

APPENDIX A

List of Information Supplied NCSU Affirmative Action Planning Units

1. List and summary of EPA employees by race, sex, rank, salary and degree.
2. Statistics concerning doctorates awarded to women 1960-69.
3. Summary of data on the availability of Negro Ph.D's.
4. Number of bachelor's degrees conferred by North Carolina institutions, by sex, and field of study. 1968-69, 1969-70, 1970-71
5. Data on minority employment in state government.
6. 1971 work force estimates for counties in North Carolina by race and sex.
7. List and summary of SPA employees by race and sex, and classification.
8. Data on graduates from technical institutes and community colleges in North Carolina, 1971-72.
9. List of members of NCSU Good Neighbor Council.
10. Recommendations of the Minority Group Student Opportunities Committee of the NCSU Graduate Administrative Board.
11. Data on salaries and employment levels of females in U.S. institutions of higher education, 1972-73.
12. List of recruitment sources for female and minority faculty.
13. NCSU minority enrollment by School and University.
14. 1970 census data workers in North Carolina by personnel classification, race and sex.
15. Doctor's Degrees Conferred by All U.S. Institutions: By State, Academic Field, Sex, and Institutions . 1961-2 through 1970-71.
16. Directory of Minority College Graduates 1971-72.
17. Black Professionals in Predominately White Institutions of Higher Education, 1972.
18. List of Women's Caucuses and Committees in Professional Associations.

Mr. Simpson

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

September 10, 1973

RICHARD ROBINSON
Assistant to the President

MEMORANDUM

TO: The Chancellors

FROM: Dick Robinson *RRG*

RE: Data Compilation Requests For the Office for Civil Rights, Department of Health, Education and Welfare

In connection with preparation of the University's contribution to a State Plan for establishment of a unitary system of higher education, we have been requested by HEW from time to time to provide various data, reflecting institutional employee and student profiles by race and sex. We have detected some ambiguity in questions in the guidelines which purport to define such things as "institutional component", "professional and non-professional employees" and "instruction and research." This lack of clarity prompted us to engage in a series of conversations and exchanges of correspondence with the Washington office in an effort to achieve a mutual understanding of these key terms and concepts on which the data reports could reliably be based. We thought that we had achieved an oral understanding, satisfactory to both HEW and us. This question was viewed as one which ought to be resolved on a system-wide basis, for obvious reasons, and we had not anticipated that any continuing debate on these subjects would involve individual campuses; however, recent evidence suggests that questions persist in the Office for Civil Rights at the Washington level and that some campuses of the University system are now receiving direct requests for data which are not predicated on the definitional understandings which we thought had been achieved. If you have received recently any such inquiry from the Office for Civil Rights requesting data about the sex and race composition of your workforce or student body, please contact Dr. John Davis, Assistant Vice President for Institutional Research, promptly and supply him with copies of any such written requests you have received. More specifically, if you have received any inquiries from Mrs. Mary M. Lepper, Director, Higher Education Division, Office for Civil Rights, please let him have copies of any such correspondence.

cc: Dr. John Davis

Copies: Provost Kelly

Vice Ch. Wright

Private

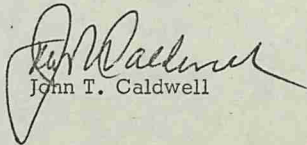
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
BOX 5067 ZIP 27607
TELEPHONE: 919, 735-2191
737-2191

13 June 1973

To: President William Friday

I am forwarding herewith an affirmative action plan for North Carolina State University. The plan has the full endorsement of this administration.


John T. Caldwell

✓cc: Provost Kelly

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HEW

November 11, 1974

MEMORANDUM

TO: Nash N. Winstead
FROM: Lawrence M. Clark

I received a call from the Atlanta office of HEW with reference to the Affirmative Action Plan. They want the following:

An additional copy of our Affirmative Action Plan and an additional copy of our 1972 EEO-1 Report.

I informed Mr. Byrson that we would forward such information.

LMC:sj



AC Baker
W

J. RUSSELL KIRBY
CHAIRMAN
WILSON

ROGER CAAT, JR.
VICE CHAIRMAN
GLEN RAYEN

VICTOR F. SELL, JR.
TREASURER
RALEIGH

NORTH CAROLINA
STATE EDUCATION ASSISTANCE AUTHORITY

GENERAL ADMINISTRATION, THE UNIVERSITY OF NORTH CAROLINA

910 RALEIGH ROAD
P. O. BOX 2699
CHAPEL HILL, N. C. 27514
TELEPHONE (919) 933-6981

EDWIN C. BAKER
RALEIGH

MRS. CARRIE W. HANFORD
GREENSBORO

W. H. FLEMMONS
BOONE

BURKETTE RAFFER
MOUNT CLIC

STAN C. BROADWAY EXECUTIVE DIRECTOR
CHARLES F. GEORGE, JR. ASSISTANT DIRECTOR

August 12, 1974

Memorandum to: Dr. John Davis
From: Stan C. Broadway
Re: Data Collection Activities Implied by HEW Plan
(Student Aid)



W.H.
M.S.A.
L.M.C.
M.H.

Consistent with your verbal request and a follow-up memorandum from you dated July 26, 1974, I convened an "ad hoc" committee of student aid officers to review the specific pledges made by The University with regard to the North Carolina Plan to Eliminate Racial Duality in Public Postsecondary Education. The committee consisted of: Mr. Wallace Blackwell, NCCU; Mr. Robert Boudreaux, ECU; Mr. William Geer, UNC-CH; Mrs. Eleanor Morris, UNC-G.

The committee met at General Administration on Tuesday, August 6, 1974.

The mandate which we regarded as fundamental to any of our considerations was expressed in item 3 of attachment A to Mr. Holme's letter of June 14, 1974, addressed to Governor Holshouser. Specifically, collection of financial aid information should specify the number of students receiving financial aid by category of such aid, by race and sex. Also, the average award by category of award type must be expressed in a similar manner.

The University of North Carolina now collects financial aid information in basically two ways: (1) the receipt of a copy of all Federal reporting documents such as applications for participation in Federal student assistance programs, fiscal operational reports and all other data supplied by the institution directly to the Office of Education (these reports deal with the expenditure of Federal student financial aid dollars, and in some cases, other funds as well); (2) The University also receives an annual summary of financial aid activity on the respective campuses in the form of NCHED A-10. This is an historical document

Dr. John Davis
Page 2
August 12, 1974

which had its origin in the mid-1950s and, over time has established a compatible data base about student financial aid activity in North Carolina for almost twenty years.

We purpose to continue to collect basic financial aid information from the constituent institutions by the use of these two documents. However, we purpose to improve the data collection process by the incorporation therein with respect to the NCHED A-10 of data elements which would provide sufficient documentation at a minimum to meet the fundamental mandate expressed by Mr. Holmes.

Specifically, the committee makes the following recommendations to the Office of Planning of General Administration in regard to the topic so styled. The "ad hoc" committee's recommendations appear in the sequence in which the topics appear in the long range plan.

Recommendation number 1: Advanced Deposits

It is the opinion of these experienced financial aid officers that the advanced deposit system either for admission or for dormitory reservation is a useful tool in solidifying collegiate enrollment. However, it is recommended that a systematic means be provided among all of the sixteen institutions for the granting of exemption for the payment of any advance deposit when sufficient information is presented by the applicant that financial aid is necessary in order to complete enrollment. In other words, if an applicant for admission is accepted and an admissions deposit required, the student should be allowed to request an exemption from the payment thereof by having the Financial Aid Office certify that the applicant has applied for financial assistance and that sufficient documentation is present in that office to justify such exemption. In other words, exemptions should be granted upon the authorization of the financial aid administrator through an orderly, documented procedure. Such an effort will retain the valuable aspects of advanced deposit procedures without acting as a deterrent to low income student aspirants.

Recommendation number 2: Financial aid data elements

In addition to the financial aid data collection instruments listed above, beginning with the academic year 1974-75 schools should be notified that the following information must be provided on all financial aid programs which are under the jurisdiction of, control of, coordinated by, or in any way officially related to the financial aid committee or office charged with the central responsibility of administering financial aid programs on an individual campus. Specific inclusion of the following data elements delineating the five (5) ethnic groups and sex is recommended:

Dr. John Davis
Page 3
August 12, 1974

I. Program Source (i.e., Federal, state, institutional, outside source)

A. Program

1. number of students
2. amount of dollars
3. average award
4. income level

II. Unduplicated Total (i.e., the number of students receiving financial aid from a single or combination of sources)

Recommendation number 3: Data universe

The universe for data collection for student financial aid resources should extend only to the programs under the jurisdiction of, control of, coordinated by, or in some way officially connected with the financial aid committee or office which administers programs of student assistance on a constituent campus. Should General Administration desire information about significant programs operating within the state exclusively for benefit of North Carolinians, it would be the responsibility of General Administration to make inquiries directly to the respective program.

We would recommend that immediate attention be given to the design of a supplemental page to the NCHED A-10 form which would collect the information specified in Recommendation number 3. Further, that as soon as practical all financial aid offices be informed by your office of the increased requirements for data collection in order to establish a system that would collect it for the 1974-75 school year.

kal

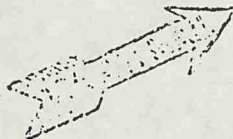
cc: Orientation File
Vice President Student Services and Special Programs



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

AB

JUN 14 1974



w

Honorable James E. Holshouser, Jr.
Governor of North Carolina
Raleigh, North Carolina 27611

Dear Governor Holshouser:

In our letter dated April 24, 1974, concerning those items we deemed critical to the revision of North Carolina's state-wide higher education desegregation plan, we indicated that any additional concerns would be communicated to you at a later date. We also indicated that we would provide you with a format for reporting required statistical data. Due to the press of time, we have decided to focus our efforts upon reviewing your plan. While there are further issues which we wish to raise, we have determined that they need not be pursued prior to our decision as to the acceptability of your plan.

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MSD
LMC
MK

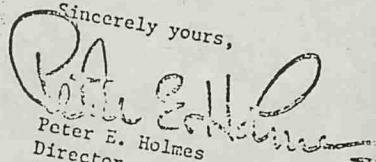
We are, however, providing the information on reporting referred to in our previous letter. Attachment A lists the types of data which we will request on an annual basis. Please note that the attachment does not include data relevant to the resources analysis requested in Section III B of the April 24 memorandum. Depending on the results of this analysis, additional reporting requirements reflecting activity in this general area may be appropriate. In developing these reporting requirements, we have made every effort to take advantage of existing sources within the Federal Government and to make additional reports

Page 2 - Honorable James E. Holshouser, Jr.

compatible with existing ones. As we progress in developing the format of these reports, we anticipate working closely with your staff in an effort to obtain the information we need in the manner least burdensome for you.

Your continued cooperation is greatly appreciated.

Sincerely yours,



Peter E. Holmes
Director
Office for Civil Rights

Attachment

cc: Dr. William C. Friday
Dr. Benjamin E. Fountain
Presidents, North Carolina Institutions
of Higher Education
HEW Regional Attorney
HEW Regional Director
HEW Director, Office for Civil Rights

ATTACHMENT A

Information to be provided as part of the reporting requirements for monitoring higher education desegregation plans.

A. Employment

1. For each main campus or branch campus of an institution, the total number of employees by category (rank and tenure status and race, including a category identifying the staff working on desegregation. In addition to the report of total employment a separate report should indicate new employment during the past year (collected either through use of the EEO-6 form presently being developed by the Equal Employment Opportunity Commission or a form which is compatible with it).
2. For each State agency concerned with higher education, information similar to that requested in Item 1.
3. For each main campus or branch campus of an institution, the number of employees by category and race who were dismissed, retired, or resigned for other reasons, during the past year.
4. For each main campus or branch campus of an institution, the number of promotions by category and race for the previous year.
5. For each governing board, either state-wide or local, the racial composition of the membership, indicating how selection is made and the length of each member's term.

B. Students -- for each main campus or branch campus of an institution:

- * 1. Number of applicants and acceptances for fall admission by race and geographic origin (county within State or out-of-State), separately for undergraduate, professional and graduate students, and for transferring and beginning students.
- * 2. Student enrollment, by level, race and selected categories of major fields of study, with a single separate report for first time students (beginning and transfer). (This is the Compliance Report of Institutions of Higher Education, OS-9, which is required of all institutions of higher education subject to Title VI of the Civil Rights Act of 1964 of the Education Amendments of 1972.)
3. Number of students receiving financial aid by category of such aid and race. In addition, the average award by category of aid and race will be requested.

4. Number of students graduating, by academic discipline and race. (This report would be based upon the Degrees and Other Former Awards Conferred Report of the Office of Education's Higher Education General Information Survey.)
- * 5. Number of students not returning from the previous year (except those graduating) by race, reason for failing to return, and level.
- * 6. Number and percentage of students, by race, moving from one level to the next, e.g., from freshman to sophomore status. //

April 16, 1975

Mr. Louis O. Bryson, Chief
Higher Education Branch
Department of Health, Education, & Welfare
50 7th Street N.E., Room 134
Atlanta, Georgia 30323

Dear Mr. Bryson:

This letter is a confirmation to your request that Mr. William Calloway and I reschedule our visit with you on April 18, 1975, to May 2, 1975, at 10:00 a.m. We are looking forward to seeing you on May 2.

Sincerely yours,

Lawrence M. Clark

LMC:sj
cc: Provost Nash Winstead
Mr. William Calloway

H E W

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

April 8, 1975

file copy
w

Louis O. Bryson, Chief
Higher Education Branch
Dept. of H. E. W.
50 7th Street N.E., Rm. 134
Atlanta, Georgia 30323

Dear Mr. Bryson:

This letter is a follow-up to a telephone conversation with your secretary on April 7 and a letter from you dated March 31, 1975. Mr. William Calloway and I plan to visit your office on the morning of April 18, 1975. We appreciate your prompt response to our request.

WITE
MSD
LHC
mllg

Sincerely yours,

Lawrence M Clark

Lawrence M. Clark
Assistant Provost

LMC:sj
cc: v Provost Winstead
Mr. William Calloway

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
Box 5067 Zip 27607
TELEPHONE: 919, 737-2191

19 September 1973

Mr. William H. Thomas
Regional Civil Rights Director
Office for Civil Rights
Region IV, Dept. of Health, Education,
and Welfare
50 7th Street NE, Room 404
Atlanta, Georgia 30323

Dear Mr. Thomas:


I received your September 11 letter on Thursday, September 13. In that letter and its attachment you present certain conclusions to which we are obligated to respond within thirty days (by October 13, 1973).

Thank you for your offer of cooperation in any conference desired.

We will respond to you within the prescribed time.

We assume that you are completely informed of the case of "Nancy Mueller as plaintiff v. The University of North Carolina, Board of Trustees of North Carolina State University at Raleigh, William Friday, John T. Caldwell, and Casper Weinberger, all in their official capacities" filed August 15, 1973 in the U. S. District Court for the Eastern District of North Carolina.

Sincerely yours,


John T. Caldwell
Chancellor

bcc: Provost Kelly, Mr. Simpson,
Dean Legates, Mr. Robinson

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

July 27, 1973

MEMORANDUM

TO: The Chancellors

FROM: Dick Robinson *DR*

RE: HEW Reactions to Campus EEO Affirmative Action Plan Submissions

DR

W

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

Enclosure

cc: President William Friday

Copy: Provost Kelly (2)

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

July 27, 1973

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

Dear Mr. Bryson:

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

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

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

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

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

Sincerely,

Richard H. Robinson, Jr.

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

bcc: Dr. Charles Cullop

DRAFT

July 24, 1975

Mr. William H. Thomas, Director
Regional Civil Rights
Office for Civil Rights
507th Street N.E. Room 404
Atlanta, Georgia 30323

Dear Mr. Thomas:

In June, 1973, North Carolina State University submitted its Affirmative Action Plan to the H.E.W. District Office in Atlanta, Georgia and in mid-February, 1974, at the request of the Regional Office in Atlanta, submitted a revised and expanded Plan. Overall, the Affirmative Action Plan is based on a three-year period from July 1, 1973, to June 30, 1976.

The NCSU Affirmative Action Plan, which was submitted, follows the regular pattern of organization and administration of the University and divided into 13 planning units which include the eight degree-granting Schools, Student Affairs, Library, Business Affairs, University Extension, and Special Units. Each unit established a planning committee which developed plans applicable to that unit. In continuation with the general statement on policy and description of procedure, these 13 plans constituted the Affirmative Action Plan.

Since the Plan has neither been accepted or rejected by your office; and since the expiration date is June, 1976, please advise us in reference to the following points:

Should North Carolina State University submit a new Plan with goals and timetables which covers a new period (1976-19)?

Mr. William H. Thomas
Page 2
July 24, 1975

or

Should North Carolina State University submit an addendum to the current Plan with an extended period of time?

In either case, we wish to follow our regular pattern of organization and administration and would like to know at this time which course to take to enable our subunits to have ample time to develop their addenda or new plans.

Sincerely,

Lawrence M. Clark
Affirmative Action Officer

LMC:sj

cc: Acting Chancellor J. A. Rigney
Provost N. N. Winstead
Mr. Richard Robinson
Mr. Louis O. Bryson

ap

January 13, 1975

MEMORANDUM

TO: Provost Winstead
FROM: Lawrence M. Clark
SUBJECT: Preliminary Proposal Under the Fund for the Improvement of Post-Secondary Education

Several weeks ago Chancellor Caldwell forwarded to you proposal guidelines under the Fund for the Improvement of Post-Secondary Education sponsored by H.E.W.

Dr. Lawrence K. Jones, Assistant Professor in the Counseling Department has prepared and submitted a preliminary proposal to H.E.W. Attached is his preliminary proposal and supporting documents.

LMC:sj
Attachment

January 13, 1975

MEMORANDUM

TO: Carmen M. Marin, Dept. Head
FROM: Lawrence M. Clark, Assistant Provost

Please note that the Affirmative Action Recruitment Reports should be approved before effective hiring date. However I have approved this one at this time. I do hope we may be able to process these in the future under the correct handling.

LMC:sj
cc: Dean Legates
Mary Strickland

January 13, 1975

MEMORANDUM

TO: Richard Robinson
FROM: Larry M. Clark
SUBJECT: Affirmative Action Program for the Handicapped

This memorandum is in reference to our telephone conversation on the morning of January 9 with regard to an Affirmative Action Program for the handicapped. It is our understanding that the Rehabilitation Act of 1973 as interpreted and administered by the Secretary of Labor requires an Affirmative Action Program for the total work force at NCSU i.e., the EPA and SPA categories of employees. It is further our understanding that such an Affirmative Action Plan for the handicapped must be filed with the Secretary of Labor. In addition, our Affirmative Action Plan for the handicapped must be filed with and become a part of the State of North Carolina Equal Employment Opportunity Program.

We are following your suggestions that NCSU proceed to send to the State Personnel Department our Affirmative Action Plan with an amendment which treats the subject efforts on behalf of the handicapped in the SPA category. We will delay filing an Affirmative Action Plan for handicapped individuals with the U. S. Department of Labor until you have had time to consult with officials in the Department of Labor for specific guidelines especially in the EPA category and advise us.

Dick, I feel that a meeting of the Affirmative Action Officers of all the constituents institutions of the University would be helpful. Could such a meeting be held in Chapel Hill in February. Perhaps, we could clarify some of the issues and confusion. What are your thoughts?

LMC:vg

(Draft)

January 10, 1975

TO: Provost N. N. Winstead
Assistant Provost L. M. Clark
Assistant Dean Donald H. Solomon
Dean J. E. Legates
Associate Dean E. W. Glazener
Dean Claude E. McKinney
Associate Professor Randolph T. Hester
Dean Carl J. Dolce
Associate Dean William Maxwell, Jr.
Dean Ralph E. Fadum
Associate Dean R. G. Carson
Dean Eric L. Ellwood
Associate Dean LeRoy C. Saylor
Dean Robert O. Tilman
Associate Dean William B. Toole
Dean Arthur C. Menius, Jr.
Associate Dean Jasper D. Memory
Dean David W. Chaney
Professor John F. Bogdan

SUBJECT: Quail Roost Race Relation Seminar

North Carolina State University has made great strides in recent years in creating an atmosphere where persons from different races may come to live, work, and study together. However, our University, as most universities, still faces the challenge of increasing the opportunities for racial stability and understanding. The central administration here is totally committed to developing still further an environment of human understanding free from racial prejudice.

To that end, a joint seminar sponsored by the Chancellor and Provost is planned to be held at a retreat setting to examine in full dimension the University's racial problems, and how together the top leadership in various areas can come

Participants
Page 2
January 10, 1975

up with unified approaches and action.

As one of the top administrators and/or Affirmative Action Representatives, your attendance and input at this seminar will be of vital importance. The seminar will be conducted by a highly-rated consulting firm, Urban Crisis Inc., of Atlanta, Ga. Urban Crisis utilizes a hard hitting incisive approach to problem solving, particularly as applied to achieving better intergroup and interracial understanding. You should be expected therefore to be prepared for two days of intense, honest appraisal and planning for the future for both your school and the University at large.

Selection of those in attendance has been carefully done to achieve maximum top-level direction and achievement of the goals stated above. The program at Quail Rose,

will begin at 8:00 a.m. on Thursday, February 27th until 5:00 p.m. Friday, February 28th. Please clear your calendar for those days, and provide your own transportation from your school or division funds. Dress, of course is casual and with the exception of your overnight toilet articles, all other accommodations and needs will be provided at the retreat setting.

I am looking forward to seeing you there. Please confirm your attendance with Larry M. Clark, Assistant Provost no later

Participants
Page 3
January 10, 1975

than February 1, 1975. Dr. Clark will also be available to answer any questions that you might have.

Chancellor John T. Caldwell

cc: Provost N. N. Winstead
Assistant Provost L. M. Clark

January 13, 1975

MEMORANDUM

TO: N. N. Winstead, Provost

FROM: Lawrence M. Clark

SUBJECT: Affirmative Action Programs for the Handicapped

The Chancellor received a letter dated November 14, 1974 from Governor Holshouser requesting that we review the State's Affirmative Action Policy which was attached and assure its implementation. In addition, it was requested by the Governor (1) that the name of the person designated by the Chancellor as responsible for the execution of the policy be submitted to his office and (2) a draft of our program be submitted to the Office of State Personnel not later than January 1, 1975.

In Governor Holshouser letter to the Chancellor, it was stated that the State's policy "provides for our continued efforts in equal employment opportunities for all applicants and for current employees with respect to training, compensation, promotion, and other attributes of employment without regard to race, color, religion, national origin, sex, age or physically handicapped except where sex, age, or physical requirements are essential occupational qualifications".

On December 6, 1974, the Chancellor submitted William R. Calloway name as the designated individual at NCSU responsible for execution of the policy.

On December 10, 1974, the Chancellor received a letter from Dick Robinson which stated that we should submit to the State Personnel Department our existing Affirmative Action Plan filed previously with HEW with an amended section on the handicapped. Copies of Dick Robinson letter to the Chancellor was forwarded to Vice Chancellor Wright, Bill Calloway and Larry Clark.

It is our understanding that the handicapped individuals are covered under the Rehabilitation Act of 1973 as interpreted and administered by the U. S. Secretary of Labor. This Act requires an Affirmative Action Program for the total workforce (as we interpret the Act) at NCSU i.e., the SPA and EPA categories of employees. It is further our understanding that such an Affirmative Action Plan must be filed with the Secretary of Labor. I discussed the Rehabilitation Act of 1973 with Dick Robinson on the morning

N. N. Winstead
Page 2
January 13, 1975

of January 9, 1975. He suggested that we should proceed to send to the State Personnel Department our Affirmative Action Plan with an amendment which treats the subject efforts on behalf of the handicapped in the SPA category. He suggested that we delay filing an Affirmative Action Plan for handicapped with the U. S. Department of Labor until he has had time to consult with officials in the Department of Labor with regard to specific guidelines especially in the EPA category.

With your approval we will follow Dick's suggestions. At the time we submit a comprehensive Plan to the Department of Labor, we should designate the EEO Officer as the person responsible for the implementation of the Plan which would correspond to our existing Affirmative Action Procedures.

LMC:vg

Attachments

cc: Bill Calloway

January 7, 1975

MEMORANDUM

TO: Chancellor Caldwell

FROM: N. N. Winstead

SUBJECT: Article in News and Observer on Affirmative Action

The recent article in the News and Observer made it sound as if HEW Atlanta had rejected our Affirmative Action Proposal. Dr. Clark checked with Richard Robinson. The article misinterpreted Mr. Robinson. Our plans are still under review and have not been returned.

NNW/jl

m H&T
WIST
MSP
hmc

W

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

January 6, 1975

Dr. Charles H. King, Jr., President
Urban Crisis Center
First Federal Building
40 Marietta St., N.W., suite 1710
Atlanta, Georgia 30303

WHS
max
LMC

Dear Dr. King,

Enclosed is a signed copy of the contract which we agree to utilize the services of Urban Crisis to conduct a two-day Human Awareness Potential Seminar.

It is our understanding that in addition to the amount stated in the contract, North Carolina State is to reimburse the leader and analyst (conductees of Urban Crisis) for travel and lodging expenses.

We look forward to a meaningful and worthwhile seminar.

Respectfully yours,

Lawrence M. Clark

LMC:sj
Enclosure
cc: Chancellor Caldwell
✓ Provost Winstead

January 22, 1975

D. S. Hamby
Textile Extension
102 Nelson
N.C. State University

Dear Mr. Hamby:

Enclosed is a copy of the letter which Dean Chaney received from the Chancellor with reference to the Quail Roost "Race Relation Seminar". Dean Chaney indicated that he has a conflict and cannot attend. He suggested that you may be willing to be his substitute. Would you indicate whether you would be able to attend by completing the attached form.

Sincerely,

Lawrence M. Clark
Assistant Provost

LMC:sj
Attachment
cc: Dean Chaney

January 14, 1975

MEMORANDUM

TO: Dr. Carlton J. Leith
FROM: Lawrence M. Clark
SUBJECT: Dr. Mack Gipson's Visit

I recently chatted with Dr. Gipson with reference to his visit to the campus on the 24th of January. He thought it would be better to arrive in Raleigh on the evening of the 23rd and be prepared to get an earlier start than 10:30 on the next day. He informed me that he will need overnight accommodations for the night of the 23rd. Could you see that a room reservation be made for him for a late arrival on the 23rd. Would your department pick up the expense?

LMC:sj

January 22, 1975

Dr. David D. Mason
Statistics
110 Cox
N. C. State University

Dear Dr. Mason:

Enclosed is a copy of the letter which Dean Menius received from the Chancellor with reference to the Quail Roost "Race Relation Seminar". Dean Menius indicated that he has a conflict and cannot attend. He suggested that you may be willing to be his substitute. Would you indicate whether you would be able to attend by completing the attached form.

Sincerely,

Lawrence M. Clark
Assistant Provost

LMC:sj
Attachment
cc: Dean Menius

BLUE BULLETIN NOTICE

Submitted: 1/22/75

PANEL DISCUSSION: "FEDERAL IMPACT ON HIGHER EDUCATION"

Faculty, staff and students are invited to attend a Panel Discussion: "Federal Impact on Higher Education" on Wednesday, January 29 at 10:00-12:00; Student Center Ballroom. Remarks by Chancellor Caldwell will be given followed by the Panelists. Question and answer period will be provided.

Office of the Provost

February 4, 1975

MEMORANDUM

TO: Provost Winstead
FROM: Lawrence M. Clark
SUBJECT: Affirmative Action Update Report

Attached are tables for each of the 13 units with reference to the EPA Faculty and EPA Non-Faculty categories. Table I gives the composition of the faculty in each unit as of October 1973. Table II gives the projections of the faculty composition in each unit by June 1976. Table III gives the present (January 1975) composition of the faculty in each unit.

I plan to send each department a copy of its stated goals and progress status along with a cover letter. I will draft the cover letter and send it to you for your reactions.

LMC:sj
Attachment

March 10, 1975

MEMORANDUM

TO: Provost Winstead
FROM: Lawrence M. Clark

Several weeks ago I mentioned to you that it might be beneficial for several of us who work closely with our Affirmative Action Program to visit with the staff of the Regional Civil Rights Office in Atlanta.

I discussed such a visit with Dick Robinson; he indicated that a visit might be helpful. However, he did indicate that we should limit our dialogue with the staff to contextual points of our Affirmative Action Plan and not engage in any dialogue which would be binding on the University System.

In addition to visiting with the staff of the Civil Rights Division, we plan to visit with Richard Gilbert, Regional Director of the Hour and Wage Division of the Department of Labor. It is from his office that we wish to seek some clarification about regulations which pertain to handicapped persons.

If the visit is approved by you and the Chancellor, Bill Calloway and Marvin Gehle will accompany me. I have discussed this with Bill and Marvin. We hope to arrange the visit for early April.

LMC:sj

*aff act
file*

February 19, 1975

MEMORANDUM

TO: Dean Carl J. Dolce
FROM: Lawrence M. Clark

Since you have reorganized the School of Education, perhaps it would be better for you to distribute this report to your department heads. Enclosed are the data and cover letters. In addition the full report that was given to each Affirmative Action officer on January 28, 1975 is enclosed. This report is for your review and for your file.

LMC:sj
Enclosures

*afelwin
Jii*

February 26, 1975

MEMORANDUM

TO: Dean Legates
FROM: Lawrence M. Clark

You will note from the data that we made no attempt to update the following units which were reflected in the Affirmative Action Plan from the School of Education: 4-H, Home Economics Extension, and Administration.

We plan to correspond with the appropriate persons in the School of Agriculture with respect to these units.

LMC:sj

March 19, 1975

Mr. William H. Thomas, Director
Office for Civil Rights, Region IV
Department of Health, Education & Welfare
50 Seventh Street, N. E. Room 404
Atlanta, Georgia 30323

Dear Mr. Thomas:

It is our understanding here at North Carolina State University that your staff at this time has under review our Revised Affirmative Action Plan which was submitted in February, 1974. As the Equal Employment Opportunity Officer here, I would like very much to visit with you and/or members of your staff to (1) discuss some of the contextual points of our plan, (2) establish a meaningful working relationship with the Regional Office and, (3) receive some technical assistance.

Mr. William Calloway, Personnel Director of North Carolina State University and I would like to visit the Regional Office at 10:00 a.m. on April 26, 1975 or another date which would be convenient for you. Please advise us.

Sincerely yours,

Lawrence M. Clark
Assistant Provost

LMC:sj
cc: Chancellor Caldwell
Provost Winstead
Vice Chancellor Wright
Mr. William Calloway
Mr. Richard Robinson

October 25, 1974

STATUS OF NCSU AFFIRMATIVE ACTION

The North Carolina State University Affirmative Action Plan is based on a three-year period from July 1, 1973 to June 30, 1976. The progress we have made in attaining our goals on race and sex is summarized below. The EPA non-faculty and faculty summaries are based on studies made this fall, while the SPA summaries are based on studies completed on July 1, 1974.

Race Personnel Summary

EPA Non-Faculty

The full-time black EPA non-faculty numerical goal by June 1976 is 39. At the present time we have 27 blacks in this category. There is no change over 1973-74. Under "other race" category (American Indians, American Orientals, Spanish Surnames) we have four (4) full-time persons with a 1976 goal of five (5).

EPA Faculty

The full-time black EPA faculty numerical goal by June 1976 is 44. At the present time we have 17 full-time black faculty members. This is an increase of three (3) over 1973-74. Under "other race" category, at present, we have 15 with a goal of 20 by 1976. There has been no change over 1973-74.

SPA

The overall full-time black SPA numerical goal is 636 by June 1976. On July 1, 1974, the number of blacks increased from 538 to 554. Twelve of the 16 additions came in the clerical area, one (1) black addition was in the officials and managers classification, and the three (3) other additions were in the laborer classification.

Sex Personnel Summary

EPA Non-Faculty

The full-time female EPA non-faculty numerical goal by June 1976 is 89. At the present time we have 88 in this category. This is an increase of four (4) over 1973-74.

EPA Faculty

The full-time female EPA faculty numerical goal by June 1976 is 114. At the present time we have 74 females in this category. This is an increase of six (6) over 1973-74.

STATUS OF NCSU AFFIRMATIVE ACTION

Page Two

October 25, 1974

SPA

The full-time female SPA numerical goal by June 1976 is 1187. On July 1, 1974, the number of females increased from 1132 to 1151. Female increases came in the classifications of officials and managers (+2), clerical (+13), laborers (+1), and service workers (+10).

Black and Female Student Enrollment

In addition, the following progress was made in black and female enrollment at the undergraduate and graduate levels:

Black Students

We have had increases in the numbers of black students at both the undergraduate and graduate levels. Our undergraduate black student enrollment for 1973-74 was 275. This fall we have 440 black students enrolled at the undergraduate level. This reflects a 60% increase. Our graduate black student enrollment for 1973-74 was 74. At the present time we have 102 black graduate students. This reflects a 37.8% increase. Combining the undergraduate and graduate enrollments, we have a 55.3% increase of black students over 1973-74.

Female Students

We have had female student increases at both the undergraduate and graduate levels. Our undergraduate female student enrollment for 1973-74 was 2,874. This fall we have 3,416 female students enrolled at the undergraduate level. This reflects a 18.9% increase. Our female graduate enrollment for 1973-74 was 520. This fall we have 678 female graduate students. This reflects a 30% increase over 1973-74. Combining the undergraduate and graduate enrollments, we have a 20.6% increase of female students over 1973-74.

May 20, 1975

MEMORANDUM

TO: N. N. Winstead, Provost

FROM: Lawrence M. Clark, Assistant Provost

SUBJECT: Title IX

Dean Solomon has reviewed the proposed revised guidelines for Title IX which appeared in the Chronicle of Higher Education. His comments are attached. In addition, attached is a letter from Vice-Chancellor Talley.

This item will be discussed at the next Affirmative Action Officers meeting on May 29, 1975.

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
Box 5067 ZIP 27607
TELEPHONE: 919, 737-2191

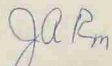
1 August 1975

To: Mr. Richard H. Robinson, Jr.
Assistant to the President, UNC

Subject: Public Hearing by Secretary of Labor Concerning Possible
Revisions of Regulations Controlling Affirmative Action
Programs Applicable to Institutions of Higher Education

Our staff has reviewed section 60-1.40(b) of the regulations with respect to Executive Order 11246 and your position paper dated January 17, 1975. We feel the following three areas should be commented on as part of our University response:

1. The inability to obtain accurate data to prepare an Affirmative Action Program.
2. The University calendar was apparently not considered in establishing report dates. We think Affirmative Action reports should be scheduled to coincide with the beginning of the academic year. The present June date is a difficult time to assess our employment situation.
3. Some effort should be made by the Department of Labor to respond to the problem of unreasonable salary demands in areas where minority representatives are limited.


J. A. Rigney
Acting Chancellor

cc: Provost Winstead
Wice Chancellor Talley
Dr. Larry Clark

NORTH CAROLINA STATE UNIVERSITY
AT RALEIGH

CHANCELLOR'S OFFICE

7/29/75

TO: Provost Winstead
Dr. Talley

Is there merit in our attempting to file a statement?

JR

Let's discuss at staff meeting.

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

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

July 24, 1975

MEMORANDUM

TO: The Chancellors

FROM: Dick Robinson *DR*

RE: Public Hearing by Secretary of Labor Concerning Possible Revisions of Regulations Controlling Affirmative Action Programs Applicable to Institutions of Higher Education

At a meeting yesterday at the Office of General Administration, certain representatives of your administration were notified of a pending development of potentially large significance bearing on our affirmative action responsibilities under Executive Order 11246. I follow up that informal announcement with this memorandum. Attached is a copy of an excerpt from a recent issue of the Federal Register in which the Secretary of Labor gives notice of his intention to hold hearings and receive written comments relative to the possible need to adopt new regulations, specially tailored to some of the salient characteristics of the higher education community, which would govern the development and operation of affirmative action programs in operational contexts such as are presented by the constituent institutions of the University. I believe that we should make every reasonable effort to respond to this opportunity. The Office of General Administration will be submitting a written analysis which touches several matters of common concern to us all.) In addition, it would be most helpful if, from your special perspective on and experience with the affirmative action effort, you also would share with the Secretary any comments you and your colleagues may have with respect to this question. I would appreciate receiving copies of any submission which you may choose to make to the Secretary.

Attachment

DEPARTMENT OF LABOR

Office of Federal Contract Compliance

EMPLOYMENT BY INSTITUTIONS OF HIGHER EDUCATION AND PRIME CONTRACTORS OR SUBCONTRACTORS UNDER FEDERAL NONCONSTRUCTION CONTRACTS

Request for Information and Notice of Fact-Finding Hearing

Pursuant to Section 202 of Executive Order 11246 (30 FR 12319), as amended by Executive Order 11375 (32 FR 13403), Institutions of undergraduate, graduate, professional and vocational education performing as prime contractors or subcontractors under federal nonconstruction contracts are prohibited from discriminating against any employee or applicant for employment because of race, color, religion, sex or national origin and are required to take affirmative action to insure that applicants are employed, and that employees are treated during employment, without regard to the aforementioned factors.

The Executive Order's affirmative action requirement is intended to ensure prompt achievement of full and equal employment opportunity through the establishment of specific and results-oriented procedures. In order to implement this objective in nonconstruction employment, including employment by institutions of higher education, such as colleges and universities, the Department of Labor has promulgated various regulations set forth in 41 CFR Part 60-1 et seq. The Department of Labor's principal regulations for effectuating the nondiscrimination and affirmative action mandate of Executive Order 11246, as amended, as applied to nonconstruction contractors, including colleges and universities, is known as "Revised Order No. 4," 41 CFR Part 60-2, which requires prime contractors and subcontractors with 50 or more employees and a contract of \$50,000 or more to develop a written affirmative action program for each of their establishments.

Equal employment opportunity matters at institutions of higher education are subjects of strong concerns and views by the Government, the institutions themselves, and various other persons, organizations and agencies. For example, the Twelfth Plenary Session of the Administrative Conference of the United States, held June 5-6, 1975, considered a study of the application of the Department of Labor's nonconstruction regulations to university faculty employment practices and recommended, in part, that the Department of Labor, in consultation with the compliance agencies, "should promptly commence a review of the contract compliance program applicable to nonconstruction contractors to determine whether regulations more closely adapted to the characteristics of specific occupations or industries are required, considering especially (1) variations in the susceptibility of types of employment to uniform or quantifiable methods of evaluating and predicting performance and (2) variations in policies of recruitment and advancement and in other personnel practices." (40 FR 27026, July 2, 1975).

NOTICES

The Department of Labor welcomes views and suggestions regarding its implementation of Executive Order 11246, as amended, and reviews and evaluates its policies, practices and procedures thereunder on an ongoing basis in order to maximize full and equal employment opportunity. Accordingly, notice is hereby given that the Department of Labor is requesting information concerning implementation of the affirmative action requirement of the Executive Order as applied to employment at institutions of higher education. Relevant information would include but not necessarily be limited to: (1) methodologies actually used by institutions of higher education in the development of written affirmative action programs under existing Department of Labor regulations and policies; (2) any special problems encountered by such institutions in developing and implementing such methodologies; (3) matters concerning availability data on qualified minorities and women for employment at institutions of higher education; (4) the special circumstances, if any, in higher education which might suggest alternative affirmative action approaches and the nature of such approaches; (5) the detail and adequacy of pertinent statistical data; and (6) other information relevant to achieving positive, results-oriented equal employment opportunities for minorities and women in employment at institutions of higher education consistent with the nondiscrimination and affirmative action requirements of the Executive Order.

Such information may be submitted either in writing or at an informal fact-finding hearing to be held pursuant to Section 203 of E.O. 11246, as amended, and commencing on Wednesday, August 20, 1975 in the First Floor Auditorium, New U.S. Department of Labor Building, 200 Constitution Avenue, N.W., Washington, D.C. Beginning at 9:30 a.m. on August 20, 1975, the presiding Administrative Law Judge will hold a pre-hearing conference in order to establish the order and time for the presentation, and in order to settle any other matters relating to the proceedings. All persons intending to make presentations should attend the pre-hearing conference which is open to the public. The public hearing will immediately follow the pre-hearing conference. Participants in the hearing will include representatives of the Office of Federal Contract Compliance and the Office of the Solicitor of Labor.

Persons desiring to appear at the hearing must file a written notice of intention to appear along with four duplicate copies with Philip J. Davis, Director, Office of Federal Contract Compliance, New U.S. Department of Labor Building, Room N-3402, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

If possible, notices should be filed before Wednesday, August 13, in order to facilitate scheduling the appearances.

The notice should state the name and address of the person wishing to appear, the capacity in which he or she will appear, and the approximate amount of time required for the presentation. The notice should also include, or be accompanied by, a brief statement of the presentation to be made.

The oral proceedings shall be reported verbatim. The use of prepared statements by witnesses is encouraged. An original and four copies of all documents to be used should be submitted at the hearing.

Persons who wish to submit information but who do not wish to attend the hearing may mail such written information, along with four duplicate copies to Mr. Davis at the above address by August 20, 1975. Such information will be submitted to the Administrative Law Judge for inclusion in the hearing record.

The Administrative Law Judge shall have all the powers necessary or appropriate to conduct a fair and full informal hearing, including the powers:

- (a) To regulate the course of the hearing;
- (b) To dispose of procedural requests, objections, and comparable matters;
- (c) To confine the presentations to matters pertinent to the requested information;
- (d) To regulate the conduct of those present at the hearing by appropriate means;
- (e) In his discretion, to question and permit questioning of any witness; and
- (f) In his discretion, to keep the record open for a reasonable stated time to receive written information from any person who has participated in the oral proceeding.

Following the close of the hearing, the presiding Administrative Law Judge shall certify the record thereof to the Secretary of Labor.

Signed at Washington, D.C. this 15th day of July, 1975.

JOHN T. DONLON,
Secretary of Labor.

BERNARD E. DELUKY,
Assistant Secretary for
Employment Standards.

PHILIP J. DAVIS,
Director, Office of Federal
Contract Compliance.

[FR Doc. 75-18796 Filed 7-16-75; 11:42 am]

THE UNIVERSITY OF NORTH CAROLINA

General Administration

P. O. BOX 2688
CHAPEL HILL 27514

January 17, 1975

Statement on behalf of The University of North Carolina concerning the interpretation and implementation of regulations which mandate "utilization" and "availability" analyses in the preparation of written Affirmative Action Plans under Executive Order 11246, as amended by Executive Order 11375

Central to the success of the affirmative action concept is the written plan in which the contractor evaluates, among other things, the extent and quality of its past utilization of persons who are members of the groups identified as intended beneficiaries of the Executive Order. Initial reference to this responsibility appears in the implementing regulations at Section 60-1.40(b), which prescribes that the written affirmative action plan shall include a "Utilization evaluation." The utilization inquiry is treated at greater length in Title 41, Part 60-2, Affirmative Action Programs. Those sections of particular pertinence are included in Subpart B, Sections 60-2.10 through 60-2.12.

Stated in summary terms, the responsibility of the contractor, as we understand that responsibility from a review of the regulations and from conferences with officials of the Office for Civil Rights, is to analyze the incumbent workforce, by appropriate unit, in terms of its racial and sexual composition; the extent of representation of women and blacks, for example, in the incumbent workforce then is to be compared with a calculation of the presumed "availability"

of qualified women and blacks in the labor area pertinent to the contractor's hiring patterns; and if a "deficiency" in the utilization of women and blacks is perceived as a result of such comparative analysis of past "utilization" and calculated "availability," the contractor is to establish goals and timetables for the correction of such deficiency.

There is disagreement between the University and the Office for Civil Rights concerning the meaning, intent and proper application of those regulatory provisions which treat the matter of "availability." The Office for Civil Rights asserts that "availability" means the general "existence" of a pool of individuals who possess the requisite qualifications for employment within the labor area determined to be pertinent. The University contends, however, that "availability" should be construed to mean the realistically probable access of the contractor to and the potential employability by the contractor of persons who possess the requisite qualifications for employment within the labor area determined to be pertinent.

The importance of this difference in perception is substantial. A hypothetical example will serve to illustrate the conceptual and practical difficulties and potential inequities which attend the interpretation espoused by the Office for Civil Rights. Assume that the faculty of the mathematics department of a university consists of 19 males (95 percent) and 1 female (5 percent). A determination of the sufficiency or insufficiency of current "utilization" of females within the department is to be achieved by postulating a norm based on the "availability" of females who possess the requisite qualifications. Assuming,

for purposes of discussion, that the possession of an earned doctoral degree in mathematics is one established valid prerequisite to consideration of an individual for employment in the department and that the labor market for the department is national in scope, the initial basic parameters of the theoretical pool can be ascertained. Assume, further, that as of the analysis date reliable data establish that 250 women in the United States hold earned doctorates in mathematics and thereby comprise 10 percent of the total pool of persons holding such degrees. At what point in the progressive refinement of this raw statistic may any realistic and useful conclusions be drawn about the sufficiency or insufficiency of the university's employment of females? The directives, both informal and formal, of the Office for Civil Rights indicate that no further refinement necessarily need be undertaken for purposes of measuring the contractor's past compliance with affirmative action mandates and establishing remedial hiring goals. Thus, as we understand the obligations posited by the Office for Civil Rights, in the hypothetical situation suggested the university would be deemed deficient in its utilization of females as members of the mathematics department to the extent of 100 percent and, thus, would have a corresponding obligation to double the representation of women on the faculty of the mathematics department.

Whether viewed as a method for measuring past derelictions (i.e., "deficiency," with its connotations of misfeasance or nonfeasance) or, correspondingly, for positing remedial goals (with attendant substantial expectations and inducements), the objectionable aspects and consequences of

such a simplistic analysis are immediately apparent. A superficial inquiry of that type says virtually nothing of utility about the actual "availability to the contractor" (either past or present or prospective) of qualified and employable individuals of various races and both sexes.

We submit that choice and use of the term "availability" rather than "existence" in the regulations issued by the Secretary of Labor was not inadvertent. Both the Executive Order and the implementing regulations envision an analytical and, where necessary, a remedial program based on and responsive to characteristics of the particular employee complement maintained by a particular employer. Thus, "availability" achieves significance only within the context of the employing unit which is being scrutinized for purposes of measuring equal-employment-opportunity performance. Accordingly, "availability analyses" must contemplate, realistically and equitably, an effort to assess with due care the "availability to the employer" of various types of persons. However, the administrative gloss imposed by the Office for Civil Rights on the otherwise clear regulatory prescriptions of the Secretary of Labor changes materially the focus and impact of this critical analytical exercise. Emphasis on the concept of "existence," virtually to the exclusion of any practical assessment of "availability," embroils us all in a misleading, burdensome and unfair set of expectations and responsibilities.

A realistic "availability analysis" would not stop with the raw data apparently deemed sufficient by the Office for Civil Rights. With reference to the hypothetical situation suggested previously, we point out one predictable

anomalous consequence of such a truncated inquiry. All of the university-level institutions in the United States presumably are engaged, more or less simultaneously, in the production of affirmative action programs which include availability analyses, inter alia, for departments of mathematics. Under the analytical approach apparently prescribed by the Office for Civil Rights as applied in the hypothetical context suggested, all such institutions would be obligated to achieve at least a 10 percent representation of women in their respective mathematics department faculties. To assume that any such mathematically perfect pro rata distribution of the available pool of female mathematicians will occur pursuant to the separate, uncoordinated and self-interested efforts of all participating institutions is to court delusion of the most extreme variety. Thus, a large number of the subject institutions are foreordained not to achieve the "remedial" goals predicated on found "deficiencies" in their past performance.

A refinement of the raw data, in service of a realistic assessment of "availability," should include at least the following:

A. Availability to the general higher education community.

1. Female mathematicians available for academic employment.

Not all persons holding terminal degrees which ostensibly qualify them for academic employment choose to pursue careers in educational institutions as faculty members. Thus, determining the number of mathematicians in the United States provides no reliable indication of the number of such persons who are available for academic employment, either by the higher education community

in the aggregate or by a particular educational institution. The pool, presumptively available in the abstract, should be modified accordingly, with occasion both to exclude from the total those who will not voluntarily enter the academic profession and to include those who might be induced to effect a change in careers by accepting academic employment. Thus, with reference to the hypothetical suggested previously, reliance on available data concerning "mathematicians" would be misleading.

2. Female mathematicians representing pertinent subspecialties who are available for academic employment.

With reference to virtually all academic disciplines, the generic specialty is subdivided into various subspecialties. Available census data and other sources of gross "availability" data seldom reflect such pertinent details. Thus, "availability" conclusions must be modified to accommodate the various actual employment needs of the higher education community: The presumed "availability" of qualified employees for available faculty positions entailing subspecialty requisites.

3. Female mathematicians qualified for and interested in academic employment who currently are unemployed.

Realistic efforts to measure the size of the unemployed pool of qualified and interested female mathematicians is essential to the construction of "availability" data useful to the higher education community. Such persons constitute, obviously, the most promising recruitment opportunities.

4. Female mathematicians currently engaged in academic employment who could be induced to change their situs of employment.

Reference is here had to considerations of mobility which impinge materially on any "availability" conclusions. Assuming an imbalance in present distribution of female mathematicians among higher education institutions (as measured by the postulated 10-percent norm), changes in such patterns of distribution can be effected only if the subject individuals choose to relocate. A realistic "availability analysis" should purport to accommodate this fundamental constraint. The higher education institutions in the aggregate do not have access to an "available" pool of meaningfully identifiable size without some concomitant evidence bearing on the mobility of the persons in the gross pool.

B. Availability to the particular higher education institution.

Assuming a capacity to refine the dimensions of the gross pool of female mathematicians realistically available for recruitment and employment by the aggregate higher education community, there remains the substantial and fundamental concern about "availability" of female mathematicians to the particular institution which is required to address the question within the context of its affirmative action plan. While a determinable number of female mathematicians can be demonstrated to "exist," their "availability" to the particular employer is another question altogether. At the least, the following types of unavoidable factual realities should be acknowledged:

1. The consonance of specific characteristics of particular employment opportunities with the qualifications and interests of potential candidates.

As noted previously, mathematics departments, for example, do not hire "mathematicians" without reference to discipline subspecialties reflected in curriculum needs. Thus, a prospective employee (and the prospective employer)

must assess his or her credentials, areas of specialty interest and professional aspirations in the light of the particular opening. By way of illustration, a person currently employed at one institution to teach graduate-level courses in a subspecialty likely will not be attracted to another institution to teach "service math" courses for undergraduate science and engineering majors. Therefore, such a person, who undeniably is a member of the gross pool of "available" mathematicians, is not, in any realistic sense, "available" to be considered for the opening in question. The same type of constraint is operative in situations where (substantive job content aside) the funded position to be filled is an instructorship and the putative candidate is currently employed as a full professor.

2. Comparative and competitive financial inducements.

The level of compensation is one employment-condition variable which influences an individual's decisions about professional location. Among institutions of higher education currently there are wide variations in pay scales for comparable employment positions. Thus, to the extent that compensation is a pertinent influence on decisions about professional location, and in view of the fact that the institutions frequently are in competition with each other for the services of prospective employees, some institutions enjoy a competitive advantage over others. It is misleading in the extreme to suggest that an institution with a relatively low pay scale can attract the interest of and, thus, have "available" to it a group of persons who also are being recruited by other institutions which have significantly higher pay scales to offer.

3. Comparative and competitive quality inducements.

The higher education community does not consist of an homogenous mass of undifferentiated and, thus, essentially fungible institutions. On various comparative indices, the reputations of such institutions vary markedly, as viewed by the scholarly community. Some are more attractive places of employment than others, as a consequence, inter alia, of the quality of library resources, the quantity and quality of opportunities for research pursuits, the calibre of students and the nature and scope of academic programs. Again, some institutions enjoy a competitive advantage over others in the context of faculty recruitment, which reflects a complex of considerations which translate into generally shared conclusions about "institutional reputation." Realistic conclusions about the "availability" of numbers and types of persons to a particular institution must recognize this undeniably germane competitive recruitment context.

4. Living environment.

Questions about residentiary preference are an unavoidable concomitant to questions about professional location. Persons who abhor an urban environment are not, in any realistic sense, "available" to be recruited by an institution situated in a densely populated urban center. Such constraints on practical "availability" must be recognized in calculating an institution's compliance posture as measured by "availability" considerations.

5. Individual mobility.

Other constraints, including family commitments, financial obligations, and continuing unfulfilled expectations of current employers (as well as the

more positive limitations reflected by general satisfaction of the individual with existing professional and personal accommodations) serve to limit the realistic "availability" of particular individuals for recruitment by prospective new employers.

The correlative inquiries about "utilization" and "availability," as prescribed by the Office for Civil Rights, can produce, at best, merely best guesses of a generalized character. Surely it is recognized that the limitations on a definite "scientific" approach to answering such questions are both large and real. A number of salient variables must necessarily be taken into account in purporting to arrive at conclusions about the estimated "availability" to a particular employer at a particular point in time of particular types of prospective employees of specified races and sexes. And surely, if an "availability analysis" is to form the basis for a finding of "deficiency" and a corresponding establishment of reasonable "goals" which the contractor is to make a good faith effort to achieve, the underlying analysis ought to be as firmly and accurately based as is practicable.

The Office for Civil Rights expresses either no appreciation of or no patience with the true complexity of this subject matter. The deleterious consequences for the individual institution potentially are substantial. First, any such simplistically derived conclusion about past "deficiency" generates unavoidably a connotation of culpable dereliction which in many cases is not deserved. Second, and more substantially, it generates in the minds of many persons, both within and without the particular academic community, inflated

expectations about change which likely cannot be satisfied, with predictable attendant discord and vituperation when evidence of "failure," as measured by the extent of satisfaction of "goals," becomes apparent. Third, the existence of unrealistically derived and, as a consequence, frequently inflated "goals" can be expected to generate various dynamics which tend to induce objectionable practices of the so-called reverse-discrimination variety; in the context of dispersed personnel authority characteristic of virtually all higher education institutions, it is difficult if not impossible to insure that various responsible persons do not choose improper techniques in response to potentially severe pressure to achieve stated goals. Finally, under the simplistic approach apparently mandated by the Office for Civil Rights, the entire analytical exercise and attendant practical operational programs are invested with an unreality which can encourage "game playing"; it detracts from the apparent seriousness and substantiality of the entire project.

Curiously enough, the Office for Civil Rights recognizes some of the difficulties to which this statement points. In its recently issued Manual for Determining the Labor Market Availability of Women and Minorities, it asserts the need for good availability data. While the Manual speaks in terms of "existence" data, it advances such propositions as:

"Data should be current enough to depict the labor force as it actually is, not as it used to be."

"Data should be truly representative of that occupation, sex, or minority group for which it is collected."

In short, as the catchlines in the Manual say, data should have currency,

validity, and reliability. But the apparently singleminded emphasis of "existence" data is antithetical to the achievement of currency, validity, and reliability.

In response to such concerns, which we have expressed previously to the Office for Civil Rights, federal officials have offered insubstantial palliatives designed to reassure us. They have urged that the imprecisions and uncertainties can be overlooked because the process is designed to generate only general "goals" rather than rigid "quotas"; and we are assured that the contractor will not be penalized for its failure to achieve goals so derived if there is adequate demonstration of sufficient "good faith effort" to achieve goals. We take no comfort from such explanations, on two counts: First, such a rationale does not address in any way the four legitimate concerns expressed above. Second, "good faith effort" is not amenable to clear and reliable advance definitional treatment, and so in the final analysis the evaluation of a contractor's performance at the end of a goal timetable will depend on the vagaries of imprecisely defined and variously administered criteria; we have no way of knowing whether or in what fashion jeopardy may attach, if the insubstantially based goals are not achieved. In a proposed effort to address in some measure this set of dilemmas, we have suggested to the Office for Civil Rights that, at the least, that portion of the written plan which treats the subjects of "availability" and "utilization" be accompanied by a reasonable disclaimer designed to point up the extent and nature of the several real uncertainties which unavoidably attend any such speculative analytical process. The response of federal officials has been that any such language would constitute an impermissible detraction from the effectiveness of the written plan.

We concede that the direction posited by the Office for Civil Rights does have one characteristic which commends its use, namely, that in comparative examination it is relatively simple to use. However, that apparent advantage is outweighed clearly, we submit, by the several deficiencies of such an approach.

We necessarily assume that the regulations as issued by the Secretary of Labor contemplated a more realistic, fair and useful program than is suggested currently by the policy directives and practices of the Office for Civil Rights. There is an alternative practical approach which we urge be considered seriously--one designed to produce the most accurate available data at a point close in time to that at which utilization and availability must be compared in evaluating goals.

Accurate and meaningful conclusions about "availability" can be derived only with reference to particular positions to be filled at specified times. Aside from those insuperable limitations which preclude a high degree of certainty about the composition of the presumptively available general pool, the content of that pool is constantly changing, in response to various influential factors. Accordingly, conclusions about availability at one designated time predictably are not accurate guides at those subsequent designated times when an actual recruitment and hiring effort for a specific position is being undertaken. Further, by focusing on the concrete instance of recruitment and hiring for a specific position, it becomes immediately apparent that most accessible availability data are of so generalized a character that their utility in the actual recruitment-employment context are negligible. For example, with

respect to mathematics faculties, the acknowledged subdisciplines of that general discipline are reflected routinely in the composition of the faculty; recruitment frequently is not directed toward the identification merely of a "mathematician" but rather toward the identification of a specialist in "number theory" or in "homological algebra." Accordingly, any generalized assumptions about the general "availability" of general types of professionals become increasingly unreliable, unless tested and refined within the context of actual recruitment activities responsive to the existence of an available position to be filled.

We submit that preliminarily stated conclusions, within the confines of a written affirmative action plan with an intended life of any significant duration, concerning either "utilization" or "availability" or corresponding "goals" must be recognized and identified for what they in fact can realistically represent: Gross preliminary estimates of a highly generalized and probably misleading character. The written plan should acknowledge this fact clearly and unequivocally. As a necessary adjunct to the presentation of such gross analyses (with attendant statement of appropriate caveats and disclaimers), there should be written recognition, prescription and use of detailed processes by which the gross analysis will be tested and revised in the practical operational context of actual recruitment and hiring activities. Such refinement would consist of documented conclusions about actual "availability" to the employer, with reference to a particular position at a particular time, of numbers of white males and white females and black males and black females (for example) who ostensibly possess the qualifications for the position to be filled.

The conclusions would be predicated on the results of scrupulous and extensive recruitment efforts designed to insure a wide dissemination of information to and the solicitation of applications from members of both sexes and members of all principal races represented in the general pool.

In summary, any advance general conclusions about "utilization" and "availability" contained in the written affirmative action plan would be subjected to a continuous contextual updating and refinement based on the only type of experience which entails satisfactory control parameters and maximally reliable data generation, viz., the actual recruitment process in concrete, as distinguished from hypothetical, applications. Since it is impossible to set goals for the longer future from real availability data which, of course, cannot yet have come into existence in the only sense in which availability data can be current, valid, and reliable, it is necessary to make some concession in order to achieve any sort of predictability on which to base and test the sufficiency of goals. If we cannot achieve absolute and unerring predictability about who will be available to hire, can we achieve something far closer to validity and reliability than the methods proposed by the Office of Civil Rights can possibly produce? Evidently. We think that an institution setting a goal should use the then-current, valid, and reliable data generated out of the institution's most recent search-recruitment-and hiring experiences—data which are therefore near in time to the time at which the institution hopes to achieve the goals. To these then-recent data the institution should give greatest weight in guessing for the near-term future who will be hireable when a probable vacancy is to be filled.

Experience with affirmative action already has taught us that far more achievement is to be credited to the use of vigorous affirmative action processes of search, recruitment, and hire than to any fabrication of goals out of outmoded, invalid, and unreliable numbers. It is this process of action programs which should be audited and subjected to closest scrutiny for purposes of insuring good faith achievement and, thus, to confirm the validity of availability data generated in the manner proposed in this statement.

What we urge is a constructive and intensive effort designed to see what can be accomplished within a prescribed period of time, unencumbered by the artificialities and misdirections implicit in the approach fostered by the Office for Civil Rights. We have understood that the objective of this critical national effort is to remove artificial barriers to advancement of qualified persons and to seek through "affirmative" (as distinguished from merely "neutral") policies and practices to specially emphasize and effectuate the determination to open job markets for persons who, collectively, have been the victims of a longstanding and broadly based social disadvantage which is reflected, *inter alia*, in the employment context. We can stand rigidly on regulatory prescriptions indefinitely and thereby diminish this effort to the level of complex "game playing" or we can get on with the task of changing in fact some things which long have needed to be changed.

file AA
10/23/74

D R A F T

STATUS OF NCSU AFFIRMATIVE ACTION

The North Carolina State University Affirmative Action Plan is based on a three-year period from July 1, 1973 to June 30, 1976. The progress we have made in attaining our goals on race and sex is summarized below. The EPA non-faculty and faculty summaries are based on studies made this fall, while the SPA summaries are based on studies completed on July 1, 1974.

Race Personnel Summary

EPA Non-Faculty

The full-time black EPA non-faculty numerical goal by June 1976 is 39. At the present time we have 27 blacks in this category. There is no change over 1973-74. Under other race category (American Indians, American Orientals, Spanish Surnames) we have four (4) full-time persons with a 1976 goal of ~~five~~ (5).

EPA Faculty

The full-time black EPA faculty numerical goal by June 1976 is 44. At the present time we have 17 full-time black faculty members. This is an increase of 3 over 1973-74. Under other race category, at present, we have 15 with a goal of 20 by 1976. There has been no change over 1973-74.

SPA

The overall full-time black SPA numerical goal of 636 by June 1976. On July 1, 1974, an overall increase of blacks was from 538 to 554. Twelve of the 16 additions came in the clerical area, one black addition was in the officials and Managers job

classification, and the three other additions were in the laborer classification.

Sex Personnel Summary

EPA Non-Faculty

The full-time female EPA non-faculty numerical goal by June 1976 is 89. At the present time we have 88 in this category. This is an increase of 4 over 1973-74.

EPA Faculty

The full-time female EPA faculty numerical goal by June 1976 is 114. At the present time we have 74 females in this category. This is an increase of 6 over 1973-74.

SPA

The full-time female SPA numerical goal by June 1976 is 1187. On July 1, 1974, an overall increase of females was from 1132 to 1151. Female increases came in the classification of officials and managers (+2), clerical (+13), laborers (+1), and service workers (+10).

Black and Female Student Enrollment

In addition, the following progress was made in black and female enrollment at the undergraduate and graduate level:

Black Students

We have had increases in black student enrollment in both the undergraduate and graduate levels. Our undergraduate black student enrollment for 1973-74 was 275. This fall we have 440 black students enrolled at the undergraduate level. This reflects a 60% increase. Our graduate black student enrollment for 1973-74

was 74. At the present time we have 102 black graduate students. This reflects a 37.8% increase. Combining the undergraduate and graduate enrollment, we have a 55.3^{2%} percent increase of black students over 1973-74.

Female Students

WE have had female student increases in both the undergraduate and graduate levels. Our undergraduate female student enrollment for 1973-74 was 2,874. This fall we have 3,416 female students enrolled at the undergraduate level. This reflects a 18.9 % increase. Our female graduate enrollment for 1973-74 was ~~520~~⁵²⁰. This fall we have 678 female graduate students. This reflects a 30% increase over 1973-74. Combining the undergraduate and graduate enrollments, we have a 20.6% increase of female students over 1973-74.

NORTH CAROLINA STATE UNIVERSITY
AT RALEIGH

CHANCELLOR'S OFFICE

9/10/75

File

TO: Dr. Larry Clark

 LMR

I will be in Reidsville,
Race Relation Seminars

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



AMERICAN ASSOCIATION of UNIVERSITY WOMEN

NORTH CAROLINA STATE DIVISION

September 3, 1975

AN INVITATION TO LEADERS OF FOUR YEAR COLLEGES AND UNIVERSITIES IN NORTH CAROLINA--

Presidents/Chancellors
Academic Deans/Vice Presidents
Corporate Representatives of Institutional Members of AAUW

You are requested to participate in a statewide INVITATIONAL CONFERENCE TO FURTHER AFFIRMATIVE ACTION IN HIGHER EDUCATION, Friday, October 17, Greensboro, Ramada Inn near I-40 and I-85 junction, sponsored by the N. C. State Division of AAUW.

The major goal of the Conference is to give impetus to current efforts and initiate new ways to help bring to fruition the concept of full equality of responsibilities and rewards for all persons, including women, in all aspects of employment and faculty-staff development in higher education.

The program outlined on the enclosed brochure reflects our desire to provide information and materials about progress being made and new insights regarding ways to recognize and overcome existing discriminations and our desire to hear your comments and questions.

We need your assistance in facilitating communication among institutions about what they have done recently and are doing to plan and implement practices giving equality of opportunity to women and minorities and how they have successfully overcome any difficulties involved. Each President/Chancellor is requested to answer briefly or to designate someone to answer the few questions on an enclosed page and return it to Mrs. Winter. We will compile for circulation at the Conference an "action report" of progress which institutions consider significant.

We are firmly convinced that members of AAUW--alumnae of your institutions--will increase support (contributions, legislative efforts, recommending student applicants, etc.) and will lead others to increasingly support institutions which provide quality education and equality for women and minorities on their faculties and staffs. Representatives of Education from our branch organizations will attend the Conference to assure that the thrust of the event is incorporated into their local programs of study and action.

In addition to those receiving this invitation, other institutional representatives--such as deans of schools, chairmen of faculty senates or faculty affairs committees, or affirmative action officers--who are selected by Presidents/Chancellors may attend as space permits on a "first-reserved first-served" basis.

Persons who pre-register by October 1 will receive advance packets of information in preparation for the Conference. Two \$5 registration fees will be waived for current Institutional Members of AAUW--one for the AAUW Corporate Representative and one for the President or his designee.

We look forward to seeing you and others from your institution on October 17.

Cordially yours,

Gloria H. Blanton

Gloria H. Blanton, President
N. C. State Division of AAUW

Carrie C. Winter

Mrs. Carlton V. (Carrie) Winter,
Conference Chairman

Questionnaire for AAUW CONFERENCE TO FURTHER AFFIRMATIVE ACTION

Please complete and return by October 1, 1975, to: Mrs. Carlton Winter, Conference Chm.
5801 Masters Court, Charlotte, N.C.
28211

I. During the past 3 years what are the 2 or 3 most significant actions taken by your institution to further equality of responsibilities, opportunities and rewards for women? (e.g., appointments, promotions, benefits, policy revisions, leaves, etc.)

What problems or difficulties were involved in each action and how were they solved?

for members of minority groups?

How were related problems solved?

II. A. Circle sex of major administrative officers:

	1972-73		1975-76	
	M	F	M	F
President/Chancellor				
Academic Dean or VP				
Student Personnel Dean/VP				
Business Manager or VP				
Development Officer or VP				

B. For full-time Faculty information

	Write in %:		1972-73		1975-76	
	M	F	M	F	M	F
Professors	___	___	___	___	___	___
Assoc. Profs.	___	___	___	___	___	___
Asst. Profs.	___	___	___	___	___	___
Instructors	___	___	___	___	___	___
Dept. Chm.	___	___	___	___	___	___
Deans of Schools	___	___	___	___	___	___

Completed by:

Name _____

Position _____

Institution _____

Date _____

See Reservation and Registration form on reverse side.

-- Clip and mail.

The N. C. State Division of AAUW is grateful for assistance given by
N. C. Association of Colleges and Universities staff,
N. C. Association of Independent Colleges and Universities staff,
N. C. Conference of American Association of University Professors officers and staff,
and The Educational Foundation of American Association of University Women for a grant.

CONFERENCE COMMITTEE

Mrs. Winter, Chairman; Dr. Blanton, ex officio ; Mrs. Newell (see program personnel);
Miss Myrtis Davis, Corporate Representative of Greensboro College, Professor of Mathematics
Dr. Katharine Way, Adjunct Professor of Physics, Duke University
Mrs. Elizabeth Holder, Corporate Representative of UNC at Greensboro, Librarian
Dr. Wilmoth Carter, Professor of Sociology, Shaw University
Dr. Theo Strum, Dean of Instruction and Corporate Representative of Elon College

AN INVITATIONAL

CONFERENCE

**to further AFFIRMATIVE ACTION
in higher education**

FRIDAY, OCTOBER 17, 1975

GREENSBORO, NORTH CAROLINA

at the Ramada Inn near I-40 and I-85 junction

sponsored by the NORTH CAROLINA STATE DIVISION

of the AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

NORTH CAROLINA CONFERENCE TO FURTHER AFFIRMATIVE ACTION

Friday, October 17, 1975

9:30 Registration and Coffee

10:00 WELCOME and STATEMENT OF PURPOSE - Mrs. Carrie Winter, Charlotte, Conference Chairman and Representative of Education, N.C. State Division AAUW

AFFIRMATIVE ACTION -- WHAT IS IT?

10:15 IS AFFIRMATIVE ACTION REALLY NEEDED IN NORTH CAROLINA INSTITUTIONS? Reading. Script by Dr. Catherine Nicholson, Charlotte

10:30 WAYS AFFIRMATIVE ACTION IS BEING FURTHERED IN THE STATE - Panel representing types of institutions, their progress and problem solutions. Dr. Jan Somerville, Academic Dean, Salem College Mrs. Virginis Newell, Professor of Mathematics, Winston-Salem State University Mr. Richard Robinson, University of North Carolina Dr. Rosemarie Patty, Professor of Psychology, Wake Forest University Questions from the Audience

12:00 Luncheon (reservation required)

AAUP's HIGHER EDUCATION SALARY EVALUATION KIT - Dr. Maryse Eymonerie, Associate Secretary of AAUP and Director of Exxon Funded Project, Washington,

1:00 TITLE IX GUIDELINES: AN UPDATE - Member of Senator Robert Morgan's staff

1:30 NEW APPROACHES TO SELF-EVALUATION - Dr. Emily Taylor, Director, Office for Women in Higher Education, American Council on Education Questions from the Audience

2:30 NORTH CAROLINA INSTITUTIONS - LEADERS OR FOLLOWERS OF AFFIRMATIVE ACTION TRENDS?

Summary, Support Sources and a Challenge Dr. Gloria H. Blanton, President, N.C. State Division of AAUW, Raleigh

3:00 Adjourn

-o-

LUNCHEON RESERVATIONS and REGISTRATION FEE should be mailed by OCTOBER 1. See form below.

A PACKET OF MATERIALS will be sent to persons pre-registering by October 1.

MOTEL RESERVATIONS may be made by communicating directly with RAMAEDA INN, I-40 and I-85 junction, Greensboro. Ask for space from block of rooms reserved by N.C. AAUW.

Clip below and mail reservation and registration fee to

Miss Myrtis Davis Greensboro College Greensboro, N.C. 27420

Write check to N.C. State Division of AAUW. Luncheon is \$4 per person. Registration is \$5 per person.

Name _____ Address _____

(check one)

- *College/University President; *President's designee Academic Dean or Vice President *Institutional Corporate Representative to AAUW Position in institution _____ AAUW Branch President; AAUW Branch Representative of Education Member Board of Directors of N.C. State Division of AAUW

Enclosed is a check to N.C. State Division of AAUW for: Luncheon @ \$4 Registration @ \$5

* Registration fee waived for these persons in Institutional Members of AAUW.

file

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

FACULTY SENATE OFFICE
ROOM 2319
D. H. HILL LIBRARY

September 10, 1975

Dr. Lawrence Clark
Assistant Provost
208 Holladay Hall
N. C. State Campus

Dear Larry:

This is to officially inform you that Dr. Barbara Baines has agreed to serve as the Affirmative Action representative of the Faculty Senate.

Sincerely yours,



Samuel B. Tove
Chairman
Faculty Senate

File

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

May 19, 1975

Larry - I'll be away - Sorry to miss the meeting. Have a good summer.

Polly Williams

MEMORANDUM

TO: Affirmative Action Officers
FROM: Lawrence M. Clark *LMC*
SUBJECT: Affirmative Action Officers Meeting

There will be an Affirmative Action officers meeting on May 29, 1975, at 2:00 p.m. in the Holladay Hall conference room.

If you cannot be in attendance, please send a substitute from your unit.

The items to be discussed are as follows:

- 1. Status of our Affirmative Action Plan
- 2. Annual Affirmative Action unit reports
- 3. Title IX of the Civil Rights Act
- 4. Routine matters
- 5. Questions and answers

LMC:sj

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

11/4/74 Date

TO: Larry Clark

ACTION REQUESTED ON ATTACHED:

- | | |
|--|--|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature
(return attachments) |
| <input type="checkbox"/> For your information
(need not return) | <input type="checkbox"/> Please give me your comments
(return attachments) |
| <input type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | |

Is this worth your
attending - I am always
somewhat suspicious of meetings
by Private Organizations
instead of Univ.

will not attend LMC

FROM: me

Sent to

Mrs. Ann Taylor
Center for the Study of Higher
Education
Arizona State University
Tempe, Arizona 85281

June 9, 1975

WILLIAM KARP CONSULTING COMPANY, INC.

900 NORTH MICHIGAN AVENUE • CHICAGO, ILLINOIS 60611



Mr. Harry C. Kelly
Vice Chancellor
North Carolina State University
Raleigh, NC 27607

INFORMATION REQUEST

Chief Executive Officer of College or University

Strictly Confidential: Neither the name of the responding administrator nor the name of the college or university will be identified in the study.

1. Name of institution North Carolina State University

2. Name of person responding Lawrence M. Clark

3. Position of person responding Assistant Provost

4. Number of professional faculty:

Total 1846 Women 196 Black Women 14

5. Number of administrators:

Total 144 Women 9 Black Women 4

6. Black women in administration at your institution:

Name

Position

- | | | | |
|---|---|-------------------------------|--|
| * | { | a. <u>Minnie M. Brown</u> | <u>State Agent, Home Econ., Agri. Ext. Serv.</u> |
| | | b. <u>Lois S. Brown</u> | <u>District Home Econ. Agent</u> |
| | | c. <u>Josephine Patterson</u> | <u>District Home Econ. Agent</u> |
| | | d. <u>Lillie D. Caster</u> | <u>Head of Catalog Dept. (Library)</u> |

7. Does your institution have an affirmative action program?

Yes X No Year program was established 1973

8. Number of black women in administrative positions before your affirmative action program was established:

3

9. Number of black women (in #8) who received promotions to higher-level positions after your affirmative action program was established:

None

*The persons listed in 6 a,b,c are considered administrators under NCSU Extension Programs.

10. Number of black women who were promoted from faculty or staff positions to administrators within your institution:

None

11. Number of black women in administration who were hired from outside your institution:

1

12. Were the new appointments or promotion made as a result of your affirmative action program?

Yes No Other reasons: _____

13. If there are no black women in administration at your institution, to what do you attribute their absence?

a. None applied _____

b. None qualified _____

c. Other reasons: _____

14. Have there been any formal complaints of sex bias or racial discrimination lodged against your institution since June, 1970, the effective date of the Affirmative Action plans called for in Revised Order No. 4?

Yes No Number of complaints: 4

** 15. Do you think it likely that your institution will have a black woman as its chief executive officer by 1980?

Yes No If the answer is "No," please check the reason(s) below which may apply.

Lack of qualifications

Lack of motivation among qualified women

Opposition from administrators

Opposition from faculty or staff

Opposition from governing board or regents

** See comments under item 18

16. Would you like to receive a copy of the results of this study?

Yes No

17. Do you know of any other study presently being conducted which deals with black women in higher education administration?

Yes No If "Yes," please give name of study and the name of the person conducting it.

18. Please use the remainder of this page for additional comments or questions.

Question 15 in my opinion cannot be answered yes or no. If a vacancy occurs, each qualified applicant will be considered regardless of race, sex, or ethnic background.

THANK YOU!

May 29, 1975

MEMORANDUM

TO: Affirmative Action Officers
FROM: Lawrence M. Clark
SUBJECT: Affirmative Action Annual Unit Report

The Affirmative Action Annual Unit Reports for the period July 1, 1974-June 30, 1975 should be prepared following the format used last year. The report from each unit should include:

- A. Affirmative Action Plan Reports for EPA Faculty, EPA Nonfaculty, and SPA for departments and/or divisions and a consolidated Unit Report. (Please utilize the attached report forms. Note that the first three tables should be filled in with the data given in the July 1, 1973-June 30, 1974 report.)
- B. Narrative explanation for progress on Affirmative Action for each category i.e., EPA Faculty, EPA Nonfaculty, and SPA. (Please include recruitment efforts and number of offers accepted by females and minorities for the fiscal year 1975-1976.)

These reports are due on or before June 20, 1975.

LMC:sj

Attachments

May 29, 1975

MEMORANDUM

TO: Affirmative Action Officers
FROM: Lawrence M. Clark
SUBJECT: Race, Ethnic Background, and Sex of Applicants

Periodically we must determine whether the applications from minorities and women are increasing. At the present time, when persons apply for various position openings, it is in most cases difficult from their applications to determine their race, ethnic background, and/or sex.

Please inform persons within your unit to use the following statement in advertising vacant positions.

Equal Opportunity/Affirmative Action Employer

North Carolina State University is an Equal Opportunity Employer and operates under Affirmative Action Policy. The University strongly encourages all qualified applicants. Applicants are requested to indicate their race, ethnic background, and sex in their letter of application. Although providing this information is optional, the success of our Affirmative Action Program depends on our having it.

LMC:sj

Off. Action

November 20, 1974

MEMORANDUM

TO: Academic Policy Committee, Faculty Senate
 Executive Committee, Academy of Outstanding Teachers
 University Teaching Effectiveness Committee
 University Courses and Curricula Committee
 School Courses and Curricula Committees
 Student Government

FROM: Nash N. Winstead, Provost *N. N. Winstead*

SUBJECT: Distribution of Paper on Educational Equality

Enclosed is a copy of a paper on "The Elusive Goal of Educational Equality" presented at the annual meeting of the American Council on Education in San Diego, California, on October 10, 1974. Without necessarily endorsing every observation or conclusion made by Dr. Cross, but with her permission, I am distributing copies of what I believe to be a comprehensive description and provocative analysis of what has been and is being done in the area of academic innovation. Please consider this distribution for information only and make whatever use of it for discussion purposes you consider appropriate.

cc: Chancellor Caldwell
 Academic Deans
 Department Heads

The Elusive Goal of Educational Equality

K. Patricia Cross
Senior Research Psychologist
Educational Testing Service, Berkeley, California

If I could have my choice of when to live and work in the world of higher education, I would choose the 1970's as the most interesting and exciting era that has occurred in the past 50 years or is likely to occur in the next 50. For I believe that we now stand at a significant crossroads in the history of higher education. Sometime around 1970, we could look back on a system that took as its major claim to fame a truly remarkable physical growth. Few questioned either the desirability or the direction of that growth.

The final report of the Carnegie Commission (1973) refers to the post-World War II years as the Golden Age of higher education, but I wonder if history won't find those years more akin to the turbulence of adolescence than to the golden years of maturity and wisdom. In many ways, higher education has had a difficult adolescence. We have experienced rapid physical growth-- growth so demanding that we have had little time or energy left

Prepared for the Annual Meeting of the American Council on Education, San Diego, California, October 10, 1974.

for raising more profound questions about our future. We have faced the encouraging, but still adolescent, problems of integrating parts that were growing at different rates. Like most adolescents, we have bumped against the problems of authority in the form of taxpayers and legislators and alumni who felt we may have grown too big for our britches. We have even struggled briefly with the acne of campus eruptions. They were good years in many ways, full of the exuberance and energy and natural optimism of youth, but they were not the golden years, and I am not sorry to see them pass.

The decade of the 70's will not, I think, be the golden years either. They are more likely to be seeking years in which we face the problems of our own identity. Who are we and what does the future hold for us? Like post-adolescents who have attained physical maturity, we are likely to waver between brashness and timidity as we seek to find our place in the world. These will be the years of self-study and evaluation. While it is hard to see what lies ahead for individual institutions, we have great faith in the collectivity that is higher education. Some institutions, like some young people, will make it big; others will teeter on the brink of insecurity and self-doubt. Some of the decisions made in these years will be wrong--some fatally so--but most institutions appear to possess the vitality to profit from errors, to grow in maturity and self-confidence, and to develop uniquely and distinctively--free to establish their own identity.

Such freedom has not been characteristic of higher education

in the past. We are constantly reminded of the increasing homogeneity of higher education (Martin, 1969; Hodgkinson, 1971). Again, like insecure adolescents, we seem to feel more comfortable trying to look and act like everyone else. But things are changing now. Research shows that people perceive real differences in the emphases and priorities of different kinds of colleges (Peterson, 1973), and there is a growing interest in educational innovation as colleges seek distinctiveness. Many colleges are now more interested in what Empire State College or Ottawa University in Kansas or El Centro Community College are doing than they are in what the older prestige models of Harvard or Stanford are doing. The present plateau in physical growth is giving higher education the opportunity to get itself together and to think seriously about goals and purposes. For most colleges, these years of the 1970's are raising profound questions about identity.

Higher education, individually and collectively, derives its identity from three sources: some comes from our heritage; some is a product of the times in which we live, but most of our identity is a function of decisions that we make. If I do say so myself, our inherited identity is good; we come from good stock. There are not many rascals among our ancestors, no incurable heritable strains of disease, and only an occasional eccentric aunt or odd uncle. As to the identity that has been thrust upon us, we can acknowledge that we are the offspring of parents that have been considered pillars of society; people look to us for leadership in solving all manner of problems of

the community. They expect us to be knowledgeable--sometimes beyond our capabilities--and they expect us to be generous--sometimes beyond our resources. For the most part, people expect us to be like the older generation of colleges, preserving their standards in the face of social change which has been rapid enough to make some standards unwise and others impossible.

There is much concern today about the preservation of academic standards. But there is considerable truth in the wisdom that reminds us that we can never go home. Standards we surely need, but the problem lies not so much in the preservation of the old as in the creation of standards more in tune with our emerging identity.

Our problem with identity is this: In the meritocratic era of the 1950's and 60's we had, or quite universally aspired to, an identity of academic excellence. And as long as the demand exceeded the supply and the egalitarian conscience of the public lay dormant, we could select students that would enhance and strengthen our image. The identity crisis came when we could no longer select the student body that created the image we wished to project. The image of the establishment of higher education is threatened, not so much by the highly visible issues of affirmative action and civil rights, as by the relatively quite influx of large numbers of students with poor academic records into open-door colleges. As I talk about New Students today, I am referring not to the ethnic minorities or to women or to older part-time students, but rather to students of any color or age who are ill-prepared for traditional college study. It is this group that presents

the threat to our older image. For educational egalitarianism has a flavor of mediocrity about it that is a jolt to a self-image that aspires to academic excellence.

If we blow away the nostalgia that surrounds the pleasant ring of the words "academic excellence" we will discover the unpalatable truth that our identification with academic excellence was more the result of the work of the admissions office than of the teaching faculty. The lesson we learned during the meritocracy was that if you start with quality you will end with quality if you don't do anything to destroy it. It is a little like cooking or building a house. If you select good materials and approach the task with a workmanlike attitude, then you don't need to be a creative cook or an imaginative builder to turn out a desirable product. But we need to be imaginative educators today because we can no longer select the student body that makes us look good by conforming to what we know how to do.

Education is beginning to place the emphasis on process rather than on selection. We are entering an era that challenges us as teachers and educators. We don't know much about the teaching/learning process, but we are beginning to experiment. There is a new excitement in the air as classroom teachers talk across disciplines with one another about the Keller Plan and PSI and self-paced, modular learning. But underneath a prevailing spirit that shows a new willingness to tackle the means of education, lurks the uneasy feeling that we have lost sight of the ends. What is it that higher education is supposed to do

for everyone who decides to go to college?

As I study various programs designed for new learners, I think I see three quite different assumptions about the ends of egalitarian education. The earliest and still quite prevalent assumption is that equality of opportunity should lead to equality of outcome--that if we can somehow provide the opportunity, the new learners will end up with the achievements and rewards that traditional college graduates have enjoyed in the past.

The means to this end is to provide remediation until the new learners can profit from the same type of education that has been offered in the past to selected student bodies. This mode of thought arises quite naturally from the old meritocratic concept that faculty in the academic disciplines have a right to expect that the students they teach will be selected--or corrected--until they are ready to learn what the faculty member is prepared to teach. Remedial programs today are often segregated educational ghettos with a faculty and a mission quite different from that of the parent institution. By and large, the attitude has been that if remedial programs can get students ready for college, we can go about business as usual, secure in our conscience that we are providing equality of educational opportunity and that academic egalitarianism is just a matter of time.

Model I, the Remediation Model, approaches egalitarian higher education a little embarrassed by individual differences. It attempts to "correct" individual differences at the point of entry into college. This approach to academic egalitarianism is not unlike our earlier

approaches to social egalitarianism in which we tried to blend ethnic differences into the melting pot. The best tactic for the ethnic caught in the melting pot approach to equality was to attempt to "pass" into the majority culture--a task considerably easier for the white or light ethnic than for those of more distinctive color.

Despite its obvious limitations, the melting pot approach was not the total failure that is sometimes assumed from today's perspective. Thousands of immigrants did pass into the majority culture, and many of us are testimony to the fact that equality can be achieved through eradicating cultural differences. But it works only for those who are close to the borderline. The Irish passed more completely than the Jews, who were assimilated more easily than the Chinese, who in turn, faced fewer problems than the blacks.

The analogy for education is obvious. Remedial education will help those on the borderline of acceptable academic achievement to pass into the standard curriculum. But there are some students--from rich homes and poor, from white homes and black, from suburbs and reservations--who cannot or will not be assimilated into the academic mainstream. For these students, remediation is not the answer to educational equality. We have enough experience and enough research now to know that it is not a question of whether remediation works or does not work. Rather, we can conclude that it works for some--to date, a disappointingly small minority--and not for others.

And so we are just starting a second major experiment with egalitarian education. Model II accepts individual differences as an educational challenge. It permits individual differences at entry to college and then attempts to devise multiple processes and treatments that will reduce or eliminate differences upon exit from college.

There are at present two major approaches to our latest frank acceptance of individual differences in learning. One acknowledges differences in the amount of time required by individual learners; the other recognizes differences in learning styles. It is the acceptance of individual differences in learning rates that is promoting innovations such as flexible scheduling, self-paced modules, and mastery learning. Differences in learning styles or preferences are recognized through the introduction of alternatives such as computer assisted instruction (CAI), the use of peer tutors and faculty mentors, and experimentation with a wide variety of learning media and teaching strategies.

These new concerns for individualizing instruction are a direct outgrowth of the search for ways to deal with the increasing diversity of mass postsecondary education. They are understandably popular answers to academic egalitarianism because they concentrate on the elimination of invidious comparisons by varying the treatment and proclaiming eventual equality for all who attain the desired level of mastery. I label Model II the Educator's Model because it comes to grips with the teaching-learning process while striving to preserve traditional academic standards.

I want to spend a little time discussing Model II because it is an important and emerging approach to egalitarian education. While I do not think it is the final answer to equality of educational opportunity, I would like to encourage the growth of this model. As far as I can see, its only problem is that it does not go far enough. Like remedial education, it is unlikely to bring about the equality that it promises, but no doubt it will help another group of people to pass into the academic mainstream.

The concept of mastery learning is the basic ingredient of Model II. Ben Bloom, hailed as the father of mastery learning, claims that "95 percent of the students . . . can learn a subject to a high level of mastery (for example, an A grade) if given sufficient learning time and appropriate types of help (Bloom, 1971, p.51)." The optimistic ring of this kind of statement has tremendous appeal to academic egalitarians, and there is more to mastery learning than idealistic promise. It works--for some students in some subjects.

At the level of higher education, the concept of mastery learning has been incorporated into a more sophisticated learning model known as PSI (Personalized System of Instruction) or the Keller Plan (Keller, 1968). The Keller Plan has been sweeping across the country and across academic disciplines at a phenomenal rate. To the delight of some of us who occasionally grow cynical about the relevance of much of the content of higher education to the practical problems of today, the Keller Plan was devised by a psychologist who simply applied his academic knowledge

about human learning to his teaching. An overly brief synopsis of the Keller Plan would look like this: It breaks the material into small, clearly-defined objectives, permits each student to proceed at his own pace, requires mastery of one unit before proceeding to the next, furnishes immediate positive reinforcement, and provides for the personal-social interactions that we know are important to motivation. Research evaluations are generally positive. Students are enthusiastic, and learning and retention of content is as good or better than that occurring in conventional classrooms. Thus, there are scientific as well as humanistic reasons for promoting PSI and other derivations of modular mastery learning.

Equality through mastery learning is predicated on the assumption that while the time required for learning may vary, the final result will not. Through the simple expedient of diversifying the treatment we can proclaim equality in the outcome. But the time required for learning does categorize people into fast and slow learners, and pragmatic employers, if given a choice between two equally competent people, are quite likely to give the good jobs to the fast learners and the lesser jobs to the slow learners. Furthermore, the dimension of time is as biased as any measure yet devised to categorize learners. What is perceived as equality today because it permits people to reach equal academic attainments may be seen as inequality tomorrow because some must spend five years in college whereas others may graduate in three years.

In the strange world of higher education, it is not these limitations, however, that are impeding the advance of mastery learning. Rather it is the very idea that 95 percent of the students in a course could be worth an A. Ironically, it is the notion of academic equality itself that disturbs us. But even the most thoroughgoing advocate of the traditional educational meritocracy must be bothered by the existing situation in which a student in the top one percent of the college-going population can make a C at a highly selective college while his lowest quarter peer may make an A at a less prestigious institution. Nevertheless, all logic to the contrary, the concept of mastery learning is experiencing rough treatment in some colleges because it comes into direct conflict with grades and the sorting functions traditionally performed by higher education.

More recent than the attempts to vary the time for learning are the attempts to deal with the different learning styles of students. Although research on cognitive styles is at least 25 years old, its application to education is quite new and frankly experimental. Researchers concerned with cognitive styles are studying individualistic ways of perceiving, remembering, thinking, and solving problems. We know, for example, that some learners perceive the elements in a situation, processing information methodically and analytically, while others perceive the whole and take an intuitive approach to problem solving. Such learning preferences are relatively stable throughout life, and their importance to education is obvious. Herman Witkin, an ETS colleague and a pioneer in research

on cognitive styles, maintains that

While relatively little research has been done compared to what is possible and needed, it is already clear that cognitive style is a potent variable in students' academic choices and vocational preferences; in students' academic development through their school career; in how students learn and teachers teach, and in how students and teachers interact in the classroom (Witkin, 1973, p.1).

The notion of learning styles has two highly appealing features that make its emergence now especially welcome. In the first place, it recognizes the fact that teachers, too, have distinctive cognitive styles that affect their teaching. Some outstanding faculty lecturers, for example, are justifiably irate over being told that lectures are "out" and discussion groups are "in" for the New Students. The concept of learning styles permits both students and teachers maximum opportunity to develop the teaching/learning styles that are effective for them. There are some teachers, however, who are challenged by how students learn; we might call them cognitive strategists. Harvard's Jim McKenney, for example, claims that by using cognitive strategy he can help both analytical and intuitive students become competent computer scientists-- a subject that we used to think reserved for analytical engineers.

The second attractive feature of the concept of learning styles is that it is the best answer yet to our quest for egalitarian education. Measuring education on a bell-shaped grading curve is increasingly unpalatable because it condemns half the class to below-average status. The mastery learning approach of permitting time rather than achievement to vary has admirable educational advantages, but it still fails to meet egalitarian demands, since we know that a

fast learner is better than a slow learner. But cognitive styles, for the moment at least, are value free. We can't really say whether an intuitive learner is better than an analytical learner. Each style has its merits.

The point I wish to make, however, is that educators working with cognitive styles or with mastery learning share a common goal-- to attain equality of output through varying the process. In either case, academic standards would be preserved by the expedient of varying time and/or method. This brings me to Model III.

Model III may be labeled the Pluralistic Model for egalitarian education. Whereas Model I recognizes individual differences upon entrance to college and tries through remediation to erase such differences before the end of the first year, Model II permits individual differences throughout the college years, but hopes to certify that there are no differences upon exit from college. Model III, however, proclaims that equality and individual differences can co-exist compatibly--that learners can enter college with differences, can proceed through college in varied ways, and can exit from college with different competencies. To use the melting pot analogy, Model I doesn't care for lumps in the melting pot; if they can't be dissolved in a year, they must be cast aside. Model II doesn't like lumps either, but it recognizes that some lumps can be melted by higher temperatures and some by longer cooking. But Model III likes lumps. It aims, not for the melting pot, but for the salad bowl as an end product; differences in texture and flavor are clear, but they work together to enhance and complement one another in the total product.

We are just starting our experiment with truly pluralistic educational outcomes. The bridge between Model II and Model III is under construction now and is popularly known as nontraditional education. The many experiments classified, for want of a better term, as nontraditional originally came into being in response to pressures for more egalitarian access to higher education. But nontraditional study is more than an access model. With its roots in Model II, it recognizes individualistic learning needs by proclaiming that if the lifestyles of learners cannot be adapted to the lifestyles of colleges, no harm will be done by putting some of the burden for adjustment on the colleges. To date, the majority of the nontraditionalists have concentrated on new ways of making available a rather traditional curriculum to a previously excluded clientele (Ruyle & Geiselman, 1974). This moderate wing of the nontraditional party represents a form of Model II education for it stresses maximum flexibility in the processes and procedures of education while insisting on traditional standards of output. Understandably, many nontraditionalists are especially concerned about the preservation of academic standards, on the probably quite realistic grounds that until their alternative methods are accepted, the quality of their output must be above question.

But once the educational focus is on the learner, as it is in Model II, it is hard not to proceed to Model III. And there is a rapidly growing liberal wing of the nontraditional party that encourages us to go all the way in recognizing individual differences. They point out that society and individuals would

be better served by the development of the widest possible diversity of talent--affective and social as well as cognitive. Experiential education, learning contracts, competency-based education and project learning are examples of approaches that can promote the development of individual talents. While out-of-class learning can be tied to the traditional curriculum by granting credit only for the standard academic components of the learning, such a limitation is not necessary and is more characteristic of Model II than Model III education. Pluralistic education emphasizes individual initiative in setting learning goals, and at its best, it leads the student into lifelong self-directed learning.

Pluralistic education, by its very nature, defies measurement along a single dimension, and the performance of one student cannot easily be compared with that of another. Thus, it is sometimes charged that pluralism has no standards. But comparison is no more essential to educational pluralism than it is to cultural pluralism. There is no need to say that one culture is better than another, only that each strives to be the best of its kind and that it is true to its own nature. The standard for pluralistic education is individual excellence, a goal sadly missing from much of today's mass education. Model I and Model II students are usually urged to meet minimal standards of academic achievement. They can, and frequently do, consider their education completed upon meeting the basic requirements for the degree. But Model III students educated to the pursuit of excellence find that education does not end with the degree. When personal achievement and development are internalized as goals, the motivation for learning is lifelong.

The continuum I have talked about this noon is one of increasing recognition of individual differences in learners. But Models I, II, and III also move along a continuum of institutional change. The Remedial Model demands only that we allocate resources to remedial programs whose task it is to prepare students so that the rest of us can do what we have always done. Model II, the Educator's Model, demands massive change in procedures and in instructional methods, but it leaves academic departments and disciplines intact. Model III, Pluralistic Education, requires all of the changes incorporated into Models I and II, but it also requires new alternatives in the curricula, new measures of achievement, and new standards for individual accomplishment.

This is a tall order for change, involving profound and difficult questions about the future of higher education. The big questions seem to me always to return to the search for identity. What should we be teaching and how can we develop new standards that will guide us in doing it well? We can't do everything; what are the tasks to which we can legitimately give our attention? How can we offer a curriculum of substance that will give each student a realistic opportunity for self-realization through striving toward some form of high personal achievement? There are no easy answers to the implementation of Model III, but I am convinced that we owe it to ourselves and our world to make a serious study of the alternatives.

The theme of this conference is "The Search for Alternatives," and there are many ways to organize the search. I have chosen to cast the goal of educational equality as the prime mover of educational change. It was egalitarian motives that stimulated the

search for alternate routes of access to college. It is still an egalitarian motive that is pushing the search for alternatives in the instructional process, for it is now apparent that access alone will not result in equal educational opportunity. In the near future, I believe that the search for the elusive goal of educational equality will move us into greater encouragement of alternative outcomes for education.

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W

October 23, 1974

Memorandum

To: Dr. Larry Clark
From: R. J. Peeler *RJP*
Subject: Affirmative Action

in file

WVT

LNC

M.S.O.

Thank you for your counsel with respect to our interest in filling the new secretarial position in the Graduate Office with a Black. I am pleased to report that we have employed Mrs. Dorothy Singletary, a Black, for this position. She began work this morning.

RJP:ch

cc: Chancellor John T. Caldwell
Provost N. N. Winstead ✓

Off letter

November 13, 1974

MEMORANDUM

TO: Mr. Dame S. Hamby
Director, Textile Extension

FROM: Lawrence M. Clark, Assistant Provost

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I wish to apologize for not responding promptly; however, I feel that the recruitment efforts that you have outlined in your September 24 memorandum to Mr. Simpson seem to be satisfactory. Your draft letter to Mr. James Rucker seems to be appropriate.

If I can be of any other help, feel free to call upon me.

LMC:sj

Ref Act.

January 6, 1975

MEMORANDUM

TO: Provost Winstead
FROM: Lawrence M. Clark
SUBJECT: Status of our Affirmative Action
Plan

I called Dick Robinson this morning with reference to the News & Observer's article on Affirmative Action Plans in the University system. He informed me that the article was misleading, and our plan (NCSU) is still under review by HEW.

LMC:sj

w

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

WHS
m HAY
LMC
MSD

October 3, 1974

MEMORANDUM

TO: Dr. James Wilson
Chairman of Faculty Senate

SUBJECT: Affirmative Action Representatives

Our Affirmative Action Plan is a three-year plan with specific goals set forth to be achieved by June 30, 1976. Since our recruitment for the academic year 1975-1976 will take place during this academic year, this is a critical year in our Affirmative Action Program. As you know our Program is composed of thirteen units with an Affirmative Action representative from each unit. We feel that it would be appropriate to have a faculty senator on the Affirmative Action Representative Committee.

We are in the process of making plans for an Affirmative Action Representative meeting to be held in November.

If this invitation is accepted would you kindly forward the name of the senator who is so named.

For the betterment of
N. C. S. U....

LMC

Lawrence M. Clark
Assistant Provost

LMC:sj
cc: ✓ Provost Winstead

W

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

WM

October 3, 1974

MEMORANDUM

TO: Nash N. Winstead
Chairman of Committee on Committees

FROM: Lawrence M. Clark, Assistant Provost *LMC*

SUBJECT: Affirmative Action Representatives

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We are requesting that two "at large" members of the effected classes be appointed to the Affirmative Action Representative Group. As you know our Affirmative Action Program is composed of thirteen units with an Affirmative Action representative from each. The addition of these two persons could aid us in our communication and/or reaching our Affirmative Action Goals.

We are in the process of making plans for an Affirmative Action Representative meeting to be held in November.

LMC:sj

December 11, 1972

MEMORANDUM

TO: ✓ Dr. Albert Carnesale, Head
Division of University Studies

FROM: Harry C. Kelly, Provost HCK

North Carolina State must begin developing an affirmative action to provide equal employment opportunity plans as required by Federal law and Department of Labor regulations. Attached is a copy of a memorandum I sent to Deans in order to initiate affirmative action planning. As the memorandum indicates, we want to use decentralized planning that will result in a plan for each School. In addition, we shall develop plans for Business Affairs, University Extension, the Library, and Student Affairs.

There are several administrative units which are not included above but which must be included in any plan for the entire campus. I am asking you to serve as coordinator of affirmative action planning for the following units:

- Athletics
- Alumni Affairs
- Chancellor's Office
- Computing Center
- Development
- Fort Bragg
- Graduate School
- Information Services
- International Programs
- Provost's Office
- Radiological Safety
- Research Administration
- University Studies
- Water Resources

Your goal should be the development of a single document or statement covering all of these units. If you have questions about procedure or information, please contact Dr. Clauston Jenkins.

HCK:CJ:gj

cc: Heads of Units mentioned

Attachments: Provost's memo of November 8
HEW letter of September 27, 1972
HEW Affirmative Action Planning Guidelines
(Pottinger letter of October 1, 1972)

5% COTTON FIBER

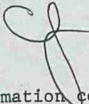
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

February 2, 1973

MEMO TO: School Deans
Albert Carnesale
Robert G. Carson
Roger H. Clark
Francis J. Hassler
Jasper D. Memory
LeRoy C. Saylor
Odell Uzzell

FROM: Clauston Jenkins 

The attached information concerning women and salaries has just been received from the Office of Education. It is being transmitted to you in case it may be useful in developing your Affirmative Action plan.

cc: Provost Kelly

Attachment

CJ/ss



SUMMARY TABLES A AND B: EMPLOYMENT LEVELS OF WOMEN FACULTY

Table A. -- Women as percent of total full-time instructional faculty on 9-10-month contracts in institutions of higher education, by academic rank and control and level of institution: 50 States and D. C., 1972-73

Control and level of institution	Total, all ranks	Professors	Associate Professors	Assistant Professors	Instructors
All institutions	22.3	9.8	16.3	23.8	39.9
Publicly controlled, total	22.7	10.0	15.8	23.7	39.2
Universities	17.1	6.7	12.3	20.0	44.4
Other 4-year	23.2	12.7	17.4	24.7	44.0
2-year	32.3	21.2	24.3	31.3	35.1
Privately controlled, total	21.2	9.5	17.2	24.1	42.5
Universities	14.5	5.4	12.9	19.0	41.0
Other 4-year	23.6	12.3	19.1	25.7	41.5
2-year	45.4	31.5	34.3	41.3	53.8

Table B. -- Women as percent of total full-time instructional faculty on 9-10 month contracts in 4-year institutions of higher education, by academic rank: Aggregate United States, 1962-63 and 1972-73

<u>Academic rank</u>	<u>1962-63*</u>	<u>1972-73</u>
All ranks	19.0	20.6
Professors	8.7	9.4
Associate professors	16.1	15.8
Assistant professors	22.5	23.1
Instructors	30.9	43.5

* The 1962-63 data in table B are shown only for purposes of general comparison within the limitations of those data. The 1962-63 study was based on spring data, while the current data were collected in the fall. The 1962-63 study excluded three types of 4-year institutions which are included in the 1972-73 survey: separately organized theological schools, schools of art, and miscellaneous independent professional schools offering programs in medicine, law, business, pharmacy, etc. (The 1962-63 study also excluded all 2-year institutions.) The 1962-63 study was based on samples of 10 percent of faculty within the institutions covered; population estimates were then derived for the Aggregate United States. Source (out-of-print): Teaching Faculty in Universities and 4-year Colleges, Spring 1963. OE-53022-63. Washington, D. C.: U. S. Government Printing Office, 1966.

Table 2. --Number and average salary of full-time instructional faculty on 9-10 month contracts in institutions of higher education, by level of institution, rank and sex: 1972-73
All institutions, 50 States and D. C.

Rank and sex	Total		Universities		Other 4-year		2-year	
	No. of faculty	Average salary	No. of faculty	Average salary	No. of faculty	Average salary	No. of faculty	Average salary
Total	251,897	\$13,813	93,334	\$15,301	120,192	\$13,059	38,371	\$12,553
Men	195,843	14,360	78,008	15,869	92,106	13,493	25,729	12,890
Women	56,054	11,901	15,326	12,410	28,086	11,638	12,642	11,868
Professors	55,424	18,916	27,616	20,792	25,378	17,131	2,430	16,231
Men	49,968	19,127	25,876	20,967	22,198	17,203	1,894	16,544
Women	5,456	16,978	1,740	18,199	3,180	16,622	536	15,122
Associate Professors	58,755	14,354	24,409	14,983	30,044	13,833	4,302	14,426
Men	49,205	14,472	21,366	15,072	24,613	13,953	3,226	14,459
Women	9,550	13,748	3,043	14,359	5,431	13,291	1,076	14,327
Assistant Professors	86,234	12,046	31,371	12,464	46,697	11,741	8,166	12,181
Men	65,710	12,232	25,172	12,602	34,981	11,960	5,557	12,259
Women	20,524	11,450	6,199	11,901	11,716	11,086	2,609	12,015
Instructors	51,484	10,662	9,938	9,779	18,073	9,462	23,473	11,959
Men	30,960	11,005	5,594	10,031	10,314	9,605	15,052	12,327
Women	20,524	10,143	4,344	9,454	7,759	9,273	8,421	11,301

National Center for Educational Statistics, U. S. Office of Education. Preliminary data, February 1973.

Table 3. --Number and average salary of full-time instructional faculty on 9-10 month contracts in institutions of higher education, by level of institution, rank and sex: 1972-73
Publicly controlled institutions, 50 States and D. C.

Rank and sex	Total		Universities		Other 4-year		2-year	
	No. of faculty	Average salary	No. of faculty	Average salary	No. of faculty	Average salary	No. of faculty	Average salary
Total	176,889	\$13,873	68,706	\$15,003	71,800	\$13,377	36,383	\$12,719
Men	136,731	14,361	56,952	15,563	55,135	13,708	24,644	13,041
Women	40,158	12,213	11,754	12,289	16,665	12,280	11,739	12,042
Professors	36,084	19,122	19,168	20,484	14,699	17,695	2,217	16,812
Men	32,465	19,281	17,881	20,654	12,836	17,670	1,748	17,073
Women	3,619	17,692	1,287	18,114	1,863	17,867	469	15,842
Associate Professors	40,243	14,623	17,967	14,861	18,263	14,379	4,013	14,668
Men	33,871	14,668	15,752	14,922	15,083	14,402	3,036	14,668
Women	6,372	14,384	2,215	14,423	3,180	14,270	977	14,665
Assistant Professors	59,573	12,151	23,654	12,448	28,252	11,853	7,667	12,333
Men	45,467	12,255	18,918	12,596	21,285	11,916	5,264	12,396
Women	14,106	11,818	4,736	11,858	6,967	11,662	2,403	12,194
Instructors	40,989	11,019	7,917	9,690	10,586	9,718	22,486	12,099
Men	24,928	11,376	4,401	9,927	5,931	9,803	14,596	12,452
Women	16,061	10,464	3,516	9,394	4,655	9,609	7,890	11,446

September 19, 1975

file

STATUS OF NCSU AFFIRMATIVE ACTION

The North Carolina State University Affirmative Action Plan is based on a three-year period from July 1, 1973, to June 30, 1976. At this time we have not been informed by HEW whether our Plan has been rejected or accepted. Tentatively, we have HEW's approval of our submitting an addendum to our current Plan. The addendum will be based on a three-year period from July 1, 1976, to June 30, 1979.

The progress we have made in attaining our goals on race and sex is summarized below. The EPA non-faculty and faculty summaries are based on studies made this fall, while the SPA summaries are based on studies completed on July 1, 1975.

RACE SUMMARY

EPA Non-faculty

The full-time black EPA non-faculty numerical goal by June 1976 is 38. At the present there are 29 blacks in this category. This is an increase of 2 over 1974-1975. Under "other" category (American Indians, American Orientals, Spanish surnames), we have at present 4 full-time persons with a goal of 5 by 1976.

EPA Faculty

The full-time black EPA faculty numerical goal by June 1976 is 44. At the present there are 21 full-time black faculty members. This is an increase of 5 over 1974-1975. Under "other" race category, the increase was from 15 to 17. At present there are 4 black faculty members in temporary positions (including part-time and full-time).

SPA

Blacks decreased from 554 to 543 with a goal of 636 by June 1976. Decreases of blacks in the clerical (-4), craftman (-5), operations (-4), and laborers (-9) classifications coupled with gains in the professionals (+2), technicians (+1), and service workers (+8) classifications resulted in a net loss of 11. Under "other" race, there was no change over last year.

SEX SUMMARY

EPA Non-faculty

The full-time female EPA non-faculty numerical goal by June 1976 is 90. At the present there are 94 in this category. This is an increase of 6 over 1974-1975. At present, in this category, there are 9 females in temporary positions (including part-time and full-time).

EPA Faculty

The full-time female EPA faculty numerical goal by June 1976 is 118. At the present there are 88 females in this category. This is an increase of 10 over 1974-1975. At present there are 30 female faculty members in temporary positions (including part-time and full-time).

SPA

The full-time female SPA numerical goal by June 1976 is 1187. On July 1, 1975, an overall increase of females was from 1151 to 1170. This represents an increase of 19 over 1974-1975.

91	7%	2%
53	4	other
86%	14%	
22	5	other
2	1	other
2	1	
9	1	
12	0	other
12	3	0
26	3	
15	0	
3	-	
10	- 2	other
6	- 0	
2	- 0	
9	- 1	

89

193

21 2

91 - 8 .2

Off. Autos

November 14, 1974

Mr. Louis O. Byrson
Chief of Higher Education Branch
Office of Civil Rights
Dept. of HEW
50 Seventh Street N. E.
Atlanta, Georgia

Dear Mr. Byrson:

We have forwarded to you under
separate cover additional copies of
our Affirmative Action Plan and EEO-1
Report.

Sincerely yours,

Lawrence M. Clark
Assistant Provost

LMC:sj

aff. Action

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

3/11/74

Date

TO: *M. Simpson*

ACTION REQUESTED ON ATTACHED:

- Note and Return
- For your information (need not return)
- Please handle
- Please answer; furnish me copy
- Please draft reply for my signature (return attachments)
- Please give me your comments (return attachments)
- Requires your approval

WJ

Mr. H. N. Johnson is a

black - interviewed him

on 3/5/74 for a position

in Guidance + Personnel Services

FROM: *W. W.*

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

2/26/74 Date

TO: Mr. Simpson

ACTION REQUESTED ON ATTACHED:

- Note and Return
- For your information (need not return)
- Please handle
- Please answer; furnish me copy
- Please draft reply for my signature (return attachments)
- Please give me your comments (return attachments)
- Requires your approval

W.H.

Lynn Holt - in Industrial
Engineering - An interview
today is a favor

FROM: MW.

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

12/18/73 Date

TO: Mr. Simpson

ACTION REQUESTED ON ATTACHED:

- | | |
|--|--|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature
(return attachments) |
| <input type="checkbox"/> For your information
(need not return) | <input type="checkbox"/> Please give me your comments
(return attachments) |
| <input type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | |

Interview with Hudgson

on 12/18/73 was for

M.A.E. not English
white male -

Temporary to fill in for one course
while Dr. Hart is on leave

will not need equal employment
statement

FROM: M. W.

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

12/19/73 DateTO: Ms. Simpson

ACTION REQUESTED ON ATTACHED:

 Note and Return For your information
(need not return) Please handle Please answer; furnish me copy Please draft reply for my signature
(return attachments) Please give me your comments
(return attachments) Requires your approval

I will interview a Dr. Rumble
on Thursday for adj. asst. Prof.
appl. (Will be to teach one course
for Spring semester.) will not require
official action review. to teach
one course which Dr. Hort Ewho
is on leave) would have taught

FROM: W W W.

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

12/17/73 Date

TO: Mr. Simpson

ACTION REQUESTED ON ATTACHED:

Note and Return

For your information
(need not return)

Please handle

Please answer; furnish me copy

Please draft reply for my signature
(return attachments)

Please give me your comments
(return attachments)

Requires your approval

Mr. Jefferson, whom I
interviewed today, is
a black-

Proposed sub Assoc Prof.
Dept. English

FROM: D. W.

NORTH CAROLINA STATE UNIVERSITY

F-26
Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

1/4/74 Date

TO: Mr. Simpson & Mrs. Strickland:

ACTION REQUESTED ON ATTACHED:

- | | |
|--|--|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature
(return attachments) |
| <input type="checkbox"/> For your information
(need not return) | <input type="checkbox"/> Please give me your comments
(return attachments) |
| <input type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | |

Please discard the note to file which I
sent you on January 2, 1974. Dr. Kelly
suggested clarification of the first
paragraph. The attached memorandum
will supersede that one.

NNW.
FROM: N. N. Winstead

January 3, 1974

NOTE TO FILE

FROM: N. N. Winstead *nnw*

SUBJECT: Affirmative Action Clearances

This is a record of the agreements made at the Provost staff meeting on December 19, 1973. Normally all persons appointed to positions for a year or longer should have the forms attached to Provost Kelly's memo to School Deans on December 10, 1973, completed and reviewed by Mr. Simpson prior to an offer being made. Mr. Simpson will inform the appropriate School Dean or other University officer recommending the appointment that the efforts made for equal employment activity are satisfactory. At the same time he will provide Mrs. Strickland with a copy of the clearance memo in cases where individuals will be employed as research assistants, research associates, extension specialist and other positions not normally interviewed by Provost Kelly or by Dr. Winstead. In cases of faculty appointments for individuals interviewed by Provost Kelly or Dr. Winstead, Mr. Simpson will provide Dr. Winstead with a copy of the clearance memo. Dr. Winstead will then clear the appointment with the School Dean and forward Mr. Simpson's note with the background information on the prospect to Mrs. Strickland. When Mr. Simpson is out, Mrs. Shelton will forward all Affirmative Action Clearances to Dr. Winstead.

The records and forms will be maintained by Mrs. Simpson.

In cases of short-term and part-time employees, we will encourage people to consider and look for qualified minorities and females as seriously as possible. Because people in this category must usually be hired in a hurry to meet a specific, unplanned for, and usually temporary need, clearance will be handled differently. In these cases we will not require the form to be submitted. In cases of question Dr. Winstead will verbally inquire of the School Dean whether attempts at affirmative action were made prior to his signing the PA-1 form. This procedure would apply to persons hired on a temporary basis e.g. to take the place of a person on leave, grants which are funded and will terminate in a year or less and there is insufficient time to make an exhaustive search for personnel and for adjunct appointments.

cc: ~~Mr.~~ William Simpson
Mrs. Mary Strickland
Mrs. Leslie Shelton

NCSU AFFIRMATIVE ACTION RECRUITMENT REPORT
 (Fill out for each EFA position filled)

Department of: _____

EPA position filled: _____
 (rank and area of specialization if appropriate)

Fulltime _____; Part time _____; Date employment effective _____

Number of groups, institutions, etc. notified about vacancy: _____
 (list on back specific efforts to locate females and minorities)

Number of applications received:

Male	Female	
		Black
		White
		Other

Number of candidates invited to campus:

Male	Female	
		Black
		White
		Other

Offers made to (list in order):

	Name	Sex	Race	Present Employer	Accepted	Rejected
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____

Do you have files documenting your efforts to take affirmative action to locate female and minority candidates for this position? _____

Yes No

Can you provide an explanation for the offers made by explicitly comparing the qualifications of those offered the position with those not offered the position? _____

Yes No

Signed _____
 Department Head

_____ Date