsorship, however, does not guarantee a candidate consideration in the actual competition of the awards: any changes in eligibility requirements must be approved by the British Parliament. If the sex barrier remains intact, institutional participation in the Rhodes Scholarship Program is of questionable legality under the sex discrimination prohibitions of Title IX of the Education Amendments of 1972.

This paper may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D. C. 20009.

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN OF THE Association of American Colleges began operations in September of 1971. The Project provides a clearinghouse of information concerning women in education and works with institutions, government agencies, and other associations and programs affecting women in higher education. The Project is funded by the Carnegie Corporation of New York, the Danforth Foundation, and the Exxon Education Foundation. Publication of these materials does not necessarily constitute endorsement by AAC or any of the foundations which fund the Project.



From the desk of  
ERIC L. ELLWOOD

Larry Clark

For your information  
and files -

Eric

4/29/75

Date 1/30/75

PROVOST'S OFFICE

TO: ✓ ~~Dr. N. N. Winstead~~ W  
✓ ~~Mr. W. H. Simpson~~ WHT  
✓ ~~Dr. Marvin H. Gehle~~ JMS  
Dr. Lawrence M. Clark  
✓ ~~Dr. Murray S. Downs~~  
Dr. Leroy B. Martin

Bonnie Denkins  
Veronica Gooch  
Gloria Johnson  
Leslie Shelton  
Elsie Stephens  
Mary Strickland

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UNITED STATES DEPARTMENT OF AGRICULTURE  
COOPERATIVE STATE RESEARCH SERVICE  
WASHINGTON, D.C. 20250

OFFICE OF THE ADMINISTRATOR

APR 24 1975

Dean Eric L. Ellwood  
A-TR, M-S Program  
School of Forest Resources  
North Carolina State University  
Raleigh, North Carolina 27607

Dear Dean Ellwood:

Enclosed is a copy of the report of the on-site civil rights compliance review conducted at the School of Forest Resources, North Carolina State University, Raleigh, North Carolina, November 18-19, 1974.

Review findings indicate that the School of Forest Resources is in full compliance with Title VI of the Civil Rights Act of 1964, and Departmental Rules and Regulations.

Thank you very much for your cooperation during the review process.

Sincerely,

*Edward C Miller*

EDWARD C. MILLER  
Deputy Administrator  
Program Operations, Evaluation  
and Analysis

Enclosure

cc: Miles Washington, OEO  
Richard Peer, OEO

Civil Rights Compliance Review  
School of Forest Resources  
North Carolina State University  
Raleigh, North Carolina

Date JAN 14 1975

Approved Richard A. Beer  
Chief, Compliance and  
Enforcement Division  
Office of Equal Opportunity



## Background

On November 18-19, 1974, a compliance review was conducted at the School of Forest Resources, North Carolina State University, Raleigh, North Carolina. The review was conducted by a member of the Compliance and Enforcement Division, Office of Equal Opportunity. The purpose of the review was to determine if the School of Forest Resources, which is a recipient of federal assistance from CSRS, is in compliance with the provision of Title VI of the 1964, Civil Rights Act and departmental regulations.

## Summary

The School of Forest Resources has no black faculty members and no black graduate research assistants. However, there was no evidence to show that the lack of black participants is caused by discrimination. The school does have other minority members on the faculty and support staff. Interviews with these persons disclosed no evidence of discrimination.

## Details

Discussions with Dr. Eric Ellwood, Dean/Director and Dr. L. C. Saylor, Assistant Dean and Equal Employment Opportunity Officer, disclosed that efforts have been made to recruit minorities and females for positions on the faculty. However, all faculty positions require that faculty members have a doctorate degree in forestry. Few minorities, especially blacks, and few women have doctorate degrees in forestry and as a result, the School of Forestry has not been able to find minorities and women who qualify for positions on the faculty.

Graduate research assistants are required to be enrolled in a curriculum with a graduate degree in forestry as its objective. Because there are no minorities and very few women who seek graduate degrees in forestry, the School of Forestry has been unable to locate interested or qualified minority persons for their graduate research assistant program.

The School of Forest Resources had one black graduate research assistant but he has completed his studies and is now working at North Carolina State A&T University. Dr. Ellwood has maintained contact with him as a resource person for minority recruitment. Dr. Ellwood also maintains contact with Shaw University and Fayetteville State College to seek interested minority students.

## Recommendations

None

THE UNIVERSITY OF NORTH CAROLINA

General Administration

F. O. BOX 2688  
CHAPEL HILL 27514

WILLIAM FRIDAY  
President

TELEPHONE: (919) 933-6981

May 6, 1974

Memorandum

To: The Chancellors

From: William Friday *WF*

You should now consider the North Carolina State Plan for the Further Elimination of Racial Duality in the Public Postsecondary Education Systems, as adopted by the Board of Governors on February 8 and supplemented by further action of the Board on March 8, to be in force.

Some modifications of the plan will be necessary in the light of the criticisms of the plan given us by HEW in the letter of April 24 from Mr. Holmes to Governor Holshouser, and these are in preparation for an intended filing date around June 1st. It appears now, however, that those changes will consist mainly of additional specifics and details as to the ways, means, costs, and timing of the programs set forth in the February-March plan and perhaps of some enlargement of those commitments in some cases, but not of basic changes in the plan involving large new commitments or the elimination of any program included in the February-March plan. I note that no change in the projected racial impact of the plan was requested.

Since HEW must report to the federal district court in Washington on its action with respect to the North Carolina plan and others, we should have some final administrative decision on the status of our plan within seven weeks.

cc: Mr. W. Earl Britt  
Dr. Hugh Daniel, Jr.  
Mr. William A. Dees, Jr.  
Vice President Raymond Dawson  
Mr. Jay Jenkins  
Vice President Felix Joyner  
Mr. R. D. McMillan, Jr.  
Mr. Richard Robinson  
Vice President John Sanders

*cc: Admin. Council*  
*W.H. Simpson*



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET N.E., Room 404  
ATLANTA, GEORGIA 30323

BWHS

June 28, 1973

OFFICE OF THE  
REGIONAL DIRECTOR

Chancellor John T. Caldwell  
North Carolina State University at Raleigh  
P. O. Box 5067  
Raleigh, North Carolina 27607

Dear Chancellor Caldwell:

This is to acknowledge receipt on June 26, 1973 of your Affirmative Action Plan dated June 18, 1973. Your plan will be evaluated within the meaning of Executive Order 11246, as amended, and implementing rules, regulations and orders.

You will be notified when our evaluation is completed.

Sincerely yours,

*Louis O. Bryson*  
Louis O. Bryson, Chief  
Higher Education Branch  
Office for Civil Rights

cc: Richard H. Robinson, Jr.  
Assistant to the President  
University of North Carolina

*Provost Kelly*  
*Dr. Jenkins ✓*



SUMMARY OF ACTIONS PROPOSED FOR IMPLEMENTATION  
OF STATE PROGRAM

I. Action by the General Assembly

- 1. Provide additional resources that may be required for the purposes outlined in the State Program (pp. 20-21).

II. Action by the Board of Governors

- 1. Develop or revise State level policies designed to insure that public institutions of higher education are open to all qualified students without regard to race, color, national origins or sex (p. 21).
- 2. Seek to improve the minority representation on administrative staffs (p. 31).
- 3. Encourage greater minority representation on institutional boards of trustees (p. 31).
- 4. Give high priority to the development of a state plan which emphasizes cooperative endeavors, eliminates unnecessary duplication, and enhances the quality of institutional programs, all of which will address the problem of racial duality (p. 34).
- 5. As of September 1 each year for three years, report for the preceding year on progress being made by the constituent institutions (p. 37 ff.).

Such procedure will replace the institutional reports required previously by HEW; reports will include:

(1) Students

(a) Name of each high school visited by each institutional recruiter; number of visits to each high school.

(b) Name, race, and number of visits by recruiting representative visiting the high school.

(c) Number of minority-race or integrated groups invited to visit campus.

(d) Sources used in obtaining names and addresses of prospective students.

(e) Student enrollment, by race, for each academic term; show separately data for graduate students and undergraduate students and data for full-time and part-time students.

(f) Total number and total amount of financial aid awards and the number, amount and percent of financial aid awards by race, in the following categories: (i) to entering freshmen; (ii) to first-year graduate students; and (iii) athletic grants-in-aid and number, amount and percentage of the total awarded to minority students.

(2) Faculty

(a) Number of minority (white or black) faculty candidates contacted; number of minority and majority faculty candidates offered employment (full or part-time); number of minority and majority faculty candidates accepting employment; and for minority candidates not offered positions, a summary of reasons.

(b) Faculty composition by race for all instructional personnel, including graduate assistants, by faculty rank, (full-time and part-time faculty).

(3) Special Academic Programs

Name of each special program for disadvantaged students, including

(a) date of program initiation

(b) source of funds

(c) major activities of the program

(d) total number of students involved, number of minority-group students involved

(e) plans for expansion, changes or modification in the light of experience

(4) Interinstitutional Cooperation

(a) Report of efforts to consolidate degree offerings and develop complementary strengths in academic programs, libraries, faculty staffing, related matters involving institutions of a predominantly different race, and expansions or modifications in the light of experience;

(b) Name of formal cooperative arrangements between black and white institutions; date of initiation; objective of the arrangement; number of students or faculty served (by race); source of funds; and expansions or modifications in the light of experience.

(c) Report on student and faculty exchanges by race; number of students and faculty involved by race (pp. 36-39).

6. List other implementation activities, e.g. workshops, conferences, planning sessions between institutions (p. 40).
7. Report on studies undertaken by institutions (individually or collectively) and other program developments to enhance the objectives of the State Program (p. 40).

### III. Action by the President of The University of North Carolina

1. Exercise responsibility for implementation of the State Program (p. 21).
2. Delegate specific and appropriate responsibility to the executive heads of each institution for individual institutional compliance (p. 21).
3. Require institutional reports at stated intervals designed to evaluate and insure compliance (pp. 21, 31).
4. Report to the Board of Governors annually on progress and further action required (p. 21).
5. Initiate, continue, or enlarge compensatory and remedial programs for disadvantaged students where their chances of success are realistic (p. 22).
6. Develop or expand student exchange programs with institutions in proximity where the range of educational opportunities would be increased (p. 23).
7. Arrange conferences of appropriate officers and staff personnel from each constituent institution at which means of carrying out actions listed will be reviewed (pp. 24, 40).
8. Arrange meetings for financial aid officers of The University of North Carolina to review problems, assess progress, and to propose more specific actions to achieve the related objectives (pp. 28-29).
9. Assign staff to visit campuses in efforts to identify problems associated with recruiting minority faculty, analyze difficulties, and disseminate information regarding measures found successful (p. 30).
10. Plan conference for appropriate university administrators which will emphasize the sharing of information and will provide assistance. Such assistance will be available to admissions officers, recruiters, and financial aid officers (p. 30).
11. Increase ways of continuing and expanding interinstitutional cooperation where the goal of equal educational opportunity will be served, e.g. in student and faculty exchanges and in academic programs (p. 32).
12. Review program offerings and opportunities for further interinstitutional cooperation, as well as the elimination of unjustified duplication that is an inefficient use of the state's resources (p. 33).



13. Give high priority to the development of the long-range plan which will define for each constituent institution its role and the scope of its programs in higher education (pp. 34-35).
  14. Determine funds needed to implement the State Program in 1973-74 and request the necessary additional funds from the appropriate state sources (p. 37).
  15. Request additional resources required in 1974-75 from General Assembly in 1974 session (p. 37).
  16. On or before September 1, 1976, evaluate reporting procedures with representatives of the Office for Civil Rights, Department of Health, Education, and Welfare to ascertain justification for discontinuing or modifying annual reports on progress under this State Program (p. 37).
- IV. By the Boards of Trustees of each constituent institution of The University
1. Establish admission standards (p. 22).
  2. Make a major commitment to achieve the purposes of the State Program (p. 20).
- V. Action by Constituent Institutions through their Chief Executives
1. Make a major commitment to achieve the purposes of the State Program (p. 20).
  2. Review admissions policies and practices to insure no discrimination (pp. 22, 25).
  3. Broaden recruiting efforts among minority groups and disseminate information about higher education (including available financial aid) without regard to race (p. 22).
  4. Conduct studies on retention of students as related to race (p. 24).
  5. Enunciate clearly State and institutional policies in the areas of housing, social organizations and of equal educational opportunity without regard to race in all pertinent publications for distribution to prospective students (pp. 24, 26).
  6. Plan recruitment of minority students so as to overcome the effects of past discrimination (p. 25).
  7. Bring high school minority and integrated groups to campus (p. 25).
  8. Increase cooperation and communication with high school counselors being sure to inform minority students of financial aid and special preparatory programs (p. 25).
  9. Take steps to insure that outside employers recruiting students on campus have announced policy of employment without discrimination on the basis of race, color, or national origin (p. 25).

10. Determine whether landlords whose housing facilities are listed with the institution observe their commitment to rent without regard to race, color, or national origin (p. 25).
11. Require that all institutionally-sanctioned student organizations file a nondiscriminatory policy statement as reflected in the constitution of the local chapter and the national sponsoring association (pp. 25-26).
12. Investigate charges of discrimination by approved social organizations and, take appropriate action where such charges are found to be correct (p. 26).
13. Plan recruitment of minority athletes (white or black) so as to overcome effects of past discrimination; include in intercollegiate competition institutions attended traditionally by another race where there is a reasonable level of competitive comparability (p. 26).
14. Initiate, continue or expand special programs for disadvantaged students who encounter academic difficulties, consistent with the allocated function of each constituent institution (p. 26).
15. Seek student exchanges with institutions of a different racial majority through seminars, workshops, and cultural events and other formal exchanges relating to the academic program (p. 26).
16. Seek additional student financial aid funds (a) to expand financial assistance for disadvantaged students; and (b) to assure that financial aid is available to students without regard to race, sex, color, or national origin (p. 28).
17. Intensify efforts to increase number of minority faculty through recruitment, visiting appointments and exchanges (p. 30).
18. Develop administrative staffs which include greater minority representation (p. 31).
19. Prepare regular reports on progress under the State Program (p. 31).
20. Increase ways of continuing and expanding interinstitutional cooperation with institutions in reasonable proximity so as to expedite movement toward a unitary system (p. 32).
21. North Carolina Agricultural and Technical State University and North Carolina State University will examine and recommend ways of eliminating racially-based duplication in schools of agriculture and engineering (p. 34).
22. UNC-Chapel Hill and North Carolina Central University, UNC-Greensboro and North Carolina Agricultural and Technical State University, and Elizabeth City State University and College of the Albemarle and other

public community colleges, technical institutes and universities located in the same communities will plan to examine possible program duplication (p. 34).

23. Develop programs designed to meet the academic and public service needs of the broader community which each institution serves (p. 36).
24. Develop programs to prepare black citizens for those professional and vocational areas where they are now underrepresented (p. 36).
25. Where program duplication exists between predominantly black and white pairs of institutions, they will submit an outline of the steps suggested for further cooperation and elimination of unwarranted duplication to the appropriate boards (p. 40).



Mr Simpson

February 1974

Summary of

The North Carolina State Plan for the Further Elimination of Racial Duality  
in the Public Post-Secondary Education Systems

Background

Title VI of the Civil Rights Act of 1964 provides in part:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The statute directs every federal agency making grants to enforce the provision above-quoted "by issuing rules, regulations, or orders of general applicability" consistent with the achievement of the objectives of the statutes authorizing the affected grant programs. A failure to comply with any such requirement may result in (1) termination of or refusal to grant federal funds to aid a program found not to be in compliance with Title VI, or (2) a request to the United States Attorney General to pursue other remedies authorized by law, which would include seeking a court order directing the non-complying organization to take such action as the court deemed necessary to bring it into compliance.

*Copies: Members of NCSU  
Admin. Council*

The United States Department of Health, Education and Welfare is the grantor of most of the federal funds received by educational institutions and is the Title VI enforcement agency with respect to those institutions. In 1969, HEW began a series of investigations, followed by extensive correspondence with University officials, which culminated in a finding that the public systems of post-secondary education in North Carolina as a whole were not in full compliance with Title VI. This finding was based primarily on racially significant patterns of attendance at the constituent institutions of The University.

At the Department's request, the Board of Governors of The University of North Carolina in June of 1973 filed with HEW a plan to bring the University into compliance with Title VI. The State Board of Education, on behalf of the community colleges and technical institutes, filed with HEW a statement reiterating the Board's policies of accessibility to institutions and programs and their benefits without respect to race and pointing out that all of their institutions were created after legal segregation of the races was outlawed, that none of those institutions has a racial identification, and that therefore no desegregation plan was required of the Board with respect to the Community College System.

By letter of November 10, 1973, to Governor Holshouser, the Director of the Office for Civil Rights of the Department of Health, Education and Welfare stated the submittals on behalf of North Carolina to be insufficient to constitute a state plan for the elimination of all vestiges of racial separation in public post-secondary education, and requested that a plan be filed by the State not later than February, 1974. At the request of the Governor, the State President of the Community College System and the President of The University of North Carolina created a biracial joint committee to

prepare a draft of a report for consideration by the Board of Governors and the State Board of Education. That committee drafted a plan that was approved by the State Board of Education for the Community College System on February 7 and by the Board of Governors for The University of North Carolina on February 8. The report, 242 pages long, is supplemented by 400 pages of appendices, chiefly statistical. The remainder of this paper summarizes the part of the state plan that applies to The University.

### The Plan

The plan acknowledges that for a variety of reasons there are institutions within The University that are still racially identifiable by reason of predominant attendance there by students of one race, notwithstanding the fact that for many years access to institutions and programs has not been limited by race. It identifies three problems that are part of the legacy of legally-required segregation and declares that the objective of the plan is to deal effectively with those three problems, not merely to meet numerical goals as to the racial composition of the student bodies of the institutions. These problems, characteristic of and attributable to the era of legally required segregation, are (1) the relatively lower proportion of blacks than whites participating in post-secondary education, (2) the relatively poorer quality of educational experience of blacks in the educational institutions provided originally for their exclusive use compared to that available in some of the predominantly white institutions, and (3) the limited opportunities for interracial contact allowed by the racially separate pattern of attendance at the constituent institutions of The University. Each of the action or study elements of the state plan is intended to deal with one or more of those



problems, and the plan as a whole is intended to be responsive to the request of HEW, to be constructive in its approach, and to manifest a continuing concern for maintaining the educational effectiveness of the University.

The difficulty (1) of achieving the indicated one-third white enrollment in the predominantly black institutions (compared with the present 6%), which HEW treats as the prime indicator of success in the desegregation process, (2) of achieving a "significant" proportion - HEW's otherwise undefined goal - of black students in white institutions (now 4%), and (3) of materially altering the racial composition of the faculties of the 16 constituent institutions is acknowledged. Yet the means employed in the plan for moving towards those results are persuasive and not coercive: Students are not to be assigned to institutions on the basis of race in order to achieve a particular racial mix in the student bodies of the institutions. Faculty members are not to be shifted involuntarily from one institution to another (contrary to the terms of their contracts and sound practice) in order to alter the racial composition of the respective faculties. Nor is any institution to be closed or merged with another. Rather, the challenge and the corresponding undertakings within the plan assume that it is possible to induce voluntary abandonment of a tendency for students to select an institution for attendance largely on the basis of the racial identification of that institution.

The plan will run for four years, from 1974 until 1978. The specific actions embodied in the state plan are outlined below, with the responsible officers of The University indicated and the date for taking each action stated, together with reference to pages of the state plan on which the action is described. (Activities already underway that will tend to aid the elimination of racial duality will be continued but generally are not noted here.)

	<u>Action</u>	<u>Responsibility</u>	<u>Date</u>	<u>Pages</u>
1.	Continue cooperative work with Community College System to facilitate transfer between community colleges and constituent institutions of The University	President, <u>Chancellors</u> , and State President of Community College System	1974-78	109-10
2.	Staff Educational Opportunities Information Center to inform prospective students as to available institutions, programs, financial aid, etc., in order to promote greater attendance	President	1975 and after	115-16
3.	Test common application form for all 16 constituent institutions to facilitate attendance	President	1975-76	116-17
4.	Issue additional publications to inform prospective students about available institutions and programs and their accessibility	President	1974-75	118-19
5.	Continue and intensify dissemination of information about non-discriminatory admissions policies of institutions	<u>Chancellors</u>	1974-78	119-20
6.	Add "minority presence" member (i.e., person in the racial minority in that institution) to recruiting staff of each institution	<u>Chancellors</u>	1974-78	123
7.	Conduct workshops and conferences for high school counsellors to increase their knowledge of all public institutions and programs and to encourage them to advise students to select institutions without respect to race	President and <u>Chancellors</u>	1974-78	123-24
8.	Continue to make recruiting visits only to high schools where recruiters are invited without respect to race	President and <u>Chancellors</u>	1974-78	126
9.	Continue to invite prospective students without respect to race to visit all 16 institutions	<u>Chancellors</u>	1974-78	126-27

<u>Action</u>	<u>Responsibility</u>	<u>Date</u>	<u>Pages</u>
10. Request appropriation of \$300,000 "minority presence" scholarship fund for 1975-76, to enable needy North Carolina students to attend constituent institutions in which they are in racial minority; to be continued if found successful	<u>President and Chancellors</u>	1975-76	134-35
11. Require all student organizations to give assurances of nondiscriminatory membership policies as condition of institutional sanction	<u>Chancellors</u>	1974-78	143
12. Administer affirmative action programs adopted under requirement of executive orders to increase "minority presence" faculty and staff on each campus	<u>Chancellors</u>	1974-78	151-54
13. Investigate opportunities for and encourage faculty exchanges and joint appointments between constituent institutions, especially where designed to achieve greater "minority presence" within faculties	President	1974-77	156-58
14. Encourage more black students to enter graduate school and prepare to become faculty members	<u>President and Chancellors</u>	1974-78	158-60
15. Provide HEW with detailed estimates of racial impact on student enrollments and faculty participation in interinstitutional cooperation programs	President	by 5/1/ 1974	204
16. Provide HEW by 3/15/74 estimates of impact of state plan on racial composition of student bodies of 16 constituent institutions, by year, 1974-77	President	by 3/15/ 1974	216-29



	<u>Studies</u>	<u>Responsibility</u>	<u>Dates</u>	<u>Pages</u>
1.	Evaluate student selection and admissions procedures and techniques	President	by 12/1/1974	99-104
2.	Evaluate remedial and compensatory education programs and plan programs responsive to needs found	President	by 12/1/1974	105-08
3.	Evaluate impact of advance deposit requirements on attendance at constituent institutions	President	1974-78	129-30
4.	Evaluate best forms and cost of student financial aid programs to enhance student attendance at constituent institutions	President and State Education Assistance Authority	1974-75	136-37
5.	Evaluate means and costs of increasing faculty exchanges among constituent institutions to increase "minority presence" faculty on all constituent institution campuses	President	1974-77	156-58
6.	Evaluate need, feasibility, means, costs, and benefits of a program to assist faculty members to pursue further graduate work in order to complete degrees or otherwise increase competence	President	1974-75	173-74
7.	Evaluate strengths and weaknesses of predominantly black institutions and develop program for remedying financial and other deficiencies	President	1974	186-87
8.	Identify, as part of long range plan development, possible instances of racially-based program duplication and recommend changes found to be needed	President	by 7/1/1974	200-03

Administration

The state plan extends for four years, or for most purposes until June 30, 1978.

The primary responsibility for the implementation of the plan as it pertains to The University rests with the President, although in several instances responsibility is assigned to the chancellors or less often to other officers of The University. Since many of the programs projected must occur at the institutional level, it is anticipated that the President will assign additional responsibilities under the plan to the chancellors.

To advise the President and Board of Governors on the effectiveness of the plan, a State Committee for Equal Educational Opportunity is provided for, to consist of four persons appointed by the President of The University from The University staffs; four appointed by the State President of the Community College System from the System staffs; five appointed by the Governor who have no affiliation with The University, the Community College System, the State Department of Public Instruction, or any other public agency or institution; and one member of the Governor's staff chosen by the Governor. The membership of the Committee must represent the major racial elements in the State's population.

An annual review of the state plan is to be made with the aid of the Committee just mentioned, and revision made if found to be necessary.

Commitments are made on behalf of The University to file annual and interim reports on experience under the state plan, and the kinds of data to be provided are specified.

While the costs of carrying out the plan as it pertains to The University are stated to be \$15,000 for the first year (1974-75) and

\$345,000 for the second year (1975-76), it is recognized that the actual costs will be much greater than those figures indicate. First, many of the studies and actions to which the University commits itself in the plan will divert the time of many staff members from other work and therefore the cost will be measured in terms of other duties not done rather than in new dollars spent. Second, the studies (particularly those relating to the qualitative improvement of the black institutions and program changes) are likely to lead to major appropriation recommendations for 1975-76 and later years.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET N.E.  
ATLANTA, GEORGIA 30323

September 27, 1972

OFFICE OF THE  
REGIONAL DIRECTOR

Dr. William C. Friday  
President  
The University of North Carolina  
Chapel Hill, North Carolina 27514

Dear Dr. Friday:

This letter is to report to you the results of our contract compliance reviews at North Carolina State University at Raleigh, and the University of North Carolina at Chapel Hill. In addition, we have analyzed the print-out material your office provided us, covering the work forces at the University of North Carolina at Wilmington, Asheville, Charlotte and Greensboro.

As you know, the North Carolina State University System, as a Government contractor is subject to the provisions of Executive Orders 11246 and 11375, covering equal employment opportunity. Although we found evidence of compliance within the structure of the University System, there are additional requirements prescribed by the Orders which have not been met. As a result, we must conclude that the North Carolina State University System is not fully meeting its obligations under the provisions of Executive Orders 11246 and 11375, and we must ask for written commitments to take appropriate corrective action in each of the areas wherein discrepancies appeared. Such commitments are essential so that we may continue to certify that the North Carolina State University System is a responsible Government contractor.

For purposes of clarity, we have structured this letter into the following sections:

- I. Specific findings covering the North Carolina State University at Raleigh.
- II. Specific findings covering the University of North Carolina at Chapel Hill.



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.

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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.

*data on this comparison*

*will change*

*changed*

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 <sup>to and above</sup> 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 <sup>checked</sup> 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.

1. ?  
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

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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.

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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</u> <u>Males</u>	<u>Average</u> <u>Salary</u>	<u>White</u> <u>Females</u>	<u>Average</u> <u>Salary</u>	<u>Black</u> <u>Males</u>	<u>Average</u> <u>Salary</u>	<u>Black</u> <u>Females</u>	<u>Average</u> <u>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>			

*cf 90*

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. *and then*

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	304	8	244	96
And Other	---	---	---	---
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.

Academic Position Distribution by Percent of Total (2,062) by Race and Sex

<u>Position</u>	<u>Percent White</u>	<u>Percent Black</u>	<u>Percent Male</u>	<u>Percent Female</u>
Professor	20%	.05%	19%	8%
Associate Professor	18%	.05%	16%	3%
Assistant Professor	23%	.05%	20%	4%
Instructor	7%	.05%	4%	3%
Lecturer	3%	.01%	2%	1%
Research Associate	5%	.02%	5%	1%
Research Assistant	4%	0	2%	3%
Administrative and Other	15%	.04%	12%	5%
Total*	95%	1%	80%	20%

\*NOTE: The remaining 4% in racial grouping represents other minorities.

In regard to the above it is significant to note that the 19 academic positions held by Blacks represent less than 1% of the total academic positions. Although the low incidence of Black academic personnel makes significant salary comparisons difficult, it is noted that with the exception of the one position of Professor and one position of Lecturer, the remaining 17 positions held by Blacks have lower average salaries than Whites in these same positions.

Considering that the ranks of Professor, Associate Professor, Assistant Professor and Instructor are those positions which have the greatest student contact in classrooms, it is important that only four of 19 Blacks and 215 of 418 females are in these positions, while 1,212 of 1,644 males are holding such positions. This means that the percent distribution of Blacks, females and males among the total academic work force in these positions is .2%, 11% and 59%, respectively. Furthermore, there is a disproportionate distribution between the males and females holding these four ranks, in that female representation drops sharply at the higher ranks, while the same drop is not seen for males.

The following statistics covering non-academic personnel are cited:

There are 361 non-academic job classifications within the University and 236 (65%) of these job classifications have no Black representation.

There are 127 non-academic job classifications with five or more personnel, and 44 (35%) of these have no Black representation. These 44 position classifications are listed below indicating the number of White employees in each:

<u>Salary Range</u>	<u>Job Classification</u>	<u>Number of White Personnel</u>
20 - 62 Personnel	Administrative Secretary	62
	Administrative Assistant	38
	Switchboard Operator	36
	Administrative Officer I	21
	Dental Assistant II	20
15 - 19 Personnel	Clerk II	18
	Carpenter II	17
	Accounting Clerk III	16
10 - 14 Personnel	Air-conditioning Mechanic	15
	Telephone Switchman I	14
	Computer Programmer I	12
	Computer Programmer II	12
	Maintenance Mechanic II	12
5 - 9 Personnel	Bookkeeping Machine Operator II	9
	Dental Technician I	8
	Accountant I	8
	Accountant II	8
	Power Lineman I	7
	Computer Systems Analyst III	7
	Telephone Lineman I	6
	Telephone Switchman II	6
	Anesthetist I	6
	Dental Technician II	6
	Social Worker II	6
	Stenographer I	6
	Meter Reader	6

<u>Salary Range</u>	<u>Job Classification</u>	<u>Number of White Personnel</u>
	Sales Manager II	6
	Computer Systems Analyst II	6
	Personnel Technician I	6
	Accountant III	5
	Social Research Assistant II	5
	Clerical Unit Supervisor II	5
	Data Processor II	5
	Purchasing Agent II	5
	Photographic Assistant	5
	Artist Illustrator II	5
	Editorial Assistant	5
	Maintenance Mechanic IV	5
	Electrician I	5
	Physical Therapist II	5
	Nursing Education Instructor	5
	Dormitory Supervisor II	5
	Dietician I	5
	Power Plant Operator	5
<hr/>		
	44 Position Classifications	475



Females represent 65% (2,763 of 4,283) of the total non-academic work force. There are 87 non-academic job classifications which pay \$10,000 or more per year. Total employees in these 87 job classifications amount to 243, of which 167 are males (68%) and 76 are females (31%). While the percentages shown reflect the male-female representation within those job classes, it must also be noted that the 76 females represent 2% of the total non-academic work force, and the 167 males represent 4% of the total non-academic work force. Thus, while 65% of the non-academic work force is female, there is a disproportionate decrease in this representation at the higher paying positions.

B. Recruitment

Some Black and/or female recruitment efforts have been undertaken by certain employees of the University. However, the University's Black and female employment deficiencies reflect the fact that its affirmative action efforts in general and its recruitment emphases in particular have been inconsistent and insufficient. Specifically, the University has not developed and systematically implemented comprehensive Black and female recruitment programs throughout its various departments, sections and sub-sections.

A number of hiring officials, both academic and non-academic, frankly acknowledged to review interviewers that while they are completely open to the prospect of hiring well-qualified Blacks and/or females, they have not received, practiced or communicated a strong policy emphasis on Black and/or female recruitment/hiring, per se. With reference to Black/female recruitment at the academic level, the following sampling of responses and reactions from Deans and Department Chairmen is cited:

Dr. J. B. Adams, Dean of the School of Journalism which school has a component faculty of 12 -- all White, all male -- stated that no Blacks or females had been brought to the University for employment interviews within the past three years. He further indicated that no recruitment efforts had been made at any Black or female institutions.

Mr. John Honigman, Chairman of the Department of Anthropology, indicated that there has been discussion regarding the recruitment of Blacks, but no follow-up actions. There are no Black faculty in the Department.

Dr. Lucy Conant, Dean of the School of Nursing, likewise said that there had been discussion in her school about black recruitment but they "haven't really gone out and deliberately sought black faculty."

Dr. Alan Keith-Lucas, Acting Dean of the School of Social Work, a school whose discipline and philosophy, one would think, would by definition be perhaps more related to the plight of Blacks than any of the University's other schools, indicated to an interviewer that no emphasis has been placed on the recruitment of Blacks.

Dr. Alan Stevens, Chairman of the Zoology Department, said he had never recruited for minorities and females and never would, as this would be discrimination in reverse. He indicated that virtually no attention is paid to unsolicited applicant letters and further indicated that he has never visited minority campuses for recruitment and has never made a job offer to a minority person. He advised the interviewer that he sees no need to change his recruitment methods.

Dr. Fred Wright, Chairman of the Department of Mathematics, a Department with 31 faculty, none of whom are female or identifiably Black, said that he had not and would not hire on the basis of race and made no practice of recruiting for Blacks. He further indicated that seldom is active recruitment done at all in his department. This department head claims that he does not know the racial breakdown of his department. In terms of gathering racial and sexual data for our review, he passed out a little slip to each of his faculty members requesting responses to the following items: "Name;" "Sex;" "Minority;" "I do not wish to answer this question;" "I do not wish to give you the answer to the above question." The responses to this questionnaire were somewhat lacking and/or ludicrous, containing notations such

as "WASP" and "Celtic Protestant." With relation to these questionnaires, the department head presented our interviewer with a chart he had developed listing faculty members by last name and initials only; and in some cases not even indicating sex. Considering the philosophy and purpose of our review, the approach of this department head in developing this (non) information would appear to be petty, immature, and foreign to the spirit and intent of affirmative action. It is interesting to note that, with reference to this particular discipline, a report for the Council of University Women's Progress, University of Minnesota, indicates that 6.5% of all doctorates awarded in the discipline between 1960 and 1969 went to females.

Dr. Carl Blyth, Chairman of the Department of Physical Education, which Department has a faculty roster of 26, all White, indicated that he did try to recruit a Black student whom he taught and knew to be good, but that the student was not interested in terms of the salary available. The Department head was asked, "Have you tried to recruit other minorities?" His answer was "No."

Dr. John Mautz, Chairman of the History Department, who heads an all-White department of 31, indicated that only one Black student had been recommended to him as a faculty prospect. The student, however, was not in the subdiscipline where a vacancy existed in the department. One is led to wonder whether, in a department of this size, some adjustment might not be made to facilitate the breaking of the "color-line," if the department were in fact serious about affirmative action. This department head also indicated that he has not actively recruited from Black institutions, claiming that lack of funds prevented this type of visitation recruitment.

Academic hiring officials have not been required to submit periodic reports outlining equal employment opportunities and results. The establishment of such a reporting system is essential to self-analysis and a coordinated University-wide affirmative action recruitment emphasis.

Insofar as the recruitment of non-academic Blacks and females is concerned, it is acknowledged that the University and the University's Personnel Office have developed certain policies and procedures and undertaken certain actions toward the facilitation of needed changes in the University's non-academic employment posture, with some measurable success. However, Black, and where applicable, female recruitment has not been adequately and forcefully pursued on a consistent basis. The following particulars are noted with reference to the (non) recruitment of non-academic Blacks and/or females:

- The Personnel Office, itself, has 36 employees of which none is Black professionals, and only one is Black -- a receptionist.

Black newspapers have not been utilized for employment advertising according to the information given to our staff.

No significant recruitment efforts at Black campuses have been undertaken in the past year so far as we have been able to determine.

No person or persons on the Personnel Office staff have apparently been given the responsibility and resources to focus on a full-time basis on the recruitment of Blacks and/or females.

The Personnel Office's equal employment opportunity auditing and reporting system has not been refined and developed to the point of identifying job-types and job-areas with the greatest deficiencies, nor have there been periodic evaluations as to the racial and sexual reject rate of individual hiring officials to whom employment applications are referred. Therefore, the University has developed no mechanism for systematically identifying and dealing with those hiring officials who fail to understand and/or implement affirmative action in their hiring practices.



It is acknowledged by the Personnel Office and certain hiring officials that one of the University's chief recruitment tools is "word-of-mouth" communication of job openings by University personnel to and among friends and acquaintances. This "word-of-mouth" approach on the part of an all-White or predominantly White employment structure or sub-structure, tends to perpetuate racial imbalance and to be a de facto discriminatory recruitment tool.

Interviews with hiring officials of several non-academic departments showing the non-utilization or marked underutilization of Blacks revealed one of two things, or both: that the Personnel Office had sent few, if any, Black job applicants to their departments and that certain Blacks who had been sent had been rejected for employment.

C. Training and Advancement

The Personnel Office sponsors no formalized employee training programs. The University budgets no funds for the development of such programs and does not employ a Training Officer. ] WCSU  
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Information received during the review indicated that no formalized system to periodically evaluate employees exists at the University. The Personnel Office has limited in-put relative to promotions and merit increases. Thus, the upward mobility of personnel, from the standpoint of salary and responsibility, is left in large part to the undirected judgment of numerous supervisors. Such an informal and unstructured approach toward the granting of promotions and merit pay increases lends itself potentially to arbitrary and subjective judgments and discriminatory actions.

One way in which the Personnel Office could exercise certain directive controls relative to promotions would be through the posting of job openings and direct notification of eligible individuals.

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This procedure would involve a listing of employees who were qualified for promotional opportunities and thus provide a wider based selection procedure. In particular, it would provide a listing of minority and female eligibles who could be easily identified and promoted into positions where they were underrepresented or absent.

It appears that several female employees of the Personnel Office are under-classified, in that they carry clerical job titles but perform interviewing and/or administrative functions which appear to exceed normal responsibilities for such positions. For example, a Typist II is currently handling transfer applications; however, her role in this capacity has not been formalized and communicated to University employees.

The University has undertaken no comprehensive study of its current non-academic work force and employment files to identify and remedy possible Black and female under-employment.

From January 1 to December 2, 1971 (not including July through September), some 61 of 384 promotions (exclusive of North Carolina Memorial Hospital), or 16%, went to Black employees. However, it is significant to note that the majority of Black promotions were within service and labor job categories, and that probably not more than four Black promotions moved those Blacks being promoted out of such categories into higher ones.

An analysis of promotion data supplied by North Carolina Memorial Hospital indicates that: (1) the average grade "jump" for White promotees is 3.5 (where grade "jump" is given) and for Black promotees, 3.1; and, (2) the average grade (where grades are given) of White employees after promotion is 58.9 and Black employees 54.1.

#### D. Employee Placement

The University's Directory of Administrative Organization (key administrators such as Cabinet Members, Deans, Department Heads, etc.) lists 184 administrative personnel, among which there is one Black (less than 1%), who is a department chairman, and ten females (5.6%). Among these administrators, it is noted that only one of 10 University Cabinet Members is female: only one of a group of 19 Academic Deans, Associate Deans and Assistant Deans is female, and she is the Dean of Nursing, a traditionally female field; only one of 31 Chairmen in the College of Arts and Sciences is female; and among some 50 persons carrying titles of Directors

or Chairmen in the field of Health Sciences, only two (one Acting) is female.

It is also noted that the University System's twelve General Administrative Officers are all White males.

Black employees represent 30% of the total non-academic work force (1,296 of 4,283). Within the total non-academic work force there are 243 positions which pay salaries of \$10,000 or more per year. Of these 243 positions there are only six Black employees. In terms of per centages this means that 7% of the White employees are in these positions while only 5% of the Black employees hold such positions.

On the other hand, a relatively large per centage of the University's non-academic Black employees work in the great majority of the University's lower-paying labor and service job categories -- in large part, those categories in which Blacks have been traditionally utilized for years. By way of illustration, Blacks constitute 83% (38 of 46) of the University's Laborers, 100% (8 of 8) of its Maids and Janitors, 94% (336) of its Housekeeping Assistants, and 76% (61 of 80) of its Food Servers.

E. Salary and Wage Comparisons

The following two charts speak for themselves in setting forth the relative status of the University's female academicians and administrators, from the viewpoint of economic remuneration:

12-MONTH PERSONNEL

<u>Rank/Category</u>	<u>Average Male Salary</u>	<u>Average Female Salary</u>	<u>Female Differential</u>
Professor	\$29,635	\$24,696	- \$4,939
Associate Professor	23,850	18,379	- 5,471
Assistant Professor	19,583	15,639	- 3,944
Instructor	14,441	11,009	- 3,432
Lecturer	15,571	11,698	- 3,873
Research Associate	10,923	11,871	+ 948
Research Assistant	9,190	8,977	- 213
Administrative & Other	20,955	11,273	- 9,682

9 - MONTH PERSONNEL

<u>RANK/CATEGORY</u>	<u>AVG MALE SALARY</u>	<u>AVG FEMALE SALARY</u>	<u>FEMALE DIFFER- ENTIAL</u>
Professor	\$21,988	\$17,433	- \$ 4,555
Associate Professor	\$16,017	\$14,234	- \$ 1,783
Assistant Professor	\$12,978	\$11,587	- \$ 1,391
Instructor	\$ 9,873	\$ 9,436	- \$ 437
Lecturer	\$14,974	\$13,082	- \$ 1,892
Research Associate	-	\$13,500	-
Research Assistant	\$ 9,300	\$ 8,400	- \$ 900
Administrative & Other	\$23,143	\$11,412	- \$11,731

The above chart indicates that, of a total of 15 line items where male-female comparisons can be drawn, there is only one exception to the prevailing pattern of male dominance with this exception existing in a "quasi-academic" line item.

F. Policy

The University has nepotism policies applicable to both academic and non-academic personnel. At many universities, nepotism policies and/or emphases have had the effect of discriminating against females. Apparently, the University of North Carolina at Chapel Hill has undertaken no study to determine if its nepotism policies have had such an effect.

G. Employment Testing

Although the University has discontinued the use of several employment tests, typing, shorthand and steno aptitude tests which have not been validated are still being utilized.

H. Facility Usage

Most if not all Black employees at the Carolina Inn apparently group together for eating purposes at one or more places outside the public dining area(s). To whatever extent this is happening, it should be strongly discouraged in that Executive Order 11246 clearly prohibits



segregated facility usage on the basis of custom and tradition, as well as on the basis of policy. Also, we noted during the review period that Black waiters only served the breakfast meal, while Whites served the lunch and evening meals exclusively.

I. Technical Requirements Not Met by Contractor

1. Not all of the University's non-exempt subcontracts have included the equal employment opportunity clause (E.O. 11246, A, 60-1.4,c).

2. The University has not in all cases formally advised all non-exempt subcontractors of their responsibility to file copies of their affirmative action plans (C,60-1.40,a).

3. The University has not formally advised all of its non-exempt subcontractors of their responsibility to file EEO-1 forms annually (A,60-1.7,a).

4. The University has not formally advised all of its non-exempt subcontractors of their responsibility to file assurances of non-segregated facilities in their operations (A,60-1.8,a).

III. Analysis of Print-out of Work Force at the University of North Carolina at Wilmington, Asheville, Charlotte and Greensboro

A. University of North Carolina, Asheville

An analysis of the print-out dated December 31, 1971 from the University of North Carolina at Asheville revealed the following:

The full-time work force numbers 151, of which 66 are EPA (Exempt from State Merit System) and 85 are SPA (State Merit System) employees. These employees are distributed as follows:

TOTAL WORK FORCE BY RACE AND SEX

MALES	98	65%
FEMALES	53	35%
TOTAL	151	100%
WHITE	134	89%
BLACK	15	10%
OTHER	2	1%
TOTAL	151	100%

SPA EMPLOYEES BY RACE AND SEX

MALES	39	46%
FEMALES	46	54%
TOTAL	85	100% (56% of total work force)
WHITE	70	82%
BLACK	15	18%
OTHER	0	0%
TOTAL	85	100% (56% of total work force)

EPA EMPLOYEES BY RACE AND SEX

MALES	59	89%
FEMALES	7	11%
TOTAL	66	100% (44% of total work force)
WHITE	64	97%
BLACK	0	0%
OTHER	2	3%
TOTAL	66	100% (44% of total work force)

FACULTY BY RACE AND SEX

<u>POSITION</u>	<u>TOTAL</u>	<u>MALES</u>	<u>FEMALES</u>	<u>WHITE</u>	<u>BLACK</u>	<u>OTHER</u>
Professor	10	19	1	10	0	0
Associate Professor	17	15	2	16	0	1
Assistant Professor	23	22	1	22	0	1
Instructor	9	6	3	9	0	0
Lecturer	1	1	0	1	0	0
	<u>60</u>	<u>53</u>	<u>7</u>	<u>58</u>	<u>0</u>	<u>2</u>
PERCENT	100%	88%	12%	97%	0%	3%

FACULTY SALARIES BY SEX

<u>POSITION</u>	<u>AVERAGE MALE SALARY</u>	<u>AVERAGE FEMALE SALARY</u>	<u>DIFFERENTIAL</u>
Professor	\$17,244	16,000	- 1,244
Associate Professor	14,027	12,350	- 1,677
Assistant Professor	11,491	12,500	+ 1,009
Instructor	10,217	8,733	- 1,484
Lecturer	12,000	N/A	N/A

FACULTY SALARIES BY RACE

<u>POSITION</u>	<u>AVERAGE WHITE SALARY</u>	<u>AVG BLACK SALARY</u>	<u>DIFFERENTIAL</u>	<u>AVG OTHER SALARY</u>	<u>DIFFERENTIAL</u>
Professor	17,120	N/A	N/A	N/A	N/A
Associate Professor	13,838	N/A	N/A	13,700	- 138
Assistant Professor	11,528	N/A	N/A	11,700	+ 172
Instructor	9,722	N/A	N/A	N/A	N/A
Lecturer	12,000	N/A	N/A	N/A	N/A

POSITION CLASSIFICATIONS HELD BY BLACK EMPLOYEES

<u>POSITION</u>	<u>BLACK</u>	<u>WHITE</u>
Administrative Assistant	1	1
Intermediate Clerk	1	3
Steno II	1	11
Cashier I	1	0
Steno I	1	0
Housekeeping Assistant	4	8
Housekeeping Assistant, Light	<u>6</u>	<u>0</u>
	15	23

There are 52 position classifications within the University structure employing a total of 151 employees. Of these 52 position classifications, 18 are EPA and 34 are SPA.

Of the 34 SPA positions there are seven in which the 15 Black employees are found. There are no Black EPA employees, including faculty.

There are 12 EPA and 16 SPA position classifications in which no women are employed. Considering only teaching faculty positions, women represent 12% of the total faculty positions, or seven of 60.

An analysis of the positions held by Black employees shows that 10 of 15 hold housekeeping positions.

There are 21 position classifications which pay an average salary of \$10,000 per year or more. Of these positions, none is held by Blacks and there are only five held by women although women make up 54% of the SPA employees and 11% of the EPA employees.

B. University of North Carolina, Wilmington

An analysis of the print-out dated January 25, 1972, from the University of North Carolina at Wilmington revealed the following:

The total work force numbers 291, of which there are 273 full-time and 18 part-time employees. There are two basic categories of employees which are EPA (exempt from State Merit System) and SPA (covered by State Merit System). All faculty, department chairmen, deans, and higher-level administrators are classified as EPA employees. The distribution of all employees follows:



TOTAL WORK FORCE BY SEX AND RACE

Males	175	60%
Females	<u>116</u>	<u>40%</u>
Total	291	100%
White	232	80%
Black	52	18%
Other	<u>7</u>	<u>2%</u>
Total	291	100%

SPA EMPLOYEES BY RACE AND SEX

Males	68	49%
Females	<u>70</u>	<u>51%</u>
Total	138	100% (47% of total work force.)
Black	50	36%
White	88	64%
Other	<u>0</u>	<u>0</u>
Total	138	100% (47% of total work force.)

EPA EMPLOYEES BY RACE AND SEX

Males	107	70%
Females	<u>46</u>	<u>30%</u>
Total	153	100% (53% of total work force.)
Black	2	1%
White	144	94%
Other	<u>7</u>	<u>5%</u>
Total	153	100% (53% of total work force.)

FACULTY (EPA) BY RACE AND SEX

<u>Position</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Black</u>	<u>White</u>	<u>Other</u>
Emeritus Professor	1	1	0	0	1	0
P/T Professor	2	2	0	0	2	0
Visiting Professor	1	1	0	0	1	0
Professor	16	14	2	0	15	1
Assoc. Professor	19	17	2	0	16	3
Asst. Professor	55	40	15	0	53	2
Instructor	18	10	8	1	17	0
P/T Instructor	11	9	2	0	11	0
Temp. Instructor	2	1	1	0	2	0
Lecturer	6	5	1	1	5	0
Teach. Assistant	2	0	2	0	2	0
	—	—	—	—	—	—
Total	133	100	33	2	125	6
Percent of Total	100%	75%	25%	2%	94%	4%

There are 77 separate position classifications in which the above 291 employees are found. Analysis of the employee distribution in these position classifications revealed that 43, or 56%, of these positions were exclusively male and 25, or 33%, were exclusively female positions. There are 60, or 78%, of the positions totally White, and eight, or 10%, totally Black. Only nine positions have both male and female employees, and nine positions have both Black and White employees.

Examination of the number of employees in these positions revealed that 61 males and 70 females were in the all-male and all-female positions. The 131 males and females represent 45% of the total employees. It was also learned that 100 White and 13 Black were in the all-White and all-Black positions. The 113 Whites and Blacks represent 38% of the total work force.

From the above, it can be concluded that 89% of all position classifications are segregated by sex and 88% are segregated by race. Further, 45% of all employees are in positions segregated by sex and 38% of all employees are in positions segregated by race.

It can also be concluded that while the 175 females represent 60% of the total work force, 61% of these females are found in all-female position classifications. The 116 males represent 40% of the total work force and 31% of the males were found in all-male position classifications.

In regard to race, the 232 White employees represent 80% of the total work force; however, 43% of these White employees are found in all-White positions. The 52 Black employees represent 18% of the total work force, but 25% of these Black employees were found in all-Black positions.

Our analysis of the position classifications in which Blacks were employed revealed that of the 17 total positions, eight were exclusively Black. The following chart reflects these 17 position classifications:

POSITION CLASSIFICATIONS HELD BY BLACK EMPLOYEES

<u>Position</u>	<u>Total Black</u>	<u>Total White</u>
Instructor	1	17
Lecturer	1	5
Administrative Officer	1	3
Security Officer I	1	4
*Stock Supervisor	1	0
*Housekeeping Supervisor	1	0
Accounting Clerk II	1	3
Steno I	1	2
Typist I	2	10
*Switchboard Operator	1	0
Housekeeper	30	1
*Grounds Maintenance	3	0
*General Utility	2	0
*Laborer	3	0
*Maintenance Mechanic I	1	0
Maintenance Mechanic II	1	3
*Trade Helper	1	0
	—	—
Total	52	48

\* Designates eight all Black positions.



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From the above chart it can be concluded that of the 52 Black employees, there are 39 or 75% employed in unskilled positions. Of the 48 White employees in these positions, only one (Housekeeper) can be classed as holding an unskilled position.

The following chart shows the positions paying \$10,000 or more per year by race, sex and average salary:

POSITION	NUMBER	AVG	NUMBER	AVG	NUMBER	AVG	TOTAL
	MALES	SALARY	FEMALES	SALARY	BLACKS	SALARY	
Chancellor	1	\$24,950		\$			1
Vice Chancellor Academic Affairs	2	23,000					2
Vice Chancellor Business Affairs	1	16,740					1
Vice Chancellor Student Affairs	1	17,850					1
Visiting Professor	1	17,000					1
Professor	14	15,800	2	14,400			16
Emeritus Professor	1	14,500					1
Associate Professor	17	12,811	2	12,350			19
Assistant Professor	40	11,100	15	10,120			55
Dir. Student Affairs	1	14,175	1	13,335			2
Director Counseling and Testing	1	16,065					1
Director Environmental Science	1	21,000					1

<u>POSITION</u>	<u>NUMBER MALES</u>	<u>AVG SALARY</u>	<u>NUMBER FEMALES</u>	<u>AVG SALARY</u>	<u>NUMBER BLACKS</u>	<u>AVG SALARY</u>	<u>TOTAL</u>
Director, Information Services	1	\$10,290		\$		\$	1
Director of Athletics	1	16,695					1
Lecturer	5	10,600	1	11,000	1	10,000	8
Part-time Professor	2	12,700					2
Head Librarian			1	16,275			1
Catalog Librarian			1	10,500			1
Reference Librarian	1	10,823					1
Ser. Doc. Librarian			1	10,920			1
Registrar			1	11,550			1
Counselor	1	13,125					1
Bio. Medical Lab.	1	30,000					1
*Instructor St. of 1	1	10,332					1
*Accountant I	1	11,868					1
*Plant Engineer	1	13,092					1
*Plant Maintenance Supervisor	1	11,340					1
*Systems Analyst	1	13,092					1
Totals and Averages	98	\$15,373	25	\$12,272	1	\$10,000	124

There are 25 position classifications paying \$10,000 or more per year. Within these positions there are 98 males (79%), 25 females (20%) and one Black.

\*Indicates SPA positions only.

The average salary for all males in these positions is \$15,373, and for all females \$12,272. The salary for the one Black is \$10,000.

From the above, it can be concluded that while males represent 40% of the total work force, 84% of their number earn salaries of \$10,000 or more, and while females represent 60% of the total work force, only 14% of their number are in this salary range. Furthermore, the average salary of males in these positions exceed the average salary of females in these positions by \$3,101.

The following chart reflects the average salary for faculty by race and sex:

Position	Total					
	No.	Males	Females	Black	White	Other
Emeritus Prof.	1	\$14,500	\$	\$	\$14,500	\$
P/T Professor	2	12,700			12,700	
Visiting Prof.	1	17,000			17,000	
Professor	16	15,800	14,400		15,700	
Assoc. Prof.	19	12,811	12,350		12,881	12,133
Asst. Prof.	55	11,100	10,120		10,830	10,900
Instructor	18	8,310	8,337	7,400	8,376	
P/T Instructor	11	9,750	7,500		7,909	
Temp. Instructor	2	7,400	8,100		7,750	
Lecturer	6	10,600	11,000	10,000	10,800	
Teaching Asst.	2		6,000		6,000	
	133					

From the above chart, it can be determined that in the positions of Professor, Associate Professor, Assistant Professor, and part-time Instructor, males exceed females in average salary. It is also noted that Black faculty members have lower average salaries than Whites, and further, there are only two Black faculty members of a total of 133 faculty.

C. University of North Carolina, Charlotte

An analysis of the print-out dated March 11, 1972 from the University of North Carolina at Charlotte revealed the following:

The total work force numbers 527, of which 260 are SPA (State Merit System) employees, and 267 are EPA (Exempt from State Merit System) employees. These employees are distributed as follows:

TOTAL WORK FORCE BY RACE AND SEX

Males	320	61%
Females	<u>207</u>	<u>39%</u>
Total	<u>527</u>	<u>100%</u>

White	445	85%
Black	76	14%
Other	<u>6</u>	<u>1%</u>
Total	<u>527</u>	<u>100%</u>

S.P.A. EMPLOYEES BY RACE AND SEX

Males	112	43%
Females	<u>148</u>	<u>57%</u>
Total	<u>260</u>	<u>100%</u> (49% of total work force)

White	190	73%
Black	<u>70</u>	<u>27%</u>
Total	<u>260</u>	<u>100%</u> (49% of total work force)

E.P.A. EMPLOYEES BY RACE AND SEX

Males	208	78%
Females	<u>59</u>	<u>22%</u>
Total	<u>267</u>	<u>100%</u> (51% of total work force)



E.P.A. EMPLOYEES BY RACE AND SEX

White	255	96%
Black	6	2%
Other	6	2%
Total	267	100% (51% of total work force)

FACULTY (E.P.A.) BY RACE AND SEX  
 (9 Month and 12 Month)

<u>POSITION</u>	<u>TOTAL</u>	<u>MALES</u>	<u>FEMALES</u>	<u>BLACK</u>	<u>WHITE</u>	<u>OTHER RACE</u>
Professor	32	30	2	0	32	0
Assoc. Prof.	44	38	6	0	41	3
Asst. Prof.	91	77	14	3	87	1
Instructor	66	41	25	2	62	2
Total	233	186	47	5	222	6
Percent	100%	80%	20%	2%	95%	3%

FACULTY SALARIES BY SEX (9 Month)

<u>POSITION</u>	<u>AVERAGE MALE SALARY</u>	<u>AVERAGE FEMALE SAL.</u>	<u>DIFFERENTIAL</u>
Professor	\$17,516.42	\$13,500.00	-\$4,016.42
Associate Professor	14,126.76	13,439.00	- 687.76
Assistant Professor	11,844.14	10,817.30	- 1,026.84
Instructor	10,001.82	9,167.20	- 834.62

(12 Month)

Professor	\$25,144.44	\$20,000.00	-\$5,144.44
Associate Professor	19,083.50	17,867.00	- 1,216.50
Assistant Professor	18,000.00	16,000.00	- 2,000.00

FACULTY SALARIES BY RACE

(9-Month)

<u>Position</u>	<u>Average White Sal.</u>	<u>Average Black Sal.</u>	<u>Differential</u>	<u>Aver. Other Minority Sal.</u>	<u>Differential</u>
Prof.	\$17,333.86	N/A	N/A	N/A	N/A
Assoc. Prof	14,029.30	N/A	N/A	\$14,150.00	+ \$120.70
Asst. Prof.	11,680.58	\$12,000.00	+\$ 319.42	12,250.00	+ 569.42
Instructor	9,697.66	10,100.00	+ 402.44	8,900.00	- 797.66

(12-Month)

Prof.	\$24,630.00	N/A	N/A	N/A	N/A
Assoc. Prof.	18,840.20	N/A	N/A	N/A	N/A
Asst. Prof.	18,000.00	\$16,000.00	-\$2,000.00	N/A	N/A

There are 82 position classifications within the University structure employing a total of 527 employees. Of these 82 position classifications, 77 are SPA and five are EPA.

Of the 77 SPA position classifications, there are 15 in which the 70 Black employees are found. Of these 15, there are three which employ no Whites. Furthermore, only 10 of the 70 Black employees appear to be in positions above the labor/service level. More than half (69%) of the Black employees are in the Housekeeping Assistant classification, while only three Whites are in this classification. However, the one Housekeeping Supervisor is White.

There are 28 SPA position classifications which are exclusively female. It is noted that 77% of the SPA female employees are found in these positions.

There are 41 SPA position classifications which are exclusively male. In these positions, 63% of the males are employed.

From the above, it can be concluded that 79% of the position classifications are exclusively White. Also, only eight positions employ both males and females, which means that 69, or 89%, of all SPA position classifications are segregated by sex.

Examination of the average SPA salary revealed that 15 males and one female are employed in positions paying an average salary of \$10,000 or more, even though females make up 57% of the SPA work force. There are no Black employees found in any of the 15 job classifications which pay an average salary of \$10,000 or more and, in fact, of the 62 employees working in the 43 job classifications paying an average salary of \$7,000 or more, only three are Black.

Of the 64 departments listed on the print-out, 24 (38%) have no Black employees at any level. Of the 31 departments which employ EPA personnel, 28, or 90%, have no Black employees. It is also noted that of these 31 departments, 16, or 51%, employ no female personnel.

The following chart reflects those position classifications in which Blacks are employed:

<u>POSITION</u>	<u>BLACK</u>	<u>WHITE</u>
Assistant Professor	3	91
Instructor	2	63
Administration	1	33
Bldg. Custodian	1	0
Cook I	1	0
Education Counselor	1	2
General Utility Man	5	5
Grounds Maint. Man	1	1
Housekeeping Asst.	48	3
Librarian II	1	0
Library Asst. II	1	3
Locker Room Attendant	4	2
Mail Clerk	1	1
Security Officer I	2	5
Staff Nurse	1	2
Steno. II	1	28
Switchboard Operator	1	2
Typist II	<u>1</u>	<u>21</u>
	76	262

D. University of North Carolina, Greensboro

An analysis of the print-out dated March 10, 1972 from the University of North Carolina at Greensboro revealed the following:

The total work force numbers 1,012. There are two basic categories of employees which are EPA (Exempt from State Merit System), and SPA (State Merit System). The distribution of all employees follows:

TOTAL WORK FORCE BY SEX AND RACE

Males	486	48%
Females	<u>526</u>	<u>52%</u>
Total	1,012	100%
White	786	78%
Black	217	21%
Other	<u>9</u>	<u>1%</u>
Total	1,012	100%

SPA EMPLOYEES BY RACE AND SEX

Male	181	35%
Female	<u>335</u>	<u>65%</u>
Total	516	100% (51% of total work force)
White	311	60%
Black	205	40%
Other	<u>0</u>	<u>0</u>
Total	516	100% (51% of total work force)

EPA EMPLOYEES BY RACE AND SEX

Male	305	61%
Female	<u>191</u>	<u>39%</u>
Total	496	100% (49% of total work force)
White	475	96%
Black	12	3%
Other	<u>9</u>	<u>1%</u>
Total	496	100% (49% of total work force)



FACULTY BY RACE AND SEX

<u>Position</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>Other</u>
Named Professor	4	4	0	3	1	0
Visiting Professor	1	1	0	1	0	0
Professor	55	35	20	54	0	1
Assoc. Professor	71	46	25	68	1	2
Asst. Professor	132	88	44	129	0	3
Instructor	92	50	42	90	1	1
Lecturer	27	21	6	25	0	2
Teaching Asst.	3	0	3	2	1	0
	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>	<u>      </u>
Total	385	245	140	372	4	9
	100%	64%	36%	97%	1%	2%

AVERAGE FACULTY SALARIES BY SEX

(9-Month)

<u>Position</u>	<u>Average Male Salary</u>	<u>Average Female</u>	<u>Differential</u>
Professor	\$18,746.96	\$16,555.55	-\$2,191.41
Visiting Professor	19,500.00	N/A	N/A
Named Professor	28,200.00	N/A	N/A
Associate Professor	14,956.81	14,324.37	- 632.44
Assistant Professor	12,721.59	12,259.09	- 462.50
Instructor	9,531.00	8,830.95	- 700.05
Lecturer	11,597.61	10,341.66	- 1,255.95
Teaching Assistant	N/A	7,300.00	N/A

(12-Month)

Professor	\$18,450.00	\$18,400.00	-\$ 50.00
Associate Professor	18,750.00	18,500.00	- 250.00
Instructor	N/A	11,495.50	N/A

AVERAGE FACULTY SALARIES BY RACE

(9-Month)

<u>Position</u>	<u>Average White Sal.</u>	<u>Average Black Sal.</u>	<u>Differential</u>	<u>Aver. Other Minority Sal.</u>	<u>Differential</u>
Professor	\$18,007.00	\$ N/A	\$ N/A	\$16,300.00	-\$1,707.00
Visit. Prof.	19,500.00	N/A	N/A	N/A	N/A
Named Prof.	29,500.00	24,300.00	- 5,200.00	N/A	N/A
Assoc. Prof.	14,732.07	14,900.00	+ 167.93	14,700.00	- 32.07
Asst. Prof.	12,530.23	N/A	N/A	14,166.66	+ 1,636.43
Instructor	9,254.40	7,400.00	- 1,854.40	8,000.00	- 1,254.40
Lecturer	11,490.00	N/A	N/A	9,175.00	- 2,315.00
Teach. Asst.	7,150.00	7,600.00	+ 450.00	N/A	N/A

(12-Month)

Professor	\$18,425.00	N/A	N/A	N/A	N/A
Assoc. Prof.	18,666.66	N/A	N/A	N/A	N/A
Instructor	11,495.50	N/A	N/A	N/A	N/A

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. → UNC

Comparison  
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. *Good program*

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. *H*

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 *mt*

Dr. William C. Friday

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.

UNC

state  
policy  
explanations

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.

UNC

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 particularers.

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 particularers.)

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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 7

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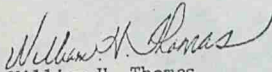
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clearly outline provisions which will enable the Personnel Office and/or the University to deal firmly and effectively with hiring officials at all levels who, by their action or inaction, show disregard for or lack of understanding of the University's 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