

August 10, 1973

MEMORANDUM

TO: Dr. C. L. Jenkins

FROM: N. N. Winstead

*NN 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

*Mr. 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*  
*47*

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  
THE UNIVERSITY OF NORTH CAROLINA is an equal opportunity institution in North Carolina

*Copy: Garrett Kelly*

## DESEGREGATION PLAN DRAFTING COMMITTEE

## Title VII

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- Mr. John L. Sanders, Vice President for Planning, The University of North Carolina, P. O. Box 2688, Chapel Hill, North Carolina 27514
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- Chancellor Lewis C. Dowdy, N. C. Agricultural and Technical State University, Greensboro, North Carolina 27411
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- Mr. John D. Knight, Guidance Counsellor and Director of Community Service Program, Nash Technical Institute, Box 2347, Rocky Mount, North Carolina
- Chancellor Charles "A" Lyons, Fayetteville State University, Fayetteville, North Carolina 28301
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- Mr. Richard H. Robinson, Assistant to the President, The University of North Carolina, P. O. Box 2688, Chapel Hill, North Carolina 27514
- Dr. Armistead Smith, Administrative Assistant to the President, Wayne Community College, P. O. Box 1868, Goldsboro, North Carolina 27530
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- Mr. Terrence A. Tollefson, Director, Planning and Annual Reporting, Department of Community Colleges, Education Building, Raleigh, North Carolina 27611
- Chancellor Herbert Wey, Appalachian State University, Boone, North Carolina 28608

*William H. Simpson*

AFFIRMATIVE ACTION PLAN

FOR

NORTH CAROLINA STATE UNIVERSITY

June 15, 1973

AFFIRMATIVE ACTION PLAN  
NORTH CAROLINA STATE UNIVERSITY

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## PREFACE

### OUR HISTORIC COMMITMENT TO CIVIL RIGHTS AND EQUAL RIGHTS

North Carolina State University at Raleigh is a creation of the people of North Carolina, who through their state legislators founded the institution in March 1887; and it is a fact that this center of learning would not have started in 1887, nor would it have emerged into a university, nor will it continue to grow without the strong and continuing support of its primary owners---the five million citizens of North Carolina.

Therefore, it seems appropriate to consider briefly a few highlights in the history of the State of North Carolina of which North Carolina State University is an educational instrumentality.

The first resolution for "independency" from the English throne by a representative legislative body in this nation came at the Town of Halifax in 1776. The Halifax Resolves instructed the North Carolina delegates to the Continental Congress to vote for "independency" some time before Mr. Thomas Jefferson's Declaration of Independence was drafted at Philadelphia.

North Carolinians refused to ratify the Constitution of the United States after the Revolutionary War until the Congress approved that first U.S. civil rights act, embodied in the U.S. Constitution as the Bill of Rights.

North Carolinians, including Dolly Madison and men behind the cotton bales with General Andy Jackson at New Orleans, were busily engaged in fighting the British in the War of 1812 when certain New England states were threatening to secede.

A North Carolinian, Hinton Rowan Helper, wrote The Impending Crisis, a treatise against slavery (and was driven from his town as a consequence) some time before the publication of the more emotional Uncle Tom's Cabin.

North Carolinians refused, in a statewide referendum to secede from the Union, when first offered the choice. The state was next to the last of the Southern states to secede and did so only after the outbreak of armed conflict.

Historians do not necessarily whistle "Dixie" when they note that the Civil War tended to condition North Carolina for at least a century thereafter---economically, culturally, and psychologically. It is a fact that there was no Marshall Plan for Southerners---white or black or Indian---after the Civil War.

At the start of the Twentieth Century, a man named Charles Brantley Aycock turned a "Red Shirt" race-oriented campaign for Governor into what historian Hugh Lefler and others have called a "Crusade for Education." His supporters included many of the same leaders who earlier had pushed the act establishing this University. Once elected, Aycock is credited, or blamed, with building a school during every day of his four years in office and of threatening to resign if the North Carolina General Assembly did not provide schools for Negroes as well as whites. (The latter threat was successful and came during a period shortly after the U.S. Supreme Court had handed down its Plessy v Ferguson decision holding that the "separate but equal doctrine" was constitutionally permissible.)

In the 1920's North Carolina abolished the poll tax as a prerequisite to voting---several decades before the U.S. Congress forbade the practice.

In the 1940's North Carolina's law enforcement and judicial system, arrested, prosecuted and imprisoned Ku Klux Klan leaders in Columbus and Robeson Counties.



In the 1950's, under Governors William B. Umstead and Luther H. Hodges, North Carolina and its General Assembly declined to close any schools or to engage in interposition or to commit "massive resistance" in retaliation for the Brown decision on public school integration.

In the 1960's, North Carolina's Gov. Terry Sanford issued the first executive order issued in a Southern state ordering the hiring of people without regard to race, color or creed, in state positions (including those of state universities and colleges).

Both Negroes and women and religious minorities were appointed to state policy-setting boards in unprecedented numbers during the 60's by Governors Sanford, Daniel K. Moore and Robert W. Scott.

These then are a few of the highlights of the commitment by North Carolinians to the rights for which they have fought in wartime and worked so painfully toward in peace.

This brief historical perspective would be less than honest if it did not acknowledge that discrimination, prejudice and hatred, sometimes including violence, also are written in the pages of North Carolina history .

Blacks have been discriminated against and that discrimination has been exacerbated by the persistence of too much poverty and ignorance and disease of the state.

Women have been regarded and treated in the Victorian heritage that much of the nation has followed for much of its history since Sir Walter Raleigh sent a colony to Roanoke Island in 1587.

Persons of Catholic, Jewish and other minority religious faiths have at times suffered discrimination in varying degrees.

On occasion, Republicans also have been discriminated against when Democrats held power and Democrats have been discriminated against when Republicans controlled government offices at state, county and/or local levels.

Numerically, the largest single segment of North Carolina's population suffering economic, cultural, psychological and sociological deprivation over the years, has been poor whites--sometimes crudely referred to as "Red Necks" and "Lint Heads."

It was, at least in part, for "the poor white trash" that the General Assembly of North Carolina in 1887 founded N.C. College of Agriculture and Mechanic Arts, now grown to North Carolina State University at Raleigh.

The democratization of public higher education in North Carolina gained a tremendous thrust when this campus opened its doors.

The administration of this University acknowledges its obligation to continue to play its full role in the thrust toward democratizing higher education. We take that as our duty as North Carolinians, as Americans, as believers in the several religions and philosophies demanding honest and equality, and we seek that goal because less than that would be alien to educated minds.

We do so not so much because of edicts, which tend to be subject to varying interpretations; nor because of acts of the Congress, which tend to be amended on occasion; nor because of court orders, which sometimes are overruled by the highest Court in the land; nor because of White House Executive Orders, which tend to change with administrations.

North Carolina State University respects the spirit as well as the word of all lawful orders and we will obey such orders, in spirit as well as in word.

But, as evidenced during the "noble experiment" of national prohibition and, more recently, during the civil disobedience campaigns of people like Dr. Martin Luther King and opponents of the Vietnam War, law by itself can not be effectuated without the common consent of those it attempts to govern.

North Carolina State University recommits itself to a policy of equal treatment in regard to race, sex, national origin, regional, or religious status because North Carolina State University believes and attempts to practice its belief in the "inherent right of every child born of woman to burgeon out the best that there is within him".

In working to comply with federal and state laws and regulations, we promise no crash program of a dramatic and cosmetic nature.

The Regional Office of the Department of Health Education and Welfare has not ordered such a program.

And should this University attempt such a crash program, the educational process could well be crushed in the process.

We do pledge to our students, alumni, friends and our government, representing our owners, the people of North Carolina and the nation, that we will pursue a deliberate and diligent and non-dilatory course designed to recruit, and to retain, competent persons for administrative, faculty, professional and staff positions--and to enroll students without regard to race, religion, sex, creed, or national origin.

Women and blacks have helped to change the face of North Carolina State University in the past decade. What was for many years a citadel of white male education, today has emerged as an open University.

In student elections in 1973, women students were elected editor of the "Technician," the student newspaper; president of the Student Senate, president of the University Student Center, and president of the Young Men's Christian Association, among other campus-wide offices.

Mrs. Frances Thomas, secretary of the Alumni Association, was chosen for the Outstanding "Alumnus" award by the NCSU Alumni Association in 1973. Last year, Katharine Stinson, an official of the Federal Aviation Administration, was elected Outstanding Engineering Alumnus by the faculty of the School of Engineering.

In recent years, two blacks have been elected by the campus Publications Authority as managers of the student radio station and a black, Eric Moore of Durham, served as president of the Student Senate.

Student elections on this campus, and the campuses of other universities in this state, tend to serve as a laboratory for the social sciences and as a proving ground for what is to happen in state politics in the foreseeable future.

The immediate past Governor was Robert W. Scott, who earned a degree at NCSU. The current Lieutenant Governor is James B. Hunt, who was twice elected president of the NCSU student government in the late 50's. One of the secretaries in Gov. James Hoshouser's office is an NCSU graduate as is the administrative assistant to Lt. Gov. James Hunt. More than a dozen legislators, a congressman, the State Highway Administrator and the Commissioner of Agriculture are NCSU graduates. An increasing number of technologists serving at governmental levels from the Courthouse to the Statehouse are NCSU graduates.

What we are suggesting by this cursory review of office holders and government officials is that as women and blacks move through the

curricula in sciences and technologies and humanities at NCSU, they start their journeys to positions of decision-making in government, industry and the professions.

We will continue to broaden this University's base as to race, sex, and creed in the student body, the staff, the faculty and the administration because it is right.

We must do so without diminishing the scholarship which this University has so carefully seeded and nurtured over 84 years.

We will do so without discriminating against white males or any other class of humans.

Dr. David A. Lockmiller's History of North Carolina State College--1889-1939 records the way the boundaries were drawn for the 60 acres on which North Carolina College of Agriculture and Mechanic Arts was to be built:

" Mr. Pullen walked ahead of a plow, held by a small Negro boy, and Mr. J. Stanhope Wynne led the mule over the lines indicated by Mr. Pullen."

In our century, the mule has been replaced by the tractor and the mechanical harvester, the automobile, the airplane and the nuclear generator--on this Land-Grant University campus and across America.

We believe racial, religious, regional or sexual prejudice is more out of place and out of date on our campus and in our society in our century than the mule.

The talents of Negro citizens and the support of women, sometimes silent, have contributed substantially to the successes of North Carolina

State University in the vital business of creating and disseminating education from the Atlantic to the Appalachians and to Afghanistan.

We are seeking out greater participation in our University by all people as we move toward our centennial as a place of learning.

Affirmative Action Plan  
North Carolina State University

PART I

INTRODUCTION

A. THE EXTENT AND NATURE OF THE PLAN

This plan for affirmative action to provide equal employment opportunity at North Carolina State University is designed to serve two functions. First, it represents the University's compliance with Federal regulations requiring a written affirmative action plan. Second, it represents the University's response to a letter of findings of September 27, 1972, which presented the results of a compliance review by the staff of Region IV of the Office for Civil Rights. Insofar as possible, the University has attempted to incorporate the recommendations of the letter in this affirmative action plan, but the recommendations in the letter have also been addressed in a separate section of this document.

Organization of the Plan. The affirmative action plan for N.C. State University consists of three parts: Part I, Introduction; Part II, Policies and Procedures; and Part III, Analysis, Goals and Timetables.

B. EQUAL OPPORTUNITY POLICY

In accordance with section 103 of The Code of the University of North Carolina and in accordance with the aims and intent of this institution, it is our policy that admission to, employment by, and promotion in North Carolina State University 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. It is also the policy of North Carolina State University to take positive action to further employment opportunity for women and minorities.

### C. PROCEDURE USED TO DEVELOP THE PLAN

Initial steps in the development of the present affirmative action plan were taken in early November, 1972, when it was determined that the most effective method of developing a functional and effective plan for this campus would be to follow the regular patterns of organization and administration. Accordingly, on November 8, the following affirmative action planning units were identified:

*Each of the  
& Academic Divisions*

- School of Agriculture and Life Sciences
- School of Design
- School of Education
- School of Engineering
- School of Forest Resources
- School of Liberal Arts
- School of Physical and Mathematical Sciences
- School of Textiles
- Division of Student Affairs
- Library
- Office of Business Affairs
- University Extension
- Special Units

Each unit was asked to establish a planning committee which was to develop plans applicable to that unit. When combined with a general statement on policy and procedure these plans constitute the affirmative action plan for NCSU. Approaching affirmative action planning in this manner had several advantages. First, it followed normal organizational patterns of the University rather than imposing a new structure for administration of the plan on the existing structure. Second, this method of organization compelled each unit to conduct its own analysis of utilization and availability and to develop a plan that would work in that unit's context. Third, this approach meant that more individuals would be involved in developing affirmative action plans than would have been the case if a single central committee had been assigned this task. Wide participation is an important factor in the success of any endeavor in a collegial institution like the university.



The central administration of N.C. State under the direction of the acting Equal Employment Opportunity Officer, Provost Harry C. Kelly, worked with the General Administration of the University of North Carolina to provide data and other information to the planning units. Appendix A lists the material sent to the units in the process of planning.

Because of major differences in our procedures and responsibilities for professional personnel (EPA) as contrasted to staff personnel (SPA), the plan includes separate goals, timetables, and procedures for these groups of personnel even within a single unit. Such procedure is standard and practical and is accepted by all involved at this University.

#### D. BASIC ASSUMPTIONS AND CONDITIONS UPON WHICH THE PLAN IS BASED

Certain basic assumptions and conditions underlie N.C. State University's affirmative action planning, and it seems prudent to list them at the beginning.

First, it is our position that N. C. State University has not been guilty of overt acts of discrimination in the past that have denied equal employment opportunity to individuals. We do acknowledge, however, that we have reflected societal patterns which have resulted in de facto if not de jure discrimination in employment. Our employment profile convinces us that we should take steps to change patterns that have developed over the years. Our focus, for this reason, has been on the future rather than on the situation as it now exists. We have concentrated on effecting changes.

Second, especially at the faculty level, many personnel decisions must be made on the basis of subjective evaluation of individual merit. For this reason, it is meaningless to attempt evaluation in terms of averages or formulas. Each case must be decided on its own merit. Although this condition means that comparisons are sometimes difficult, we think it is essential

that individuals be considered as individuals and that the unique needs and circumstances of the hiring unit be taken into account. In short, we reject a formula approach to personnel decisions. We are willing to undertake the additional work necessary to continue making decisions on an individual basis. In practice this approach means that we do not think that all individuals of the same rank with the same years of service in the same department should necessarily have the same salary.

Third, as will be noted in subordinate analyses of availability, we must point out that N.C. State University's academic mission means that it emphasizes technological fields that are not at present highly attractive to females and minorities. Some reluctance to enter these fields may be the result of traditional attitudes on which this University can only attempt some change. The problem of why some students have been and are attracted to some fields of study is complex and beyond the power of the University to control. We can only work on the problem affirmatively. We cannot guarantee that our recruitment efforts will be successful.

Fourth, like many other universities, N.C. State University is in a period of declining or stable resources. Enrollment, the basis on which we are allocated positions, is leveling off or increasing slightly. In addition, the General Assembly of North Carolina in 1971 changed the student-faculty ratio from 13.7 to 1 to 14.5 to 1. This means fewer faculty positions per 100 students. Federal support for research and student aid has declined significantly. For example, the value of our contracts and grants on July 1, 1972, was almost 40% lower than the previous year. Under these circumstances N.C. State University will have few new positions and because of the tight academic job market in general there will be few resignations. At the end of the 1972-73 academic year, only seven people with faculty rank resigned from our faculty

of more than 1,000. Concurrently there is on this campus a high percentage of faculty holding academic tenure. In several schools nearly 80 percent of the faculty already has tenure. As a result of these factors the competition for new positions will be keen, it will be impossible to produce dramatic changes in this employment profile of all units, and promotions will be extremely difficult to obtain.

Finally, in all of our affirmative planning we are cognizant of certain basic provisions of the laws and interpretation of the laws by HEW. We have noted the prohibition against preferential treatment contained in subsection (j), section 703 of Title VII of the Civil Rights Act of 1964, As Amended:

Nothing contained in this title shall be interpreted to require any employer, employment agency, labor organization, or joint labor-management committee subject to this title to grant preferential treatment to any individual or to any group because of race, color, religion, sex, or national origin of such individual or group on account of an imbalance which may exist with respect to the total number or percentage of persons of any race, color, religion, sex, or national origin employed by any employer....

We are reassured by HEW's statement that " a nondiscriminatory selection process does not mean that an institution should indulge in 'reverse discrimination' or 'preferential treatment' which leads to the selection of unqualified persons over qualified ones." Similarly we have developed our affirmative action plan on the assumption that there is a difference between the establishment of goals and quotas as stated by HEW. Our plan is presented in the context of compliance as described in the October 1, 1972, Higher Education Guidelines, Executive Order 11246:

The achievement of goals is not the sole measurement of a contractor's compliance, but represents a primary threshold for determining a contractor's level of performance and whether an issue of compliance exists. If the contractor falls short of its goals at the end of the period it has set, that failure in itself does not require a conclusion of noncompliance. It does, how-

ever, require a determination by the contractor as to why the failure occurred. If the goals were not met because the number of employment openings was inaccurately estimated, or because of changed employment market conditions or the unavailability of women and minorities with the specific qualifications needed, but the record discloses that the contractor followed its affirmative action program, it has complied with the letter and spirit of the Executive Order. If, on the other hand, it appears that the cause for failure was an inattention to the non-discrimination and affirmative action policies and procedures set by the contractor, then the contractor may be found out of compliance. It should be emphasized that while goals are required, quotas are neither required nor permitted by the Executive Order. When used correctly, goals are an indicator of probable compliance and achievement, not a rigid or exclusive measure of performance.

#### E. RESPONSE TO LETTER OF FINDINGS

##### 1. Academic personnel hiring and recruitment.

Recommendation: 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.

This recommendation has been followed as part of affirmative action planning.

##### 2. Non-academic personnel hiring and recruitment.

Recommendation: 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.

The Division of Personnel Services has increased its control over personnel functions to the extent to which present resources permit. Changes are described in the plan. The tagline has been added; posters have been placed.

The affirmative action plan speaks to the other points as well.

##### 3. SPA placement.

Recommendation: 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 pro-

vide assurance that referrals will be made in accordance with Executive Orders 11246 and 11375.

The affirmative action plan deals with this recommendation.

4. Academic Personnel (EPA) Salary

Recommendation: 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.

Salaries for females have been given special attention with the aim of making them equal to the salaries of males with equal work qualifications. The significant differences that do exist are the result of judgments about the performance of individuals or the result of length of service.

5. Testing of SPA employees.

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.

The affirmative action plan shows that this action has been taken.

6. Academic personnel (EPA) advancement.

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.

This affirmative action plan deals with this recommendation.

7. Non-academic personnel (SPA) advancement.

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.

The affirmative action plan deals with this recommendation.

## PART II

## POLICIES AND PROCEDURES

## A. POLICY DISSEMINATION

The equal employment opportunity policy and this University's commitment to taking positive action is stated in Part I, Section B above.

Specific efforts at dissemination will be as follows:

## INTERNAL DISSEMINATION

<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
EEO Posters posted	Director of Personnel and EEO officer	Implemented
EEO statement in <u>Faculty Handbook</u>	<u>EEO officer</u>	Implemented
Periodic memoranda to supervisors	<u>EEO officer</u>	Continuing (See appendix B)
Discussion and review of affirmative action plan with Deans, Directors and Department Heads	<u>EEO officer and Provost</u>	July 1, 1973 and continuing
Annual review of plan and progress with administration	<u>EEO officer and Chancellor</u>	January 1, 1974
Review of affirmative action plan with <u>general faculty</u>	<u>EEO officer</u>	August 1973
Review of affirmative action plan with Faculty Senate	<u>EEO officer</u>	August 1973
Review of affirmative action plan with <u>student government</u>	<u>EEO officer</u>	August 1973
Review of affirmative action plan with SPA personnel	<u>EEO officer</u>	July 1, 1973 or as soon as officer appointed
Discussion of plan and policy in new SPA employee orientation sessions	Director of Personnel and <u>EEO officer</u>	Implemented
Discussion of policy during staff training sessions	Director of Personnel	Implemented

<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
Summary of plan published in faculty newspaper	<u>EEO officer</u>	Fall 1973
Discussion of plan with appropriate university committees	<u>EEO officer</u>	Fall 1973
Distribution of Plan	<u>EEO officer</u>	30 days after HEW approval
EEO statement included on application routing sheets sent with application forms	Director of Personnel	Implemented
EEO statement included or notices of campus vacancies	Director of Personnel and <u>EEO officer</u>	Implemented

#### EXTERNAL DISSEMINATION

EEO policy statement included on all recruitment material and advertisements for students, staff and faculty	Dean of Student Affairs Director of Personnel <u>EEO officer</u>	Implemented
EEO statement included on purchase orders, contracts, etc. as required by Exective Order 11246	Vice Chancellor for Finance and Business	Implemented
National and regional minority and women's organizations, institutions, and groups informed by letter of EEO policy	<u>EEO officer</u>	Fall 1973
Local community organizations informed of EEO policy by personal contact	<u>EEO officer</u>	Fall 1973
Subcontractors, vendors, and suppliers notified in writing of EEO policy	Vice Chancellor for Finance and Business	Implemented

#### B. RECRUITMENT PROCEDURES - EPA PERSONNEL

University recruitment procedures will be modified in several ways to insure affirmative action is taken in the process of recruiting. The following list represents steps all units must be able to show that they take in recruitment.

1. Use Equal Employment Opportunity slogan on all descriptions of vacancies.

2. Advertise the vacancies in ways that would reasonably lead to application by minorities and females.
3. Review files of previous applications to determine if qualified minorities or females are in these files.
4. Notify through official communication potential candidates on campus who may wish to be considered for the vacant positions.
5. Explain why the final candidate was chosen by means of an explicit comparison with other individuals considered.
6. Maintain complete records of the search process including correspondence with those candidates who decline, withdraw or are not offered the position.
7. Keep all applications on file for a period of two years.

The Provost has the responsibility for insuring that this procedure is followed and he shall be assisted by the Equal Employment Opportunity Officer.

Annually, all School and other affirmative action planning units will submit reports on their recruitment efforts which shall summarize the recruitment contacts for each position filled. Appendix B contains a reporting form which will be used.

#### C. INCREASING THE SUPPLY OF POTENTIAL EPA PERSONNEL

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

#### D. RECRUITMENT PROCEDURES - STAFF (SPA)

Several steps have been taken in the direction of centralized control of personnel actions by the Division of Personnel Services. This Division has



formalized a procedure to insure that female and minority applicants are given due consideration in filling vacancies. The basic mechanism used for this purpose is the application routing sheet which accompanies the personal information for each candidate. A copy of the routing sheet is attached as Appendix C. Each unit filling a position is required to supply the requested information for each applicant referred to them before the position can be filled. In addition, through a memorandum, the Chancellor has required all vacancies to be listed in the Personnel Office and all advertising to be placed by that office. A copy of this directive is attached as Appendix D. In order to provide opportunities for upward mobility for those females and minorities already on campus, it is now N.C. State University's policy that all staff vacancies must be listed with the Division of Personnel Services and posted campuswide five work days before outside applicants can be considered. The Division of Personnel Services has also encouraged present minority staff members to encourage other qualified individuals to apply at NCSU when vacancies arise.

External actions are also part of our plans for making positive action to recruit females and minorities for staff positions. The following statements indicate positive action already taken and continuing:

Affirmative Action	Responsibility	Target Date
Place recruitment advertising with newspapers having predominantly minority or female circulation. All advertisements to include tagline " An Equal Opportunity Employer."	Director, Division of Personnel Services	Continuing
Expand mailing lists of staff vacancies to the Durham and Johnson County State Employment Offices.	Director, Division of Personnel Services	Continuing

Affirmative Action	Responsibility	Target Date
Established close working relationships with officers of various community manpower programs including W.I.N. ( Work Incentive Program), Wake Opportunities, New Careers, and N.C. Manpower Development Program. Also furnished these offices lists of current job openings ( <u>Personnel Notes</u> ).	Director, Division of Personnel Services	Continuing
Established working relationships with local predominantly black institutions resulting in the exchanging of vacancies and subsequent employment of minorities at North Carolina State University.	Director, Division of Personnel Services	Continuing
Annually conduct on-campus recruitment at least five predominantly black colleges and universities in North Carolina.	Director, Division of Personnel Services	Continuing
Periodically mail "status" letters inviting inactive minority applicants to re-apply with the University.	Director, Division of Personnel Services	Continuing
Further disseminated staff vacancies through Wake Opportunities Manpower Pilot Program throughout the local black community.	Director, Division of Personnel Services	Continuing
Verbally reaffirm periodically our interest in employing minorities to current recruitment sources including Employment Security Commission, Office of State Personnel, manpower agencies, business schools, technical institutes, and Lion's Club Industries for the Blind.	Director, Division of Personnel Services	Continuing

As a result of these plans the recruitment for staff positions at NCSU should include more female and minority candidates thereby creating a pool of talent from which campus units may recruit to reach their goals. In addition, the upward mobility of females and minority members already on campus should be improved by these processes.

#### E. NEPOTISM POLICY

On April 13, 1973, the Board of Governors of the University of North Carolina adopted a new nepotism policy for EPA employees which extends the permissible employment of close relatives so long as no supervisory relationship is involved. Faculty and staff have been informed of this new policy. A copy of the policy is included as Appendix E.

For staff personnel the State nepotism policy has recently been revised to make it consistent with Federal regulations. A copy of this policy is attached as Appendix F.

#### F. PLACEMENT, PROMOTION, SALARY AND CONDITIONS OF WORK - EPA PERSONNEL

Criteria for each rank as well as University policy on academic freedom and tenure, leave, and other benefits are explained in the Faculty Handbook, a copy of which is included as Appendix I. This handbook is distributed to all EPA personnel at the time of their arrival on campus. Evaluation for promotion and salary increases is based on subjective evaluations of individual merit related to the stated criteria. The primary evaluation occurs at the departmental level with reviews by the Dean and Provost. In order to insure that affirmative action for females and minority faculty will occur, the Provost will require each Dean to be able to produce an explanation in writing for any personnel action taken. If in the process of review of salary increases, for example, the Provost has concerns about the increase given one individual in comparison with another, he can ask for explanations of both actions. If the explanation does not appear to be satisfactory, appropriate action will be taken. Because N.C. State University recognizes the need to provide female and minority faculty the opportunity for advancement to higher ranks, reviews of promotions will be conducted with this need in mind. Similarly, salary

increases will be reviewed carefully in order to prevent differences arising that may be related to sex since the University has now virtually succeeded in eliminating such differences.

Workload for faculty is normally 12 credit hours of undergraduate teaching per semester with adjustment being made for teaching graduate courses and other appropriate academic duties as departmental resources permit. In essence workload is adjusted on an individual basis. To this date there does not appear to be any discrimination in workload at NCSU. To paraphrase the late Vince Lombardi, "all our faculty work alike, like dogs."

There is no discrimination in the policies or application of the policies related to other benefits for EPA employees.

#### G. PLACEMENT, PROMOTIONS, SALARY, AND CONDITIONS OF WORK - SPA PERSONNEL

A statistical evaluation of present staff positions indicates that on this campus there are 303 job classifications for the 2,140 staff employees. Of the 303 job classifications, the majority are filled by whites, with fewer than five persons in any one classification. Some of the job classifications at the lower skill level are all black; no black is in a job classification receiving pay over \$9,420 per annum. As one moves through the middle classifications and pay ranges into the upper job classifications and pay ranges, the race and sex of members occupying these classes show a predominance of white males.

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

Floor Maintenance Man  
Housekeeping Foremen  
Mail Clerk  
Housekeeping Supervisor

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

Job Title

Statistical Aide  
 Agricultural Research Technician I-  
 Administrative Secretary  
 Clerk IV  
 Accounting Clerk III  
 Carpenter II  
 Maintenance Mechanic II  
 Electrician II  
 Grounds Foreman  
 Statistical Analyst  
 Administrative Assistant  
 Air Conditioning Mechanic  
 Research Mechanic II  
 Maintenance Mechanic IV  
 Electronic Technician II  
 Computer Programmer I  
 Electronic Technician III  
 Instrument Maker II  
 Farm Superintendent II  
 Research Analyst  
 Computer Programmer II  
 Consulting Engineer I

Since the central State of North Carolina Office of State Personnel establishes job classifications and salary ranges for classified positions at the University and since most employees progress through the salary steps according to predetermined policy, salary and other benefit inequity is not a problem. The problem appears to be in the underutilization of minorities and women in certain job classifications as noted above.

In order to help eliminate or revise any policy or practice which in effect is discriminatory, the Division of Personnel Services commits itself to assist all campus departments through good personnel management to utilize the skills of minorities and women at all levels of classified employment in keeping with their capability and potential for development. To accomplish these tasks, efforts will continuously be made to identify and use existing talent and potential through upgrading and promoting present employees and by broadening the search for useable talent outside the

University. The following specific goals and timetables will substantiate this commitment. All of these activities will be undertaken in cooperation with the campus EEO officer.

<u>Affirmative Action</u>	<u>Responsibility</u>	<u>Target Date</u>
Continue to work toward goal of identifying all underutilization of minority and female employees.	Director, Division of Personnel Services	Continuing
Make available to campus departments availability and work force data on recruiting area to be used for determining proper employee mix.	Director, Division of Personnel Services	Continuing
Implement a continuous review and as necessary make recommendations to Office of State Personnel to revise job specifications, especially minimum qualification requirements to achieve consistency with actual needs of the positions. (Initial review of present specifications to be completed by December, 1973.)	Director, Division of Personnel Services	Continuing
Prompt posting of all vacancies with attendant qualifications on weekly basis campuswide in conspicuous places accessible to all employees, to include language that clearly informs candidates that commensurate job experience will be considered in filling of vacancies.	Director, Division of Personnel Services	Effective immediately and continuing
Publication and notification to all staff employees of training programs (both formal and O-J-T) available to upgrade skills.	Training Officer	Completion date- September, 1973, and continuing as new programs become available
Training sessions at least twice a year to brief supervisors on subject of increased utilization of minorities and women at all levels of the staff work force and inclusion of the subject in all orientation sessions for new employees.	Training Officer	Continuing

All departmental tests given to staff employees to demonstrate fitness to perform job, when required or appropriate, shall be approved by Division of Personnel Services, and shall in all cases be job related.

Director, Division of  
Personnel Services

Effective immediately  
and continuing

Campus policy on nepotism shall be implemented according to newly approved policy passed by State Personnel Board.

Vice Chancellor for  
Finance and Business

Effective immediately

Each list of referrals made for staff job openings in campus departments where apparent underutilization of minority and female employees exists shall include the name of at least one minority and/or one female candidate for consideration if such candidates are available.

Director, Division of  
Personnel Services

Effective immediately

Each referral will be accompanied by an application routing sheet which must be returned to Personnel Services with written justification why particular applicant was selected or why other applicants were not selected.

Director, Division of  
Personnel Services

Continuing

A comprehensive recruitment program will be expanded and implemented as designed specifically to attract minority group members and women, and will include the following activities:

Director, Division of  
Personnel Services

Effective immediately

- a. Increase on-campus recruitment activity at predominantly black colleges and universities to recruit research technicians, and at predominantly female colleges and universities to recruit females.
- b. Increase advertisements in media with predominantly black circulation or audiences.
- c. Control all advertisements for staff centrally by Division of Personnel Services.

<p>Interview, select, and refer in accordance with equal employment concept, including continuous review of recruitment procedures to assure that barriers to successful recruitment do not exist, (i.e., negative attitudes of the interviewer, assumptions about applicants' interest and presumptions of employment stability, and referral procedures that tend to channel applicants to jobs that are thought of as "female" jobs, "male" jobs and "minority" jobs).</p>	<p>Director, Division of Personnel Services and <u>EEO officer</u></p>	<p>Continuing</p>
<p>Monitor departmental selection, promotion, demotion, transfer, disciplinary and layoff practices through internal audit and reporting system.</p>	<p>Director, Division of Personnel Services</p>	<p>Continuing</p>
<p>Campus visitation program in which the Personnel Director visits all School Deans for the purposes of discussing present equal employment policies and procedures (i.e., location and posting of Personnel Notes and E.E.O. posters, past employment practices of departments) and of gaining suggestions as to how the Division of Personnel Services can better serve in helping units to attain affirmative action goals.</p>	<p>Director, Division of Personnel Services</p>	<p>Continuing</p>
<p>Follow-up on minority referral by phone and/or visit to determine why individuals are hired or not hired.</p>	<p>Director, Division of Personnel Services</p>	<p>Immediate and continuing</p>
<p>Distribute letters under the Chancellor's signature encouraging minority and female employees to apply for promotional opportunities as they appear in <u>Personnel Notes</u>. The letter will include a statement which requests that employees who <u>do not</u> have access to <u>Personnel Notes</u> notify the Division of Personnel Services so that copies can be made available to them.</p>	<p>Director, Division of Personnel Services</p>	<p>Initial completion September, 1973-to be continued as needed</p>



With the goal of increasing job performance and enhancing promotional opportunities, the University will continue to provide Supervisory Development Training programs for first-line and intermediate level supervisors. Adult Basic Education courses which have already been conducted on campus during work hours for employees with less than eighth-grade level education will be continued as need arises. Approved apprenticeship training programs have been established in the Print Shop and in the Physical Plant Division to be used for training purposes. Employees are eligible for and encouraged to attend, at no cost, job related courses on campus or at other Raleigh area colleges and universities.

Training Officer

Continuing

All of these programs will be continued with stress being placed upon enhancing promotional opportunities of women and minority groups. Additionally, if feasible to do so, a high school equivalency program will be established on campus in cooperation with the Department of Community Colleges for those employees with less than high school level education.

#### H. CHILD CARE

North Carolina State University does not have the resources necessary to offer a child care program for students, staff and faculty, singly or collectively.

#### I. TEST VALIDATION

N. C. State University does not test applicants for employment except in certain skills for certain staff positions. When such skills testing is conducted, it is done with work that is part of the regular operation of the unit and part of the regular responsibility of the position.

#### J. GRIEVANCE PROCEDURE

N. C. State University has an established grievance procedure for faculty personnel. The procedure is described in the Faculty Handbook.

It has already been used to hear one grievance related to sex discrimination. Staff employees have a grievance procedure available to them which is described in Appendix G. The procedure provides means of hearing charges of sex and race discrimination. Edited copies are placed in new employee orientation packets.

In addition to these grievance procedures, several unit affirmative action plans provide for a process of handling grievances through the unit equal opportunity officer or committee.

#### K. GOALS AND TIMETABLES

Part III, Sections A through N contain the analysis of utilization and availability, goals and timetables for the affirmative action planning units at N. C. State University. Most plans provide separate goals for faculty and staff personnel and, when appropriate, students.

A review of the plans reveals a variety of methods of stating goals. In our view such diversity is a strength of this plan because it couches goals in terms that are applicable for each unit and does not impose the same rigid format on all units. Since the goals and timetables have been developed by the units themselves, successful attainment by means of good faith efforts is also likely to occur. The plans have been reviewed by the Provost and Chancellor and are forwarded with their endorsement.

#### L. RESPONSIBILITY FOR IMPLEMENTATION

Each unit plan describes the responsibility for implementation within that unit. For N.C. State University as a whole, an equal opportunity officer will be designated and assigned to the central administration by the beginning of the 1973-74 academic year. At present such responsibility is handled by the Provost along with other responsibilities. It is our in-

tention to change this situation so that an officer will have as his primary responsibility the monitoring of affirmative action on this campus. The implementation of this plan will proceed and be organized along the following lines.

Activity	Responsibility	Timetable
Disseminate policy and plan both internally and externally	<u>EEO officer</u>	July 1973 through January 1974 and continuing thereafter
Identify problems encountered in reaching goals	EEO officer and unit EEO officer	Continuing
Develop mechanism for handling reports and identify need for additional reports	EEO officer	June 1974 and continuing
Review reports and identify problems that need attention	EEO officer	January 1974
Assist units in recruitment efforts	EEO officer	Fall 1973
Establish contact with minority and women's groups	EEO officer	Fall 1973
Liaison with Federal and State Government and UNC on EEO matters	EEO officer	As soon as appointed
Attend meetings and conferences in order to keep abreast of latest development in providing EEO	EEO officer	Continuing
Audit progress in meeting goals and taking other affirmative steps	EEO officer	June 1974 and continuing
Revise goals and timetables to reflect development and progress	EEO officer in cooperation with unit officers and committees	July 1974
Periodic review of campus' technical compliance with laws and Executive Orders 11246 and 11375	EEO officer	January 1974 and continuing
Annual report on affirmative action progress	EEO officer	July 1974 and continuing

## M. REPORTING PROCEDURE

A number of reports will be generated in order to monitor and assess the need for and progress in providing equal employment opportunity at N. C. State University. Copies of all reports will be available to the EEO officer who will be responsible for analysis and for bringing problems to the attention of appropriate individuals. The following list includes reports currently planned. The EEO officer will initiate additional reports as he deems them necessary.

<u>Report</u>	<u>Type of Employee Covered</u>	<u>Date</u>
Unit employment profile	EPA & SPA	December
Recruitment summary	EPA	June
Salary increase analysis	EPA	April (see appendix H)
Promotion review	EPA	April (see appendix H)
Application routing sheet	SPA	Continuous
Job order control sheet	SPA	Continuous
Applicant register	SPA	Continuous
Exit interviews	SPA	Continuous
Analysis of recruitment source by placement	SPA	June
Placement report	SPA	Monthly
Recruitment source evaluation	SPA	July
Affirmative Action Progress Report	EPA/SPA	July
1) Progress in meeting goals and assess		
2) Review of changes in employment profile		
3) Review of changes in analysis of availability		
4) Plans for changes in procedure and goals for next year		

## N. PUBLICATION

After its approval by HEW the University will make this plan available to all personnel.

## PART III

## ANALYSIS, GOALS AND TIMETABLES

## A. AN OVERVIEW OF AVAILABILITY

Detailed analysis of utilization and availability is contained in the separate unit plans, but it also seems appropriate to provide a general discussion of availability.

Since faculty recruitment at North Carolina State is conducted on a national basis and since the doctorate or its equivalent remains a basic requirement for faculty appointment, a review of data on doctoral degrees awarded provides a valid means of assessing availability for faculty.

TABLE 1

Doctor's Degrees Awarded in Selected Disciplines in the United States by Sex, 1961-62 through 1970-71

Discipline	Ten Year Total	Total Female	% Female
Agriculture	5,562	131	2%
Biological Sciences	23,470	3,337	14%
Engineering	24,948	123	0.5%
Mathematics	8,492	578	7%
Physical Sciences	32,449	1,591	5%
Social Sciences	25,053	3,000	12%

(Source: Office of Education, Bureau of Higher Education)

Table 1 shows doctorates awarded to females over a ten year period in disciplines emphasized at NCSU. The variation among disciplines is striking with the major implication being that in many instances females are simply not available or in very short supply. Since there is no comparable data on minorities, all discussion about availability must be based on estimates

which suggest that although about one percent of doctorates are held by blacks, there appears to be great variation among disciplines, as Table 2 shows.

TABLE 2

Distribution of Black PhD's by Discipline, 1969  
(Results of Ford Foundation Survey with 1,096 respondents)

Field	Number	Percent
Education	313	29%
Social Sciences	288	26%
Biological Sciences	142	13%
Humanities	136	12%
Physical Sciences	129	12%
Other (Agriculture, Business, Engineering, Home Economics, Religion)	88	8%
Total	1,096	

Clearly there is a very limited supply of both blacks and females in many of the fields in which this University recruits faculty.

Closely related to availability of faculty is the question of availability of graduate students. Table 3 shows the number of females and blacks who received bachelor's degrees in North Carolina over a three-year period in selected disciplines closely related to the academic programs at North Carolina State.

TABLE 3

Number of Bachelor's Degrees Awarded in Selected Disciplines in North Carolina  
by Race\* and Sex, 1968-9, 1969-70, 1970-1

	1968-69	1969-70	1970-71
Agriculture Total	106	101	212
Black	17	13	6
Female	1	6	11
Biological Sciences Total	788	863	850
Black	129	133	144
Female	274	318	295
Engineering Total	709	754	965
Black	33	28	40
Female	3	4	6
Mathematics Total	818	774	699
Black	68	88	63
Female	370	345	315
Physical Sciences Total	555	555	540
Black	38	30	38
Female	87	71	77
Social Sciences Total	3968	4246	4352
Black	525	567	737
Female	1391	1500	1578

\*=Estimate based on graduates from predominantly black institutions.

Source: Statistical Abstract of Higher Education in North Carolina, 1969-70, 1970-71, 1971-72.

Looking at this data, one can estimate the pool of potential graduate students in North Carolina. If one assumes that about ten percent of bachelor's degree holders will pursue graduate study in the the field of the under-



graduate major, the number of potential black graduate students is very small except in the social sciences; and the number of potential female graduate students is small except in mathematics and the biological and social sciences. Because of the increased out-of-state tuition rate imposed by the 1971 General Assembly and the decline in Federal support of graduate study and research, this campus has to rely more upon in-state students to fill its programs. If few women and blacks are available as potential graduate students, it is difficult to honestly predict that we will be highly successful in attracting more female and minority graduate students in order to develop more potential female and minority faculty.

Although our non-academic personnel recruitment area is generally considered to be local, it is informative to look at the data in Table 4 which show production of trained manpower on a statewide basis for 1971-72.

TABLE 4

Number of Associate Degrees and Diplomas Awarded by North Carolina Community Colleges and Technical Institutes in 1971-72 by Race and Sex in Selected Disciplines

	College Transfer Programs		
	Total	Black	Female
Agriculture and Natural Science	8	0	0
Engineering	20	0	0
Mathematics	13	0	7
Science	26	1	7
Textiles	0	0	0
	Occupational Programs		
	Total	Black	Female
Agricultural and Biological Science Technologies	208	6	36
Engineering and Science Technologies	908	64	45
Office Technologies	1553	267	956
Trades and Industry Occupations	2391	471	455

Source: Department of Community Colleges

It is obvious that among community college and technical institute students there is very little interest in programs emphasized by NCSU, and thus a potential source of transfer students has not materialized. More significant is the data on occupational programs which show that except for the office technologies and trade and industry vocations neither blacks nor females appear to be available in significant numbers. If these data are typical, then NCSU should expect to encounter great difficulty in locating blacks and females qualified for many of its SPA classifications in agriculture, the sciences, and engineering. Tables 5 and 6 provide a framework for assessing availability of potential SPA personnel locally.

TABLE 5

## 1971 Civilian Work Force Estimate for Wake County

	Total	Female		Minority	
		#	%	#	%
Total Work Force	118,170	49,150	42%	22,660	19%
Employed	115,320	47,510	41%	21,560	19%
Unemployed	2,850	1,640	57%	1,100	39%

TABLE 6

## 1970 Census Data Showing Personnel in Selected Occupational Groups in Wake County by Sex and Race

	Total	Female #	%	# Black	%
Clerical and Kindred Workers	20,234	15,424	76%	1,627	8%
Craftsmen, Foremen and Kindred Workers	9,929	624	6%	1,651	17%
Laborers, except farm	3,326	306	9%	1,645	49%
Service Workers except private household	9,620	5,280	55%	4,017	42%

Although minorities are estimated to comprise about 19% of the work force in Wake County, the information in Tables 4 and 6 suggests that the qualified workers in every job category who are minorities do not represent 19 percent of the work force in each category. Availability at the SPA level varies as much by type of position as does EPA availability by academic discipline.

NORTH CAROLINA STATE UNIVERSITY  
AT RALEIGH

CHANCELLOR'S OFFICE

TO: Mr. Reznay

682

JOR  
11/26/75

Dr. Clark would like your

OK on this statement this am.

He's ready to put it in the

Grad. Sch. Catalog which is

now ready for press.

JOM

ACTION REQUESTED ON ATTACHED

- NOTE AND RETURN  
 NEED NOT RETURN  
 PLEASE HANDLE  
 PLEASE ADVISE ME/FURNISH DATA

- PLEASE ANSWER AND FURNISH ME COPY  
 PLEASE DRAFT REPLY FOR MY SIGNATURE  
 REQUIRES YOUR APPROVAL  
 PLEASE CALL ME ON THIS

(W)

NONDISCRIMINATION STATEMENT

North Carolina State University is dedicated to equality of opportunity within its community. Accordingly, North Carolina State University does not practice or condone discrimination, in any form, against students, employees, or applicants on the ground of race, color, national origin, religion, sex, age, or handicap. North Carolina State University commits itself to positive action to secure equal opportunity regardless of those characteristics.

North Carolina State University supports the protection available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246. For information concerning these provisions, contact:

Dr. Lawrence M. Clark

Assistant Provost & Affirmative  
Action Officer

208 Holladay Hall  
North Carolina State University  
Raleigh, North Carolina 27607

737-3148

# Professional

School	SEX				1976 Goal	RACE													
	Male		Female			Black				White				Other					
	Present No.	Goal %	Present No.	Goal %		Present No.	Goal %	Present No.	Goal %	Present No.	Goal %	Present No.	Goal %	Present No.	Goal %				
Agriculture	86	<u>64%</u>	97	68%	49	<u>36%</u>	45	32%	142	11	<u>8%</u>	22	15%	124	<u>92%</u>	116	82%	4	3%
Design	3	<u>100%</u>	Not Applicable		0	—	Not Applicable			0	—	Not Applicable		0	—	Not Applicable		Not Applicable to School	
Education	5	<u>63%</u>	6	67%	3	<u>37%</u>	3	33%	9	0	—	0	—	7	<u>12%</u>	8	88%	0	
Forest Resources	11	<u>92%</u>	5	100%	1	<u>8%</u>	0	—	5	0	—	0	—	12	—	5	100%	0	
Engineering	47	<u>98%</u>	50	98%	1	<u>2%</u>	1	2%	51	0	—	1	2%	48	<u>100%</u>	50	98%	0	
Liberal Arts	0	—	Not Applicable		0	—	Not Applicable			0	—	Not Applicable		0	—	Not Applicable		Not Applicable to School	
PAMS	7	<u>78%</u>	10	83%	2	<u>22%</u>	2	17%	12	0	—	0	—	9	<u>100%</u>	12	100%	0	
Textiles	6	<u>86%</u>	10	91%	1	<u>14%</u>	1	9%	11	0	—	0	—	7	<u>100%</u>	11	100%	0	
Div of Student Affairs	41	<u>68%</u>	39	71%	19	<u>32%</u>	16	29%	55	4	<u>7%</u>	6	11%	55	<u>92%</u>	49	89%	1	<u>1%</u>
Library	9	<u>35%</u>	8	32%	17	<u>65%</u>	17	68%	25	2	<u>8%</u>	2	8%	24	<u>92%</u>	22	88%	1	4%
Ofs Business Affairs	2	<u>100%</u>	Not Applicable		0	—	Not Applicable			0	—	Not Applicable		0	—	Not Applicable		Not Applicable	
University Ext	11	<u>85%</u>	25	93%	2	<u>15%</u>	2	7%	27	2	<u>16%</u>	4	15%	11	<u>84%</u>	23	85%	0	
Special Units	84	<u>99%</u>	73	97%	1	<u>1%</u>	2	3%	75	1	<u>1%</u>	3	4%	84	<u>99%</u>	72	96%	0	

NORTH CAROLINA STATE UNIVERSITY

Division of University Studies  
North Carolina State University  
Raleigh, North Carolina 27607

10/8

Bill Simpson,

Enclosed is the affirmative  
action material we discussed this  
morning. I don't know the titles of  
the positions designated as "other":  
Do you? Let me know if you want  
me to follow up on this.

Al Carnesele

Office of the Director of Research  
Agricultural Experiment Station  
NORTH CAROLINA STATE UNIVERSITY

MEMORANDUM

To Dean Legates

The attached affirmative action info  
is based on an estimated loss of  
25% in each category <sup>SPA</sup> with a goal  
of hiring 25% of the 25% projected  
vacancies estimated to occur.

all information is on educated  
guess per Mr. Simpson's instructions.

ATTACHED PAPERS

- Please note and return.
- Please note, do not return.
- For your information.
- File.
- For your records.
- Hold for conference.
- Speak to me concerning.
- Please handle.
- Please answer.
- Note opinion and return.
- Needs your signature.
- Please approve.
- Please give me all data.
- Refer to me.

Signed: [Signature]

Date: 11/19/73



## GOALS

## TIMETABLES

<u>Cate-</u> <u>gory</u>	White Male	White Female	Black Male	Black Female	Other Male	Other Female	
1			1				1978
2				1			1978
3			10	7			1978
5				18			1978
6			2				1978
7				1			1978
8				3			1978



## THE UNIVERSITY OF NORTH CAROLINA

AT  
CHapel Hill  
27514

N. FEREBEE TAYLOR  
Chancellor

September 18, 1973

TO: Deans, Directors, and Chairmen

FROM: Ferebee Taylor, Chancellor  
J. Charles Morrow, Provost  
Cecil G. Sheps, Vice Chancellor for Health Sciences  
Douglass Hunt, Vice Chancellor for Administration  
and Affirmative Action Officer

SUBJECT: Implementation of Affirmative Action Plan

Each of you has received a copy of the University's Affirmative Action Plan, which was adopted by the Chancellor effective July 1, 1973. The Plan is a pledge of our efforts, and a statement of the means, to achieve the goals of equal employment opportunity in the University without discrimination because of race, color, religion, sex, or national origin. While it is a response to legal requirements, it is also a re-affirmation of the University's commitment to equality of opportunity for all who work here.

A Memorandum from the Chancellor dated September 14 informed you of the appointment of Mr. Douglass Hunt, Vice Chancellor for Administration, as the University's Affirmative Action Officer. It also informed you of the appointment, and supplied the names of the members, of the University's Affirmative Action Advisory Committee.

The final paragraph of the Summary (pages ii-iii) of the Affirmative Action Plan reads as follows:

4. The recruitment procedures of the schools and departments of the University will be broadened with the objective of bringing to their attention more black and female candidates for consideration. The appointment, promotion, reappointment, and salary-setting procedures will be more carefully carried out and better documented in order to ensure the fact and provide the evidence of fairness in these actions and to enable the University to respond to inquiries that may be made with respect to them.

As one step in discharging the responsibilities undertaken by the University in its Affirmative Action Plan, the following procedures will be in effect until further notice:

-2-

(A) EPA Personnel Actions(1) Initial EPA Appointments

Every PD-7 form which recommends the appointment of an EPA employee, whether faculty or non-faculty, for a term of twelve months or more (in the case of faculty members, for a stated term of one academic year or more), is to be accompanied by a separate signed written statement indicating how and to what extent affirmative action steps have been taken in arriving at the recommendation. The statement is to set forth the following:

- (a) the name, race, and sex of the candidate being recommended;
- (b) the steps taken to identify other qualified persons -- of either sex or any race -- for the appointment;
- (c) the name, race, and sex of each person considered but not recommended for the appointment; and
- (d) the reasons for recommending the appointment of the candidate rather than any of the other persons considered for the appointment.

(2) EPA Reappointments

Every PD-7 form which recommends the reappointment of an EPA employee, whether faculty or non-faculty, as of the end of a stated term of employment of twelve months or more (in the case of faculty members, a stated term of one academic year or more) is to be accompanied by a separate signed written statement which sets forth the following:

- (a) the name, race, and sex of the candidate being recommended;
- (b) the name, race, and sex of each person within the same department (or non-departmentalized School) who is in the same faculty rank, or EPA non-faculty category, but is of a different race or sex from the recommended candidate and who has been (during the preceding six months) or is expected to be (during the succeeding six months) recommended for non-renewal instead of for reappointment; and
- (c) the reasons for recommending the reappointment of the candidate rather than any of the other persons named.

(3) EPA Non-renewals

Recommendations for the non-renewal of an EPA employee, whether faculty or non-faculty, as of the end of a stated term of employment of twelve months or more (in the case of faculty members, a stated term of one academic year or more) are to be made in every case by a PD-7 form which is to be accompanied by a separate signed written statement which sets forth the following:

- (a) the name, race, and sex of the person being recommended for non-renewal;
- (b) the name, race, and sex of each person within the same

-3-

department (or non-departmentalized School) who is in the same faculty rank, or EPA non-faculty category, but is of a different race or sex from the person recommended for non-renewal and who has been (during the preceding six months) or is expected to be (during the succeeding six months) recommended for reappointment; and

- (c) the reasons for recommending the person for non-renewal rather than any of the other persons named.

#### (4) EPA Terminations

Every PD-7 form recommending the termination of a non-faculty EPA employee (a) prior to age 65, and (b) before the end of a stated period of employment of twelve months or more, or when the employment was for an indefinite term, and (c) for a reason other than resignation, retirement, or death is to be accompanied by a separate signed written statement which sets forth the following:

- (a) the name, race, and sex of the person being recommended for termination;
- (b) the name, race, and sex of each person within the same department (or non-departmentalized School) who is in the same EPA non-faculty category but is of a different race or sex from the person recommended for termination and who has not been (during the preceding six months) or is not expected to be (during the succeeding six months) recommended for such termination; and
- (c) the reasons for recommending the person for termination rather than any of the other persons named.

#### (5) Faculty Promotions

Every PD-7 form which recommends the promotion of a faculty member (Instructor, Assistant Professor, or Associate Professor) to a higher faculty rank is to be accompanied by a separate signed written statement which sets forth the following:

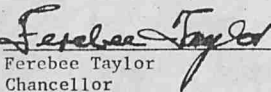
- (a) the name, race, and sex of the candidate being recommended;
- (b) the name, race, and sex of each faculty member within the same department (or non-departmentalized School) who is in the same faculty rank but is of a different race or sex from the recommended candidate and who has not been (during the preceding six months) or is not expected to be (during the succeeding six months) recommended for promotion; and
- (c) the reasons for recommending promotion of the candidate rather than any of the other persons named.

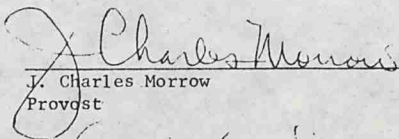
The separate signed written statements specified in paragraphs (1) through (5) above will be referred to the Affirmative Action Officer by the official who receives them from the department or School (e.g., the Provost or the Vice Chancellor for Health Sciences); and each recommendation will be forwarded for further action only after the Affirmative Action Officer has expressed an opinion as to whether it appears that the recommendation was arrived at in accordance with principles and objectives of the Affirmative Action Plan.

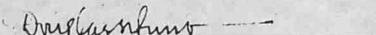
(B) Staff (SPA) Personnel Actions

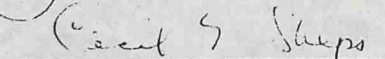
The University Personnel Office will maintain records of decisions and recommendations of all University Schools, departments, and other units with respect to the hiring, promotion, transfer, demotion, and termination of SPA applicants and employees, by race and sex, and will make quarterly reports of results to the Affirmative Action Officer, who will transmit to one or more of the responsible University officials details of those reports with his recommendations for corrective action where indicated.

It is clear that the University cannot achieve the goals of affirmative action toward equality of employment opportunity without the positive effort of all those involved at every level of decision-making with respect to employment. We solicit and expect that effort from you and all others in positions of such responsibility.

  
 Ferebee Taylor  
 Chancellor

  
 J. Charles Morrow  
 Provost

  
 Douglass Hunt  
 Vice Chancellor for Administration  
 and Affirmative Action Officer

  
 Cecil G. Sheps  
 Vice Chancellor for Health Sciences

Copy to: Members of the Affirmative Action  
 Advisory Committee  
The University Gazette

AFFIRMATIVE ACTION CHECKLIST  
EPA PERSONNEL ACTIONS

(The following checklist is offered to assist you in evaluating the steps you have taken prior to recommending a particular EPA personnel action and in writing your Affirmative Action statement on the recommended action. Though you are free to use this checklist in reporting on your recommended action, it is offered not as the required form an Affirmative Action statement should take, but rather as a guide to factors you should consider generally in EPA personnel actions and specifically in writing your Affirmative Action statements as required by the memorandum of September 18, 1973.)

I. INITIAL APPOINTMENTS

A. Position to be Filled

1. Date of notification that position would become available.
2. Effective date of position availability.
3. Date on which position is proposed to be filled.
4. Minimum qualifications for position.

B. Recommended Appointment

1. Name of person recommended to fill position.
2. School, department, institute, or center.
3. Title of appointment (Assistant Professor, Research Associate, etc.).
4. Recommended salary.
5. Sex.
6. Race.

C. Record of Recruitment Efforts

1. Availability information (include specific efforts made to obtain information and statistics broken down by race, and within each race, by sex).
2. Publicizing the position.
  - a. Letters (to institutions, associations, individuals, etc.; where, when, magnitude of response)
  - b. Verbal communications, formal contacts made at professional meetings (to whom, response)
  - c. Advertisements (where, when, magnitude of response)
  - d. Telephone calls (to whom, response)
  - e. Other sources
3. Record of applicants\*and persons considered.
  - a. Suggestions by individuals (include names of persons suggested, their sex and race, whether they were interviewed, by whom they were suggested, and the disposition, i.e., not qualified; not interested because of low salary, location, duties, etc.; less qualified than others recommended, etc.)
  - b. Direct applicants (include same information as in 3a. above).
  - c. Other (include same information as in 3a. above).
  - d. Summary total (include total number of applicants broken down by race, and within each race, by sex, and include total number interviewed broken down in the same fashion).

- \_\_\_ e. Comparison of availability information in C 1. above to summary total in C 3d. above, and explanation of differences in the figures.
- \_\_\_ 4. Individuals considered (include for each individual considered the name, sex, race, source of application, name of person or committee who reviewed the application, the date of the review, and comments about the application).

D. Recommended Selection

- \_\_\_ 1. Justification (indicate why this person was chosen instead of other individuals considered -- be specific).
- \_\_\_ 2. List all committees and/or individuals who reviewed and approved the recommendation.
- \_\_\_ 3. Any other comments on the selection process and/or the individual recommended.

II. REAPPOINTMENTS, NON-RENEWALS, TERMINATIONS, AND PROMOTIONS

A. Recommended Action

- \_\_\_ 1. Type of action (reappointment, non-renewal, termination, promotion).
- \_\_\_ 2. Name of person with respect to whom action is recommended.
- \_\_\_ 3. School, department.
- \_\_\_ 4. Title of appointment, if applicable.
- \_\_\_ 5. Recommended salary, if applicable.
- \_\_\_ 6. Sex.
- \_\_\_ 7. Race.

B. Individuals Considered

- \_\_\_ 1. With respect to EPA reappointments, please respond to item (A)(2) of the memorandum of September 18, 1973.
- \_\_\_ 2. With respect to EPA non-renewals, please respond to item (A)(3) of the memorandum of September 18, 1973.
- \_\_\_ 3. With respect to EPA terminations, please respond to item (A)(4) of the memorandum of September 18, 1973.
- \_\_\_ 4. With respect to faculty promotions, please respond to item (A)(5) of the memorandum of September 18, 1973.

C. Person with respect to whom Action is Recommended

- \_\_\_ 1. Justification (indicate why this person was chosen for this personnel action instead of other individuals similarly situated -- be specific.).
- \_\_\_ 2. List all committees and/or individuals who reviewed and approved the recommended action.
- \_\_\_ 3. Any other comments on the action recommended.

Please refer to Section IV, D, herein, for a definition of "applicant."



THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL

VICE CHANCELLOR FOR ADMINISTRATION  
105 MORRIS BUILDING 27514  
(919) 958-3771

2 April 1974

MEMORANDUM

TO: Deans, Directors, and Chairmen

SUBJECT: Implementation of Affirmative Action Plan--Supplement to  
Memorandum of 18 September 1973

Following adoption of the University's Affirmative Action Plan by the Chancellor, effective 1 July 1973, the Chancellor, the Provost, the Vice Chancellor for Health Sciences, and I issued a jointly signed memorandum, dated 18 September 1973, prescribing procedures for implementing the Affirmative Action Plan. Experience under the Plan has shown a need for further interpretation and clarification with respect to some types of employment relationships to the University.

After consultation with the Chancellor, the Provost, and the Vice Chancellor for Health Affairs, all of whom have joined in the development of this document, this supplement to the memorandum of 18 September 1973 is promulgated and is effective from the date of its issuance.

Residents (Medical School)

Residents in the Medical School are postgraduate students at, not employees of, the University. As postgraduate students, they are exempt from the University's Affirmative Action Plan.

Research Associates

Research Associates are employees of the University. A recommendation for an appointment to a position carrying the title of Research Associate, for more than half-time service, must be accompanied by an Affirmative Action Statement as required by Section (A) (1) of the 18 September 1973 memorandum in the case of initial EPA Appointments.

Visiting Appointments

A recommendation for an appointment to a visiting category must be accompanied by a statement answering the following question:

Is the visiting status being used as a means to consider the person for a non-visiting appointment during or after the term of the temporary appointment?



If this question is answered in the affirmative, this statement must be accompanied by an Affirmative Action Statement as required by Section (A) (1) of the 18 September 1973 memorandum in the case of initial EPA Appointments.

If, in recommending an appointment to a visiting category, a department submits a statement answering the above question in the negative, and if during the term of the temporary appointment the department then wishes to consider the visitor for a non-visiting appointment, the visitor must be considered as only one member of the potential pool of applicants for appointment.

Fixed-Term Appointments as Lecturer or carrying "Clinical," "Adjunct," or "Research" as the prefix

A recommendation for a fixed-term appointment carrying the title of "lecturer" or the prefix "clinical," "adjunct," or "research" must be accompanied by a statement answering the following questions:

1. Is the fixed-term appointment being used as a means to consider the person for a probationary term appointment (three years or five years) or a tenured appointment during or after the fixed-term appointment?
2. Is the person recommended for appointment for more than half-time service with the University?

If either question is answered in the affirmative, this statement must be accompanied by an Affirmative Action Statement as required by Section (A) (1) of the 18 September 1973 memorandum in the case of initial EPA Appointments.

If the department submits a statement answering both questions in the negative, and if during the fixed-term appointment the department then wishes to consider the appointee for a probationary term or tenured appointment, the appointee must be considered as only one member of the potential pool of applicants for appointment.

EPA Joint Appointment:

A recommendation for an initial EPA joint appointment must be accompanied by a statement from each department answering the following question:

Is the recommended appointee going to be contributing 10% or more of his/her time to the department?

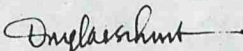
If the question is answered in the affirmative, this statement must be accompanied by an Affirmative Action Statement as required by Section (A) (1) of the 18 September 1973 memorandum in the case of initial EPA Appointments.

If, in recommending the joint appointment, a department submits a statement answering the question in the negative, no additional Affirmative Action Statement is required.

For all personnel actions relating to the appointee subsequent to the initial joint appointment, only the home department must submit an Affirmative Action Statement where required by the provisions of the 18 September 1973 memorandum.

Routing of Above Mentioned Statements

The procedure outlined in the Memorandum of 11 October 1973 from Provost Morrow and Vice Chancellor Sheps should be followed in regard to all of the statements required in the above categories.



Douglass Hunt  
Vice Chancellor for Administration  
and Affirmative Action Officer

mh

cc: Members of the Affirmative Action  
Advisory Committee  
The University Gazette

NOTE: The various responses called for in the foregoing memorandum when an affirmative action statement is not required are to be submitted to the Affirmative Action Officer in a separate signed written "Statement in Lieu of an Affirmative Action Statement". Each such recommendation will be forwarded for further action only after the Affirmative Action Officer has expressed an opinion in writing as to whether the "Statement in Lieu of an Affirmative Action Statement" complies with the requirements of the above memorandum of 2 April 1974.

SUMMARY OF ACTIONS PROPOSED FOR IMPLEMENTATION  
OF STATE PROGRAMI. 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).



NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

March 22, 1974

MEMORANDUM

TO: Dean Talley  
Dr. Tom Stafford  
Mr. J. H. Bundy

FROM: M. H. Gehle *MH Gehle*

SUBJECT: 1974 Compliance Report

The attached information was received by the Chancellor. This material was provided for our use in planning for completion of our biennial survey for the Office for Civil Rights. Dr. Stafford and I have visited about having this type of enrollment information and to my knowledge we will be able to comply this Fall. This is being provided for your information and review in order to ensure that we have not neglected to cover all necessary information needed on students.

If anyone foresees any problems in being able to comply, would they please advise me so that we can take the necessary steps to meet our obligations under Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

MHG:vg

Enclosure  
cc: Mr. W. S. Simpson



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY  
WASHINGTON, D.C. 20201

March 1974

MEMORANDUM TO PRESIDENTS OF INSTITUTIONS OF HIGHER EDUCATION  
PARTICIPATING IN FEDERAL FINANCIAL ASSISTANCE PROGRAMS

Subject: "Sample Copy" of the 1974 Compliance Report of Institutions  
of Higher Education under Title VI of the Civil Rights Act  
of 1964 and Title IX of the Education Amendments of 1972

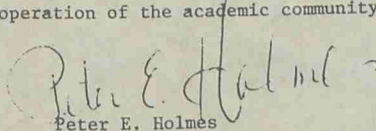
This fall, the Office for Civil Rights will conduct its biennial survey of institutions of higher education. Each institution that receives, is an applicant for, or expects to be an applicant for Federal financial assistance as defined in the Regulation under Title VI of the Civil Rights Act of 1964 or under any Regulation implementing Title IX of the Education Amendments of 1972 will be requested to report student enrollment by selected minority groups.

Recognizing your need for advance notice, I am enclosing with this memorandum a copy of the sample form and instructions for the Compliance Report of Institutions of Higher Education. Copies of the actual form, to be returned by December 15, 1974, will be forwarded to you in the spring.

Three basic changes have been made in the 1974 Report, and I wish to call these to your attention. First, information on the basis of sex, as well as race, is being collected in light of our new compliance responsibilities under Title IX of the Education Amendments of 1972. This Title prohibits, with certain exceptions, discrimination on the basis of sex in federally assisted education programs. Second, a separate report is to be filed for selected major fields of study at each campus location in lieu of filing by "institutional component" as was done in the 1972 Report. And third, we are requesting that you identify community/junior college transfers. Please see the enclosed instruction sheet for a complete explanation.

It would be appreciated if you share this information with appropriate members of your staff at an early time.

We look forward to the continued cooperation of the academic community during the coming years.

  
Peter E. Holmes  
Director  
Office for Civil Rights

Enclosure

## CONVENTIONAL ACADEMIC SUBDIVISIONS OF KNOWLEDGE AND TRAINING

**0100 AGRICULTURE and  
NATURAL RESOURCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the production of food and management of natural fiber, plant, forest, and wildlife resources.*

- 0101 Agriculture, general
- 0102 Agronomy (field crops, and crop management)
- 0103 Soils science (management and conservation)
- 0104 Animal science (husbandry)
- 0105 Dairy science (husbandry)
- 0106 Poultry science
- 0107 Fish, game, and wildlife management
- 0108 Horticulture (fruit and vegetable production)
- 0109 Ornamental horticulture (floriculture, nursery science)
- 0110 Agricultural and farm management
- 0111 Agricultural economics
- 0112 Agricultural business
- 0113 Food science and technology
- 0114 Forestry
- 0115 Natural resources management
- 0116 Agriculture and forestry technologies (baccalaureate and higher programs)
- 0117 Range management
- 0199 Other, specify

**0200 ARCHITECTURE and  
ENVIRONMENTAL DESIGN**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with training for a profession in designing buildings, communities, parks, and other manmade aspects of the physiosocial environment.*

- 0201 Environmental design, general
- 0202 Architecture
- 0203 Interior design
- 0204 Landscape architecture
- 0205 Urban architecture
- 0206 City, community, and regional planning
- 0299 Other, specify

**0300 AREA STUDIES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with programs designed to study cultures indigenous to specific geographic regions.*

- 0301 Asian studies, general
- 0302 East Asian studies
- 0303 South Asian (India, etc.) studies
- 0304 Southeast Asian studies
- 0305 African studies
- 0306 Islamic studies
- 0307 Russian and Slavic studies
- 0308 Latin American studies
- 0309 Middle Eastern studies
- 0310 European studies, general
- 0311 Eastern European studies
- 0312 West European studies
- 0313 American studies
- 0314 Pacific area studies
- 0399 Other, specify

**0400 BIOLOGICAL SCIENCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction, and structure of life forms.*

- 0401 Biology, general
- 0402 Botany, general
- 0403 Bacteriology
- 0404 Plant pathology
- 0405 Plant pharmacology
- 0406 Plant physiology
- 0407 Zoology, general
- 0408 Pathology, human and animal
- 0409 Pharmacology, human and animal
- 0410 Physiology, human and animal
- 0411 Microbiology
- 0412 Anatomy
- 0413 Histology
- 0414 Biochemistry
- 0415 Biophysics
- 0416 Molecular biology
- 0417 Cell biology (cytology, cell physiology)
- 0418 Marine biology
- 0419 Biometrics and biostatistics
- 0420 Ecology
- 0421 Entomology
- 0422 Genetics
- 0423 Radiobiology

- 0424 Nutrition, scientific (excludes nutrition in home economics and dietetics)
- 0425 Neurosciences
- 0426 Toxicology
- 0427 Embryology
- 0499 Other, specify

**0500 BUSINESS and  
MANAGEMENT**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to the organization, operation, administration, and control of private and public organizations.*

- 0501 Business and commerce, general
- 0502 Accounting
- 0503 Business statistics
- 0504 Banking and finance
- 0505 Investments and securities
- 0506 Business management and administration
- 0507 Operations research
- 0508 Hotel and restaurant management
- 0509 Marketing and purchasing
- 0510 Transportation and public utilities
- 0511 Real estate
- 0512 Insurance
- 0513 International business
- 0514 Secretarial studies (baccalaureate and higher programs)
- 0515 Personnel management
- 0516 Labor and industrial relations
- 0517 Business economics
- 0599 Other, specify

**0600 COMMUNICATIONS**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.*

- 0601 Communications, general
- 0602 Journalism (printed media)
- 0603 Radio/television
- 0604 Advertising
- 0605 Communication media (use of videotape, films, etc., oriented specifically toward radio/television)
- 0699 Other, specify

**0700 COMPUTER and INFORMATION SCIENCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, course work, research projects, etc. having to do with the design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.*

- 0701 Computer and information sciences, general
- 0702 Information sciences and systems
- 0703 Data processing
- 0704 Computer programming
- 0705 Systems analysis
- 0799 Other, specify

**0800 EDUCATION**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.*

- 0801 Education, general
- 0802 Elementary education, general
- 0803 Secondary education, general
- 0804 Junior high school education
- 0805 Higher education, general
- 0806 Junior and community college education
- 0807 Adult and continuing education
- 0808 Special education, general
- 0809 Administration of special education
- 0810 Education of the mentally retarded
- 0811 Education of the gifted
- 0812 Education of the deaf
- 0813 Education of the culturally disadvantaged
- 0814 Education of the visually handicapped
- 0815 Speech correction
- 0816 Education of the emotionally disturbed
- 0817 Remedial education
- 0818 Special learning disabilities
- 0819 Education of the physically handicapped
- 0820 Education of the multiple handicapped
- 0821 Social foundations (history and philosophy of education)
- 0822 Educational psychology (include learning theory)
- 0823 Pre-elementary education (kindergarten)
- 0824 Educational statistics and research

- 0825 Educational testing, evaluation and measurement
- 0826 Student personnel (counseling and guidance)
- 0827 Educational administration
- 0828 Educational supervision
- 0829 Curriculum and instruction
- 0830 Reading education (methodology and theory)
- 0831 Art education (methodology and theory)

- 0832 Music education (methodology and theory)
- 0833 Mathematics education (methodology and theory)
- 0834 Science education (methodology and theory)
- 0835 Physical education
- 0836 Driver and safety education
- 0837 Health education (include family life education)
- 0838 Business, commerce, and distributive education
- 0839 Industrial arts, vocational, and technical education
- 0899 Other, specify

**0900 ENGINEERING**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.*

- 0901 Engineering, general
- 0902 Aerospace, aeronautical and astronautical engineering
- 0903 Agricultural engineering
- 0904 Architectural engineering
- 0905 Bioengineering and biomedical engineering
- 0906 Chemical engineering (include petroleum refining)
- 0907 Petroleum engineering (exclude petroleum refining)
- 0908 Civil, construction, and transportation engineering
- 0909 Electrical, electronics, and communications engineering
- 0910 Mechanical engineering
- 0911 Geological engineering
- 0912 Geophysical engineering
- 0913 Industrial and management engineering
- 0914 Metallurgical engineering
- 0915 Materials engineering
- 0916 Ceramic engineering
- 0917 Textile engineering
- 0918 Mining and mineral engineering
- 0919 Engineering physics
- 0920 Nuclear engineering

- 0921 Engineering mechanics
- 0922 Environmental and sanitary engineering
- 0923 Naval architecture and marine engineering
- 0924 Ocean engineering
- 0925 Engineering technologies (baccalaureate and higher programs)
- 0999 Other, specify

**1000 FINE and APPLIED ARTS**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and non-visual representations and symbols.*

- 1001 Fine arts, general
- 1002 Art (painting, drawing, sculpture)
- 1003 Art history and appreciation
- 1004 Music (performing, composition, theory)
- 1005 Music (liberal arts program)
- 1006 Music history and appreciation (musicology)
- 1007 Dramatic arts
- 1008 Dance
- 1009 Applied design (ceramics, weaving, textile design, fashion design, jewelry, metalsmithing, interior decoration, commercial art)
- 1010 Cinematography
- 1011 Photography
- 1099 Other, specify

**1100 FOREIGN LANGUAGES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language.*

- 1101 Foreign languages, general (includes concentration on more than one foreign language without major emphasis on one language)
- 1102 French
- 1103 German
- 1104 Italian
- 1105 Spanish
- 1106 Russian
- 1107 Chinese

- 1108 Japanese
- 1109 Latin
- 1110 Greek, classical
- 1111 Hebrew
- 1112 Arabic
- 1113 Indian (Asiatic)
- 1114 Scandinavian languages
- 1115 Slavic languages (other than Russian)
- 1116 African languages (non-Semitic)
- 1199 Other, specify

### 1200 HEALTH PROFESSIONS

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the maintenance and restoration of physical and mental health.*

- 1201 Health professions, general
- 1202 Hospital and health care administration
- 1203 Nursing (baccalaureate and higher programs)
- 1204 Dentistry, D.D.S. or D.M.D. degree
- 1205 Dental specialties (work beyond first-professional degree, D.D.S. or D.M.D.)
- 1206 Medicine, M.D. degree
- 1207 Medical specialties (work beyond first-professional degree, M.D.)
- 1208 Occupational therapy
- 1209 Optometry
- 1210 Osteopathic medicine, D.O. degree
- 1211 Pharmacy
- 1212 Physical therapy
- 1213 Dental hygiene (baccalaureate and higher programs)
- 1214 Public health
- 1215 Medical record librarianship
- 1216 Podiatry (Pod.D. or D. P.) or podiatric medicine (D.P.M.)
- 1217 Biomedical communication
- 1218 Veterinary medicine (D.V.M. degree)
- 1219 Veterinary medicine specialties (work beyond first-professional degree, D.V.M.)
- 1220 Speech pathology and audiology
- 1221 Chiropractic
- 1222 Clinical social work (medical and psychiatric and specialized rehabilitation services)
- 1223 Medical laboratory technologies (baccalaureate and higher programs)
- 1224 Dental technologies (baccalaureate and higher programs)

- 1225 Radiologic technologies (baccalaureate and higher programs)
- 1299 Other, specify

### 1300 HOME ECONOMICS

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the theory and practice of family and home care including the science of foods, home decoration and management, and child care.*

- 1301 Home economics, general
- 1302 Home decoration and home equipment
- 1303 Clothing and textiles
- 1304 Consumer economics and home management
- 1305 Family relations and child development
- 1306 Foods and nutrition (include dietetics)
- 1307 Institutional management and cafeteria management
- 1399 Other, specify

### 1400 LAW

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with instruction in the legal customs, practices, and rules of society and states for the purpose of pursuing a career in jurisprudence.*

- 1401 Law, general
- 1499 Other, specify

### 1500 LETTERS

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with English language and literature and value systems related to ancient and modern cultures.*

- 1501 English, general
- 1502 Literature, English
- 1503 Comparative literature
- 1504 Classics
- 1505 Linguistics (include phonetics, semantics, and philology)
- 1506 Speech, debate, and forensic science (rhetoric and public address)
- 1507 Creative writing
- 1508 Teaching of English as a foreign language

- 1509 Philosophy
- 1510 Religious studies (exclude theological professions)
- 1599 Other, specify

### 1600 LIBRARY SCIENCE

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with instruction in the professional skills required to organize collections of books and related materials and the training necessary for providing services related to them.*

- 1601 Library science, general
- 1699 Other, specify

### 1700 MATHEMATICS

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the science of numbers and space configurations and their operations, measurement, relationships, and abstractions.*

- 1701 Mathematics, general
- 1702 Statistics, mathematical and theoretical
- 1703 Applied mathematics
- 1799 Other, specify

### 1800 MILITARY SCIENCES

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with techniques and skills unique to the pursuit of a professional career as a military officer.*

- 1801 Military science (Army)
- 1802 Naval science (Navy, Marines)
- 1803 Aerospace science (Air Force)
- 1899 Other, specify

### 1900 PHYSICAL SCIENCES

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the basic nature of matter, energy, and associated phenomena.*

- 1901 Physical sciences, general
- 1902 Physics, general (exclude biophysics)
- 1903 Molecular physics
- 1904 Nuclear physics

- 1905 Chemistry, general (exclude biochemistry)
- 1906 Inorganic chemistry
- 1907 Organic chemistry
- 1908 Physical chemistry
- 1909 Analytical chemistry
- 1910 Pharmaceutical chemistry
- 1911 Astronomy
- 1912 Astrophysics
- 1913 Atmospheric sciences and meteorology
- 1914 Geology
- 1915 Geochemistry
- 1916 Geophysics and seismology
- 1917 Earth sciences, general
- 1918 Paleontology
- 1919 Oceanography
- 1920 Metallurgy
- 1999 Other, specify

**2000 PSYCHOLOGY**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with behavioral and mental processes.*

- 2001 Psychology, general
- 2002 Experimental psychology (animal and human)
- 2003 Clinical psychology
- 2004 Psychology for counseling
- 2005 Social psychology
- 2006 Psychometrics
- 2007 Statistics in psychology
- 2008 Industrial psychology
- 2009 Developmental psychology
- 2010 Physiological psychology
- 2099 Other, specify

**2100 PUBLIC AFFAIRS and SERVICES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to developing and improving competencies in the management and operation of governmental agencies.*

- 2101 Community services, general
- 2102 Public administration
- 2103 Parks and recreation management
- 2104 Social work and helping services (other than clinical social work)
- 2105 Law enforcement and corrections (baccalaureate and higher programs)
- 2106 International public service (other than diplomatic service)
- 2199 Other, specify

**2200 SOCIAL SCIENCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with all aspects of the past and present activities, conduct, interactions, and organizations of humans.*

- 2201 Social sciences, general
- 2202 Anthropology
- 2203 Archaeology
- 2204 Economics
- 2205 History
- 2206 Geography
- 2207 Political science and government
- 2208 Sociology

- 2209 Criminology
- 2210 International relations
- 2211 Afro-American (black culture) studies
- 2212 American Indian cultural studies
- 2213 Mexican-American cultural studies
- 2214 Urban studies
- 2215 Demography
- 2299 Other, specify

**2300 THEOLOGY**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to preparation and training for a religious vocation.*

- 2301 Theological professions, general
- 2302 Religious music
- 2303 Biblical languages
- 2304 Religious education
- 2399 Other, specify

**4900 INTERDISCIPLINARY STUDIES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. involving more than one major discipline without primary concentration in any one area.*

- 4901 General liberal arts and sciences
- 4902 Biological and physical sciences
- 4903 Humanities and social sciences
- 4904 Engineering and other disciplines
- 4999 Other, specify

**Section II:****TECHNOLOGICAL AND OCCUPATIONAL CURRICULUMS LEADING TO ASSOCIATE DEGREES AND OTHER AWARDS BELOW THE BACCALAUREATE****5000 BUSINESS and COMMERCE TECHNOLOGIES**

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for commercial, business, or secretarial occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5001 Business and commerce technologies, general
- 5002 Accounting technologies

- 5003 Banking and finance technologies
- 5004 Marketing, distribution, purchasing, business, and industrial management technologies
- 5005 Secretarial technologies (include office machines training)
- 5006 Personal service technologies (stewardess, cosmetologist, etc.)
- 5007 Photography technologies
- 5008 Communications and broadcasting technologies (radio/television, newspapers)
- 5009 Printing and lithography technologies
- 5010 Hotel and restaurant management technologies

- 5011 Transportation and public utility technologies
- 5012 Applied arts, graphic arts, and fine arts technologies (include advertising design)
- 5099 Other, specify

**5100 DATA PROCESSING TECHNOLOGIES**

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for data processing or related occupations at the*

*semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5101 Data processing technologies, general
- 5102 Key punch operator and other input preparation technologies
- 5103 Computer programmer technologies
- 5104 Computer operator and peripheral equipment operation technologies
- 5105 Data processing equipment maintenance technologies
- 5199 Other, specify
- 5214 Medical assistant and medical office assistant technologies
- 5215 Inhalation therapy technologies
- 5216 Psychiatric technologies (include mental health aide programs)
- 5217 Electro diagnostic technologies (include E.K.G., E.E.G., etc.)
- 5218 Institutional management technologies (rest home, etc.)
- 5219 Physical therapy technologies
- 5299 Other, specify

### 5300 MECHANICAL and ENGINEERING TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for mechanical and engineering related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

### 5200 HEALTH SERVICES and PARAMEDICAL TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for health service related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5201 Health services assistant technologies, general
- 5202 Dental assistant technologies
- 5203 Dental hygiene technologies
- 5204 Dental laboratory technologies
- 5205 Medical or biological laboratory assistant technologies
- 5206 Animal laboratory assistant technologies
- 5207 Radiologic technologies (X-ray, etc.)
- 5208 Nursing, R.N. (less than 4-year program)
- 5209 Nursing, practical (L.P.N. or L.V.N.—less than 4-year program)
- 5210 Occupational therapy technologies
- 5211 Surgical technologies
- 5212 Optical technologies (include ocular care, ophthalmic, optometric technologies)
- 5213 Medical record technologies
- 5301 Mechanical and engineering technologies, general
- 5302 Aeronautical and aviation technologies
- 5303 Engineering graphics (tool and machine drafting and design)
- 5304 Architectural drafting technologies
- 5305 Chemical technologies (include plastics)
- 5306 Automotive technologies
- 5307 Diesel technologies
- 5308 Welding technologies
- 5309 Civil technologies (surveying, photogrammetry, etc.)
- 5310 Electronics and machine technologies (television, appliance, office machine repair, etc.)
- 5311 Electromechanical technologies
- 5312 Industrial technologies
- 5313 Textile technologies
- 5314 Instrumentation technologies
- 5315 Mechanical technologies
- 5316 Nuclear technologies
- 5317 Construction and building technologies (carpentry, electrical work, plumbing, sheet metal, air conditioning, heating, etc.)
- 5399 Other, specify

### 5400 NATURAL SCIENCE TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for natural science related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5401 Natural science technologies, general
- 5402 Agriculture technologies (include horticulture)
- 5403 Forestry and wildlife technologies (include fisheries)
- 5404 Food services technologies
- 5405 Home economics technologies
- 5406 Marine and oceanographic technologies
- 5407 Laboratory technologies, general
- 5408 Sanitation and public health inspection technologies (environmental health technologies)
- 5499 Other, specify

### 5500 PUBLIC SERVICE RELATED TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs etc. specifically associated with development of skills required for public service related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5501 Public service technologies, general
- 5502 Bible study or religion-related occupations
- 5503 Education technologies (teacher aide and 2-year teacher training programs)
- 5504 Library assistant technologies
- 5505 Police, law enforcement, corrections technologies
- 5506 Recreation and social work related technologies
- 5507 Fire control technology
- 5508 Public administration and management technologies
- 5599 Other, specify

## Section I:

## CONVENTIONAL ACADEMIC SUBDIVISIONS OF KNOWLEDGE AND TRAINING

0100 AGRICULTURE and  
NATURAL RESOURCES

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the production of food and management of natural fiber, plant, forest, and wildlife resources.*

- 0101 Agriculture, general
- 0102 Agronomy (field crops, and crop management)
- 0103 Soils science (management and conservation)
- 0104 Animal science (husbandry)
- 0105 Dairy science (husbandry)
- 0106 Poultry science
- 0107 Fish, game, and wildlife management
- 0108 Horticulture (fruit and vegetable production)
- 0109 Ornamental horticulture (floriculture, nursery science)
- 0110 Agricultural and farm management
- 0111 Agricultural economics
- 0112 Agricultural business
- 0113 Food science and technology
- 0114 Forestry
- 0115 Natural resources management
- 0116 Agriculture and forestry technologies (baccalaureate and higher programs)
- 0117 Range management
- 0199 Other, specify

0200 ARCHITECTURE and  
ENVIRONMENTAL DESIGN

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with training for a profession in designing buildings, communities, parks, and other manmade aspects of the physiosocial environment.*

- 0201 Environmental design, general
- 0202 Architecture
- 0203 Interior design
- 0204 Landscape architecture
- 0205 Urban architecture
- 0206 City, community, and regional planning
- 0299 Other, specify

## 0300 AREA STUDIES

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with programs designed to study cultures indigenous to specific geographic regions.*

- 0301 Asian studies, general
- 0302 East Asian studies
- 0303 South Asian (India, etc.) studies
- 0304 Southeast Asian studies
- 0305 African studies
- 0306 Islamic studies
- 0307 Russian and Slavic studies
- 0308 Latin American studies
- 0309 Middle Eastern studies
- 0310 European studies, general
- 0311 Eastern European studies
- 0312 West European studies
- 0313 American studies
- 0314 Pacific area studies
- 0399 Other, specify

## 0400 BIOLOGICAL SCIENCES

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the science of life or living matter in all its forms and phenomena especially with regard to the origin, growth, reproduction, and structure of life forms.*

- 0401 Biology, general
- 0402 Botany, general
- 0403 Bacteriology
- 0404 Plant pathology
- 0405 Plant pharmacology
- 0406 Plant physiology
- 0407 Zoology, general
- 0408 Pathology, human and animal
- 0409 Pharmacology, human and animal
- 0410 Physiology, human and animal
- 0411 Microbiology
- 0412 Anatomy
- 0413 Histology
- 0414 Biochemistry
- 0415 Biophysics
- 0416 Molecular biology
- 0417 Cell biology (cytology, cell physiology)
- 0418 Marine biology
- 0419 Biometrics and biostatistics
- 0420 Ecology
- 0421 Entomology
- 0422 Genetics
- 0423 Radiobiology

- 0424 Nutrition, scientific (excludes nutrition in home economics and dietetics)
- 0425 Neurosciences
- 0426 Toxicology
- 0427 Embryology
- 0499 Other, specify

0500 BUSINESS and  
MANAGEMENT

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to the organization, operation, administration, and control of private and public organizations.*

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- 0504 Banking and finance
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- 0506 Business management and administration
- 0507 Operations research
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- 0509 Marketing and purchasing
- 0510 Transportation and public utilities
- 0511 Real estate
- 0512 Insurance
- 0513 International business
- 0514 Secretarial studies (baccalaureate and higher programs)
- 0515 Personnel management
- 0516 Labor and industrial relations
- 0517 Business economics
- 0599 Other, specify

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*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.*

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- 0602 Journalism (printed media)
- 0603 Radio/television
- 0604 Advertising
- 0605 Communication media (use of videotape, films, etc., oriented specifically toward radio/television)
- 0699 Other, specify



**0700 COMPUTER and INFORMATION SCIENCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, course work, research projects, etc. having to do with the design, development, and application of computer capabilities to data storage and manipulation and related computational procedures.*

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- 0702 Information sciences and systems
- 0703 Data processing
- 0704 Computer programming
- 0705 Systems analysis
- 0799 Other, specify

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*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organizations.*

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- 0805 Higher education, general
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- 0807 Adult and continuing education
- 0808 Special education, general
- 0809 Administration of special education
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- 0811 Education of the gifted
- 0812 Education of the deaf
- 0813 Education of the culturally disadvantaged
- 0814 Education of the visually handicapped
- 0815 Speech correction
- 0816 Education of the emotionally disturbed
- 0817 Remedial education
- 0818 Special learning disabilities
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- 0820 Education of the multiple handicapped
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- 0823 Pre-elementary education (kindergarten)
- 0824 Educational statistics and research

- 0825 Educational testing, evaluation and measurement
- 0826 Student personnel (counseling and guidance)
- 0827 Educational administration
- 0828 Educational supervision
- 0829 Curriculum and instruction
- 0830 Reading education (methodology and theory)
- 0831 Art education (methodology and theory)
- 0832 Music education (methodology and theory)
- 0833 Mathematics education (methodology and theory)
- 0834 Science education (methodology and theory)
- 0835 Physical education
- 0836 Driver and safety education
- 0837 Health education (include family life education)
- 0838 Business, commerce, and distributive education
- 0839 Industrial arts, vocational, and technical education
- 0899 Other, specify

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*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.*

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- 0905 Bioengineering and biomedical engineering
- 0906 Chemical engineering (include petroleum refining)
- 0907 Petroleum engineering (exclude petroleum refining)
- 0908 Civil, construction, and transportation engineering
- 0909 Electrical, electronics, and communications engineering
- 0910 Mechanical engineering
- 0911 Geological engineering
- 0912 Geophysical engineering
- 0913 Industrial and management engineering
- 0914 Metallurgical engineering
- 0915 Materials engineering
- 0916 Ceramic engineering
- 0917 Textile engineering
- 0918 Mining and mineral engineering
- 0919 Engineering physics
- 0920 Nuclear engineering

- 0921 Engineering mechanics
- 0922 Environmental and sanitary engineering
- 0923 Naval architecture and marine engineering
- 0924 Ocean engineering
- 0925 Engineering technologies (baccalaureate and higher programs)
- 0999 Other, specify

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*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual, and non-visual representations and symbols.*

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- 1002 Art (painting, drawing, sculpture)
- 1003 Art history and appreciation
- 1004 Music (performing, composition, theory)
- 1005 Music (liberal arts program)
- 1006 Music history and appreciation (musicology)
- 1007 Dramatic arts
- 1008 Dance
- 1009 Applied design (ceramics, weaving, textile design, fashion design, jewelry, metal smithing, interior decoration, commercial art)
- 1010 Cinematography
- 1011 Photography
- 1099 Other, specify

**1100 FOREIGN LANGUAGES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to mastery of a language other than English or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the vernacular language.*

- 1101 Foreign languages, general (includes concentration on more than one foreign language without major emphasis on one language)
- 1102 French
- 1103 German
- 1104 Italian
- 1105 Spanish
- 1106 Russian
- 1107 Chinese

- 1108 Japanese
- 1109 Latin
- 1110 Greek, classical
- 1111 Hebrew
- 1112 Arabic
- 1113 Indian (Asiatic)
- 1114 Scandinavian languages
- 1115 Slavic languages (other than Russian)
- 1116 African languages (non-Semitic)
- 1199 Other, specify

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*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the maintenance and restoration of physical and mental health.*

- 1201 Health professions, general
- 1202 Hospital and health care administration
- 1203 Nursing (baccalaureate and higher programs)
- 1204 Dentistry, D.D.S. or D.M.D. degree
- 1205 Dental specialties (work beyond first-professional degree, D.D.S. or D.M.D.)
- 1206 Medicine, M.D. degree
- 1207 Medical specialties (work beyond first-professional degree, M.D.)
- 1208 Occupational therapy
- 1209 Optometry
- 1210 Osteopathic medicine, D.O. degree
- 1211 Pharmacy
- 1212 Physical therapy
- 1213 Dental hygiene (baccalaureate and higher programs)
- 1214 Public health
- 1215 Medical record librarianship
- 1216 Podiatry (Pod.D. or D. P.) or podiatric medicine (D.P.M.)
- 1217 Biomedical communication
- 1218 Veterinary medicine (D.V.M. degree)
- 1219 Veterinary medicine specialties (work beyond first-professional degree, D.V.M.)
- 1220 Speech pathology and audiology
- 1221 Chiropractic
- 1222 Clinical social work (medical and psychiatric and specialized rehabilitation services)
- 1223 Medical laboratory technologies (baccalaureate and higher programs)
- 1224 Dental technologies (baccalaureate and higher programs)

- 1225 Radiologic technologies (baccalaureate and higher programs)
- 1299 Other, specify

**1300 HOME ECONOMICS**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the theory and practice of family and home care including the science of foods, home decoration and management, and child care.*

- 1301 Home economics, general
- 1302 Home decoration and home equipment
- 1303 Clothing and textiles
- 1304 Consumer economics and home management
- 1305 Family relations and child development
- 1306 Foods and nutrition (include dietetics)
- 1307 Institutional management and cafeteria management
- 1399 Other, specify

**1400 LAW**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with instruction in the legal customs, practices, and rules of society and states for the purpose of pursuing a career in jurisprudence.*

- 1401 Law, general
- 1499 Other, specify

**1500 LETTERS**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with English language and literature and value systems related to ancient and modern cultures.*

- 1501 English, general
- 1502 Literature, English
- 1503 Comparative literature
- 1504 Classics
- 1505 Linguistics (include phonetics, semantics, and philology)
- 1506 Speech, debate, and forensic science (rhetoric and public address)
- 1507 Creative writing
- 1508 Teaching of English as a foreign language

- 1509 Philosophy
- 1510 Religious studies (exclude theological professions)
- 1599 Other, specify

**1600 LIBRARY SCIENCE**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with instruction in the professional skills required to organize collections of books and related materials and the training necessary for providing services related to them.*

- 1601 Library science, general
- 1699 Other, specify

**1700 MATHEMATICS**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the science of numbers and space configurations and their operations, measurement, relationships, and abstractions.*

- 1701 Mathematics, general
- 1702 Statistics, mathematical and theoretical
- 1703 Applied mathematics
- 1799 Other, specify

**1800 MILITARY SCIENCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with techniques and skills unique to the pursuit of a professional career as a military officer.*

- 1801 Military science (Army)
- 1802 Naval science (Navy, Marines)
- 1803 Aerospace science (Air Force)
- 1899 Other, specify

**1900 PHYSICAL SCIENCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with the basic nature of matter, energy, and associated phenomena.*

- 1901 Physical sciences, general
- 1902 Physics, general (exclude biophysics)
- 1903 Molecular physics
- 1904 Nuclear physics

- 1905 Chemistry, general (exclude biochemistry)
- 1906 Inorganic chemistry
- 1907 Organic chemistry
- 1908 Physical chemistry
- 1909 Analytical chemistry
- 1910 Pharmaceutical chemistry
- 1911 Astronomy
- 1912 Astrophysics
- 1913 Atmospheric sciences and meteorology
- 1914 Geology
- 1915 Geochemistry
- 1916 Geophysics and seismology
- 1917 Earth sciences, general
- 1918 Paleontology
- 1919 Oceanography
- 1920 Metallurgy
- 1999 Other, specify

**2000 PSYCHOLOGY**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with behavioral and mental processes.*

- 2001 Psychology, general
- 2002 Experimental psychology (animal and human)
- 2003 Clinical psychology
- 2004 Psychology for counseling
- 2005 Social psychology
- 2006 Psychometrics
- 2007 Statistics in psychology
- 2008 Industrial psychology
- 2009 Developmental psychology
- 2010 Physiological psychology
- 2099 Other, specify

**2100 PUBLIC AFFAIRS and SERVICES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to developing and improving competencies in the management and operation of governmental agencies.*

- 2101 Community services, general
- 2102 Public administration
- 2103 Parks and recreation management
- 2104 Social work and helping services (other than clinical social work)
- 2105 Law enforcement and corrections (baccalaureate and higher programs)
- 2106 International public service (other than diplomatic service)
- 2199 Other, specify

**2200 SOCIAL SCIENCES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. having to do with all aspects of the past and present activities, conduct, interactions, and organizations of humans.*

- 2201 Social sciences, general
- 2202 Anthropology
- 2205 Archaeology
- 2204 Economics
- 2205 History
- 2206 Geography
- 2207 Political science and government
- 2208 Sociology

- 2209 Criminology
- 2210 International relations
- 2211 Afro-American (black culture) studies
- 2212 American Indian cultural studies
- 2213 Mexican-American cultural studies
- 2214 Urban studies
- 2215 Demography
- 2299 Other, specify

**2300 THEOLOGY**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. related to preparation and training for a religious vocation.*

- 2301 Theological professions, general
- 2302 Religious music
- 2303 Biblical languages
- 2304 Religious education
- 2399 Other, specify

**4900 INTERDISCIPLINARY STUDIES**

*Subject field designations which characterize students, faculty, facilities, degree programs, research projects, etc. involving more than one major discipline without primary concentration in any one area.*

- 4901 General liberal arts and sciences
- 4902 Biological and physical sciences
- 4903 Humanities and social sciences
- 4904 Engineering and other disciplines
- 4999 Other, specify

**Section II:****TECHNOLOGICAL AND OCCUPATIONAL CURRICULUMS LEADING TO ASSOCIATE DEGREES AND OTHER AWARDS BELOW THE BACCALAUREATE****5000 BUSINESS and COMMERCE TECHNOLOGIES**

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for commercial, business, or secretarial occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5001 Business and commerce technologies, general
- 5002 Accounting technologies

- 5003 Banking and finance technologies
- 5004 Marketing, distribution, purchasing, business, and industrial management technologies
- 5005 Secretarial technologies (include office machines training)
- 5006 Personal service technologies (stewardess, cosmetologist, etc.)
- 5007 Photography technologies
- 5008 Communications and broadcasting technologies (radio/television, newspapers)
- 5009 Printing and lithography technologies
- 5010 Hotel and restaurant management technologies

- 5011 Transportation and public utility technologies
- 5012 Applied arts, graphic arts, and fine arts technologies (include advertising design)
- 5099 Other, specify

**5100 DATA PROCESSING TECHNOLOGIES**

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for data processing or related occupations at the*

*semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5101 Data processing technologies, general
- 5102 Key punch operator and other input preparation technologies
- 5103 Computer programmer technologies
- 5104 Computer operator and peripheral equipment operation technologies
- 5105 Data processing equipment maintenance technologies
- 5199 Other, specify

#### 5200 HEALTH SERVICES and PARAMEDICAL TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for health service related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5201 Health services assistant technologies, general
- 5202 Dental assistant technologies
- 5203 Dental hygiene technologies
- 5204 Dental laboratory technologies
- 5205 Medical or biological laboratory assistant technologies
- 5206 Animal laboratory assistant technologies
- 5207 Radiologic technologies (X-ray, etc.)
- 5208 Nursing, R.N. (less than 4-year program)
- 5209 Nursing, practical (L.P.N. or L.V.N.—less than 4-year program)
- 5210 Occupational therapy technologies
- 5211 Surgical technologies
- 5212 Optical technologies (include ocular care, ophthalmic, optometric technologies)
- 5213 Medical record technologies

- 5214 Medical assistant and medical office assistant technologies
- 5215 Inhalation therapy technologies
- 5216 Psychiatric technologies (include mental health aide programs)
- 5217 Electro diagnostic technologies (include E.K.G., E.E.G., etc.)
- 5218 Institutional management technologies (rest home, etc.)
- 5219 Physical therapy technologies
- 5299 Other, specify

#### 5300 MECHANICAL and ENGINEERING TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for mechanical and engineering related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5301 Mechanical and engineering technologies, general
- 5302 Aeronautical and aviation technologies
- 5303 Engineering graphics (tool and machine drafting and design)
- 5304 Architectural drafting technologies
- 5305 Chemical technologies (include plastics)
- 5306 Automotive technologies
- 5307 Diesel technologies
- 5308 Welding technologies
- 5309 Civil technologies (surveying, photogrammetry, etc.)
- 5310 Electronics and machine technologies (television, appliance, office machine repair, etc.)
- 5311 Electromechanical technologies
- 5312 Industrial technologies
- 5313 Textile technologies
- 5314 Instrumentation technologies
- 5315 Mechanical technologies
- 5316 Nuclear technologies
- 5317 Construction and building technologies (carpentry, electrical work, plumbing, sheet metal, air conditioning, heating, etc.)
- 5399 Other, specify

#### 5400 NATURAL SCIENCE TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs, etc. specifically associated with development of skills required for natural science related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5401 Natural science technologies, general
- 5402 Agriculture technologies (include horticulture)
- 5403 Forestry and wildlife technologies (include fisheries)
- 5404 Food services technologies
- 5405 Home economics technologies
- 5406 Marine and oceanographic technologies
- 5407 Laboratory technologies, general
- 5408 Sanitation and public health inspection technologies (environmental health technologies)
- 5499 Other, specify

#### 5500 PUBLIC SERVICE RELATED TECHNOLOGIES

*Subject field designations which characterize students, faculty, facilities, degree and certificate programs etc. specifically associated with development of skills required for public service related occupations at the semiprofessional level. Two years of preparation beyond high school are usually sufficient for entrance into these occupational fields.*

- 5501 Public service technologies, general
- 5502 Bible study or religion-related occupations
- 5503 Education technologies (teacher aide and 2-year teacher training programs)
- 5504 Library assistant technologies
- 5505 Police, law enforcement, corrections technologies
- 5506 Recreation and social work related technologies
- 5507 Fire control technology
- 5508 Public administration and management technologies
- 5599 Other, specify

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P. O. BOX 2688  
CHAPEL HILL 27514

JOHN L. SANDERS  
Vice President—Planning

TELEPHONE (919) 955-6151

MEMORANDUM

To: The Chancellors  
From: John Sanders  
Date: 19 June 1974  
Subject: Letter to HEW re desegregation plan

Attached is a copy of a letter sent today to Mr. Holmes of HEW in response to his telephonic request to the President for such a letter. We do not understand that this letter enlarges upon the commitments made in the plan as adopted by the Board on 31 May. It is intended to be explanatory only.

The President expects to hear from Mr. Holmes by Friday as to the decision on the North Carolina plan, and the results will be made known to you as soon as they are known here.

JLS:jm

Attachment

Copies: Provost  
✓ W H Simpson  
✓ R Wright  
Dean Talley

STATE OF NORTH CAROLINA  
GOVERNOR'S OFFICE  
RALEIGH 27611

JAMES E. HOLSHOUSER, JR.  
GOVERNOR

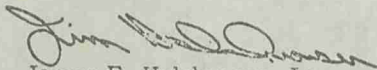
June 18, 1974

Mr. Peter E. Holmes, Director  
Office of Civil Rights  
Department of Health, Education  
and Welfare  
Washington, D. C. 20201

Dear Mr. Holmes:

Enclosed is a letter from President William Friday to you, setting forth clarifications and explanations of various provisions of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems, requested by you in your telephone call of June 14. I hope that President Friday's statements will enable you to approve the revised plan.

Sincerely,

  
James E. Holshouser, Jr.

JEHjr:ckr

Enclosure

THE UNIVERSITY OF NORTH CAROLINA

*General Administration*

REGISTRATION

CHAPEL HILL 27514

June 18, 1974

WILLIAM H. DAY  
President

TELEPHONE 919-973-3100

Mr. Peter E. Holmes  
Director  
Office for Civil Rights  
Department of Health, Education and Welfare  
Washington, D. C. 20201

Dear Mr. Holmes:

I am writing this letter in response to your telephone call of June 14 and your request for the clarification or explanation of several elements of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Postsecondary Education Systems, filed with your office early this month. I shall address each of your points in the order in which you stated them.

1. The revised plan contains several commitments by the Board of Governors of The University of North Carolina to undertake studies or other preliminary or interim steps precedent to action by The University. Our semi-annual reports to the Department of Health, Education and Welfare will report, as to each of those studies and other preliminary or provisional steps taken, the progress made and the problems encountered since the last semi-annual report.

2. The revised plan, pages 232-33 and 282-83, commits the Board of Governors to project the racial impact on the student body of an institution of the adoption of any new program initiated. The revised plan also states that

Consistent with necessary considerations of educational quality, institutional mission, and statewide needs, the Board of Governors normally will not approve the establishment of any new academic program unless in its opinion such action would not impede the elimination of the dual system of higher education in North Carolina. [Page 232]

In committing itself to consider the racial impact of its decisions on program, facilities, mission changes, and admission or degree requirement changes, and to report semi-annually on those decisions, the Board of Governors said:

A basic commitment is herein made by the Board of Governors to ensure that such assessments [of racial impact] are made, in recognition of the fact that one critical consideration (but not the only proper consideration) in resolving basic questions about the role, scope, and mission of The University is the need to encourage at all times, in every way feasible, the further elimination of identifiable racial duality. In any case where the strong possibility of a negative impact attributable to a particular course of action is perceived, the action will not be taken unless there are countervailing legitimate and compelling inducements, or a sound educational character, which militate in favor of the proposed action. [Pages 282-83]

The foregoing statements take it for granted that only under unusual circumstances would the Board of Governors authorize an action which it anticipated would impede the elimination of the dual system, and in those instances in which it did do so, the Board would assume the burden of proof that the ultimate result of the action, or of a group of related actions, would be to further the objective of eliminating the effects of the racially dual system, or would have some other educational objective of such compelling validity that its value would outweigh any anticipated negative effect of the particular action on the racial composition of the student body of the institution; in either case, review of the proposed action by the President and the Department of Health, Education and Welfare prior to its implementation would be had. It should be reiterated, however, that such instances will be rare and will be the subject of special treatment and justification.

3. In your letter of April 24, page 4, first paragraph, you state that

All impact determinations must be reviewed at the State level, and final determinations as to whether the actions in question would impede desegregation must be made at that level.

While the Board of Governors holds by statute virtually complete control over the 16 constituent institutions of The University, it cannot exercise all of its powers without stifling the initiative and sense of responsibility of the boards of trustees, chancellors, and other officers of those institutions. Therefore it has delegated to the boards of trustees of the institutions and to their chancellors extensive powers of



policy-making and management, on the theory that the greatest degree of knowledge and understanding of the problems encountered will be found at the local level and therefore the most intelligent decisions can be made there. For the same reason, the Board stated in the revised plan that the duty of considering the racial impact of decisions will rest initially and primarily with the board or officer authorized to take the action in question. The Board of Governors also stated, however, that "all such ultimate decisions, whether made at the campus level or at the central level, will be the subject of the periodic reporting commitments herein made." [Page 283]

The original and revised plans contain numerous commitments to make semi-annual reports on experience and progress under the state plan. Obviously much of the information that will form the basis for those reports will have to be obtained through routine reports on the same subjects from each of the 16 constituent institutions to the President. One subject of periodic reporting to the President will be the actions taken at the institutional level on which racial impact statements are required. With respect to prospective actions by the institutions that are anticipated to have negative impact of systemwide significance on the disestablishment of the dual system, the prior review and approval of the President will be required, and instructions will be issued by the President to the chancellors as to the types of institutional actions having the potential for negative impact of systemwide significance. If in the course of reviewing these reports it is found by the President that an action has been taken or is contemplated by a constituent institution that would, in the opinion of the President, impede the elimination of the dual system of higher education in North Carolina, he will take (or where appropriate, recommend to the Board of Governors that it take) proper remedial action to obtain an alteration of the decision. Ordinarily, such a request to the chancellor or board of trustees will produce corrective action. Should that not be sufficient, the Board of Governors may resort to other means, including as an ultimate measure overriding the local decision, to see that the stated policy of The University is followed.

4. Pages 209-13 of the revised plan contain a commitment of the Board of Governors to study and identify resource disparities between the predominantly black institutions and their white counterparts, and project the completion of this study by the end of 1974. It is not the Board's intention that this be a study without action. The revised plan states: "Upon identification of any such deficiencies, prompt and appropriate remedial action will be undertaken." [Page 210] For those deficiencies requiring for their remedy the expenditure of substantial amounts of money, resort to future legislative

appropriations must be had. The Board's commitment to take "prompt and appropriate remedial action" would include the presentation to the next session of the General Assembly, as a part of its regular budget presentation, of requests for appropriations sufficient to finance resolution of the problems found. As explained in the revised plan, the budget cycle for 1975-77 will have run so far by the time the institutional needs analysis will have been completed as to preclude our asking for large amounts of additional money from the General Assembly of 1975. Thus the principal request will be timely for consideration by the 1977 session of the General Assembly. To the extent that program or personnel changes are called for, a single request to that session may suffice to produce financing at the level needed for equalization. To the extent that capital improvements are called for, a series of requests to the legislative sessions of 1977 and 1979 may be indicated. In any event, we expect to have any deficiencies that are found remedied, or remedial action funded, by 1980.

5. Your letter of April 24, page 5, paragraph 3, reads as follows:

The revised plan should also commit the Boards to a procedure to measure and monitor all construction to insure that new construction at the predominantly black institutions is not lower in quality than that at the predominantly white institutions.

Pages 205-206 of the revised plan respond to that request. It is stated on page 205 that

During the time that the Board of Governors has exercised legal responsibility for University finances (i.e., since July 1, 1972), no differentials in the cost of state-financed construction or in the quality of physical facilities constructed at predominantly black and predominantly white campuses respectively have been planned, acquiesced in, or approved by the Board which reflect racial considerations or the predominant racial character of any campus. Furthermore, decisions by the Board and its administrative officers will not reflect such improper racial considerations in the future.  
[Page 205]

The reluctance of the Board to make the categorical policy declaration asked for in your letter is not, therefore, due

to any disagreement with you over the impermissibility of racial considerations governing the quality of construction on the respective campuses. It arises from a realization that there are many causes for differentials in quality of construction (as measured, for example, by square footage costs) which have no relationship to the racial identity of the campuses involved. For example, inflation can easily result in two similar buildings, authorized at the same time at the same unit cost but sent out for bids at different times due to such factors as design or land acquisition delay, costing significantly different amounts. If each must be built within the same fixed, appropriated sum and the space requirements are the same, it might be necessary to build one more economically per square foot than the other, simply in order to get the needed amount of space. To insist on equal quality of construction would produce a less adequate building on one campus than the other. Adding the factor that one building is on a predominantly black campus, the other on a predominantly white campus, makes no essential difference: that is an incident and not a cause. The Board has committed itself not to make such differentials on the basis of the racial identity of institutions, and it anticipates that any failure to keep that commitment would result in its being called to account for the failure. (Of course, we are not talking here about quality differentials that affect health and safety standards: these standards must be met by all state as well as private construction.)

6. On pages 226-31 of the revised plan, the Board of Governors committed itself to undertake as a part of its current (1974-75) long range planning program a special effort to identify and evaluate possible instances of racially-based duplication of programs as between predominantly black and predominantly white institutions. One branch of the same planning process will be a re-examination of the roles of all 16 of the constituent institutions and where necessary the redefinition of those roles. The Board stated in the revised plan, "we hope to make all 16 constituent institutions attractive to students of all races." [Page 28] This will include a revision in the roles of the predominantly black institutions calculated to make them more attractive to students of both races. The Board of Governors recognizes, as did the Board of Higher Education before it, that the historical roles of those five institutions as essentially teacher-training institutions are too narrow, and therefore authorization has been given for the modification of their programs to include a broader range of liberal arts and other programs. That process is expected to continue and to produce institutions more attractive both to white and black students. Careful attention will be given those five campuses

as the potential locations of new specialized educational programs for which there is need and which would tend to make them more attractive to white students in particular. The program duplication and role definition studies will give special attention to the instances of possibly unnecessary program duplication between proximate pairs of predominantly white and predominantly black institutions, and seek revision in program responsibilities aimed at the elimination of racially-based alternative program offerings in those institutions.

I note that at several places in the revised plan, the Board of Governors has stated that it will pursue studies (e.g., as to program duplication, institutional roles, and resource equalization) related to desegregation in connection with its more comprehensive long-range planning effort. The coupling of the two types of studies should not obscure the fact that the Board recognizes the necessity of these desegregation-related studies irrespective of the long-range planning effort and would undertake them independently were the latter effort not in progress. They are combined here simply because they concur in time and cover to a considerable extent the same subject-matter, and independent, simultaneous pursuit of the two projects would be wasteful and duplicative effort on the part of many of the same people.

7. While the Board of Governors does not agree that Greensboro and Winston-Salem or Fayetteville and Pembroke constitute single communities for educational planning purposes (page 229), the current long-range planning effort of The University will consider the bearing of the geographical proximity of those institutions on their program offerings in order to determine whether they do in practice offer racially-related alternatives to students living in those areas.

8. In your letter of April 24, page 6, paragraph 2, you ask for definition of "the criteria by which the State distinguishes between basic and specialized curricula offerings." We are now at work on such a definition and will transmit it to you by October 1, 1974.

9. On pages 148-49 of the revised plan, the Board of Governors has given various assurances that it will not tolerate instances of discrimination on the basis of race within its institutions or by those whose activities are under its control and has established a mechanism for identifying and dealing with such instances should they occur. It is anticipated that all such instances of racially-based discrimination occurring

Mr. Peter E. Holmes  
June 18, 1974  
Page Seven

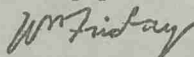
on the campuses will be dealt with effectively by the chancellors and their subordinates. It will be the obligation of the President, however, to maintain oversight of this matter through the regular reporting processes of The University as well as through complaints that may reach him of unremedied discrimination occurring on the campuses and to take (or where appropriate to recommend to the Board of Governors that it take) remedial action where necessary.

10. On pages 168-70 of the revised plan, the Board of Governors has committed itself to the establishment of an academic position listing service and a faculty applicant listing service that are intended to make the availability of positions more widely known and to bring to the attention of those with hiring responsibilities a wider range of prospective appointees than they now have available. While the use of these services will be voluntary with the institutions seeking to fill positions and the people seeking appointments (the Board did not consider the mandatory use of these services to be feasible), it is hoped that the use of both services will become extensive and that the results will be significant by greater representation of the local racial minority in each of the 16 faculties.

The campuses are now thoroughly familiar with the requirements of affirmative action with respect to employment under the Executive Order program, and in particular the predominantly white institutions are in search of additional sources of names of black faculty prospects. It is anticipated that the new faculty applicant listing service will be one such source that will be routinely consulted by the institutions in the course of their future recruitment efforts. The counterpart academic position listing service will serve the same purpose -- to enable the institutions to show that, as a part of their affirmative action effort, they have taken that step among others to inform all potentially interested applicants of the existence of a vacancy.

I trust that these comments will be helpful to you in interpreting the revised plan and will enable you to approve the plan, so that we may proceed to carry it out in the confidence that you have found it to be a constructive means of achieving the objective of access to the benefits of public postsecondary education without racially-related disadvantages.

Sincerely yours,



William Friday

NORTH CAROLINA STATE UNIVERSITY | AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

August 21, 1974

TO: Dr. N.N. Winstead

FROM: *lv* Lawrence M. Clark

I have re-written the Affirmative Action Clearances for the file. Would you review this draft for comments and/or suggestions.

*Dr. Clark this looks fine to me - you may wish to review it with Mr. Sengman when he gets back*

LMC:sj

*NW*

Date

## PROVOST'S OFFICE

TO: Dr. Harry C. Kelly  
~~Dr. N. N. Winstead~~  
Mr. W. H. Simpson  
Dr. C. L. Jenkins  
Dr. LeRoy B. Martin

LaVern Clemmons  
Gloria Johnson  
Bobbi Moore  
Leslie Shelton  
Elsie Stephens  
Mary Strickland  
Siew Tan

After document has been  
(approved/initialed)  
please

Return to \_\_\_\_\_

Return for filing \_\_\_\_\_

*A few good sources  
mentioned in appendix.*

*Then goal = 1 block  
per department as a  
start*

UNC  
Chapel Hill

Report

Committee on the Recruitment of Black Faculty

Enabling Resolution

Hickgs  
W

On March 10, 1972, the Faculty Council approved the following resolution:

The Faculty Council with the recognition that the enrollment of black undergraduates in this University has been increasing dramatically and with the anticipation and hope that the number will continue to increase, wishes to express its concern that there has been no proportionate increase in the number of black faculty. Moreover, we appreciate the many difficulties experienced by the students who can find few faculty members with whom to identify.

We therefore urge all departments of the University to make every effort to recruit and hire qualified black faculty members.

To encourage departments and schools in this endeavor, the Council recommends that in each instance in which the appointment of a new faculty member is proposed, the Administration will first ascertain that the school or department initiating the appointment has made a thorough search for a qualified black applicant to fill the position.

In addition, the Council instructs the Chairman of the Faculty to appoint a committee of the Faculty to study and recommend to the Council acceptable means to increase the number of black faculty together with administrative procedures to encourage implementing those means. The committee will report to the Council at its September meeting.

The Council recommends that the Administration create the machinery to assist the departments in making a thorough search for qualified black applicants to fill positions.

Following its appointment by the Chairman of the Faculty Daniel Okun, the Committee has deliberated and submits the following report.

Preamble

The mandate for this Committee could have been interpreted narrowly as directed toward those procedures necessary to increase the number of black professors on the faculty of the University of North Carolina. The Committee has, indeed, sought to be faithful to that instruction. Very early, however,



it became clearly evident to us that the problem is not one to be solved simply by self-conscious and more sophisticated techniques. Even the conscientious, vigorous and general application of such techniques will not resolve the problem if the basic commitment of the University is not such as to make it desirable for the prospective professor to come here. In the judgment of the Committee this is precisely the root of the problem and we have felt we could not answer to our mandated responsibility without calling the entire situation to account. Where there are recommendations to make we have offered them in the body of the report. It remains here to address what is perhaps the deepest problem and, therefore, the strongest recommendation of them all--the extent and depth of institutional commitment to the incorporation of the black community of the state into the full life of the state's university.

The statistics are a revelation of the problem. In a state with a 25% black population, there were 679 black students (Fall, 1971) in a student population of nearly 20,000, a proportion of less than 5%. There are some 10 or 12 blacks on the teaching faculty, (5 holding the rank of lecturer), a proportion of about one-half of one percent. Among the administrative officers of the university there are only two who are black.

Considering the stated goals and commitments of the university, this record is embarrassing. It represents to the black community a betrayal; in the judgment of the committee it equally represents a betrayal of the white community which is denied full access to the resources and contribution of the black community.

The university has an obligation to address all citizens of the state equally. This includes matters that are not the province of this committee, such as policies on admission to the student body and representation on the administrative staff. The university should ensure that all citizens have confidence that their cultural tradition is sufficiently present in the life of the university to make their special contribution a living part of the work of the university. This fullness of participation in the life of the university is not a privilege which can be granted at a rate convenient to the present routine of the institution; it is an obligation to be fulfilled with the highest urgency.

Thus we are not proposing simply the adoption of new techniques, although these are very much required. We are proposing no less than a basic commitment to be affirmed. In so far as this commitment can be detailed, we will do so in the body of the report. At the moment, it suffices to state our sense of the urgency of this commitment and propose certain limits on the debate which must follow our proposals. This anticipation of argument is not fanciful but is based on observations of the debate as it has taken place elsewhere.

Proposals such as we intend to make seem immediately to raise the question of "quality" with sometimes the implicit fear that the quality of the institution will be diluted. There seems to us two reactions to have to this.

In the first place, this concern appears to us to show a lack of confidence in the professional integrity of our colleagues. It is highly unlikely that any department or school of this university would jeopardize its work by appointing an unqualified person to its faculty or that any committee such as this one could be legitimately understood as offering such a proposal, however worthy the social cause.

More to the point, the committee finds this argument distressing when applied so insistently to blacks. It is understood that appointment to this faculty carries with it the assumption that the person appointed possesses the highest professional qualifications available at that time; there is no special standard of quality to be applied to black candidates nor can the question be raised decently in the face of our manifest failure to deal justly with the problem. Public statements have been made elsewhere that would suggest a standard of quality for black professors which, if generally applied, could seriously imperil the careers of persons now serving honorably and well on our faculty. All candidates for appointment to this faculty must demonstrate their qualification; to assume initially that a black has some special relation to this proof is to create a climate of prejudice that is exactly the problem.

In so far as the actual number of qualified black professors is less than it should be it is not sufficient for the institution to protect itself against judgment by appeals to standards of quality. The institutions have created the problem by denying blacks an equal access to education; if we cannot find enough qualified blacks to furnish an appropriate number of appointments we should begin immediately to train them. ✓

If it is objected that this identifies a racial factor in appointments to a position in which race is irrelevant, we would immediately agree. We would also assert that, while it is contrary to the spirit of the university, it is obviously not contrary to the actual practice. Our faculty is overwhelmingly white. Unless the curious proposition is defended that all white professors are better qualified than all black professors, it is perfectly evident that a racial factor is already present in our appointive process and the present injustice can be rectified only by consciously injecting a different racial factor for as long as it is necessary to bring the situation more

nearly into balance.

These arguments are often accompanied by a sudden and marked solicitude for black institutions that would prevent the use of the most obvious sources of trained and experienced talents. This argument would be more convincing if it came out of a climate of past solicitude but unfortunately hitherto the black institutions have primarily felt only professional indifference. In any case we find the argument unsound. Whether a predominantly black institution is best served by a predominantly black faculty is not for us to say. We are willing to say that if the black institutions are to be a competitive part of the American higher educational system they will have to contend with the world as it is and not hold on to their qualified people by artificial means.

Similarly if a black professor chooses to work in a black institution or finds it professionally advantageous to do so, then he is acting entirely within his rights. Equally, if it is to his personal or professional advantage to move elsewhere in the normal professional practice, he should not be denied that opportunity by an arbitrary decision made by other people.

If it is objected that the situation should not have existed at all, we can only agree. Our society would be far healthier if blacks moved freely in its institutions, subject to the same justice and the same injustice that afflicts us all. But, in fact, we are faced with an entirely different situation. Blacks have been forced apart from whites and, however much is shared with whites, have developed a distinct culture with its own moral and intellectual resources. That culture is as American, as Carolinian, as the white culture, developing distinctive emphases of a common heritage. It is not

simply that blacks would benefit from their incorporation into white culture; this assumption is implied in the obsession with "quality," that "we," the whites, should judge whether "they" are qualified to associate with us. It is not self-evident at the moment that white culture has been so successful in solving the problems of the nation that the nation can afford to ignore any of its resources. The black community is full of undeveloped as well as developed and unfulfilled talent which is badly needed for the health of the society. We would assert that what we propose is not a condescension; it is not even just a correction of an injustice; it is a positive good.

A state university belongs to the people of the state. The fact is that "the people" has been perceived as white, middle class just as "flesh-colored bandages" means a pale pink. The University of North Carolina belongs to its black constituency as well as to its white. Blacks must have, in justice, equal access to the institutions and equal opportunity to see people like themselves in all ranges of instructional and administrative offices. But also the University must have equal access to its black community for the resources it can provide.

Finally, the Committee realizes that the unique position of this University, with its priority in public higher education, imposes on it, and the Faculty in general, a due regard for the history of the University. The Committee believes that the adoption of its recommendations will point the University in a new direction. For this reason, the Committee would like to invoke as its authority for making these proposals, not only the mandate of the present Faculty Council, but also the historic authority expressed in the General Statutes of North Carolina for the year 1789, under the title,

"An Act to Establish a University in this State." The first clause sets forth the reason for the establishing this University: "Whereas in all well regulated governments it is the indispensable duty of any Legislature to consult the happiness of a rising generation and endeavour to fit them for the honourable discharge of the social duties of life, by paying the strictest attention to their education, . . ."

It is clear that the rising generation today includes both the white and the black youth of the State in a way never before the case, and with irreversible effects. The Committee feels that the Faculty, no less than the Legislature, has a duty to consult the happiness of this generation.

Recommendations

The Faculty Council has urged "all departments of the University to make every effort to recruit and hire qualified black faculty members."

The nature of the faculty recruiting and approval process and the maintenance of departmental harmony and professional integrity demands that effective implementation of this policy be made primarily a departmental responsibility. Mere statement of a university-wide policy of the most noble intentions coupled with general exhortations does not customarily elicit positive action. Imposition of quotas, restraints or policies and intercessions from a higher level of administrative authority or an external agency are likely to provoke evasion, resentment and defensiveness.

If authority for enforcement and implementation is lodged in the University Administration alone, pressure for adherence would be brought to bear essentially on deans and department heads. Express commitment of individual faculties to this policy, however, would produce wider involvement and increased consciousness of the total University faculty, leading to effective searches utilizing the traditional practices. Given the present order of academic disciplines and administrative structure, it is appropriate for the departmental faculties to assume responsibility voluntarily for achieving the objectives.

The committee proposes, therefore, that every school and department within the University, which recruits and proposes its own faculty appointments, immediately consider and adopt departmental procedures appropriate to its special circumstances, and direct its appropriate agency (chairman, dean, or committee, etc.) to give first priority in the 1972-73 academic year above all other traditional considerations such as curriculum needs, "slots," age, rank, specific interests, etc., to the finding of at least one black faculty member. This does not imply any compromise of professional standards of quality but it does imply a departure from the theory of

appointing a qualified teacher in spite of his blackness in favor of the position of appointing a qualified person "because he is black." Copies of such departmental resolutions should be sent to the Chancellor and the Secretary of the Faculty.

It is the judgment of the committee that the University's failure in this matter is of sufficient gravity to justify an initial stage during which the blackness of a qualified candidate would be a decisive consideration. We feel safe in assuming that when a departmental faculty has at least one black member that attitudes within the group must change, the appearance of exclusiveness to potential minority group teachers and students will be avoided, and each school or department will have a built-in safeguard against subsequent racial exclusion. Once a department or school has engaged at least one black faculty member, therefore, it may alter its priorities so that this characteristic no longer occupies the dominant position in personnel recruitment but continues as one of many desirable qualities. It is, of course, the strong hope of the committee that the time will quickly come when blacks will be sufficiently well represented on this faculty that it would no longer be necessary to make this a matter of concern.

The significant element of this program lies in the departmental faculty's voluntarily committing itself in advance to attainment of a minimum goal and thereby enlisting the critical support and participation of each faculty member. Otherwise the group may be inclined to sit back and await the suggestions of the primarily concerned activists and then engage in the customary difficult, and possibly divisive, debates on qualifications, "compromise of standards," curriculum needs, publications, personality, "adjustment," etc., or feel justified in resuming the old patterns by symbolic or ritual gestures testifying to its efforts.

No one knows what a reasonable or desirable number of black members



the University faculty should include and the community dislikes quotas. There are, however, 81 individual departmental faculties comprising the whole, and if each such faculty had only one black member, by the end of the 1972-73 year it would represent approximately 5% of the UNC faculty. The figure for the total U.S. population is 12% and for the UNC student body 5%. But it would make a dramatic, concrete step toward realizing the goal of equal opportunity and make minority recruiting of faculty and students considerably easier thereafter.

Therefore we extract from this general affirmation the following specific recommendation, adding such procedural recommendations as seem to us useful in achieving the basic objective.

- A. Every school and department within the University which recruits and proposes its own faculty appointments should immediately consider and adopt departmental procedures appropriate to its special circumstances and direct its appropriate agency (chairman, dean, committee, etc.) to give first priority in the 1972-73 academic year, above all other traditional consideration such as curriculum needs, "slots," age, rank, specific interests, etc., to the finding of at least one black faculty member.
- B. Each forwarded recommendation for appointment is to be accompanied by a letter describing with appropriate reference to the procedures specified in the appended Manual, what has been done to fill the position with a qualified black candidate. This procedure will be followed for two years, to be continued in the judgment of the Council.
- C. The Chairman of the Faculty shall appoint a committee for a period of two years. This committee will be charged with the following responsibilities:
  1. To collect from the appropriate administrative bodies and report

to this Council, at the April meeting, 1973, the number of appointments of black professors, by rank and department, and the status of the situation in general.

2. To make a similar report to the March meeting, 1974, with appropriate recommendations for any further action.
  3. To provide such advice and assistance as may in its judgment be useful and to perform such related services as may be requested by the Chancellor or the Chairman of the Faculty.
  4. To review and appropriately revise the Manual.
- D. The Manual as appended to this report shall be distributed to all concerned with faculty recruitment and appointment. After a period of time sufficient to receive criticism and additions, the Committee shall revise the Manual and have it printed and distributed.
- E. The Deans and Department Chairmen, in consultation with the appropriate officers of other institutions, shall arrange such staff and professorial exchanges with predominately black institutions as are feasible and appropriate to implement this program further.
- F. Departments, and where appropriate, the Administration should take membership in black professional organizations.
- G. The committee specified in C should consult with other relevant committees (esp. the Committee on the Status of Minorities and the Disadvantaged) and the appropriate Officers of Administration to ensure that everything possible is being done toward making our graduate program accessible to qualified black candidates who might eventually join the faculty.

Respectfully submitted,

William Carroll  
Waren Carson  
Ernest Craige  
John Dixon, Chairman  
Morris Geblum

Wilburn Haydon, Jr.  
Blyden Jackson  
Bernadette Little  
Fred Wright

PRELIMINARY DRAFT  
MANUAL  
OF THE COMMITTEE ON RECRUITING BLACK FACULTY MEMBERS

PREFACE

Institutions such as the University of North Carolina at Chapel Hill have considerable difficulty in acquiring names of available and qualified black candidates for faculty positions. It is often felt that the reason for this difficulty is the lack of a sufficient supply of such candidates. This is in part true, although the shortage depends on the discipline in question, and, to some extent, on geography. However, the primary reason is the historical separation of the black and white institutions in this country. The Ad Hoc Committee has spent much of its time in attempting to compile for this particular traditionally white institution some information about existing institutions which are traditionally black, in the hope of finding new ways of making contact with available and qualified black candidates.

The first part of this Manual discusses some avenues of approach that the Ad Hoc Committee has considered. There are many suggestions here: not all of these will be appropriate in every departmental situation, and many will already have been tried. It is important to understand the Committee's purpose in recording these ideas. It was discovered that, while some ideas had occurred to one Department or another, others were regarded as novel approaches previously unconsidered.

The Committee therefore concluded that it would be useful to record all of the ideas engendered, and to make all of them available to as many persons in the University as can be reached by this manual.

The second part of the Manual is a compendium of specific information that might be useful in following some of the suggestions of the first part. It is hoped that putting these bits of information into one collection will be of considerable help in implementing the Faculty Council's resolutions.

#### PROCEDURES

A. The fact that there is a smaller number of black scholars than is warranted may be put to good use in making contact. In particular, senior distinguished black scholars have a much better developed interdisciplinary relationship than their white counterparts. Thus a Chairman in this University will find that a black faculty member in a different field will be able to supply him with useful names in the Chairman's own field. While it might appear to be unnecessary for the Committee to make this almost obvious comment, our own experience has shown that this is an often overlooked source of information.

B. The second suggestion the Committee wishes to make is even more obvious and elementary. Each Department in this University should write to every Ph.D. granting department in its discipline, to express its interest in recruiting qualified black faculty members. This procedure, where tried, has increased the number of black applicants. It also appears to have the

fallout benefit of increasing the number of black applicants for graduate school.

C. A third procedure, parallel to the above, is one which seems not to have occurred to many Departments. Where it has been tried, the response has been, to some extent, better than the response from Ph.D. - granting departments. It is suggested that each Department write to the appropriate Chairman or Head in each of the Traditionally Black Institutions in the country, expressing again interest in appointing qualified black faculty members. There are approximately 130 such institutions. (Mailing lists are available; see the Compendium.) While only a few of these are Ph.D. granting institutions, this is the largest single source of black undergraduates pursuing graduate education elsewhere. The faculties of these schools have a tendency to follow the career of their more promising alumni closely and are therefore in a position to supply names.

Another aspect of this procedure is to attract the attention of faculty members (at Traditionally Black Institutions) who might themselves be willing to consider a change of location. The ethical aspects of recruiting persons now on the faculty at a TBI are discussed in the report of the Committee. For emphasis, we repeat our belief that this University should regard these people as equally eligible for recruitment as it would comparable persons in any traditionally white school.

D. The various professional organizations in each discipline are natural sources of information. It is perhaps worthwhile

considering making use of letters and notices in the publications of these organizations to emphasize the Department's commitment to expanding black membership in its faculty.

More important, perhaps, are the special black professional organizations which have grown up in the past, or which are springing up now. Each Department should make every effort to reach the appropriate such organizations. The Compendium lists some of these organizations; we suspect there are more, and we encourage every effort to discover them. Many of these organizations publish journals and newsletters. Letters and notices in these, or even paid advertisements in the British fashion, will signal effectively the commitment of the Department.

Some of these organizations provide for institutional membership. Where this is available, we urge the Department and the University to seek such membership.

E. There are several magazine and journals which reach a large black intellectual audience, even though these journals are not specifically oriented to the academic world. Some of these are mentioned in the Compendium. Again, letters, notices, and advertisements would be of great help in creating an awareness in the black community of this University's genuine interest in widening its horizons.

F. One of the most effective ways of establishing contact with the black academic world is to visit the various traditionally black institutions. Some departments on this campus have, in the

past, dispatched representatives to other institutions for various reasons. Most commonly, a faculty member will visit a school to discuss graduate study with prospective graduate students. Whatever the reason, any faculty member who visits one of the Traditionally Black Institutions should make every effort to express the University's aims, and should always be alert for information about available personnel, in whatever discipline. The Committee feels that the restructured system of higher education should offer expanded opportunities for visits of this sort. The Committee would endorse any extension of contacts among the various campuses in the State, or outside, and not only for the purpose of recruiting. (In fact, we are rather inclined to apologize for intruding this self-serving attitude into this subject.)

G. The Committee would urge each faculty member who is engaged in interviewing applicants at professional meetings to stress his Department's interest in finding qualified black faculty members. This should be said not only to black candidates, but should be said to everyone. In this connection the Committee feels compelled to make one observation. The Committee feels strongly that the University should be recruiting black scholars and teachers, because they are scholars and teachers, and because the University needs more black people on its faculty. But we do not feel that the University should be trying to create a black community or enclave within the University. We feel that

the University should be recruiting these black professors as members of the University community. We believe that this should be made clear to the black candidates in any interviews.

H. The Committee wishes to bring attention to a variety of non-university agencies which offer resources for the recruitment of black faculty. Government Agencies such as the Department of Health, Education, and Welfare and the National Science Foundation offer possibilities in a variety of areas. HEW, for example, employs highly trained persons in the fields of education, health sciences (NIH and NIMH) and social sciences. In addition some industries conduct extensive research operations in areas relevant to both the natural and behavioral sciences. An example of this is found in chemical and pharmaceutical companies which employ a variety of personnel with educational backgrounds in chemistry, pharmacy, and so on. Other obvious non academic sources which offer recruitment opportunities are hospitals, law firms, and social agencies.

I. The Committee has become aware of three special studies of black personnel. These studies may eventually be useful in recruitment. The first is a comprehensive survey that is being conducted by the Metropolitan Applied Research Center (MARC). Dr. Kenneth Clark of the Psychology Department of C.C.N.Y. is the principal investigator in the study. The purpose of this research which is funded by the Ford Foundation is to accumulate lists of black Ph.D.'s in all disciplines. This study has not



been completed. However, when completed this information will presumably be available for purposes of research and recruitment.

The other two studies are more limited in scope. Robert Walker a member of this university's mathematics faculty has compiled information on the location and occupation of black Ph.D.'s in mathematics. This project was funded by the National Association of Mathematicians.

The American Association of Colleges of Pharmacy (Dr. Charles W. Bliven, Executive Secretary, 8121 GEorgia Avenue, Silver Spring, Maryland 20910) has compiled information of black faculty members in pharmacy. In addition information relevant to black students and their recruitment is also available. This study is entitled "Sex and Race of Faculty Members of Schools of Pharmacy." There may be similar surveys in other disciplines but the committee is not at this time aware of them.

COMPENDIUM

I. Traditionally Black Institutions.

There are 100 or so traditionally black colleges and universities in this country, mostly in the South. A reasonably complete list is appended to this Manual.

A complete collection of catalogues is available. Consultation of these will yield much information about faculty members and will identify the appropriate institutional office to write in each discipline.

A mailing list, computer printed on mailing labels can be acquired from the Computer Services Committee of the Department of Mathematics, at a moderate cost (about \$2.00). These labels can be addressed "Chairman, Department of XXX", if so desired.

II. Professional Societies

The committee inquired into the existence of professional and disciplinary societies which traditionally have an orientation toward black colleges or whose membership is predominantly black. We give here a list of such organizations as we could discover in the limited (and somewhat inconvenient) time available to us. For most of these organizations, we have an address, or the name of a scholar from whom information is available. (We hope to be forgiven any inaccuracies in this list.)

1. Honorary Societies

- a. Alpha Kappa Mu - publishes a journal widely read by black student.

Professor Lucy Rose Adams  
Florida A and M University  
Tallahassee, Florida 32307

b. Beta Kappa Xi

Headquarters at Hampton Institute  
Hampton, Virginia 23368

2. Art. There is an association which publishes a newsletter.

Chairman, Department of Art  
North Carolina A & T State University  
Greensboro, N. C. 27411

3. Speech and Drama. The NADSA publishes a magazine, "Encore".

Professor Carleton Molette  
Spelman College  
Atlanta, Georgia 30314

4. Music. The existence of an organization is uncertain.

Professor Wendell Whalum  
Chairman, Music Department  
Morehouse College  
Atlanta, Georgia 30314

5. Social Sciences. The National Association of Social and Behavioral Sciences publishes a newsletter/journal.

Professor James H. Brewer  
North Carolina Central University  
Durham, N. C. 27707

or Professor Russell Stockard  
Southern University in New Orleans  
New Orleans, Louisiana 70126

6. Language. The organization is the College Language Association, which publishes the CLA Journal.

Therman O'Daniel, Editor  
CLA Journal  
Morgan State College  
Baltimore, Maryland 21212

7. Mathematics. The organization is the National Association of Mathematicians.

Professor Ben Martin  
Morehouse College  
Atlanta, Georgia 30314

8. Psychology. The Association of Black Psychologists can be reached as follows:

Robert Williams  
Chairman, Black Studies  
Washington University  
St. Louis, Missouri

9. Law. The principal black legal organization is:

The National Bar Foundation  
Washington, D.C.

There is also the following publication which reaches black lawyers.

The Black Law Journal  
3107 Campbell Hall  
UCLA, Los Angeles, Calif. 90024

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

1. National Association for Equal Opportunity in Higher Education.

Miles Fisher

2001 S. Street, N. W.

Sutie 450

Washington, D. C. 20009

2. National Institute of Science.

Hampton Institute

Hampton, Virginia 23368

3. Southern Fellowship Fund.

% Sam Nabritt

795 Peachtree Street

Atlanta, Georgia 30314

4. Black Analysis, Inc.

549 W 123rd Street

New York, N. Y.

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

5. Association of Caribbean Universities

% Sir Phillip Sherlock, Secretary General

Kingston, Jamaica

There is a surplus of black Caribbean scholars, many of whom would welcome an offer in the United States.

IV. Publications. The following publications reach many black scholars, although they are not necessarily scholarly journals.

1. Black World

Hoyt Fuller, Editor  
820 So. Michigan Avenue  
Chicago, Illinois 60605

The column "Perspective" often carries items of interest to scholars.

2. Phylon: The Atlanta U. Review of Race and Culture.

232 Chestnut Street  
Atlanta, Georgia 30314

This magazine reaches especially the humanities and the social sciences.

3. Black Scholar: The Journal of Black Studies and Research.

Robert Chrisman, Editor  
Box 908  
Sausalito, California 94964

4. Journal of Negro History.

W. Augustus Low, Editor  
University of Maryland - Baltimore County  
Baltimore, Maryland

5. Journal of Negro Education.

Walter Daniel, Editor  
Howard University  
Washington, D.C.

List of 132 Institutions of Higher Education Attended  
Predominantly (or Traditionally) by Blacks, Fall 1970

<b>Alabama</b>		<b>Georgia (continued)</b>	
Alabama A & M Univ	Normal	Savannah State Coll	Savannah
*Ala Luthern Acad & C	Selma	Spelman College	Atlanta
Alabama State Univ	Montgomery	<b>Illinois</b>	
Daniel Payne College	Birmingham	Chicago State Coll	Chicago
*Lomax Hannon College	Greenville	*Loop College	Chicago
Miles College	Birmingham	*Kennedy-King College	Chicago
*Mobile State J Coll	Mobile	*Malcolm X College	Chicago
Oakwood College	Huntsville	*Olive-Harvey College	Chicago
Selma University	Selma	<b>Kentucky</b>	
Stillman College	Tuscaloosa	Kentucky State Coll	Frankfort
*T A Lawson J College	Birmingham	Simmons College	Louisville
Talladega College	Talladega	<b>Louisiana</b>	
Tuskegee Institute	Tuskegee Inst	Dillard University	New Orleans
<b>Arkansas</b>		Grambling College	Grambling
Arkansas A M & N Col	Pine Bluff	Southern University	Baton Rouge
Arkansas Baptist Col	Little Rock	Southern Univ (NO)	New Orleans
Philander Smith Coll	Little Rock	*Southern Univ (S)	Shreveport
*Shorter College	N Little Rock	Xavier Univ of LA	New Orleans
<b>California</b>		<b>Maryland</b>	
*Compton College	Compton	Bowie State College	Bowie
*Nairobi College	E Palo Alto	*Coppin State College	Baltimore
<b>Delaware</b>		Morgan State College	Baltimore
Delaware State Coll	Dover	U Md, Eastern Shore	Princess Anne
<b>District of Columbia</b>		<b>Michigan</b>	
DC Teachers College		Detroit Inst of Tech	Detroit
Federal City College		Shaw Univ at Detroit	Detroit
Howard University		<b>Mississippi</b>	
*Washington Tech Inst		Alcorn A & M College	Lorman
<b>Florida</b>		*Coahoma Junior Coll	Clarksdale
Bethune-Cookman Coll	Daytona Beach	Jackson State Coll	Jackson
Edward Waters Coll	Jacksonville	*Mary Holmes J Coll	West Point
Florida A & M Univ	Tallahassee	Miss Industrial Coll	Holly Springs
Florida Memorial Col	Miami	Miss Valley State C	Itta-Bena
<b>Georgia</b>		*Natchez Junior Coll	Natchez
Albany State College	Albany	*Piney Woods Country	Piney Woods
Atlanta University	Atlanta	*Prentiss N & Industr	Prentiss
Clark College	Atlanta	Rust College	Holly Springs
Fort Valley State C	Fort Valley	*Saints Junior Coll	Lexington
Interdenom Theo Cntr	Atlanta	*T J Harris Junior C	Meridan
Morehouse College	Atlanta	Tougaloo College	Tougaloo
Morris Brown College	Atlanta	*Utica Junior College	Utica
Paine College	Augusta		

\* two-year college or technical institute

# college component discontinued June, 1971

\$ merged with Meridan Junior College January 14, 1970

Missouri  
 Harris Teachers Coll St. Louis  
 Lincoln University Jefferson City

New Jersey  
 \*Essex County College Newark

New York  
 SUNY Col at Purchase Purchase

North Carolina  
 Barber-Scotia Coll Concord  
 Bennett College Greensboro  
 \*Durham Tech Inst Durham  
 \*Edgecomb Cnty Tech Tarrboro  
 Elizabeth City St U Elizabeth City  
 Fayetteville State U Fayetteville  
 Johnson C Smith Univ Charlotte  
 \*Kittrell College Kittrell  
 Livingstone College Salisbury  
 Malcolm X Liber Univ Greensboro  
 \*Martin Tech Inst Williamston  
 NC A & T State Univ Greensboro  
 NC Central Univ Durham  
 Saint Augustine's C Raleigh  
 Shaw University Raleigh  
 Winston-Salem St U Winston-Salem

Ohio  
 Central State Univ Wilberforce  
 Wilberforce Univ Wilberforce

Oklahoma  
 Langston University Langston

Pennsylvania  
 Cheyney State Coll Cheyney  
 Lincoln University Lincoln Univ

South Carolina  
 Allen University Columbia  
 Benedict College Columbia  
 Claflin College Orangeburg  
 \*Clinton College Rock Hill  
 \*Friendship Junior C Rock Hill  
 Morris College Sumter  
 SC State College Orangeburg  
 Voorhees College Denmark

Tennessee  
 Fisk University Nashville  
 Knoxville College Knoxville  
 Lane College Jackson  
 LeMoyné-Owen College Memphis  
 Meharry Medical Coll Nashville  
 \*Morristown College Morristown  
 Tennessee State Univ Nashville

Texas  
 Bishop College Dallas  
 \*Butler College Tyler  
 Huston-Tillotson Col Austin  
 Jarvis Christian Col Hawkins  
 \*Mary Allen Junior C Crockett  
 Paul Quinn College Waco  
 Prairie View A & M C Prairie View  
 \*St. Phillip's Coll San Antonio  
 \*SW Christian College Terrell  
 Texas College Tyler  
 Texas Southern Univ Houston  
 Wiley College Marshall

Virginia  
 Hampton Institute Hampton  
 Norfolk State Coll Norfolk  
 St. Paul's College Lawrenceville  
 Virginia College Lynchburg  
 Virginia State Coll Petersburg  
 Virginia Union Coll Richmond

West Virginia  
 #Bluefield State Coll Bluefield  
 #West Virginia St Col Institute

Virgin Islands  
 College of Virgin Is Saint Thomas

\*two-year college or technical institute  
 #traditionally but no longer predominantly black



September 24, 1974

Mr. William H. Simpson  
Assistant to the Chancellor and Provost  
A Holladay Hall  
N. C. State Campus

Dear Bill:

We have a new position in Textiles Extension which we are hopeful in filling with someone who has a background in textile chemistry. The enclosed letter will be sent to James Rucker who is one of our black textile chemistry graduates. It is not our policy in the School of Textiles to attempt to pirate employees of textile companies and for that reason we are not making Jim an offer directly; and I do not consider it in good taste to ask him directly to recommend some other black for the position, but I am hopeful that he will gain this impression from the way the last paragraph of the letter is worded.

In addition to this letter, we are placing ads in the Southern Textile News, Modern Textiles magazine, and the American Association of Textile Chemists and Colorists Journal.

I am hopeful that these actions will fully meet the Affirmative Action requirements. I would appreciate your comments on the letter and on our recruiting plan.

Sincerely yours,

Dame S. Hamby  
Director  
Textiles Extension

DSH:el

Enclosure

cc: Prof. J. F. Bogdan

*Jim Rucka*

Dear Jim:

The recent North Carolina State Legislature approved a budget request for the School of Textiles for a new position in our textiles extension activity. We are planning to employ someone with a background in textile chemistry in this position and I am writing to you to ask if you know of anyone who would be interested in this type of employment.

We are planning to use the position to assist in developing textile vocational programs in the high schools throughout the State and to also actively participate in the development of textile programs in the community colleges, training programs in the industry, and development of short courses in our continuing education program.

We are particularly interested in having the availability of this position known to qualified candidates who would broaden the background of our own staff and who would also be the best possible personnel to participate in the development of the textile education programs in the State of North Carolina. I would appreciate any suggestions that you might have.

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

November 7, 1974

Mrs. Betty Newcomb, Coordinator  
American Association for Affirmative Action  
Steering Committee  
Ball State University  
Muncie, Indiana 47306

Dear Mrs. Newcomb:

Thank you for your letter of November 5 and congratulations  
on the formation of the American Association for Affirmative Action.  
I am sending the material you sent to me to Dr. Larry Clark who  
became our Affirmative Action officer this past July 1.

Thank you for keeping us informed and best wishes with  
the new Association.

Sincerely,



William H. Simpson  
Assistant to the Chancellor  
and the Provost

WHS/jl

cc: Dr. Larry Clark

November 7, 1974

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Sincerely,



William H. Simpson  
Assistant to the Chancellor  
and the Provost

WHS/jl

cc: Dr. Larry Clark

Office of the Director

Equal Opportunity - Affirmative Action Program



November 5, 1974

Dr. William H. Simpson  
North Carolina State University  
Raleigh, NC 27607

Dear Dr. Simpson:

It was so kind of you to take the trouble you did in attempting to find someone from your community colleges to become a member of the steering committee. I was unable to reach Dr. Morgan before the September 8 meeting in Kansas City. At that meeting the proposal that we enlarge the steering committee to include those discrepancies we are all aware of was rejected. The steering committee felt that to enlarge the steering committee at this time, after so much work had already been done, would be ineffective. They felt we would have to spend so much time catching new members up to what already happened, that we would be better to go ahead as we were.

The proposed by-laws which will be submitted for vote at the Austin conference include a provision for electing board members on a regional basis reflective of EEO/HEW regions. The steering committee felt that this proposal would assure representation in the future when the organization really gets going. The Association is well on its way now to becoming a reality.

I am enclosing several copies of the brochure which recently arrived from the printer, as well as a copy of a letter sent to the executive directors of various organizations. I think it will give you an overview of where we are going.

I do hope that the North Carolina people will be willing to join with us in our efforts. Several people from North Carolina have been very kind and helpful in their letters to me, especially a Mr. William Jones. I do sincerely regret that our steering committee was not completed as I had hoped it to be.

Please extend my grateful appreciation to Dr. M. Morgan for any trouble she went to in her attempt to answer my request.

Sincerely,

*Betty Newcomb*

Betty Newcomb, Coordinator  
American Association for Affirmative Action  
Steering Committee

*Please forgive my lateness  
in writing. The October meeting,  
as you can imagine, caused  
a real flurry of activity for me.*

BN:g



Office of the Director

Equal Opportunity - Affirmative Action Program

August 2, 1974

Dear College Chancellor, President, Provost:

We are starting a new national organization for people involved in the affirmative action effort for equal opportunity in employment and education. We first officially announced our intent at the close of the AAHE national conference on March 13, 1974 and followed with a letter on April 10 to the 520 people we had identified as employed in equal opportunity/affirmative action efforts. The response was more than gratifying. We now have a mailing list of nearly 900, but no one from your institution. Therefore will you please send this letter on to the appropriate person-persons on your campus and inform us to whom later correspondence should be addressed?

Although our initial effort was in the higher education area, inquiries from industry and governmental agencies have caused us to broaden our scope. We hope eventually to serve as an umbrella organization serving equal opportunity needs of all areas. We are particularly interested in working with public schools as they attempt to deal with Title IX. The initial thrust of the organization will be to serve as a forum for communication and dissemination of pertinent information related to affirmative action/equal opportunity in employment and education. Our first priorities will be to start a journal carrying news of judicial, governmental, and institutional action in the area of guideline compliance and to hold a conference for people who have to deal with these problems--but the conference-conferences will be planned to allow those of us involved in EEOO efforts to listen to the experts and then share with each other our methods of dealing with problems.

A carefully chosen steering committee, broadly representative as to race, sex, ethnic origin, geographical distribution, type of educational institution, and experience in education, industry, and government, met for the first time in Indianapolis on June 19. Some of the items discussed were: (1) the coordination of timely input and responses to Federal agency rules and regulations while policies and procedures are being formulated, (2) development of procedures for compliance, (3) exchange of information, (4) sponsorship of workshops to assist officers on how better to respond to problems, and (5) dissemination of information regarding opportunities for minority graduates. A committee is currently working on guidelines for eventual membership, but in response to many requests from interested people the steering committee's inclination is to allow different kinds of memberships to include people interested in the field as well as those actively engaged as EEO or affirmative action directors. Committees appointed in Indianapolis will report at the next steering committee meeting in Kansas City, September 8-10. We will then be in a position to make formal application for foundation seed money to help us in the next stage of the organization's development.

In answer to our April 10 request for information about other groups which might be in process of organizing, we have learned that several efforts have been made

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INSTITUTION OF EMPLOYMENT AND BY UNC INSTITUTION GRANTING HIGHEST EARNED DEGREE  
 FOR FACULTY HOLDING RANKS OF PROFESSOR, ASSOCIATE, ASSISTANT, AND INSTRUCTOR  
 FALL 1973

6/10/74

CODE	INSTITUTION GRANTING HIGHEST EARNED DEGREE NAME	INSTITUTION OF EMPLOYMENT																
		ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSC	TOTAL
2974	University of North Carolina-Chapel Hill	40	96	2	13	13	35	5	<u>77</u>	9	6	<u>348</u>	36	44	37	44	8	813
2972	N. C. State University-Raleigh	10	13	-	7	2	1	-	204	2	1	12	4	4	10	5	-	275
292j	East Carolina University	1	79	2	1	-	1	1	3	10	-	1	2	1	15	1	-	118
2976	University of North Carolina-Greensboro	6	2	2	2	18	-	1	2	2	-	2	8	48	1	4	4	102
2950	North Carolina Central University	-	-	8	6	10	63	-	3	1	-	-	1	-	-	-	-	97
2906	Appalachian State University	58	3	-	2	-	-	3	2	2	-	-	2	1	1	1	1	76
2905	North Carolina A&T State University	-	-	4	3	47	1	1	1	-	-	1	-	-	-	-	1	59
2981	Western Carolina University	-	-	-	-	-	-	-	2	-	-	-	-	1	1	20	-	24
2975	University of North Carolina-Charlotte	1	-	-	-	-	-	-	-	-	-	-	8	-	1	-	-	10
2986	Winston-Salem State University	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	5	7
3981	North Carolina School of the Arts	-	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	4
2926	Elizabeth City State University	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	2
2907	University of North Carolina-Asheville	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1
2928	Fayetteville State University	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1
	SUBTOTAL	116	193	18	35	90	101	15	294	26	9	364	63	99	66	75	25	1,589
	OTHER	371	463	80	109	224	181	84	854	101	64	1,379	280	336	97	266	108	4,997
	TOTAL	487	656	98	144	314	282	99	1,148	127	73	1,743	343	435	163	341	133	6,586



01/10/74

NUMBER OF UNC EPA EMPLOYEES BY INSTITUTION OF EMPLOYMENT AND  
BY INSTITUTION GRANTING HIGHEST EARNED DEGREE FOR FACULTY HOLDING RANK OF  
PROFESSOR, ASSOCIATE, ASSISTANT, AND INSTRUCTOR (FALL, 1973)

INSTITUTION NUMBER	AWARDING DEGREE NAME	INSTITUTION OF EMPLOYMENT											WSSU	To				
		ASU	ECU	ECSU	FSU	NCA-T	NCSU	NCSSA	NCSU	PSU	UNC-A	UNC-CH			UNC-C	UNC-G	UNC-W	WCU
014	UNC - CHARLE HILL	40	96	2	13	13	35	5	77	9	6	268	56	44	37	47	5	752
016	NC. STATE UNIV.	10	18	-	7	2	1	-	204	2	1	53	4	4	10	5	-	506
020	DURHAM UNIV.	11	16	-	1	2	1	3	52	6	4	57	8	17	6	11	3	630
022	REXHARD UNIV.	2	2	-	-	1	2	-	18	-	-	91	5	10	1	3	-	135
023	OHIO STATE U. - N.W. CAMPUS	7	14	3	6	10	5	-	30	2	1	26	6	11	1	5	-	157
023	EAST CAROLINA U. - WINSTON-SALEM	1	21	2	1	-	1	1	3	10	-	-	2	1	15	1	-	157
025	U. OF WISCONSIN - MADISON	9	3	-	1	1	4	2	32	1	2	38	5	9	-	-	2	147
027	FLORIDA ST. U.	23	21	-	2	1	2	2	13	2	1	11	8	7	4	6	-	112
027	UNC - GREENSBORO	6	2	2	2	18	-	1	2	2	-	2	5	47	1	4	4	77
029	NC. CENTRAL UNIV.	-	-	8	6	10	65	-	3	1	-	1	-	-	-	-	5	77
029	U. OF GEORGIA	20	12	-	-	1	1	-	10	3	3	6	11	2	4	20	2	25
029	NEW YORK UNIV.	7	7	11	3	15	13	-	3	3	-	13	2	5	-	3	11	75
031	CORNELL UNIV.	1	3	-	-	3	2	-	42	-	-	30	2	8	-	-	3	74
032	U. OF CALIFORNIA - BERKELEY	-	1	-	-	1	2	1	25	1	2	47	5	2	1	1	-	87
032	U. OF IOWA	6	12	-	-	-	3	-	17	1	4	10	11	3	5	14	1	87
032	VAND UNIV.	-	3	1	1	-	1	2	13	-	1	50	-	11	1	2	-	82
032	COLUMBIA UNIV. - MAIN CAMPUS	5	11	-	7	10	10	3	9	4	-	-	8	4	1	1	7	82
034	UNIV. OF CHICAGO	-	9	-	1	3	1	-	11	-	1	43	2	5	1	2	-	72
034	WYOMING STATE U.	52	3	-	2	-	-	3	2	2	-	-	2	1	1	1	1	72
037	INDIANA UNIV. - BLOOMINGTON	4	9	1	3	10	11	3	7	2	2	-	7	5	-	1	5	71
037	UNIV. OF ILLINOIS - URBANA CAMPUS	2	5	-	-	-	5	-	35	1	-	-	5	13	1	-	1	68
038	UNIV. OF MICHIGAN - ANN ARBOR	-	-	-	-	-	-	-	17	-	-	51	-	-	-	-	-	65
038	UNIV. OF VIRGINIA	10	12	-	-	-	1	-	76	-	1	12	2	6	-	-	3	68
038	UNIV. OF TENNESSEE - KNOXVILLE	18	13	-	2	-	1	-	6	4	1	7	4	7	1	3	-	67
038	PENNSYLVANIA STATE U.	2	10	2	1	3	2	-	25	-	1	8	2	8	1	-	1	66
038	UNIV. OF PENNSYLVANIA	3	3	1	-	2	3	-	9	-	-	32	4	6	-	-	1	64
038	NC. A&T STATE UNIV.	-	-	4	3	48	1	1	1	-	-	1	-	-	-	-	1	60
038	MICHIGAN STATE UNIV.	7	3	1	-	7	2	-	16	-	2	7	8	4	2	-	-	57
038	UNIV. OF IOWA	3	4	-	1	2	1	-	8	1	-	12	7	8	1	4	3	55
038	NORTHWESTERN UNIV.	1	5	-	1	1	3	-	12	-	1	18	1	8	1	1	-	53
038	UNIV. OF TEXAS - AUSTIN	2	5	-	-	-	1	1	7	-	2	14	4	10	2	2	-	50

(6) Supplemental Faculty Employment Efforts: Production of Additional Minority Group Candidates for Faculty Employment

It is acknowledged that one serious current obstacle to realizing more substantial modification of the racial composition of institutional faculties is the relatively small number of black citizens who have acquired qualifying educational credentials for and pursued the teaching profession at the higher education level. This fact suggests a need to induce more black citizens to pursue qualifying experiences which would make them eligible to compete for faculty employment. Two separately identifiable groups of black citizens can be expected to benefit from any such efforts. On the one hand, incumbent

employees of constituent institutions who are experiencing career-advancement limitations should be encouraged to address constructively those impediments which are remediable through additional advanced educational experiences via study leave, faculty improvement grants, and other alternatives treated elsewhere within the state plan. On the other hand, more black college graduates should be encouraged to pursue additional educational experiences in graduate and professional schools which would equip them to compete for faculty employment. The latter need is the subject of this section.

Although the orientation of many programs within the state plan which address the matter of effecting changes in student enrollment patterns may appear to emphasize the undergraduate level, in fact the intention throughout is to embrace and influence the full spectrum of higher education programs, including post-baccalaureate enrollments. Thus, the various initiatives described throughout the plan, such as recruitment efforts, financial aid, and environmental factors, should be understood to be comprehensive in their intended impact. However, there are multiple inducements to address the matter of post-baccalaureate enrollments as a separate and special concern. Aside from the general concern about enhancing the multi-racial character of student bodies at all institutional locations, favorable changes in the representation of blacks in post-baccalaureate programs will impinge also on employment profiles.

The graduate and professional schools within The University, especially those having exclusive authority within The University to grant doctorates, have recognized their responsibilities and have moved in various ways to enhance their racial minority enrollments. These include conferences with the academic deans of undergraduate schools to inform them of graduate study possibilities open to their students, visits to undergraduate institutions by representatives of the graduate schools to promote student interest in graduate study, and the employment of racial minority staff members in graduate school offices. These schools recognize also that more needs to be done to increase their enrollments of black students.

The three doctoral level institutions have recognized the need to increase graduate enrollment as part of affirmative action planning. Because the graduate admissions procedure is by nature highly decentralized, with the primary responsibility residing in each academic department maintaining a graduate program, there is no single, universal approach which can be identified as a commitment of this state plan, but specific examples of what the doctoral level campuses are doing can be cited as illustrations of the commitment:

- . At The University of North Carolina at Chapel Hill the Graduate School conducted a workshop with academic leaders from predominantly black colleges in the state for the purpose of identifying ways that campus could encourage minority students to engage in graduate education. As a result of the workshop, the Chapel Hill campus now emphasizes direct departmental contacts between its

departments and similar ones at predominantly black campuses for the purposes of identifying potential graduate students, providing information about available programs and admissions requirements, channeling of recommendations of students, and determining faculty interest in work on advanced degrees and exchanges.

. At North Carolina State University the School of Forest Resources recognized the need for additional funding required to implement new recruitment efforts designed to attract minority students with training in related fields such as chemistry or economics and then provide them with advanced or post-doctoral instruction in the specialized fields of forestry as one means of increasing the supply of potential faculty.

. At the University of North Carolina at Greensboro exchange programs and a consortium arrangement were emphasized in affirmative action planning as a means of increasing graduate enrollment and thus the supply of potential faculty.

These examples are not intended to be exclusive or limited but are offered as an indication of the variety of approaches used by the constituent campuses to increase graduate enrollment of minority students.

Professional schools represent a somewhat different problem because the applicants for admission exceed the supply of places. Problems connected with the issues of the DeFunis case do exist as the paper credentials of applicants continue to improve and standards for admission are thereby driven up. Each professional school on each predominantly white campus now has underway efforts to recruit minority students in a systematic manner, with as much variation

among these approaches as among programs to increase minority enrollment in graduate programs. The impact on professional school enrollment has only begun to emerge and additional assessment will be needed before the need for additional approaches can be determined.

In order to bring into focus the efforts that are now underway and to develop others that might be productive in increasing black enrollments in graduate and professional schools in the nine constituent institutions of The University having such schools, each of those institutions will be asked to submit to the Office

CHANCELLOR AND PROVOST

EEO INFORMATION REPORT

OCTOBER 1, 1973

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF TEXTILES

OFFICE OF THE DIRECTOR  
TEXTILES EXTENSION AND CONTINUING EDUCATION  
Box 5006 ZIP 27607

September 24, 1974

Mr. William H. Simpson  
Assistant to the Chancellor and Provost  
A Holladay Hall  
N. C. State Campus

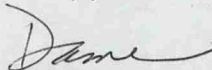
Dear Bill:

We have a new position in Textiles Extension which we are hopeful in filling with someone who has a background in textile chemistry. The enclosed letter will be sent to James Rucker who is one of our black textile chemistry graduates. It is not our policy in the School of Textiles to attempt to pirate employees of textile companies and for that reason we are not making Jim an offer directly; and I do not consider it in good taste to ask him directly to recommend some other black for the position, but I am hopeful that he will gain this impression from the way the last paragraph of the letter is worded.

In addition to this letter, we are placing ads in the Southern Textile News, Modern Textiles magazine, and the American Association of Textile Chemists and Colorists Journal.

I am hopeful that these actions will fully meet the Affirmative Action requirements. I would appreciate your comments on the letter and on our recruiting plan.

Sincerely yours,



Dame S. Hamby  
Director  
Textiles Extension

DSH:el

Enclosure

cc: Prof. J. F. Bogdan