

Affirmative Action Plan  
North Carolina State University

PART I  
INTRODUCTION

A. THE EXTENT AND NATURE OF THE PLAN

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

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

B. EQUAL OPPORTUNITY POLICY

In accordance with section 103 of The Code of the University of North Carolina and in accordance with the aims and intent of this institution, it is our policy that admission to, employment by, and promotion in North Carolina State University shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin. It is also the policy of North Carolina State University to take positive action to further employment opportunity for women and minorities.

C. PROCEDURE USED TO DEVELOP THE PLAN

Initial steps in the development of the present affirmative action plan were taken in early November, 1972, when it was determined that the most effective method of developing a functional and effective plan for this campus would

be to follow the regular patterns of organization and administration. Accordingly, on November 8, the following affirmative action planning units were identified:

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

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

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

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

accepted by all involved at this University.

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

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

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

Second, especially at the faculty level, many personnel decisions must be made on the basis of subjective evaluation of individual merit. For this reason, it is meaningless to attempt evaluation in terms of averages or formulas. Each case must be decided on its own merit. Although this condition means that comparisons are sometimes difficult, we think it is essential that individuals be considered as individuals and that the unique needs and circumstances of the hiring unit be taken into account. In short, we reject a formula approach to personnel decisions. We are willing to undertake the additional work necessary to continue making decisions on an individual basis. In practice this approach means that we do not think that all individuals of the same rank with the same years of service in the same department should necessarily have the same salary.

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

successful.

Fourth, like many other universities, N. C. State University is in a period of declining or stable resources. Enrollment, the basis on which we are allocated positions, is leveling off or increasing slightly. In addition, the General Assembly of North Carolina in 1971 changed the student-faculty ratio from 13.7 to 1 to 14.5 to 1. This means fewer faculty positions per 100 students. Federal support for research and student aid has declined significantly. For example, the value of our contracts and grants on July 1, 1972, was almost 40 percent lower than the previous year. Under these circumstances N. C. State University will have few new positions and because of the tight academic job market in general there will be few resignations. At the end of the 1972-73 academic year, only seven people with faculty rank resigned from our faculty of more than 1,000. Concurrently there is on this campus a high percentage of faculty holding academic tenure. In several schools nearly 80 percent of the faculty already has tenure. As a result of these factors the competition for new positions will be keen. It will be impossible to produce dramatic changes in this employment profile of all units, and promotions will be extremely difficult to obtain.

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

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

We are reassured by HEW's statement that "a nondiscriminatory selection pro-

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

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

E. RESPONSE TO LETTER OF FINDINGS

1. Academic personnel hiring and recruitment.

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

the Executive Order are met.

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

2. Non-academic personnel hiring and recruitment.

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

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

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

3. SPA placement.

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

The affirmative action plan deals with this recommendation.

4. Academic Personnel (EPA) Salary

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

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

5. Testing of SPA employees.

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

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

6. Academic personnel (EPA) advancement.

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

This affirmative action plan deals with this recommendation.

7. Non-academic personnel (SPA) advancement.

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

The affirmative action plan deals with this recommendation.

PART II

POLICIES AND PROCEDURES

A. POLICY DISSEMINATION

The equal employment opportunity policy and this University's commitment to taking positive action is stated in Part I, Section B above. Specific efforts at dissemination will be as follows:

INTERNAL DISSEMINATION

<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
EEO Posters posted	Director of Personnel and EEO Officer	Implemented
EEO statement in <u>Faculty Handbook</u>	EEO Officer	Implemented
Periodic memoranda to supervisors	EEO Officer	Continuing (See Appendix B)
Discussion and review of affirmative action plan with Deans, Directors, and Department Heads	EEO Officer and Provost	July 1, 1973, and continuing
Annual review of plan and progress with administration	EEO Officer and Chancellor	January 1, 1974
Review of affirmative action plan with General Faculty	EEO Officer	August, 1973
Review of affirmative action plan with Faculty Senate	EEO Officer	August, 1973
Review of affirmative action plan with Student Government	EEO Officer	August, 1973
Review of affirmative action plan with SPA personnel	EEO Officer	July 1, 1973, or as soon as Officer appointed



<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
Discussion of plan and policy in new SPA employee orientation sessions	Director of Personnel and EEO Officer	Implemented
Discussion of policy during staff training sessions	Director of Personnel	Implemented
Summary of plan published in faculty newspaper	EEO Officer	Fall, 1973
Discussion of plan with appropriate university committees	EEO Officer	Fall, 1973
Distribution of Plan	EEO Officer	30 days after HEW approval
EEO statement included on application routing sheets sent with application forms	Director of Personnel	Implemented
EEO statement included or notices of campus vacancies	Director of Personnel and EEO Officer	Implemented

#### EXTERNAL DISSEMINATION

EEO policy statement included on all recruitment material and advertisements for students, staff, and faculty	Dean of Student Affairs Director of Personnel EEO Officer	Implemented
EEO statement included on purchase orders, contracts, etc., as required by Executive Order 11246	Vice Chancellor for Finance and Business	Implemented
National and regional minority and women's organizations, institutions, and groups informed by letter of EEO policy	EEO Officer	Fall, 1973
Local community organizations informed of EEO policy by personal contact	EEO Officer	Fall, 1973

<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
Subcontractors, vendors, and suppliers notified in writing of EEO policy	Vice Chancellor for Finance and Business	Implemented

B. RECRUITMENT PROCEDURES - EPA PERSONNEL

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

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

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

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

C. INCREASING THE SUPPLY OF POTENTIAL EPA PERSONNEL

As the unit plans document, lack of available female and minority faculty is one of the major difficulties encountered by an institution with academic program emphases in the scientific, technological and professional fields. N. C. State University recognizes that one solution to this problem is the development of

potential faculty through training. For this reason several School plans emphasize recruitment of students, especially graduate students. This emphasis is considered a major aspect of our affirmative action planning because it represents the best long-range positive action possible and such recruitment is considered a major element of our goals.

D. RECRUITMENT PROCEDURES - STAFF (SPA)

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

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

<u>Affirmative Action</u>	<u>Responsibility</u>	<u>Target Date</u>
Place recruitment advertising with newspapers having predominantly minority or female circulation. All	Director, Division of Personnel Services	Continuing

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

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

E. NEPOTISM POLICY

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

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

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

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

conducted with this need in mind. Similarly, salary increases will be reviewed carefully in order to prevent differences arising that may be related to sex since the University has now virtually succeeded in eliminating such differences.

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

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

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

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

Job classes in which there are five or more blacks and no whites are as follows:

Floor Maintenance Man  
Housekeeping Foremen  
Mail Clerk  
Housekeeping Supervisor

Job classifications in which there are five or more whites and no blacks are as follows:

Job Title

Statistical Aide  
Agricultural Research Technician I  
Administrative Secretary  
Clerk IV

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

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

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

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



<u>Affirmative Action</u>	<u>Responsibility</u>	<u>Target Date</u>
Campus policy on nepotism shall be implemented according to newly approved policy passed by State Personnel Board.	Vice Chancellor for Finance and Business	Effective immediately
Each list of referrals made for staff job openings in campus departments where apparent underutilization of minority and female employees exists shall include the name of at least one minority and/or one female candidate for consideration if such candidates are available.	Director, Division of Personnel Services	Effective immediately
Each referral will be accompanied by an application routing sheet which must be returned to Personnel Services with written justification why particular applicant was selected or why other applicants were not selected.	Director, Division of Personnel Services	Continuing
A comprehensive recruitment program will be expanded and implemented as designed specifically to attract minority group members and women, and will include the following activities: a. Increase on-campus recruitment activity at predominantly black colleges and universities to recruit research technicians, and at predominantly female colleges and universities to recruit females. b. Increase advertisements in media with predominantly black circulation or audiences. c. Control all advertisements for staff centrally by Division of Personnel Services.	Director, Division of Personnel Services	Effective immediately
Interview, select, and refer in accordance with equal employment concept, including continuous review of	Director, Division of Personnel Services and EEO Officer	Continuing

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

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

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

H. CHILD CARE

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

I. TEST VALIDATION

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

J. GRIEVANCE PROCEDURE

N. C. State University has an established grievance procedure for faculty personnel. The procedure is described in the Faculty Handbook. It has already been used to hear one grievance related to sex discrimination. Staff employees have a grievance procedure available to them which is described in Appendix G. The procedure provides means of hearing charges of sex and race discrimination. Edited copies are placed in new employee orientation packets.

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

K. GOALS AND TIMETABLES

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

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

L. RESPONSIBILITY FOR IMPLEMENTATION

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

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

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

<u>Activity</u>	<u>Responsibility</u>	<u>Timetable</u>
Annual report on affirmative action progress	EEO Officer	July, 1974, and continuing

M. REPORTING PROCEDURE

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

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

N. PUBLICATION

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

PART III

ANALYSIS, GOALS AND TIMETABLES

A. AN OVERVIEW OF AVAILABILITY

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

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

TABLE 1

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

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

Source: Office of Education, Bureau of Higher Education.

Table 1 shows doctorates awarded to females over a ten-year period in disciplines emphasized at NCSU. The variation among disciplines is striking with the major implication being that in many instances females are simply not available or in very short supply. Since there is no comparable data on minorities, all discussion about availability must be based on estimates which suggest that although about one percent of doctorates are held by blacks, there appears to be great variation among disciplines, as Table 2 shows.

TABLE 2

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

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

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

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

TABLE 3

Number of Bachelor's Degrees Awarded in Selected Disciplines in North Carolina by Race\* and Sex, 1968-69, 1969-70, and 1970-71

	1968-69	1969-70	1970-71
Agriculture Total	106	101	212
Black	17	13	6
Female	1	6	11



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

\* Estimate based on graduates from predominantly black institutions.

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

Looking at this data, one can estimate the pool of potential graduate students in North Carolina. If one assumes that about ten percent of bachelor's degree holders will pursue graduate study in the field of the undergraduate major, the number of potential black graduate students is very small except in the social sciences; and the number of potential female graduate students is small except in mathematics and the biological and social sciences. Because of the increased out-of-state tuition rate imposed by the 1971 General Assembly and the decline in Federal support of graduate study and research, this campus has to rely more upon in-state students to fill its programs. If few women and blacks are available as potential graduate students, it is difficult to honestly predict that we will be highly successful in attracting more female and minority graduate students in order to develop more potential female and minority faculty.

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

TABLE 4

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

College Transfer Programs			
	Total	Black	Female
Agriculture and Natural Science	8	0	0
Engineering	20	0	0
Mathematics	13	0	7
Science	26	1	7
Textiles	0	0	0

Occupational Programs			
	Total	Black	Female
Agricultural and Biological Science Technologies	208	6	36
Engineering and Science Technologies	908	64	45
Office Technologies	1653	267	956
Trades and Industry Occupations	2391	471	455

Source: Department of Community Colleges

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

its SPA classifications in agriculture, the sciences, and engineering. Tables 5 and 6 provide a framework for assessing availability of potential SPA personnel locally.

TABLE 5  
1971 Civilian Work Force Estimate for Wake County

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

TABLE 6  
1970 Census Data Showing Personnel in Selected Occupational Groups in Wake County by Sex and Race

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

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



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

*Dr. Clark*

November 1975

MEMORANDUM TO COLLEGE AND UNIVERSITY PRESIDENTS

In August 1975 the Office for Civil Rights, Department of Health, Education and Welfare, distributed a Memorandum to College and University Presidents which transmitted the newly developed Department of Labor "Format for Development of an Affirmative Action Plan by Institutions of Higher Education." Attachments one through seven to the "Format" are suggested tables for displaying data in an Affirmative Action Plan. Inadvertently, the race/ethnic categories shown in the tables were not updated to conform to the recent interagency agreement and the definitions for the categories were omitted.

The attached Report prepared by the Federal Interagency Committee on Education (FICE) defines the basic five race/ethnic categories which will be used for statistical reporting and suggests methods for collecting and presenting such data.

The race/ethnic categories as shown in the FICE Report have been accepted for all reporting purposes by the Equal Employment Opportunity Commission, the Department of Labor and the Department of Health, Education and Welfare and data on these categories will be required for all other survey and compliance reports where statistics on students or employees are gathered.

Peter E. Holmes  
Director  
Office for Civil Rights

## RACIAL/ETHNIC CATEGORIES

Terms and definitions of five basic categories for collecting, maintaining and reporting racial and ethnic data have been endorsed by the Federal Interagency Committee on Education (FICE).

These categories, which are shown below, represent the culmination of ten months of work by the FICE Ad Hoc Committee on Racial and Ethnic Definitions. The Committee's assigned task was to develop common racial and ethnic definitions for use by all Federal agencies to assure collection and reporting of racial and ethnic educational data on a compatible and nonduplicative basis.

The five basic categories are these:

1. American Indian or Alaskan Native: A person having origins in any of the original peoples of North America.
2. Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
3. Black/Negro: A person having origins in any of the black racial groups of Africa.
4. Caucasian/White: A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
5. Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

The FICE Ad Hoc Committee has recommended that these categories be validated through field testing, then modified if necessary. When this step has been completed, the Chairman of FICE will transmit the categories to the

Office of Management and Budget (OMB) with the recommendation that they be promulgated throughout the Federal government as a standard to be used whenever an agency collects or reports data about race and/or ethnicity.

The report of the Ad Hoc Committee points out that there are two ways to obtain racial and ethnic information: observer-identification and self-identification. The Committee noted that, when possible, it is preferable to have an individual identify his racial or ethnic background himself. When this is not feasible, as in civil rights compliance surveys, an observer's determination of individuals' racial or ethnic heritage must be accepted.

Following are two illustrations of how the five basic categories can be applied in data collection formats.

### ALTERNATIVE METHODS OF COLLECTING DATA

#### A. One question, mutually exclusive categories

##### Racial/Ethnic Information

- Hispanic
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black/Negro, not of Hispanic origin
- Caucasian/White, not of Hispanic origin

#### B. Two questions, one racial, one ethnic

##### 1. What is your racial background ?

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black/Negro
- Caucasian/White

##### 2. Is your ethnic heritage Hispanic?

- Yes       No

The five mutually exclusive categories of Alternative A are particularly suitable for observer identification.

OMB, the HEW Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the General Accounting Office (GAO) have agreed that OCR and EEOC will use Alternative A, omitting the words "Negro" and "Caucasian," for collection of 1975-76 compliance data.

The two-question approach of Alternative B, which relies upon self-identification, provides greater flexibility for interchange of data because figures can be tabulated a number of different ways without double counting.

If Alternative B is used, nonduplicated data may be obtained for all cells in the following matrix. By combining cells, data may be made available for the categories of Alternative A.

## MATRIX FOR PRESENTATION OF SUMMARY DATA

RACIAL GROUP	HISPANIC	NOT HISPANIC	TOTAL
American Indian or Alaskan Native			
Asian or Pacific Islander			
Black/Negro			
Caucasian/White			
<b>TOTAL</b>			

The Ad Hoc Committee recognized that needs may arise to subdivide the five basic categories. While not attempting to identify all possible ethnic groups within any category, the Committee has offered the following illustrations:

- The "American Indian or Alaskan Native" category could have an additional question asking for tribal affiliation and/or Alaskan Native group (Aleuts, Eskimos).
- The "Asian and Pacific Islander" category may be broken into subcategories "Chinese, Japanese, Korean, Filipino, Vietnamese, Samoan," etc.
- The "Caucasian/White" category may be subdivided into such subgroups as "Portuguese, French-Canadian, Italian, Asian Indian," etc.
- If the identified subgroups do not cover all possible subgroups in the major category, the final subgroup should be "Other (name of category) \_\_\_\_\_" or "Other (specify) \_\_\_\_\_."

Data within major categories may be combined as needed, but data from one major category may never be combined with data from any other major category without loss of comparability.

These categories should not be interpreted as scientific or anthropological in nature. Neither are they intended to be viewed as determinants of eligibility for participation in any Federal program. They were developed in response to needs expressed by both the Executive Branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal agencies. The work of the Ad Hoc Committee and the endorsement of it by FICE represent an important step forward in this area.

*D. J. Winstead**W***Memorandum**TO : University and College Presidents,  
Region IV

DATE: February 11, 1975

FROM : *Cecil A. Yarbrough*  
Regional Commissioner

REFER TO:

SUBJECT : Information about Grants and Contracts under Title IV of the Civil Rights Act of 1964.

Enclosed please find information for those institutions interested in developing proposals and applications for programs under the Civil Rights Act of 1964.

New guidelines are being prepared for each of these programs and will be available soon.

If your institution is interested in preparing proposals for any of these programs please return the enclosed request form and the information for that program will be sent when it becomes available.





TITLE IV  
CIVIL RIGHTS ACT OF 1964

New guidelines are not available at this time for programs in desegregation planning and implementation to be funded under Title IV of the Civil Rights Act of 1964.

The advertisement has been published for the General Assistance Centers in the Commerce Daily.

Interested applicants for funding under Title IV should contact this office (address listed on back page) so that the new guidelines and applications can be mailed to you when they are available.

Colleges and universities will be funded in two categories:

- (1) Awards to organizations providing desegregation assistance to school districts in designated service areas  
(Section 403 - GAC)

Public or private organizations (including colleges and universities) may apply for funds to provide assistance to school districts in the preparation, adoption, and implementation of desegregation plans. Organizations receiving these awards will be known as General Assistance Centers. No more than 26 awards will be made, with a maximum of one award being made in each of 26 service areas. Service areas have been determined geographically according to need for desegregation assistance. They are listed in the application materials. Each Center will be responsible for providing a comprehensive range of technical assistance and training services to desegregating or desegregated school districts located within its service area. As evidence of need for such services, each applicant must present letters from districts within its service area stating specific desegregation-related needs and requesting assistance from the applicant organization. Selection of applicants for funding will be determined according to the enrollment of minority students in desegregating or desegregated districts requesting assistance and the educational quality of the proposed program.

- (2) Grants to conduct desegregation training institutes (Program Section 404 INT)

Colleges and universities may apply for funds to train teachers, counselors, administrators, and other school personnel in tech-

niques for solving special educational problems brought about by desegregation. Such training may be conducted only at the request of one or more boards of desegregating or desegregated school districts. Topics treated in institute sessions will be determined according to the desegregation-related need of the school districts involved. It is expected that follow-up activities will be part of the institute planning and that participants will be prepared to return to their jobs and train their colleagues, either formally or informally, after completing the institute activities. As evidence of need for training services, each applicant must present letters from desegregating or desegregated school districts stating specific desegregation-related needs and requesting training services from the applicant institution. Selection of grantees will be determined by the educational quality of the proposed training project.

(3) Bilingual

Institutions may submit proposals to provide Local Education Agencies with assistance in Bilingual programs. However, separate RFP's will be issued for these applications.

More information will be supplied when guidelines are available.

(4) General assistance center and Institute proposals may include a component offering assistance under Title IX of the Civil Rights Act of 1964 (Discrimination by Sex)

More information will be supplied when guidelines are available.

If you would like to learn more about any of these programs, please contact the Atlanta Regional Office of the U. S. Office of Education and specify the program in which you are interested. The Regional Office will send you (a) the appropriate program announcement containing information on application procedures and selection criteria, (b) the application form and instructions, and (c) the Federal regulations listing all requirements for eligibility and program operation.

REGION IV (Atlanta) -- Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina and Tennessee

EEO Program Manager ----- 404/526-3076  
U. S. Office of Education  
Bureau of Equal Educational Opportunity  
50 7th Street, N. E. Room 555  
Atlanta, Georgia 30323

MEMORANDUM

Date: \_\_\_\_\_

TO : Program Manager, Equal  
Educational Opportunities,  
Region IV, Office of Education  
Room 555 - 50 7th Street, N. E.  
Atlanta, Georgia 30323

SUBJECT: Continued Interest and Intention to submit Application(s)

FROM : \_\_\_\_\_  
(NAME) (POSITION)

\_\_\_\_\_  
(AGENCY OR ORGANIZATION)

Address: \_\_\_\_\_  
(street)

City: \_\_\_\_\_, State: \_\_\_\_\_,  
(zip code)

This Agency (Organization) intends to submit (an) application (s) for the programs noted below and requests new information about these in addition to that provided in you communication of February 11, 1975.

1. Title IV CRA Program:

(1) Institute \_\_\_\_\_

(2) GAC \_\_\_\_\_

(3) Bilingual \_\_\_\_\_

Office of the Provost.....208 Holladay Hall

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February 23, 1976

MEMORANDUM

TO: Affirmative Action Officers

FROM: Lawrence M. Clark *L.M. Clark*

SUBJECT: Affirmative Action Charts

Errors have been found in several of the charts given you for the Affirmative Action Reports. These are Tables III & IV, EPA Faculty, and Tables V & VI, EPA Non-Faculty. Enclosed are corrected replacement sheets for those charts.

Also, please find new SPA sheets; Tables I & II, and the Worksheet for Table II. Instead of requiring yearly projections as in the past, these charts are for a three year period. Personnel is working on a print-out of SPA persons in your area and availability data for the surrounding counties to use in completing these charts. This information should be available around March 3.

LMC/bp



## THE UNIVERSITY OF NORTH CAROLINA

AT  
CHAPEL HILL  
27514

N FERELEE TAYLOR  
Chancellor

September 18, 1973

TO: Deans, Directors, and Chairmen

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

SUBJECT: Implementation of Affirmative Action Plan

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

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

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

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

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

-2-

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

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

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

(2) EPA Reappointments

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

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

(3) EPA Non-renewals

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

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

-3-

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

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

(4) EPA Terminations

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

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

(5) Faculty Promotions

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

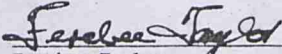
- (a) the name, race, and sex of the candidate being recommended;
- (b) the name, race, and sex of each faculty member within the same department (or non-departmentalized School) who is in the same faculty rank but is of a different race or sex from the recommended candidate and who has not been (during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

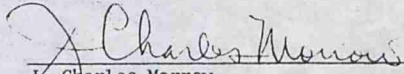
The separate signed written statements specified in paragraphs (1) through (5) above will be referred to the Affirmative Action Officer by the official who receives them from the department or School (e.g., the Provost or the Vice Chancellor for Health Sciences); and each recommendation will be forwarded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

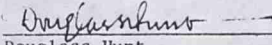
(B) Staff (SPA) Personnel Actions

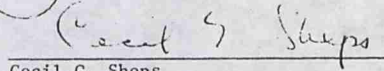
The University Personnel Office will maintain records of decisions and recommendations of all University Schools, departments, and other units with respect to the hiring, promotion, transfer, demotion, and termination of SPA applicants and employees, by race and sex, and will make quarterly reports of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

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

  
 Ferebee Taylor  
 Chancellor

  
 J. Charles Morrow  
 Provost

  
 Douglass Hunt  
 Vice Chancellor for Administration  
 and Affirmative Action Officer

  
 Cecil G. Sheps  
 Vice Chancellor for Health Sciences

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



AFFIRMATIVE ACTION CHECKLIST  
EPA PERSONNEL ACTIONS

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

1. INITIAL APPOINTMENTS

A. Position to be Filled

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

B. Recommended Appointment

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

C. Record of Recruitment Efforts

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

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

D. Recommended Selection

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

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

A. Recommended Action

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

B. Individuals Considered

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

C. Person with respect to whom Action is Recommended

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

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



THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL

OFFICE OF THE CHANCELLOR FOR ADMINISTRATION  
107 SOUTH MAIN BUILDING, 7754  
(919) 919-7771

2 April 1974

MEMORANDUM

TO: Deans, Directors, and Chairmen

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

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

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

Residents (Medical School)

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

Research Associates

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

Visiting Appointments

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

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

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

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

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

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

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

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

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

EPA Joint Appointment:

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

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

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

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

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

Routing of Above Mentioned Statements

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

*Douglas Hunt*

Douglas Hunt  
Vice Chancellor for Administration  
and Affirmative Action Officer

mh

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

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

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

DIVISION OF UNIVERSITY STUDIES  
Box 5971 Zip 27607

October 9, 1973

MEMORANDUM

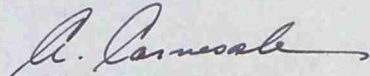
TO: Mr. W. R. Calloway, Director  
Staff Personnel Services

SUBJECT: Affirmative Action Goals for SPA Positions  
in "The Special Units"

The affirmative action plan for "the special units" (Part III, Section N, of the NCSU Affirmative Action Plan) expresses the affirmative action goal for SPA positions in the following manner:

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

I hope that this information meets your needs. If not, please contact me. (Note that, in accordance with your request, I am enclosing one copy of the computer print-out which you sent me on October 5.)



Albert Carnesale, Head  
Division of University Studies

cc: Mr. William H. Simpson



NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

August 30, 1973

To: Deans  
Unit Affirmative Action Officers  
Faculty Senate Chairman  
Good Neighbor Council

Attached for your information is the NCSU Affirmative Action General Statement submitted to HEW earlier this summer. In addition to this statement, the affirmative action plan for each University unit (Schools, Library, Business Affairs, etc.) was included in the full report to HEW along with appropriate supplements (Faculty Handbook, policy statements, etc.).

It should be pointed out that our Affirmative Action Plan has not as yet been approved by HEW and is subject to change following review by that agency. We are now awaiting comments from HEW.

*William H. Simpson*

William H. Simpson  
Equal Employment Opportunity  
Officer

EXECUTIVE COMMITTEE MEETING  
School of Engineering  
February 4, 1975

Announcements

1. Affirmative Action: We have purchased and have available a directory of Black engineers in the United States. This was compiled by Howard University and lists about 1500 engineers with biographical data.

2. An announcement is available from the Federal Office of Water Research and Technology concerning its University Exchange Program. This may involve an actual exchange of people between the University and OWRT or may only involve a University person temporarily assigned to OWRT. Additional information is available in the Water Resources Research Institute from Mrs. McClung.

3. The Dean's office has on hand announcements and order blanks for the following publications:

- A. "Engineers of Distinction - A Who's Who in Engineering"
- B. "Learning Resources Directory" issued three times per year
- C. "1974 Directory of Engineering Societies and Related Organizations"
- D. "Professional Income of Engineers - 1974"  
"The Engineer's Salary Evaluation Kit - 1974"  
"Engineer's Salaries - Special Industry Report - 1974"  
"Salaries of Engineers in Education - 1974"
- E. Long Range Forecasting of Manpower Requirements"
- F. "Energy Resources Survey"

4. Information concerning the following conferences, seminars and short courses is available in the Dean's office:

- A. "WATTec Energy Conference, Hyatt Regency Hotel, Knoxville, Tennessee, February 20 and 21.
- B. "Today's Challenge", seminar, February 20, Greenville, N. C., sponsored by AIIE.
- C. "Second Annual Women in Management Conference", February 20-22, Gainesville, Florida, sponsored by Florida Institute for Women and Florida Governor's Commission on the Status of Women.
- D. "Applied Work Simplification, Measurement and Compensation", short course, March 10-14, NCSU, sponsored by Eastern N. C. Chapter No. 66 AIIE and Dept. of Industrial Engineering.
- E. "Techniques and Methodologies for Stimulating Small-Scale Labor-Intensive Industries in Developing Countries", conference, March 10-11, Georgia Institute of Technology, offered by the Industrial Development Division.
- F. "Making Wage Incentives Work in a Union Shop", University of Wisconsin Extension, March 4-5.

11-10-75



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

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

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

H. CHILD CARE

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

I. TEST VALIDATION

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

J. GRIEVANCE PROCEDURE

N. C. State University has an established grievance procedure for faculty personnel. The procedure is described in the Faculty Handbook. It has already been used to hear one grievance related to sex discrimination. Staff employees have a grievance procedure available to them which is described in Appendix G. The procedure provides means of hearing charges of sex and race discrimination. Edited copies are placed in new employee orientation packets.

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

K. GOALS AND TIMETABLES

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

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

L. RESPONSIBILITY FOR IMPLEMENTATION

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

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

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

<u>Activity</u>	<u>Responsibility</u>	<u>Timetable</u>
Annual report on affirmative action progress	EEO Officer	July, 1974, and continuing

M. REPORTING PROCEDURE

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

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

N. PUBLICATION

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

PART III

ANALYSIS, GOALS AND TIMETABLES

A. AN OVERVIEW OF AVAILABILITY

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

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

TABLE 1

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

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

Source: Office of Education, Bureau of Higher Education.

Table 1 shows doctorates awarded to females over a ten-year period in disciplines emphasized at NCSU. The variation among disciplines is striking with the major implication being that in many instances females are simply not available or in very short supply. Since there is no comparable data on minorities, all discussion about availability must be based on estimates which suggest that although about one percent of doctorates are held by blacks, there appears to be great variation among disciplines, as Table 2 shows.

TABLE 2

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

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

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

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

TABLE 3

Number of Bachelor's Degrees Awarded in Selected Disciplines in North Carolina by Race\* and Sex, 1968-69, 1969-70, and 1970-71

	1968-69	1969-70	1970-71
Agriculture Total	106	101	212
Black	17	13	6
Female	1	6	11

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

\* Estimate based on graduates from predominantly black institutions.

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

Looking at this data, one can estimate the pool of potential graduate students in North Carolina. If one assumes that about ten percent of bachelor's degree holders will pursue graduate study in the field of the undergraduate major, the number of potential black graduate students is very small except in the social sciences; and the number of potential female graduate students is small except in mathematics and the biological and social sciences. Because of the increased out-of-state tuition rate imposed by the 1971 General Assembly and the decline in Federal support of graduate study and research, this campus has to rely more upon in-state students to fill its programs. If few women and blacks are available as potential graduate students, it is difficult to honestly predict that we will be highly successful in attracting more female and minority graduate students in order to develop more potential female and minority faculty.



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

TABLE 4

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

College Transfer Programs			
	Total	Black	Female
Agriculture and Natural Science	8	0	0
Engineering	20	0	0
Mathematics	13	0	7
Science	26	1	7
Textiles	0	0	0

Occupational Programs			
	Total	Black	Female
Agricultural and Biological Science Technologies	208	6	36
Engineering and Science Technologies	908	64	45
Office Technologies	1653	267	956
Trades and Industry Occupations	2391	471	455

Source: Department of Community Colleges

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

its SPA classifications in agriculture, the sciences, and engineering. Tables 5 and 6 provide a framework for assessing availability of potential SPA personnel locally.

TABLE 5  
1971 Civilian Work Force Estimate for Wake County

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

TABLE 6  
1970 Census Data Showing Personnel in Selected Occupational Groups in Wake County by Sex and Race

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

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

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 <sup>96</sup>~~94~~ in this category. This is an increase of <sup>10</sup>~~6~~ over <sup>1973-1974</sup>~~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 <sup>118</sup>~~118~~. At the present there are <sup>85</sup>~~88~~ females in this category. This is an increase of <sup>Net 19</sup>~~10~~ over <sup>1973-1974</sup>~~1974-1975~~. At present there are ~~30 female faculty members in temporary positions (including part-time and full-time).~~

85  
63  
22

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.

AFFIRMATIVE ACTION PLAN  
NORTH CAROLINA STATE UNIVERSITY

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Affirmative Action Plan  
North Carolina State University

PART I  
INTRODUCTION

A. THE EXTENT AND NATURE OF THE PLAN

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

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

B. EQUAL OPPORTUNITY POLICY

In accordance with section 103 of The Code of the University of North Carolina and in accordance with the aims and intent of this institution, it is our policy that admission to, employment by, and promotion in North Carolina State University shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin. It is also the policy of North Carolina State University to take positive action to further employment opportunity for women and minorities.

C. PROCEDURE USED TO DEVELOP THE PLAN

Initial steps in the development of the present affirmative action plan were taken in early November, 1972, when it was determined that the most effective method of developing a functional and effective plan for this campus would

be to follow the regular patterns of organization and administration. Accordingly, on November 8, the following affirmative action planning units were identified:

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

Each unit was asked to establish a planning committee which was to develop plans applicable to that unit. When combined with a general statement on policy and procedure these plans constitute the affirmative action plan for NCSU.

Approaching affirmative action planning in this manner had several advantages.

First, it followed normal organizational patterns of the University rather than imposing a new structure for <sup>self-evaluation</sup> ~~administration~~ of the plan on the existing structure. *monitoring activities, titles to activities,*

Second, this method of organization compelled each unit to conduct its own <sup>evaluation</sup> ~~analysis~~ of utilization and availability and to develop a plan that would work <sup>within</sup> in that unit's context.

Third, this approach meant that more individuals would be involved in developing affirmative action plans than would have been the case if a single central committee had been assigned this task. Wide participation is an important factor in the success of any endeavor in a collegial institution like the university.

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

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



accepted by all involved at this University.

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

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

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

Second, especially at the faculty level, many personnel decisions must be made on the basis of subjective evaluation of individual merit. For this reason, it is meaningless to attempt evaluation in terms of averages or formulas. Each case must be decided on its own merit. Although this condition means that comparisons are sometimes difficult, we think it is essential that individuals be considered as individuals and that the unique needs and circumstances of the hiring unit be taken into account. In short, we reject a formula approach to personnel decisions. We are willing to undertake the additional work necessary to continue making decisions on an individual basis. In practice this approach means that we do not think that all individuals of the same rank with the same years of service in the same department should necessarily have the same salary.

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

successful.

Fourth, like many other universities, N. C. State University is in a period of declining or stable resources. Enrollment, the basis on which we are allocated positions, is leveling off or increasing slightly. In addition, the General Assembly of North Carolina in 1971 changed the student-faculty ratio from 13.7 to 1 to 14.5 to 1. This means fewer faculty positions per 100 students. Federal support for research and student aid has declined significantly. For example, the value of our contracts and grants on July 1, 1972, was almost 40 percent lower than the previous year. Under these circumstances N. C. State University will have few new positions and because of the tight academic job market in general there will be few resignations. At the end of the 1972-73 academic year, only seven people with faculty rank resigned from our faculty of more than 1,000. Concurrently there is on this campus a high percentage of faculty holding academic tenure. In several schools nearly 80 percent of the faculty already has tenure. As a result of these factors the competition for new positions will be keen. It will be impossible to produce dramatic changes in this employment profile of all units, and promotions will be extremely difficult to obtain.

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

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

We are reassured by HEW's statement that "a nondiscriminatory selection pro-

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

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

E. RESPONSE TO LETTER OF FINDINGS

1. Academic personnel hiring and recruitment.

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

the Executive Order are met.

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

2. Non-academic personnel hiring and recruitment.

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

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

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

3. SPA placement.

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

The affirmative action plan deals with this recommendation.

4. Academic Personnel (EPA) Salary

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

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

5. Testing of SPA employees.

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

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

6. Academic personnel (EPA) advancement.

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

This affirmative action plan deals with this recommendation.

7. Non-academic personnel (SPA) advancement.

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

The affirmative action plan deals with this recommendation.

PART II

POLICIES AND PROCEDURES

A. POLICY DISSEMINATION

The equal employment opportunity policy and this University's commitment to taking positive action is stated in Part I, Section B above. Specific efforts at dissemination will be as follows:

INTERNAL DISSEMINATION

<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
EEO Posters posted	Director of Personnel and EEO Officer	Implemented
EEO statement in <u>Faculty Handbook</u>	EEO Officer	Implemented
Periodic memoranda to supervisors	EEO Officer	Continuing (See Appendix B)
Discussion and review of affirmative action plan with Deans, Directors, and Department Heads	EEO Officer and Provost	July 1, 1973, and continuing
Annual review of plan and progress with administration	EEO Officer and Chancellor	January 1, 1974
Review of affirmative action plan with General Faculty	EEO Officer	August, 1973
Review of affirmative action plan with Faculty Senate	EEO Officer	August, 1973
Review of affirmative action plan with Student Government	EEO Officer	August, 1973
Review of affirmative action plan with SPA personnel	EEO Officer	July 1, 1973, or as soon as Officer appointed

<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
Discussion of plan and policy in new SPA employee orientation sessions	Director of Personnel and EEO Officer	Implemented
Discussion of policy during staff training sessions	Director of Personnel	Implemented
Summary of plan published in faculty newspaper	EEO Officer	Fall, 1973
Discussion of plan with appropriate university committees	EEO Officer	Fall, 1973
Distribution of Plan	EEO Officer	30 days after HEW approval
EEO statement included on application routing sheets sent with application forms	Director of Personnel	Implemented
EEO statement included or notices of campus vacancies	Director of Personnel and EEO Officer	Implemented

#### EXTERNAL DISSEMINATION

EEO policy statement included on all recruitment material and advertisements for students, staff, and faculty	Dean of Student Affairs Director of Personnel EEO Officer	Implemented
EEO statement included on purchase orders, contracts, etc., as required by Executive Order 11246	Vice Chancellor for Finance and Business	Implemented
National and regional minority and women's organizations, institutions, and groups informed by letter of EEO policy	EEO Officer	Fall, 1973
Local community organizations informed of EEO policy by personal contact	EEO Officer	Fall, 1973

<u>Action</u>	<u>Responsibility</u>	<u>Date Effective</u>
Subcontractors, vendors, and suppliers notified in writing of EEO policy	Vice Chancellor for Finance and Business	Implemented

B. RECRUITMENT PROCEDURES - EPA PERSONNEL

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

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

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

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

C. INCREASING THE SUPPLY OF POTENTIAL EPA PERSONNEL

As the unit plans document, lack of available female and minority faculty is one of the major difficulties encountered by an institution with academic program emphases in the scientific, technological and professional fields. N. C. State University recognizes that one solution to this problem is the development of



potential faculty through training. For this reason several School plans emphasize recruitment of students, especially graduate students. This emphasis is considered a major aspect of our affirmative action planning because it represents the best long-range positive action possible and such recruitment is considered a major element of our goals.

D. RECRUITMENT PROCEDURES - STAFF (SPA)

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

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

<u>Affirmative Action</u>	<u>Responsibility</u>	<u>Target Date</u>
Place recruitment advertising with newspapers having predominantly minority or female circulation. All	Director, Division of Personnel Services	Continuing

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

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

E. NEPOTISM POLICY

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

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

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

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

conducted with this need in mind. Similarly, salary increases will be reviewed carefully in order to prevent differences arising that may be related to sex since the University has now virtually succeeded in eliminating such differences.

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

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

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

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

Job classes in which there are five or more blacks and no whites are as follows:

Floor Maintenance Man  
Housekeeping Foremen  
Mail Clerk  
Housekeeping Supervisor

Job classifications in which there are five or more whites and no blacks are as follows:

Job Title  
Statistical Aide  
Agricultural Research Technician I  
Administrative Secretary  
Clerk IV

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

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

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

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

<u>Affirmative Action</u>	<u>Responsibility</u>	<u>Target Date</u>
Campus policy on nepotism shall be implemented according to newly approved policy passed by State Personnel Board.	Vice Chancellor for Finance and Business	Effective immediately
Each list of referrals made for staff job openings in campus departments where apparent underutilization of minority and female employees exists shall include the name of at least one minority and/or one female candidate for consideration if such candidates are available.	Director, Division of Personnel Services	Effective immediately
Each referral will be accompanied by an application routing sheet which must be returned to Personnel Services with written justification why particular applicant was selected or why other applicants were not selected.	Director, Division of Personnel Services	Continuing
A comprehensive recruitment program will be expanded and implemented as designed specifically to attract minority group members and women, and will include the following activities: a. Increase on-campus recruitment activity at predominantly black colleges and universities to recruit research technicians, and at predominantly female colleges and universities to recruit females. b. Increase advertisements in media with predominantly black circulation or audiences. c. Control all advertisements for staff centrally by Division of Personnel Services.	Director, Division of Personnel Services	Effective immediately
Interview, select, and refer in accordance with equal employment concept, including continuous review of	Director, Division of Personnel Services and EEO Officer	Continuing

TABLE 1a. Summary by race on all employees of North Carolina State University

Job Classification	Employment Status	Time Period	Black	Other	Internat., For. Nat., White	Total
<u>EPA NON-FACULTY</u>						
Officials & Managers	Full-time	June 1974	7 (6.5)	0 (0.0)	100 (93.5)	107 (26.6)
		June 1975	10 (8.8)	0 (0.0)	103 (91.2)	113 (27.0)
		1975-76	9 (8.4)	0 (0.0)	98 (91.6)	107 (26.1)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	N/A	N/A	N/A	N/A
		1975-76	0 (0.0)	0 (0.0)	1 (100.0)	1 (12.5)
Professionals	Full-time	June 1974	20 (6.8)	4 (1.4)	268 (91.8)	292 (72.4)
		June 1975	19 (6.3)	4 (1.3)	281 (92.4)	304 (72.5)
		1975-76	29 (9.6)	5 (1.7)	266 (88.7)	300 (73.2)
	Part-time	June 1974	0 (0.0)	0 (0.0)	11 (100.0)	11 (100.0)
		June 1975	1 (6.7)	0 (0.0)	14 (93.3)	15 (100.0)
		1975-76	0 (0.0)	0 (0.0)	7 (100.0)	7 (87.5)
Technicians	Full-time	June 1974	0 (0.0)	0 (0.0)	4 (100.0)	4 (1.0)
		June 1975	0 (0.0)	0 (0.0)	2 (100.0)	2 (0.5)
		1975-76	0 (0.0)	0 (0.0)	3 (100.0)	3 (0.7)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	N/A	N/A	N/A	N/A
		1975-76				
Total	Full-time	June 1974	27 (6.7)	4 (1.0)	372 (92.3)	403
		June 1975	29 (6.9)	4 (1.0)	386 (92.1)	419
		1975-76	38 (9.3)	5 (1.2)	367 (89.5)	410
	Part-time	June 1974	0 (0.0)	0 (0.0)	11 (100.0)	11
		June 1975	1 (6.7)	0 (0.0)	14 (93.3)	15
		1975-76	0 (0.0)	0 (0.0)	8 (100.0)	8

EPA FACULTY

Department Head	Full-time	June 1974	0 (0.0)	1 (1.8)	55 (98.2)	56 (4.9)
		June 1975	0 (0.0)	2 (3.6)	54 (96.4)	56 (4.9)
		1975-76	0 (0.0)	1 (1.7)	57 (98.3)	58 (4.6)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	N/A	N/A	N/A	N/A
		1975-76				



Job Classification	Employment Status	Time Period	Black	Other	Internat., For. Nat., White	Total
Professors	Full-time	June 1974	0 (0.0)	6 (1.7)	348 (98.3)	354 (31.2)
		June 1975	0 (0.0)	6 (1.6)	365	371 (32.4)
		1975-76	2 (0.5)	6 (1.5)	401 (98.0)	409 (32.6)
	Part-time	June 1974	0 (0.0)	0 (0.0)	6 (100.0)	6 (11.8)
		June 1975	0 (0.0)	0 (0.0)	8 (100.0)	8 (12.3)
		1975-76	0 (0.0)	0 (0.0)	4 (100.0)	4 (12.1)
Associate Professors	Full-time	June 1974	3 (1.0)	5 (1.6)	296	304 (26.8)
		June 1975	4 (1.2)	5 (1.4)	330 (97.4)	339 (29.6)
		1975-76	8 (2.2)	9 (2.4)	353 (97.4)	370 (29.5)
	Part-time	June 1974	0 (0.0)	0 (0.0)	5 (100.0)	5 (9.8)
		June 1975	0 (0.0)	0 (0.0)	7 (100.0)	7
		1975-76	0 (0.0)	0 (0.0)	5 (100.0)	5 (15.2)
Assistant Professors	Full-time	June 1974	4 (1.3)	3 (1.0)	297 (97.7)	304 (26.8)
		June 1975	7 (2.7)	3 (1.2)	245 (96.9)	255 (22.4)
		1975-76	27 (8.2)	1 (0.3)	302 (91.5)	330 (26.3)
	Part-time	June 1974	0 (0.0)	0 (0.0)	6 (100.0)	6 (11.8)
		June 1975	0 (0.0)	2 (2.2)	7 (7.8)	9 (13.9)
		1975-76	0 (0.0)	0 (0.0)	3 (100.0)	3 (9.1)
Instructors	Full-time	June 1974	4 (3.7)	0 (0.0)	103 (96.3)	107 (9.5)
		June 1975	5 (4.6)	0 (0.0)	104 (95.4)	109 (9.5)
		1975-76	6 (7.4)	1 (1.2)	74 (91.4)	81 (6.4)
	Part-time	June 1974	2 (9.5)	0 (0.0)	19 (90.5)	21 (41.2)
		June 1975	1 (5.3)	0 (0.0)	18 (94.7)	19 (29.2)
		1975-76	0 (0.0)	0 (0.0)	12 (100.0)	12 (36.3)
Lecturer	Full-time	June 1974	0 (0.0)	0 (0.0)	1 (100.0)	1 (0.1)
		June 1975	0 (0.0)	1 (100.0)	0 (0.0)	1 (0.1)
		1975-76	0 (0.0)	0 (0.0)	1 (100.0)	1 (0.1)
	Part-time	June 1974	0 (0.0)	0 (0.0)	5 (100.0)	5 (9.8)
		June 1975	0 (0.0)	0 (0.0)	6 (100.0)	6 (9.2)
		1975-76	0 (0.0)	0 (0.0)	3 (100.0)	3 (9.1)
Other	Full-time	June 1974	1 (12.5)	0 (0.0)	7 (87.5)	8 (0.7)
		June 1975	0 (0.0)	0 (0.0)	13 (100.0)	13 (1.1)
		1975-76	1 (14.3)	0 (0.0)	5 (85.7)	6 (0.5)
	Part-time	June 1974	0 (0.0)	0 (0.0)	8 (100.0)	8 (15.6)
		June 1975	0 (0.0)	0 (0.0)	16 (100.0)	16 (24.6)
		1975-76	2 (33.3)	0 (0.0)	4 (66.7)	6 (18.2)

Job Classification	Employment Status	Time Period	Black	Other	Internat., For. Nat., White	Total
Total	Full-time	June 1974	12 (1.2)	15 (1.3)	1107 (97.5)	1134
		June 1975	16 (1.4)	17 (1.5)	1111 (97.1)	1144
		1975-76	44 (3.5)	18 (1.4)	1193 (95.1)	1255
	Part-time	June 1974	2 (3.9)	0 (0.0)	49 (96.1)	51
		June 1975	1 (1.5)	2 (3.1)	62 (95.4)	65
		1975-76	2 (6.1)	0 (0.0)	31 (93.9)	33

SPA & UNCLASSIFIED STUDENT SUPPLY STORE EMPLOYEES

Officials & Managers	Full-time	June 1974	1 (1.6)	0 (0.0)	61 (98.4)	62 (2.9)
		June 1975	1 (1.3)	0 (0.0)	74 (98.7)	75 (3.4)
		1975-76	2 (3.4)	0 (0.0)	56 (96.6)	58 (2.6)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	N/A	N/A	N/A	N/A
		1975-76	N/A	N/A	N/A	N/A
Professionals	Full-time	June 1974	2 (2.9)	1 (1.4)	67 (95.7)	70 (3.3)
		June 1975	4 (4.1)	1 (1.0)	93 (94.9)	98 (4.5)
		1975-76	6 (8.3)	2 (2.8)	64 (88.9)	72 (3.3)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	0 (0.0)	0 (0.0)	1 (100.0)	1 (1.0)
		1975-76	N/A	N/A	N/A	N/A
Technicians	Full-time	June 1974	36 (9.0)	7 (1.8)	357 (89.2)	400 (18.6)
		June 1975	37 (8.3)	7 (1.6)	401 (90.1)	445 (20.3)
		1975-76	49 (11.4)	6 (1.4)	375 (87.2)	430 (19.4)
	Part-time	June 1974	0 (0.0)	0 (0.0)	3 (100.0)	3 (3.4)
		June 1975	0 (0.0)	0 (0.0)	3 (100.0)	3 (3.1)
		1975-76	0 (0.0)	1 (33.3)	2 (66.7)	3 (3.1)
Sales	Full-time	June 1974	1 (1.7)	0 (0.0)	57 (98.3)	58 (2.7)
		June 1975	1 (3.7)	0 (0.0)	26 (86.3)	27 (1.2)
		1975-76	4 (6.2)	0 (0.0)	61 (93.8)	65 (2.9)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	0 (0.0)	0 (0.0)	1 (100.0)	1 (1.0)
		1975-76	N/A	N/A	N/A	N/A
Clerical	Full-time	June 1974	93 (12.0)	3 (0.4)	681 (87.6)	777 (36.2)
		June 1975	89 (11.5)	4 (0.5)	683 (88.0)	776 (35.5)
		1975-76	128 (16.1)	2 (0.2)	667 (83.7)	797 (36.0)

Job Classification	Employment Status	Time Period	Black	Other	Internat., For. Nat., White	Total
	Part-time	June 1974	1(1.4)	0(0.0)	73(98.6)	74(93.7)
		June 1975	5(6.8)	1(1.4)	68(91.8)	74(77.1)
		1975-76	0(0.0)	12(14.1)	73(85.9)	85(87.6)
Craftsman	Full-time	June 1974	59(24.1)	0(0.0)	186(75.9)	245(11.4)
		June 1975	54(21.6)	0(0.0)	196(78.4)	250(11.4)
		1975-76	76(29.0)	0(0.0)	186(71.0)	262(11.8)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	0(0.0)	0(0.0)	6(100.0)	6(6.3)
		1975-76	N/A	N/A	N/A	N/A
Operations (Semi-skilled)	Full-time	June 1974	37(32.4)	1(0.9)	76(66.7)	114(5.3)
		June 1975	33(30.8)	1(1.0)	73(68.2)	107(4.9)
		1975-76	45(39.1)	2(1.7)	68(59.1)	115(5.2)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	1(100.0)	0(0.0)	0(0.0)	1(1.0)
		1975-76	0(0.0)	2(66.7)	1(33.3)	3(31.1)
Laborers	Full-time	June 1974	82(59.9)	1(0.7)	54(39.4)	137(6.4)
		June 1975	73(59.8)	0(0.0)	49(40.2)	122(5.6)
		1975-76	79(62.2)	0(0.0)	48(37.8)	127(5.7)
	Part-time	June 1974	0(0.0)	0(0.0)	2(100.0)	2(2.5)
		June 1975	0(0.0)	0(0.0)	2(100.0)	2(2.1)
		1975-76	0(0.0)	3(50.0)	3(50.0)	6(6.2)
Service Workers	Full-time	June 1974	243(85.6)	1(0.4)	40(14.0)	284(13.2)
		June 1975	251(87.2)	1(0.3)	36(12.5)	288(13.2)
		1975-76	247(84.9)	1(0.3)	43(14.8)	291(13.1)
	Part-time	June 1974	N/A	N/A	N/A	N/A
		June 1975	6(75.0)	0(0.0)	2(25.0)	8(8.4)
		1975-76	N/A	N/A	N/A	N/A
Total	Full-time	June 1974	554(25.8)	14(0.7)	1579(73.5)	2147
		June 1975	543(24.8)	14(0.6)	1631(74.6)	2188
		1975-76	636(28.7)	13(0.6)	1568(70.7)	2217
	Part-time	June 1974	1(1.3)	0(0.0)	78(98.7)	79
		June 1975	12(12.5)	1(1.0)	83(86.5)	96
		1975-76	0(0.0)	18(18.6)	79(81.4)	97

Job Classification	Employment Status	Time Period	Black	Other	Internat., For. Nat.,	Total
					White	
TOTAL EMPLOYEES	Full-time	June 1974	593(15.9)	33(0.9)	3058(83.2)	3684
		June 1975	588(15.7)	35(0.9)	3128(83.4)	3751
		Goals	718(18.5)	36(0.9)	3128(80.6)	3882
	Part-time	June 1974	3(2.1)	0(0.0)	138(97.9)	141
		June 1975	14(8.0)	3(1.7)	159(90.3)	176
		Goals	2(1.4)	18(3.1)	118(85.5)	138

<sup>1</sup>Number of employees and (percent within this employment status group)

<sup>2</sup>Number and (percent of total) within this job classification.

PART-TIME (RANK OF INSTRUCTOR AND ABOVE) (14)

Fleming, John W. <i>Blond, George F.</i> Roundtree, Thelma (Female)	Instructor <i>Adj. Inst.</i> Adjunct Professor	History - Liberal Arts <i>Edu. Eng. - Eng. Eff. 1-1-76</i> Education - ED
Brooks, Willie J. (Female) <i>Rady, Don A.</i>	Part-Time Instructor <i>Part-time Instructor</i>	Speech-Communications - Liberal Arts <i>Speech Communicator (1/1/76)</i>
<u>OTHERS WITHOUT RANK</u> (11)		
Melton, Thoyd	Res. Assoc.	Microbiology
Tonds, Rosalyn A. (Female)	Residence Life Area Coord.	Student Affairs
Cameron, Spurgeon	Asst. Director	Urban Affairs & Comm. Serv. Center
Campbell, Larry E.	Asst. Program Director	University Student Center
Caster, Lillie D. (Female)	Head, Cataloging Dept.	Library
Coles, Sylvia (Female)	Placement Counselor	Student Affairs
Emory, Frank E.	Housing Specialist and Asst. Director	Urban Affairs & Comm. Serv. Center
<i>Female</i> Fleming, Florence I. (Female)	Counselor (Full-time)	Student Affairs
Guess, Larry	Asst. Dir. of Admissions	Student Affairs
Harrison, Robert	Asst. Football Coach	Athletics
Johnson, Wilbert B.	Asst. Basketball Coach	Athletics
McCallum, Benjamin	Research Asst.	Crop Science - SALS
Rogers, Margaret (Female)	Asst. Acquisitions Librarian	Library
Rucker, James W.	Ext. Specialist	Textile Ext. & Cont. Ed.
Foxx, Laura R. (Female)	Counselor	Student Affairs

Plus Ag. Extension-Estimate 14 Ag. Ext. Spec.  
114 Ag. Ext. Professionals

TABLE 1b. Summary by sex on all employees of North Carolina State University

Job Classification	Employment Status	Time Period	Female	Male	Total
<u>EPA NON-FACULTY</u>					
Officials & Managers	Full-time	June 1974	10 (9.3)	97 (90.7)	107 (26.6)
		June 1975	11 (10.7)	102 (89.3)	113 (27.8)
		1975-76	11 (10.3)	96 (89.7)	107 (26.1)
	Part-time	June 1974	-	-	-
		June 1975	N/A	N/A	N/A
		1975-76	1 (100.0)	0 (0.0)	1 (12.5)
Professionals	Full-time	June 1974	74 (25.3)	218 (74.7)	292 (72.4)
		June 1975	76 (25.0)	228 (75.0)	304 (72.5)
		1975-76	77 (25.7)	223 (74.3)	300 (73.2)
	Part-time	June 1974	3 (27.3)	8 (72.7)	11 (100.0)
		June 1975	6 (40.0)	9 (60.0)	15 (100.0)
		1975-76	3 (42.9)	4 (57.1)	7 (87.5)
Technicians	Full-time	June 1974	2 (50.0)	2 (50.0)	4 (1.0)
		June 1975	1 (50.0)	1 (50.0)	2 (0.5)
		1975-76	2 (66.7)	1 (33.3)	3 (0.7)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	N/A	N/A	N/A
		1975-76			
Total	Full-time	June 1974	86 (21.3)	317 (78.7)	403
		June 1975	88 (21.0)	331 (79.0)	419
		1975-76	90 (22.0)	320 (78.0)	410
	Part-time	June 1974	3 (27.3)	8 (72.7)	11
		June 1975	6 (40.0)	9 (60.0)	15
		1975-76	4 (50.0)	4 (50.0)	8
<u>EPA FACULTY</u>					
Department Head	Full-time	June 1974	1 (1.8)	55 (98.2)	56 (4.9)
		June 1975	2 (3.6)	54 (96.4)	56 (4.9)
		1975-76	1 (1.7)	57 (98.3)	58 (4.6)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	N/A	N/A	N/A
		1975-76			

Job Classification	Employment Status	Time Period	Female	Male	Total
Professors	Full-time	June 1974	2 (0.6)	352 (99.4)	354 (31.2)
		June 1975	2 (0.5)	369 (99.5)	371 (32.4)
		1975-76	6 (1.5)	403 (98.5)	409 (32.6)
	Part-time	June 1974	0 (0.0)	6 (100.0)	6 (11.8)
		June 1975	1 (12.5)	7 (87.5)	8 (12.3)
		1975-76	0 (0.0)	4 (100.0)	4 (12.1)
Associate Professors	Full-time	June 1974	7 (2.3)	297 (97.7)	304 (26.8)
		June 1975	12 (3.5)	327 (96.5)	339 (29.6)
		1975-76	22 (5.9)	348 (94.1)	370 (29.5)
	Part-time	June 1974	0 (0.0)	5 (100.0)	5 (9.8)
		June 1975	0 (0.0)	7 (100.0)	7 (10.8)
		1975-76	0 (0.0)	5 (100.0)	5 (15.2)
Assistant Professors	Full-time	June 1974	27 (8.9)	277 (91.1)	304 (26.8)
		June 1975	29 (11.4)	226 (88.6)	255 (22.4)
		1975-76	62 (18.8)	268 (81.2)	330 (26.3)
	Part-time	June 1974	0 (0.0)	6 (100.0)	6 (11.8)
		June 1975	1 (11.1)	8 (88.9)	9 (13.9)
		1975-76	0 (0.0)	3 (100.0)	3 (9.1)
Instructors	Full-time	June 1974	24 (22.4)	83 (77.6)	107 (9.5)
		June 1975	30 (27.5)	79 (72.5)	109 (9.5)
		1975-76	25 (30.9)	56 (69.1)	81 (6.4)
	Part-time	June 1974	5 (23.8)	16 (76.2)	21 (41.2)
		June 1975	7 (27.5)	12 (63.2)	19 (29.2)
		1975-76	7 (58.3)	5 (41.7)	12 (36.3)
Lecturers	Full-time	June 1974	0 (0.0)	1 (100.0)	1 (0.1)
		June 1975	0 (0.0)	1 (100.0)	1 (0.1)
		1975-76	0 (0.0)	1 (100.0)	1 (0.1)
	Part-time	June 1974	0 (0.0)	5 (100.0)	5 (9.8)
		June 1975	3 (50.0)	3 (50.0)	6 (9.2)
		1975-76	1 (33.3)	2 (66.7)	3 (9.1)
Other	Full-time	June 1974	2 (25.0)	6 (75.0)	8 (0.7)
		June 1975	3 (23.1)	10 (76.9)	13 (1.1)
		1975-76	2 (33.3)	4 (66.7)	6 (0.5)
	Part-time	June 1974	3 (37.5)	5 (62.5)	8 (15.7)
		June 1975	1 (6.3)	15 (93.7)	16 (24.6)
		1975-76	2 (33.3)	4 (66.7)	6 (18.2)

Job Classification	Employment Status	Time Period	Female	Male	Total
Total	Full-time	June 1974	63 (5.6)	1071 (94.4)	1134
		June 1975	78 (7.3)	1066 (92.7)	1144
		1975-76	118 (9.4)	1137 (90.6)	1255
	Part-time	June 1974	8 (15.7)	43 (84.3)	51
		June 1975	13 (20.0)	52 (80.0)	65
		1975-76	10 (30.3)	23 (69.7)	33
<u>SPA &amp; UNCLASSIFIED STUDENT SUPPLY STORE EMPLOYEES</u>					
Officials & Managers	Full-time	June 1974	6 (9.7)	56 (90.3)	62 (2.9)
		June 1975	7 (9.3)	68 (90.7)	75 (3.4)
		1975-76	4 (6.9)	54 (93.1)	58 (2.6)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	N/A	N/A	N/A
		1975-76	N/A	N/A	N/A
Professionals	Full-time	June 1974	37 (52.9)	33 (47.1)	70 (3.3)
		June 1975	54 (55.1)	44 (44.9)	98 (4.5)
		1975-76	39 (54.2)	33 (45.8)	72 (3.3)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	1 (100.0)	0 (0.0)	1 (1.0)
		1975-76	N/A	N/A	N/A
Technicians	Full-time	June 1974	125 (31.2)	275 (68.8)	400 (18.6)
		June 1975	139 (31.2)	306 (68.8)	445 (20.3)
		1975-76	136 (31.6)	294 (68.4)	430 (19.4)
	Part-time	June 1974	1 (33.3)	2 (66.7)	3 (3.8)
		June 1975	2 (66.7)	1 (33.3)	3 (3.1)
		1975-76	1 (33.3)	2 (66.7)	3 (3.1)
Sales	Full-time	June 1974	28 (48.3)	30 (51.7)	58 (2.7)
		June 1975	15 (55.5)	12 (44.5)	27 (1.2)
		1975-76	29 (44.6)	36 (55.4)	65 (2.9)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	1 (100.0)	0 (0.0)	1 (1.0)
		1975-76	N/A	N/A	N/A
Clerical	Full-time	June 1974	734 (94.5)	43 (5.5)	777 (36.2)
		June 1975	739 (95.2)	37 (4.8)	776 (35.5)
		1975-76	745 (93.5)	52 (6.5)	797 (36.0)
	Part-time	June 1974	73 (98.6)	1 (1.4)	74 (93.7)
		June 1975	73 (98.6)	1 (1.4)	74 (77.1)
		1975-76	84 (98.8)	1 (1.2)	85 (87.6)



Job Classification	Employment Status	Time Period	Female	Male	Total
Craftsman	Full-time	June 1974	11 (4.5)	234 (95.5)	245 (11.4)
		June 1975	14 (5.6)	236 (94.4)	250 (11.4)
		1975-76	18 (6.9)	244 (93.1)	262 (11.8)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	0 (0.0)	1 (100.0)	1 (1.0)
		1975-76	N/A	N/A	N/A
Operations (Semi-skilled)	Full-time	June 1974	60 (52.6)	54 (47.4)	114 (5.3)
		June 1975	57 (53.3)	50 (46.7)	107 (4.9)
		1975-76	75 (65.2)	40 (34.8)	115 (5.2)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	0 (0.0)	1 (100.0)	1 (1.0)
		1975-76	0 (0.0)	3 (100.0)	3 (3.1)
Laborers	Full-time	June 1974	7 (5.1)	130 (94.9)	137 (6.4)
		June 1975	8 (6.6)	114 (93.4)	122 (5.6)
		1975-76	7 (5.5)	120 (94.5)	127 (5.7)
	Part-time	June 1974	2 (100.0)	0 (0.0)	2 (2.5)
		June 1975	2 (100.0)	0 (0.0)	2 (2.1)
		1975-76	6 (100.0)	0 (0.0)	6 (6.2)
Service Workers	Full-time	June 1974	143 (50.4)	141 (49.6)	284 (13.2)
		June 1975	137 (47.6)	151 (52.4)	288 (13.2)
		1975-76	134 (46.0)	157 (54.0)	291 (13.1)
	Part-time	June 1974	N/A	N/A	N/A
		June 1975	7 (87.5)	1 (12.5)	8 (8.4)
		1975-76	N/A	N/A	N/A
Total	Full-time	June 1974	1151 (53.6)	996 (46.4)	2147
		June 1975	1170	1018	2188
		1975-76	1187 (53.5)	1025 (46.2)	2217
	Part-time	June 1974	76 (96.2)	3 (3.8)	79
		June 1975	91 (94.8)	5 (5.2)	96
		1975-76	91 (93.8)	6 (6.2)	97
TOTAL EMPLOYEES	Full-time	June 1974	1300 (35.3)	2384 (64.7)	3684
		June 1975	1336 (35.6)	2415 (64.4)	3751
		Goals	1395 (35.9)	2482 (64.1)	3882
	Part-time	June 1974	87 (61.7)	54 (38.3)	141
		June 1975	110 (62.5)	66 (37.5)	176
		Goals	105 (76.1)	33 (23.9)	138

Lil

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.

North Carolina State University  
at Raleigh

1974-1975

1973-74 (Interim)

Affirmative Action Update Report

In June, 1973, North Carolina State University submitted its Affirmative Action Plan to the HEW District Office in Atlanta, Georgia, and in mid-February, 1974, submitted a revised and expanded Plan for this University. In the original and revised edition, the first year of the goals and timetables was July 1, 1973 to June 30, 1974. Overall, the Affirmative Action Plan is based on a three-year period from July 1, 1973 to June 30, 1976. At the end of each year (June 30), a brief yearly report will be made on the progress and/or lack of progress toward the affirmative action goals.

The NCSU Affirmative Action Plan follows the regular pattern of organization and administration of the University and is 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 combination with the general statement on policy and description of procedure, these 13 plans constituted the Affirmative Action Plan for NCSU.

With the conclusion of the <sup>second</sup> ~~first~~ year each unit reported on the results of the good faith efforts made within that unit on the following groups of personnel:

- |                |   |
|----------------|---|
| EPA Nonfaculty | Employees exempt from the State Personnel Act without faculty rank (example: librarian).        |
| EPA Faculty    | Employees exempt from the State Personnel Act with faculty rank (example: assistant professor). |

SPA

Employees subject to the State Personnel Act  
(example: secretary).

Attached are tables from each of the 13 units plus a University total on race and sex on the three categories listed above.

A summary of the tables indicates the following:

Race Summary

- EPA Nonfaculty    Increase in blacks from 25 to 27 with a goal of 38 by 1976. The two increases of blacks were both in the professional classification. Under the other race category (American Indians, American Orientals, Spanish surnames) the increase was from two to four with a 1976 goal of five. Both of these individuals also were employed under the professional classification. The total of whites in EPA nonfaculty positions was reduced by three from 375 to 372.
- EPA Faculty        In the faculty ranks progress has been slower than expected with only two blacks added at the associate professorship level during the year. This increased the total of black faculty members to 14 but well below the hoped for progress toward the June 1976 goal of 44 black faculty. There was no overall change in the other race category total, but within this category full professors were increased from five to six but this was affected by a reduction of one in the assistant professor total.
- SPA                 Overall increase of blacks from 538 to 554. Twelve of the 16 additions came in the clerical area. One bright spot showed a black addition in the officials and managers job classification where a year ago there were none. The increase in SPA positions during the year totaled 27 with 16 of the total being black. The Division of Student Affairs equalled or surpassed

their one-year SPA goals in both the employment of blacks and females.

Looking at the total University employees, the number of employees increased from 3694 to 3732 (+38) with blacks increasing in number by 20, other races by 2, and whites by 16.

Sex Summary

- EPA Nonfaculty The D. H. Hill Library had a goal of two blacks for the three-year timetable and reached their EPA nonfaculty goal during the year with the employment of two black females, one as head of the Catalog Department and the other as Assistant Acquisitions Librarian. In addition the Library employed a Spanish surnamed female in the Reference Department. With the addition of the two black females the University reached one-third of its three-year goal.
- EPA Faculty Female progress has been extremely slow with a three-year goal of 50 females. Between July 1, 1973 and June 30, 1974 the University gained overall only one full-time female faculty member. The increase in female associate professors made a gain of three from five to eight, and assistant professors made a gain of one from 31 to 32. Instructors fell from 28 to 24 which was predicted as either promotions occurring or new appointments made at higher levels.
- SPA Two additional females came under the officials and managers classification during the year to surpass the predicted goal of no new females in this category. However, under the classification of professionals (-1), craftsmen (-2), and operations (-4), slight decreases were noted. Female increases came in the

classification of officials and managers (+2), clerical (+13), laborers (+1), and service workers (+10). The overall increase of females in SPA positions showed an increase of 19 and surpassed the one-year goal by eight.

It is very clear after the first year of the three-year period the University as a whole has a long way to go to meet the goals set last year for blacks and females, particularly in the EPA faculty area. One death and several resignations kept the EPA faculty results from looking better than the record shows in both the minority and female count. The first year was expected to be the least productive of the three as the various departments, Schools, and divisions expanded their efforts in the attempted recruitment of minorities and females. Availability of qualified applicants became a problem with many of our more technical departments and Schools such as Forest Resources, Engineering, Textiles, and various departments within the Schools of Agriculture and Life Sciences, Design, and Physical and Mathematical Sciences.

An affirmative action form that accompanies each regular University appointment form was used during the year to review the good faith efforts made on each new EPA faculty and nonfaculty appointment prior to the official offer being made. In cases where the effort appeared to be too limited in scope for the position or not enough good faith effort was made to publicize the open position, then the EEO Officer contacted the responsible persons and either received additional information on the efforts made or asked that the opening be further publicized or additional efforts be made before being approved. A copy of this Affirmative Action Report Form is attached.

Although the first year results are not as dramatic as hoped for, there were several

encouraging reports. During the year a black became the Associate Dean of the School of Education, a female became the Director of Student Health Services, and a black was appointed as an assistant basketball coach. Appointments made effective July 1, 1974 which are not reflected in this report included several blacks and females, among them a black Assistant Provost and professor of Mathematics Education and a black assistant professor of Chemical Engineering.

The Equal Employment Opportunity Officer chaired the Affirmative Action Committee consisting of one representative from each of the 13 units of the University. This Committee met several times during the year to discuss affirmative action, equal employment, and the revising of the Affirmative Action Plan.

During the year the EEO Officer met and reported on the University Plan to the University Board of Trustees, University Good Neighbor Council, Committee W of the AAUP, and the Chancellor's Administrative Council.

Effective July 1, 1974, Dr. Lawrence M. Clark was appointed Assistant Provost and assumed the duties of the Equal Employment Opportunity Officer for NCSU.



August 10, 1974

NOTE TO FILE

FROM: L. M. Clark

SUBJECT: Affirmative Action Clearances

All persons appointed to positions for a year or longer should have the NCSU Affirmative Action Recruitment forms completed in quadruple and reviewed by Dr. L. M. Clark prior to an offer being made. Dr. Clark will inform the appropriate School Dean or other University officer recommending the appointment that the efforts made for equal employment activity are satisfactory. In addition, he will return to the appropriate School Dean two copies of the approved form, one copy for the Dean's file and a copy for the Department Chairman's file. At the same time he will provide Mrs. Strickland with a copy of the clearance memo. When Dr. Clark is out, Mrs. Jamison will forward all Affirmative Action Clearances to Dr. Downs.

The records and forms will be maintained by Dr. Clark.

In case of short-term and part-time employees, we will encourage people to consider and look for qualified minorities and females as seriously as possible. Most often, people in these categories are hired in a hurry to meet specific unplanned for and usually temporary needs. Clearance in these cases will be handled differently and we will not require the forms to be submitted. In cases of question Dr. Clark will verbally inquire of the School Dean whether attempts

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

*file under  
School of Forest  
Resources*

SCHOOL OF FOREST RESOURCES

May 12, 1975

OFFICE OF THE DEAN  
Box 5488 ZIP 27607

Dr. Lawrence M. Clark  
Assistant Provost  
208 Holladay Hall  
Campus

Dear Larry:

Dean Ellwood suggested that for information purposes I send you a copy of the attached letter from Dr. Namkoong regarding efforts we made with Shaw University last year. Although not successful last spring, we plan to try again the fall semester when I understand the mini courses tend to do better.

Sincerely,



L. C. Saylor  
Associate Dean

LCS/nr

Attachment

UNITED STATES DEPARTMENT OF AGRICULTURE  
FOREST SERVICE  
January 29, 1975

GENETICS DEPARTMENT  
GARDNER HALL  
N. C. STATE UNIVERSITY  
RALEIGH, N. C. 27607

Mr. R. L. Scheer  
Associate Director  
Southeastern Forest Experiment Station  
P. O. Box 2570  
Asheville, North Carolina 28802



Dear Bob:

By way of a report on our cooperative efforts with Shaw University, I'd like to give you some record of the ideas attempted and my evaluation.

As you probably remember, it was largely through personal contacts that I first learned of the growing interest in science at Shaw University and their interest in supplementary courses. Since we are interested in obtaining scientists of other races than now dominant, and since few blacks were going through forestry college curricula, there seemed to be an obvious direct line between our respective wishes; namely, teach courses which they lack and which would provide needed skills and stimulate career interests in forestry. We could provide both by a series of courses in statistics and natural resource management.

While Shaw University has not had a reputation of being strongly oriented to the sciences, the efforts of Dr. Ghosh had been successful in creating a very high level of interest. It has also been my observation that many black students in the biological sciences come to NCSU with extremely poor backgrounds in mathematical and quantitative analysis. Hence, due to prior relationships and current possibilities, it seemed feasible to try teaching a statistics course at Shaw University in the fall and a forestry-related course in the spring. The side benefits of faculty contact was expected to develop naturally without any great effort or money, except as cooperative studies may evolve.

My actual experiences have been mixed, and the problem of black recruitment at this level, seem as much more difficult than previously thought, though still feasible. During the statistics course, I felt that interest levels were high and sustained by about 40% of the class, moderate by about another 40%, and barely tolerated by 20%. Backgrounds in quantitative analysis and skills are generally very poor, but with about 10% brilliant exceptions. Of the 30 students, most were interested in

engineering, the physical sciences, and medicine. A few were math majors and only two to four were at all interested in the natural sciences and these were poorly focused and generally the poorer students. There seemed to be no aversion to forestry, agricultural or biological sciences but no great interest either. The problem seems to lie in career goals and the general lack of visibly stimulating careers in these fields. Additionally, there is recruiting pressure for the better students to go into more immediately lucrative careers than what we can offer. Nevertheless, the students seemed open to suggestions for considering careers in biology and hence, the spring semester course in forestry offered hope to get some students interested in entering forestry.

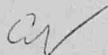
Unfortunately, not enough students registered for the forestry course and the organizing efforts of Drs. Saylor, Preston, Duffield, Goldstein, Hines, and Steensen went for naught. This was discouraging and raises serious doubts about directly affecting any students to pursue advanced training in our field. The one glimmer of hope in this is that spring registration in most science courses was very low, while Fall enrollment, in the sciences is again expected to be large. Also, next Fall, relatively few of the sciences will be taught in the mini-course format and more students can be expected to take a forestry offering. Therefore, a switch in scheduling can be recommended--forestry in the fall and statistics in the spring, if another try is deemed worthwhile.

Given the difficulties of my original approach, it would seem that a combination of earlier contacts with students from high school to college freshman are needed. The NCSU School of Forest Resources program for black recruitment should be supported by USFS I and E contacts and direct personnel support. Extension personnel of both institutions should be brought into the program of identifying and registering students. In addition, direct supplementary teaching programs at appropriate universities should be instituted on a regular basis to assure a flow of students and support of weak areas in training such as statistics. Personnel of the USFS and NCSU (I believe) could be so used for such temporary, supplementary duty under existing regulations. This would require personal time and dedication, and hence would be a difficult program to continue, but not impossible by any means. Perhaps NCCU and NCA&T would be more likely schools for profitable contact, but I'd also recommend one more try at Shaw University to better evaluate the potential at that school.

In summary, I would judge that the long range goal of full equality of opportunity can be met but only by rather intensive effort. The students I've met are as bright as one would ordinarily expect but with a longer variation than I had expected in college level performance and preparation. They also seem to be amenable to considering good career alternatives including forestry. A broad program of recruitment from high school age through undergraduate school can open forestry career opportunities to those formerly excluded but coordinated programming and cooperation by various agencies would help. The limited objectives of my efforts over

the past year, of opening the way for Shaw University science undergraduates to science careers in forestry, were not met. If feasible, I'd suggest one more attempt at teaching the introductory forestry course planned next fall and only if that is successful, offering a statistics course to help ease the way into advanced undergraduate or graduate level work at NCSU or elsewhere. Otherwise, I'd suggest a shift of emphasis to NCCU or NCA&T for this kind of effort. In any case, I'd suggest that the USFS cooperate closely with NCSU in North Carolina in its black recruitment program.

Sincerely,



Gene Namkoong  
Geneticist

GN/jm

cc: Dr. L. C. Saylor ✓  
Dr. D. F. Matzinger

February 17, 1975

MEMORANDUM

TO: Department Heads & Directors

FROM: Lawrence M. Clark *LM Clark*

SUBJECT: Affirmative Action

As you know our Affirmative Action Plan which was submitted to HEW is based upon a three-year period from July 1, 1973 to June 30, 1976. The Plan follows the regular pattern of organization and administration of the University and is 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 combination with the general statement on policy and description of procedure, these 13 plans constituted the Affirmative Action Plan for North Carolina State University.

Goals and timetables were stated by each unit on the following groups of personnel: EPA Non-Faculty, EPA Faculty and SPA employees.

The progress we have made in attaining our goals on race and sex in the EPA Non-Faculty and EPA Faculty categories is

summarized below.

#### 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 1973-1974. 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 1973-1974. Under "other race" category, at present, we have 15 with a goal of 20 by 1976. There has been no change over 1973-74.

#### 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 1973-1974.

While some departments and divisions have made progress in the employment of females and minorities, university-wide as reflected by the data above, we have made very little progress especially in the EPA Faculty category.

As you well know, our university-wide progress can only be reflected through the efforts of the departments and divisions. Moreover to obtain our stated goals by June 1976, this recruitment period is critical.

If vacancies exist in your department or division, every effort should be made during this recruitment period in meeting your stated goals i.e., the employment of qualified females and minorities.

Attached are tables for your review which give a profile of your department or division in the EPA Faculty and EPA Non-Faculty categories. Table I gives the composition of the faculty in your department or division as of October 1973. Table II gives the projections of the faculty composition by June 1976. Table III gives the present (January 1975) composition of the faculty.

The caption "Part-Time" in Table III in the EPA Faculty category should be interpreted to include Visiting Professor, Part-Time Faculty and Full-Time Temporary Faculty. Research Assistants and Research Associates are indicated under EPA Non-Faculty.



Dept. Heads & Directors  
Page 4  
February 17, 1975

The percentages under the caption "Full-Time" in Table III is designated as the progress indicator.

LMC:sj  
cc: Chancellor Caldwell  
School Deans  
Affirmative Action Representatives

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

June 3, 1976

MEMORANDUM

TO: Dr. Larry Clark  
FROM: Clauston Jenkins  
SUBJECT: Record Keeping Requirements for Affirmative Action

NCSU can meet its affirmative action obligations for keeping of files on job applications by the following procedures:

- 1) keep a list of all applicants including name, date of application, sex, and race
- 2) keep the applications of all females and all members of a minority where known or reasonably deduced.
- 3) keep the applications of the ten best applicants
- 4) discard all other applications after the search is completed
- 5) Items 1, 2, and 3 should be kept for two years.

I discussed this procedure with Jeff Orleans and he agrees that it is reasonable and in good faith compliance. We should outline this procedure as an amendment to our AA plan so that it will be on the record. Why not make it effective July 1, 1976?

# Affirmative action may hurt more than help

Federally required "affirmative action" programs for hiring, promotion, and compensation of university faculty members may be doing more harm than good. Indeed, "there are a number of ways in which affirmative action programs hurt the academic world without benefiting minorities or women."

These and other charges are made by Dr. Thomas Sowell in a recent study, "Affirmative Action Reconsidered—Was It Necessary in Academia?," written for the American Enterprise Institute for Public Policy Research, Washington, D.C. The report by Sowell, professor of economics at the University of California, Los Angeles, follows criticism of affirmative action from other quarters. One of the most controversial issues in academia, it means for some "making equal opportunity concrete" and "only a partial compensation for monumental wrongs." However, notes the black UCLA economist, for others it means "reverse discrimination" and "replacing competent whites with incompetent blacks."

In the past, Sowell points out, there undoubtedly was "a pervasive pattern of discrimination against minorities in academic employment." As outlined in guidelines by the Department of Health, Education & Welfare, affirmative action is based on the premise that simply halting discrimination and ensuring employment neutrality is not enough to undo effects of previous discrimination. Employers must make special positive efforts to recruit, employ, and promote qualified members of groups previously excluded.

To implement this policy, HEW since 1971 has required schools to set "numerical goals and timetables" for hiring minorities and women. Failure to meet these "goals" (which some call "quotas") means that "numbers and per-

centages are repeatedly invoked to show 'discrimination,'" Sowell observes, with the threat of federal fund cutoffs.

This numerical approach is "an ill-conceived mixture of unsupported assumptions and burdensome requirements that remain ineffective because of their indiscriminate nature," Sowell believes. Antidiscrimination laws and practices already resulted by 1970 in negligible black-white and male-female pay differences, for example, when faculty members with equivalent characteristics are compared. (Qualified black academics even drew a premium.) Affirmative action has achieved little or nothing since, he believes.

For instance, he explains, "underrepresentation" of blacks on faculties "is not automatically equivalent to discrimination." There are fewer than 4000 black Ph.D.'s—fewer than two for each U.S. college or university. Moreover, most black academics prefer to teach at black schools, and many lack the research orientation and record required at leading universities (the focus of affirmative action pressure). Black Ph.D.'s in the natural sciences are in especially short supply.

Comparison of overall average salaries for blacks vs. whites, or for women vs. men, also gives a distorted picture, he stresses. For example, in 1972-73 black faculty members earned \$16,037 and whites slightly more—\$16,677. But black Ph.D.'s earned more than white Ph.D.'s with similar numbers of publications.

Both women and black academics publish less than white males, less often have a Ph.D., concentrate more in lower-paying disciplines, such as humanities, and more often choose teaching over research. But the dominant—and negative—influence on women's careers is marriage, Sowell

notes. Women frequently subordinate their careers to their spouses' careers or to their families' welfare. Marriage and children generally advance a man's career, but retard a woman's.

Unmarried women in academia thus earn more than married women, and even slightly more than unmarried men. "The social mores which lead women to sacrifice their careers for their husbands' careers may be questioned," he says. But that is not employer bias.

Along with no real benefits, Sowell cites several harmful effects of affirmative action. One is heavy data-gathering requirements and "interminable communications" with federal officials, with universities bearing the burden of proof of compliance. Another is outside pressures that increasingly supersede faculty decision-making. Furthermore, he notes, conferral of positions on minorities and women in apparent response to affirmative action policies (even if the candidates are well qualified) is causing "resentments, doubts, and presumptions of incompetence" among their colleagues, especially in an era of financial stress and faculty retrenchment.

Reacting to Sowell's criticisms, Leonard J. Biermann, associate director of the office of federal contract compliance programs in the Department of Labor, retorts that affirmative action programs have brought significant progress, and says numerical "guidelines" probably will continue. However, he admits, many reforms are needed.

Indeed, he is executive secretary of a new Federal Advisory Committee for Higher Education Equal Employment Opportunity Programs that first met last Friday. The committee will look at all ways of improving affirmative action, including how to achieve an adequate supply of qualified minority and women faculty candidates. □

## Pay of black faculty members is higher for same credentials . . .

Articles published	Whites <sup>a</sup>	Blacks <sup>a</sup>
5 or more	\$20,073	\$21,211
1 to 4	15,486	19,124
None	14,013	16,557
No response	18,918	31,000

<sup>a</sup> Mean annual salary in 1972-73 of full-time faculty holding Ph.D.'s from departments ranked "distinguished" or "strong" in their discipline (lower-ranked Ph.D.'s showed a similar pattern). Source: American Council on Education

## . . . but marriage, children lower women's earnings

Marital status	Men <sup>a</sup>	Women <sup>a</sup>	% Male advantage
Married	\$13,562	\$10,264	32%
With dependent children	14,180	9,727	46
Without dependent children	12,266	10,690	15
Never married	11,070	11,523	-4
Other <sup>b</sup>	15,065	13,176	14

<sup>a</sup> Average academic-year salary in 1968-69 at top-rated institutions (other institutions showed a similar pattern). <sup>b</sup> Includes widowed and divorced. Source: American Council on Education



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
REGION IV  
50 7TH STREET N.E., Room 134  
ATLANTA, GEORGIA 30323

*W*  
*Sale*

August 5, 1975

OFFICE OF THE  
REGIONAL DIRECTOR

Dr. Lawrence M. Clark  
Affirmative Action Officer  
North Carolina State University  
Office of the Provost and Vice Chancellor  
P. O. Box 5067  
Raleigh, North Carolina 27607

Dear Dr. Clark:

Re: NCSU Affirmative Action Plan  
EO 11246

This is in response to your letter of July 29, 1975, in reference to the University's Affirmative Action Plan submitted to this Office in June, 1973. In your letter you proposed to submit to this Office an addendum to the current plan (scheduled to expire June, 1976) with an extended period of time for the period of July 1, 1976 to June 30, 1979.

In light of the fact that we have not reached a determination on your plan, please be advised that your proposal to submit an addendum to your current plan is acceptable.

Accordingly, we hope to be able to make a determination on the acceptability of your plan in the near future.

If we may be of additional help to you, please do not hesitate to contact us.

Sincerely,

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

Office of the Provost.....208 Holladay Hall

February 17, 1975

## MEMORANDUM

TO: Department Heads &amp; Directors

FROM: Lawrence M. Clark *LM Clark*

SUBJECT: Affirmative Action

As you know our Affirmative Action Plan which was submitted to HEW is based upon a three-year period from July 1, 1973 to June 30, 1976. The Plan follows the regular pattern of organization and administration of the University and is 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 combination with the general statement on policy and description of procedure, these 13 plans constituted the Affirmative Action Plan for North Carolina State University.

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The progress we have made in attaining our goals on race and sex in the EPA Non-Faculty and EPA Faculty categories is

summarized below.

#### RACE PERSONNEL SUMMARY

##### EPA NON-FACULTY

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##### EPA FACULTY

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#### SEX PERSONNEL SUMMARY

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##### 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.

Dept. Heads & Directors  
Page 3  
February 17, 1975

This is an increase of 6 over 1973-1974.

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As you well know, our university-wide progress can only be reflected through the efforts of the departments and divisions. Moreover to obtain our stated goals by June 1976, this recruitment period is critical.

If vacancies exist in your department or division, every effort should be made during this recruitment period in meeting your stated goals i.e., the employment of qualified females and minorities.

Attached are tables for your review which give a profile of your department or division in the EPA Faculty and EPA Non-Faculty categories. Table I gives the composition of the faculty in your department or division as of October 1973. Table II gives the projections of the faculty composition by June 1976. Table III gives the present (January 1975) composition of the faculty.

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Dept. Heads & Directors

Page 4

February 17, 1975

The percentages under the caption "Full-Time" in Table III is designated as the progress indicator.

LMC:sj

cc: Chancellor Caldwell

School Deans

Affirmative Action Representatives





EQUAL EMPLOYMENT OPPORTUNITY COMMISSION  
WASHINGTON, D.C. 20506

*File*

*Received as  
Certified mail 4/15/76  
Chancellor's office (HOM)*

March 15, 1976

*Gehle has  
Same me*

TO INSTITUTIONS OF HIGHER EDUCATION:

The purpose of this letter is to inform you that your institution of higher education is required to file the 1975 Higher Education Staff Information (EEO-6) survey form. This is the first year of the survey which will be conducted biennially. Every institution with 15 or more full-time employees is required by law to file the report.

*Has file  
data with  
General  
Administration*

The EEO-6 survey is required by EEOC pursuant to Section 709(c) of Title VII of the Civil Rights Act of 1964 (as amended) and Sections 1602.47-1602.55, Code of Federal Regulations, Chapter XIV, Title 29.

In cooperation with your State Education agency, the survey forms and instruction booklets for your institution have been mailed to the State education official listed below.

Dr. Charles R. Coble, Jr. (919) 933-6981  
Associate Vice President - Planning & HEGIS Coordinator  
The University of North Carolina  
General Administration  
P.O. Box 2688  
Chapel Hill, North Carolina 27514

This state official will coordinate the collection of the EEO-6 data for your state and will transmit your completed report to EEOC.

The law requires, however, that the certification of the data reported be that of officials of the institution. Acceptable signatures are those of the President, Chancellor, or his/her appointed representative.

The EEOC General Counsel has approved rubber stamp signature reproductions as legally valid for the EEO-6 survey. If your institution uses a rubber stamp, please be sure to stamp all four copies before returning them to your State Coordinator.

The filing deadline for the 1976 survey has been extended to April 30, 1976 using the payroll period closest to October 1, 1975.

Please cooperate with your State Coordinator in this matter.

Sincerely,

*Joachim Neckere*  
Joachim Neckere  
Chief  
Survey Branch

*Copies: Mr. Worsley  
Dr. Winstead  
Dr. Clark ✓*

*Dr. LeClark*  
*Dr. Weinstein*  
**Memorandum**

TO : University and College Presidents

DATE: January 20, 1976

FROM : *W. J. [unclear]*  
Decil L. Yarbrough  
Regional Commissioner

REFER TO:

SUBJECT: Information about applications for grants under Section 404 of the Civil Rights Act of 1964.

1. It has been announced in the Federal Register of January 12, 1976 that applications for grants under this law will be received on March 5, 1976.
2. Any institution of higher education may apply for a grant to provide short term or regular session institutes for special training designed to improve the ability of teachers, supervisors, counselors, and other elementary or secondary school personnel (including school board members or trustees) to deal effectively with special educational problems occasioned by desegregation. An institute may focus only on desegregation on the basis of race, color, religion, or national origin, only on desegregation on the basis of sex, or both of these types of desegregation.
3. A technical assistance meeting for all interested applicants will be held in Room 362 of the 50 Seventh Street building beginning at 9:00 A.M. on February 3, 1976. Application forms, regulations and copies of the law will be available at that time.
4. If for any reason your agency cannot send a representative, those materials will be mailed upon request.
5. For further information you may contact Dr. Robert Macbeth or Mrs. Hattie Ballard at (404) 526-3076 or the program officer assigned to your state.



September 19, 1975

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.

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

May 19, 1976

MEMORANDUM

TO: Dr. Larry Clark

FROM: N. N. Winstead

*N N Winstead*

SUBJECT: Conference July 16-17 -- Higher Education  
and the Law

The Executive Committee of the North Carolina Association of Colleges and Universities met yesterday. A part of the agenda dealt with the Conference on July 16-17. I think I had discussed this with you earlier. The persons to be invited include President or Designee, College Attorney, and a Trustee. So it does not look as if academic affairs will be included.

NNW:gj

OFFICE OF THE PROVOST.....208 Holladay Hall

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January 2, 1975

MEMORANDUM

TO: Members of the Chancellor's Search Committee

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

SUBJECT: NCSU Affirmative Action Plan and the North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems

Enclosed is a summary of NCSU's Affirmative Action Plan which was submitted to HEW in February, 1974, and an overview of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems. These summaries are in response to the Search Committee request.

Several copies of the Revised North Carolina Plan are located in the office of the Executive Secretary of the Chancellor's Search Committee.

North Carolina State University is subject to the requirements of Executive Order 11246 as interpreted and administered by the Secretary of Labor and by the Department of Health, Education and Welfare. Executive Order 11246 prescribes:

- (1) that it shall be an unlawful employment practice "to discriminate against any person because of such individual's race, color, religion, sex or national origin with reference inter alia, to recruitment for employment or provision of the opportunities for employment,
- (2) an Affirmative Action component designed to induce additional positive effort by the employer to cause favorable changes in the composition of the workforce, with emphasis on more extensive and higher quality therein by women and members of the racial minority groups.

Every basic unit of this campus has been involved in the development of our Affirmative Action Plan. As a result of this self-examination and setting of goals and timetables within the various units, it is believed a more thorough comprehension of, active interest in, and participation in attaining stated goals will be shared by more of our faculty,

2 January 1975

staff and administration than if a small central committee had prepared the plan.

The University adheres to the policy of equal opportunity not solely because of legal requirements but because such a policy has come to be recognized as morally right. Any other policy would be indefensible and inconsistent with the intellectual and moral objectives of higher education.

NCSU has made great strides in recent years in creating an atmosphere where persons from different races may come to live, work, and study together. The administration is totally committed to developing still further an environment of human understanding, free from racial prejudice and sex discrimination. As we change leadership we hope the new leader will be committed to advancing that climate.

The NCSU Affirmative Action Plan is based on a three-year period from July 1, 1973, to June 30, 1976. At this point the Plan is under review by the Atlanta Regional Office of HEW. The progress we have made in attaining our goals with reference to 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.



2 January 1975

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.

#### 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).

The Affirmative Action Plan is separate from The Revised North Carolina State Plan for The Further Elimination of Racial Duality in the Public Post-Secondary Education Systems.

Two of the most important commitments in the Revised State Plan are stated below:

- (1) The Plan commits The University (The University of North Carolina) to increase the percentage of minority students at each of the sixteen institutions.
- (2) In addition, the Plan commits all administrative officials of The University and of the constituent institutions to be sensitive to and remain sensitive to the need to attempt to assess the racial impact implications of educational actions, such as the addition, deletion, expansion, or contraction of academic programs, construction, expansion or closing of facilities, the establishment or discontinuation or significant modification of the mission of a constituent institution, and the modification of

TO: Members of the Chancellor's  
Search Committee

- 4 -

2 January 1975

admission standards, degree requirements, and educational expectations. A basic commitment is made by the Board of Governors to ensure that such assessments are made, in recognition of the fact that one critical consideration (but not the only proper consideration) in resolving basic questions about the role, scope and mission of The University is the need to encourage at all times, in every way possible, the further elimination of identifiable racial duality.

If I can be of further assistance, please contact me.

LMC:es

Attachments

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

May 29, 1975

MEMORANDUM

TO: Affirmative Action Officers

FROM: Lawrence M. Clark *LMC*

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

*J. H. Coyle*

**NORTH CAROLINA STATE UNIVERSITY AT RALEIGH**

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

June 2, 1976

MEMORANDUM

TO: Jackson A. Rigney  
Arthur C. Ball  
David H. Howells  
Vivian T. Stannett  
Hardy D. Berry  
Rudolph Pate  
Bryce R. Younts

FROM: Larry Clark *L M Clark*

SUBJECT: Revised Affirmative Action Plan

We are in the process of revising our current Affirmative Action Plan which expires June 30, 1976. The revised plan will cover another three year period -- July 1, 1976-June 30, 1979.

Enclosed are the forms to use in completing your unit report for the revised plan. The forms have been expanded to comply with HEW regulations. Race and Ethnic Identification is required in more detail than in the previous reports, HEW having defined five race/ethnic categories. Please follow these guidelines when surveying your unit:

1. White (not of Hispanic origin): All persons having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
2. Black (not of Hispanic origin): All persons having origins in any of the black racial groups.
3. Hispanic: All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
4. Asian or Pacific Islanders: All persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
5. American Indian or Alaskan Native: All persons having origins in any of the original peoples of North America.

I have attached the EPA and SPA employee complement for your unit or program. Please utilize this data in completing the Affirmative Action forms, adding or deleting where necessary.

Neenah Bond  
25% COTTON FIBER

MEMORANDUM  
Page Two  
June 2, 1976

Also enclosed is statistical data on SPA applicant availability which may help in your SPA projected hiring goals.

Your projected goals will be summarized in the special units component of the Revised Plan. Please return the completed forms to this office by June 9, 1976.

If you have any questions, please contact me.

LC/kh

Enclosures



June 2, 1976

MEMORANDUM

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MEMORANDUM  
Page Two  
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LC/kh

Enclosures

# NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

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

OFFICE OF THE PROVOST AND VICE-CHANCELLOR

February 9, 1976

## MEMORANDUM

TO: Affirmative Action Officers

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

SUBJECT: Affirmative Action Addendum

As you are aware, the Affirmative Action Addendum is due to HEW July 1, 1976; this addendum will cover a three-year period. The 1975-1976 academic year should be the base in computing your Present Employee Complement. Please follow the format given below in preparing your Unit's Report. Unit addenda should be completed and forwarded to the Affirmative Action Officer on or before April 15, 1976.

### FORMAT

- I. Preamble
  - II. Reaffirmation of Equal Employment Opportunity Principles
  - III. Publicizing the Equal Employment Opportunity Policy
  - IV. Responsibility for Implementation of the Plan
  - V. Identification of Problems
- A. Utilization and Availability Analysis and Goals and Timetables
- 1) Analysis of Work Force Profile by Race and Sex
    - a) EPA Faculty
    - b) EPA Non-faculty *L.M. Clark*
    - c) SPA
  - 2) Utilization and Availability Analysis
    - a) EPA Faculty
    - b) EPA Non-faculty *L.M. Clark*
    - c) SPA
  - 3) Establishment of Goals and Timetables
    - a) EPA Faculty
    - b) EPA Non-faculty *L.M. Clark*
    - c) SPA

February 9, 1976

*under 180 count  
availability  
extra effort  
detailed record*

- B. Composition of Applicant Flow by Minority, Group Status and Sex *33*
  - 1) EPA Faculty *72*
  - 2) EPA Non-faculty
  - 3) SPA
- C. Analysis of Total Selection Process *involves the following*
  - 1) EPA Faculty
  - 2) EPA Non-faculty
  - 3) SPA
- D. Analysis of Transfer and/or Promotion Practices
  - 1) EPA Faculty
  - 2) EPA Non-faculty
  - 3) SPA
- E. Work Force Attitude *all persons involved (notified about his)*
- F. Analysis of Technical Phases of Compliance
- G. Rights and Benefits - Salary *Equal Pay for equal work*
- VI. Development and Execution of Corrective and Remedial Programs *corrective action*

Enclosed are the forms to use in compiling your report for the addendum. The forms have been expanded to comply with HEW's regulations. Race and Ethnic Identification is required in more detail than in the previous reports, HEW having defined five race/ethnic categories. Please follow these guidelines when surveying your unit:

1. White (not of Hispanic origin): All persons having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
2. Black (not of Hispanic origin): All persons having origins in any of the black racial groups.
3. Hispanic: All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
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5. American Indian or Alaskan Native: All persons having origins in any of the original peoples of North America.

LMC:sj  
Enclosure

ministration may or may not be located on one of the administratively-equal campuses) or (2) an institution having a main campus with one or more branch campuses attached to it.

m. "Other" It is possible that a reporting unit may not fall within any of the above categories. In such cases, such cases and specify for future use by EEOC.

n. "Employee", under Section 701(b), Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 means a person employed in an industry affecting commerce who has fifteen or more employees for each working day in each of twenty or more calendar weeks in the current or preceding calendar year, and any agent of such a person, but such term does not include the United States, a corporation wholly owned by the Government of the United States, an Indian tribe, or any department or agency of the District of Columbia subject by statute to procedures of the competitive service (as defined in Section 2102 of Title 5 of the United States Code), or a bona fide private membership club (other than a labor organization which is exempt from taxation under Section 501(c) of the Internal Revenue Code of 1954.

o. "Employee" means any individual on the payroll of an employer who is an employee for purposes of the employer's withholding of Social Security taxes except insurance salesman who are considered to be employees for such purposes solely because of the provisions of Section 8121(d)(3)(B) of the Internal Revenue Code. The term "employee" shall NOT include persons who are hired on a casual basis for a specified time, or for the duration of a specified job, and work on remote or scattered sites or locations where it is not practical or feasible for the employer to make a visual survey of the work forces within the report period; for example, persons at a construction site whose employer's relationship is expected to terminate with the end of the employee's work at the site; persons temporarily employed in any industry other than construction, such as seamen, longshoremen, waiters, movie extras, agricultural laborers, lumbermen, etc. who are obtained through a hiring hall or other referral arrangement through an employee contractor or agent, or by some individual hiring arrangement; or persons on the payroll of a temporary service agency who are referred by such agency for work to be performed on the premises of another employer under that employer's direction and control.

It is the opinion of the General Counsel of the Commission that Section 702, Title VII of the Civil Rights Act of 1964, as amended, does not authorize a complete exemption of religious organizations from the coverage of the Act or of the reporting requirements of the Commission. The exemption for religious organizations applies to discrimination on the basis of religion. Therefore, since the EEO-4 form does not provide for information as to the religion of employees, religious organizations must report all information required by this form.

p. "FICE CODE" The Federal Interagency Committee of Education (FICE) code is an unstructured number unique for each institution. The assignment of this number to reporting units will be done following the guidelines provided for its use by the National Center of Education Statistics of HEW. For further explanation of the assignment of the FICE code please refer to the Higher Education Directory 1973-74 of the Department of Health, Education, and Welfare.

## 2. DEFINITIONS APPLICABLE ONLY TO GOVERNMENT CONTRACTORS SUBJECT TO EXECUTIVE ORDER 11246

a. "Order" means Executive Order 11246, as amended.

b. "Contract" means any agreement or modification thereof between any contracting agency and any person for the furnishing of supplies or services or the use of real or personal property, including lease arrangements.

c. "Prime Contractor" means any employer having a Government contract or any federally assisted construction contract, or any employer serving as a depository of Federal Government funds.

d. "Subcontractor" means any employer having a contract with a prime contractor or another subcontractor calling for supplies or services required for the performance of a Government contract or federally assisted construction contract.

e. "Contracting Agency" means any department, agency and establishment in the Executive Branch of the Government, including any wholly owned Government corporation, which enters into contracts.

f. "Administering Agency" means any department, agency and establishment in the Executive Branch of the Government, including any wholly owned Government corporation, which administers a program involving federally assisted construction contracts.

g. "Compliance Agency" means the agency designated by the Director of the Office of Federal Contract Compliance to conduct compliance reviews and to undertake such other responsibilities in connection with the administration of Executive Order 11246, as amended, as the Director may determine to be appropriate.

## 3. RESPONSIBILITIES OF PRIME CONTRACTORS

a. At the time of an award of a subcontract subject to these reporting requirements, the prime contractor shall inform the subcontractor of its responsibility to submit annual information reports in accordance with these instructions and, where necessary, provide the subcontractor with report forms which it shall obtain from its Compliance Agency.

b. If prime contractors are required by their Compliance Agencies, or subcontractors by their prime contractors, to submit notification of filing, they shall do so by ordinary correspondence. However, such notification is not required by and should not be sent to the reporting committee.

## 4. RACE/ETHNIC IDENTIFICATION

An employer may acquire the race/ethnic information necessary for this section either by visual surveys of the work force, or from its employment records. Since visual surveys are required, the fact that race/ethnic identifications are not present on post-employment records is not an excuse for failure to provide the data called for.

Moreover, the fact that employees may be located at different addresses does not provide an acceptable reason for failure to comply with the reporting requirement. In such cases, it is recommended that visual surveys be conducted for the employer by persons such as supervisors who are responsible for the work of the employees or to whom the employees report for instructions or otherwise.

Please note that conducting a visual survey and keeping post-employment records of the race or ethnic origin is legal in all jurisdictions and under all Federal and State laws. State laws prohibiting inquiries and recordkeeping as to race, etc., relate only to applicants for jobs, not to employees.

The concept of race as used by the Equal Employment Opportunity Commission does

not denote clearest scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic category.

The five race/ethnic categories are defined as follows:

1. White (not of Hispanic origin): All persons having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

2. Black (not of Hispanic origin): All persons having origins in any of the black racial groups.

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5. American Indian or Alaskan Native: All persons having origins in any of the original peoples of North America.

## 5. PRIMARY OCCUPATIONAL ACTIVITY

### a. Executive, administrative and managerial

Include all persons whose assignments require primary (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as President, Vice President, Dean, Director, or the equivalents, as well as officers subordinate to any of these administrators with such titles as Associate Dean, Assistant Dean, Executive Officers of academic departments (chairmen, heads, or the equivalent) if their principal activity is administrative.

Note: Supervisory personnel of the technical, clerical, craft, and service/maintenance force will be reported within the specific categories.

### b. Faculty

Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate Deans, Assistant Deans, and executive officers of academic departments (chairmen, heads, or the equivalent) if their principal activity is instructional. Do not include student teaching or research assistants.

### c. Professional nonfaculty

Include in this category persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Activity 1 (Executive) or Activity 2 (Faculty), and who should not be classified under any of the four "nonprofessional" categories of activities.

# College and University Reports



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NUMBER 535 AUGUST 25, 1975

## White Female Fails to Prove Harm from Law School's Minority Admissions

A white female who was refused admission to a state university law school failed to persuade the federal appellate court in St. Louis to reverse the dismissal of her lawsuit against the university by a federal district court in Arkansas. She claimed that the university denied her equal protection of the laws under the Fourteenth Amendment by refusing her admission while admitting minority students with lesser academic qualifications.

However, the appeals court concluded that there was no substantial evidence to suggest that the woman would have been admitted to the law school even if the school had not admitted black applicants with lower grades and LSAT scores. Details on *Henson v. University of Arkansas* appear at ¶ 16,705.

## Teacher Must Show that Free Speech Activities Caused Dismissal

A probationary faculty member was unsuccessful in his attempt to prove a violation of his First Amendment right to free speech by a state college which failed to renew his teaching contract after it had expired.

In a brief opinion, the federal appellate court in New Orleans said that the teacher was not able to prove a causal relationship between his statements about the administration of his department and his dismissal. The teacher had alleged that there was a circumstantial link between his candid remarks and his firing in view of the fact that he received several teaching awards. *Markwell v. Culwell* is summarized at ¶ 16,706.

## Fetal Research Moratorium Lifted; Regulations Published

In response to recommendations made by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, the Department of Health, Education and Welfare has lifted the moratorium imposed by the National Research Act, P. L. 93-348, concerning research on human fetuses, and adopted regulations which incorporate many of the Commission's suggestions for awarding grants and contracts for such activities.

The regulations apply to all research and development activities funded by HEW grants and contracts involving the fetus, pregnant women, and human in vitro fertilization. They call for the establishment of two Ethical Advisory Boards to deal with medical, legal, social, ethical, and related issues involving fetal research by scientists, physicians, educators, and others.

—This issue is in two parts. This is Part 1.—

**COMMERCE CLEARING HOUSE, INC.**

PUBLISHERS OF TOPICAL LAW REPORTS

NEW YORK

CHICAGO

WASHINGTON

Institutional Review Boards will be required, in addition to their present duties, to determine whether adequate measures have been taken to avoid unintentional involvement of pregnant women in research activities which are not designed to include pregnant women or the fetus and which involve a risk to the fetus.

No research may be undertaken unless: appropriate studies on animals and nonpregnant persons have been completed; the risk to the fetus is minimal; individuals doing the research will have no part in any decision to terminate pregnancy or to determine the viability of the fetus at the termination of the pregnancy; no procedural changes may be used to cause greater than minimal risk to the fetus or pregnant woman for the purpose of the research; and no inducements, monetary or otherwise, may be offered to terminate pregnancy for research purposes.

The rules also set out what activities may be conducted with the pregnant woman, the *in utero* fetus, the *ex utero* fetus, the dead fetus, and the placenta. The discussion at ¶ 5024 has been updated to reflect the rules.

### Patent Policy Change Adopted by NSF

A change in policy concerning disposition of right in inventions has been adopted by the National Science Foundation. Certain limitations were placed on the use of NSF funds for further development of inventions made in the course of or under Foundation awards in cases where the inventing organization has been permitted to retain rights to inventions.

As a result, grantees receiving NSF funds will not be able to use any of those funds for performing development, engineering, or design work directed toward a commercial use of an invention. This policy change has been incorporated into the discussion at ¶ 5130.

### Career Education Grants Awarded

Grants totaling nearly \$10 million have been awarded to state and local educational agencies, institutions of higher education, and other nonprofit agencies for the support of 81 career education projects. These first-time awards are authorized under the Special Projects Act of the Education Amendments of 1974.

Funds awarded will support projects in six major areas: improvement of existing kindergarten through high school career education programs; developing career education in particular settings, such as senior high schools and institutions of higher education; projects aimed at special segments of the population, including the handicapped, gifted and talented, and minorities; training and retraining of personnel conducting career education programs; information services to educators and the public on career education methods; and surveys and assessments of career education in the U. S. (HEW F59, August 20, 1975).

### VA Announces Grants to Medical and Health Professions Schools

Thirty-one medical and health professions schools have received grants totaling \$39.5 million from the Veterans Administration under its medical school assistance and health manpower training program.

Five of the awards went to medical schools to expand and improve graduate medical education programs through involvement with affiliated

Veterans Administration medical facilities. Grant support is directed toward developing and strengthening individual clinical departments as well as establishing "clinical campuses" distant from parent medical centers. Another purpose is to upgrade two-year programs into four-year programs.

The 26 grants made to other health professions schools are intended to support projects for improving health manpower. The recipients include schools of nursing, dentistry, pharmacy, podiatry, social service, and the traditional allied health professions (VA news release, dated August 17, 1975).

### **Increased Student Loan Insurance Premium Rate Adopted by OE**

The amount of the insurance premium which may be charged by state and private nonprofit guarantee agencies which administer the guaranteed student loan program has been increased from one-half of one percent per year of the average unpaid principal balance to 1%, the Office of Education announced. The change has been incorporated into the text of the regulations at § 10,133C and 10,135.

The amendments to 45 CFR Part 177 were published at 40 *Federal Register* 34115, August 14, 1975.

### **OE Abolishes Division of Manpower Development and Training**

The Office of Education has abolished its Division of Manpower Development and Training, which was located in the Bureau of Occupational and Adult Education. References to this Division have been removed from COLLEGE AND UNIVERSITY REPORTS.

### **OE Announces Grants to Improve Education of Handicapped Children**

Ninety-six research projects have been awarded by the Office of Education's Bureau of Education for the Handicapped to improve the education of handicapped children. The fiscal year 1976 awards, totaling \$10.1 million, went to institutions of higher education, state and local education agencies, and other nonprofit institutions to support research, demonstrations, dissemination projects, curriculum development, and media activities. A prime purpose of several current projects is to develop curriculum materials and other products which can be packaged and distributed for use with children who require special education.

Twenty of the awards went to students under a special student research program designed to motivate new personnel to enter the field of educational research for the handicapped and to increase communication between university disciplines and departments (HEW-F63, August 25, 1975).

### **Commerce Department Directory Updated**

The telephone directory for the Department of Commerce has been updated at § 4971.

**COMMERCE CLEARING HOUSE, INC.**

# EEOC COMPLIANCE MANUAL

## Tells You What the EEOC Will Look for

Getting and managing workers you need with "skills to match the job" is made tougher because hiring, promoting, transferring, laying off, firing, etc. must also comply with Title VII rules forbidding job bias because of race, color, religion, sex or national origin. The EEOC not only *watches*, it can also have a decisive voice in *your* employment practices.

To help you guard against "surprises," CCH's ready-to-use EEOC COMPLIANCE MANUAL reproduces and keeps current the policies, procedures and standards developed by the agency's Office of Compliance. Instructions appear in the MANUAL for conducting EEOC activities in each of these important areas: —

**COMPLIANCE PROCEDURES** — Guidelines the EEOC uses to accept, document, investigate, set up files and process job bias charges and to select complaints for processing by the National Programs Division. How to select employer/labor union/employment agency records for analysis of suspect policies; letters of determination; copies and notices of charges. How to conduct on-site investigations, set up conciliation conferences, report irreconcilable cases and refer them for litigation, etc.

**INTERPRETATIONS** — Does double duty for training and as a reference to Title VII for seasoned EEOC analysts. Spans evidence, jurisdiction, which employee selection methods to investigate and points to check, typical defenses to job bias charges. Treats job bias theories and concepts of what the EEOC views as unlawful and supplements this with references to law and research data.

**CONCILIATION STANDARDS** — A range of conciliation standards and mandatory minimum remedies EEOC personnel are expected to demand in selecting job bias solutions. Suggests provisions from law sources and current decisions to adopt/adapt or build on to propose and shape remedies and negotiate issues. Covers the non-admission clause permitting a dispute to be settled without admitting violation; charging party's covenant not to sue; reporting, and the like.

### Handy Topical Index, Case Table, Finding Lists

The entire MANUAL is made easier to use because of CCH-prepared Topical Index, Finding Lists and Case Table.

### Changes Reported as Released by the EEOC

Changes and additions come to you as released by the Commission.

**Subscribe Now** — To subscribe, write Commerce Clearing House, Inc., 4025 W. Peterson Ave., Chicago, Ill. 60646 and ask for EEOC COMPLIANCE MANUAL (9065) at \$53 per year for two years (payable annually as billed) or \$60 for one year (payable when billed), with subscription to begin the first of next month. (Include sales tax where required.)



THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON  
Assistant to the President

January 7, 1974

MEMORANDUM

TO: The Chancellors

FROM: Dick Robinson *DRG*

RE: Filing Date for HEW Equal Employment Opportunity Affirmative Action Plan.

Consistent with the commitments made to HEW with reference to the submission date for your Affirmative Action Plan for Equal Employment Opportunity, it will be necessary that your completed program be filed with this office no later than February 11, in order that they might in turn be forwarded by this office to the Regional Office following our review.

Information promised with reference to availability statistics which may be of value in connection with the effort to project employment goals for females and members of minority groups will be made available within one week of the date of this memorandum.

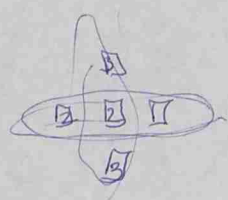
cc: Affirmative Action Officer ✓

Sub

Research

Errors

c



3000

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1000

3500

1000

Dr. Marvin H. Gehle  
Office of the Provost

SUBJECT: Corrected Affirmative Action Plan-EPA

In response to your request for Dr. F. J. Hassler to resubmit reports dated June 13, 1974, we are attaching a copy of the EPA Faculty and EPA Non-Faculty reports for the School of Agriculture and Life Sciences.

EPA Faculty-Perm. Part-time-Assoc. Prof. 75/76

Total Male changed to 1

EPA Non-faculty-Officials & Mgrs.

Total Male changed to 17

Please let us know if any further corrections are required.

August 6, 1974

cc: Dr. F. J. Hassler

J. E. Legates, Dean

APPLICATIONS OF THE 1960 CENSUS PUBLIC USE SAMPLES IN AFFIRMATIVE ACTION PROGRAMS

by

Richard C. Rockwell

Assistant Professor of Sociology

and

Director, Social Science Data Library,  
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## APPLICATIONS OF THE 1970 CENSUS PUBLIC USE SAMPLES IN AFFIRMATIVE ACTION PROGRAMS

The affirmative action programs which colleges and universities are now developing offer an opportunity for the social scientist to apply substantive knowledge, data resources, and research technology to aid a program of national importance while simultaneously undertaking explorations of basic scientific interest. A part of every such program is the setting of hiring goals, based upon the existence of potential employees in selected population categories and upon the projected growth and rate of attrition of the university faculty and support staff. This article describes the use of 1970 Census data as a portion of the research activity which was involved in the setting of hiring goals for the multi-campus University of North Carolina.

### The Data Resource

The United States Bureau of the Census has released a collection of samples of the United States population as of April 1, 1970, which contain data on individuals and their households. These samples (called the Public Use Samples of Basic Records from the 1970 Census, or "PUS") come from the sample questionnaires administered to the population as a part of the decennial Census. No names, addresses, or other identifying information are included in the data, but all other data collected through the sample questionnaires are coded onto computer-readable magnetic tapes. These individual data are a major resource for social science research, for they provide flexibility in analysis which the aggregate (tabulated) data released by the Bureau in printed form cannot provide. [1]

There are six samples in the PUS. Three of these come from the five percent sample of the national population: three from the fifteen percent sample. Each of these samples is a representative one percent sample of the population. Within each of these two major PUS (five and fifteen percent), there are three kinds of samples.

One identifies individuals by the state of residence; one identifies individuals by the Standard Metropolitan Statistical Area (SMSA) or county group of residence; and the third identifies individuals by the region of residence (and adds "neighborhood" information to the person and household data available in the other samples.) These six samples are independent, so that they may be combined to produce a six percent sample of the nation's population. This is a sample of approximately 12,180,000 observations. This extraordinarily large sample size permits the social scientist to perform detailed analyses which would exhaust samples of the usual size of 1,500 to 3,000 observations. For example, a detailed cross-tabulation of race, sex, and occupation becomes quite possible with such a sample, even though some occupations are comparatively rare within the population. In fact, a two percent sample (4,060,000 observations) seems large enough for such a tabulation.

The data available in the PUS are of great richness. The codes for occupation are detailed, three-digit codes, of particular concern in planning a detailed affirmative action program. This makes it possible to identify university teachers of sociology or chemistry, or college administrators, for example. The fact that these data are individual data makes it possible to introduce statistical controls on the data which cannot be imposed after Census tabulation on the aggregate data. For example, university teachers of physics with six or more years of college education may be separated from those with just a BA-level education. Other data, such as income or employment status, may be introduced to refine the analysis. The fact that these data are computer-readable makes it possible and relatively easy (although expensive, because of the large sample size) to perform analyses of great complexity.

#### The Research Context: Hiring at the University of North Carolina

The University of North Carolina consists of sixteen colleges and universities, ranging from schools which are predominantly four-year colleges to graduate and

professional schools. The University recruits faculty in virtually every academic discipline, and support staff in almost every occupational category enumerated by the Census (excluded occupations include embalmers and boilermakers, but cabinet-makers and tow motor operators are included.) Some component institutions recruit from a national labor pool for faculty, while others have traditionally recruited from a regional labor pool. Most staff members are recruited from local areas.

The analyses which we performed are designed to take account of both the occupations in which the University recruits and the areas from which persons are recruited. The University administration required great occupational detail for managers and administrators, professionals, and technicians, but required only aggregate data for selected staff positions. It was necessary to exclude from the analysis those few occupations in which the University does not recruit and to control for the level of education for professionals and technicians. The PUS data are easily analyzed in this manner.

The racial categories in which the University administration was interested were white, black, and "other." Blacks who were not native-born were to be counted in the "other" category. Although this stricture has little effect on the analysis, only the data available in the PUS make it possible to distinguish the native-born from others. It would be easily possible to add Spanish surname categories, as well as American Indians and orientals, to the analyses.

Finally, the University administration needed to see data from a variety of populations in preparing its program. For managers, administrators, professionals, and technicians, it was necessary to obtain these data for the nation, for the fifteen states in the Southern Regional Education Board region, and for the state of North Carolina. For the staff positions, it was necessary to prepare analyses for the state and for the local areas (SMSA's or county groups) within which the component institutions of the University are located.

## Some Results of the Analyses

The computer printout delivered to the University administration runs for several hundred pages. Only a minute portion of the analyses can be reported here, in order to give the reader (and potential user of the data) an idea of the contents of the full analyses. Because the faculty professional occupations are likely to be of great interest to this audience, as well as to university administrations in general, results for certain faculty occupations (those in the sciences and social sciences) are reported.

It was the decision of the University administration to count as professionals only those persons who had at least four years of college. Persons in "professional" occupations who did not have such education were to be counted as technicians. The Bureau of the Census does not distinguish professionals from technicians [2]. While the administration's decision to so classify professionals leads to a few curious classifications (such as lawyers who "read law" being counted as technicians), in general this rule appears successfully to distinguish the professional from the technician.

Another decision of the administration was to exclude persons not in the labor force from the analysis. While this exclusion is conventional [3], it does have one problem which is discussed below: it omits from the statistics those persons who left the labor force because of discrimination which prevented their obtaining employment. The definition of the labor force is further curtailed by the omission of persons over age 65 from the analysis.

Table 1 shows a portion of the analysis of the national population for selected academic disciplines. All cell entries are weighted to the population. Out of some 6,300 university and college teachers of sociology, 1,500 are white females, or 22.1 percent of the total. There are 450 black teachers of sociology, or 6.6 percent



of the total. If these teachers were distributed proportionately throughout departments of sociology, each sociology department would be one-fifth women, and one out of every fifteen faculty members would be black.

Table 2 shows a refinement of this information, in which only those college and university teachers who have education above the BA or BS are tabulated. Every one of the black sociology teachers and 86.7 percent of the white females have education beyond the BA degree. There is, unfortunately, no way to use Census data to determine if the person holds a doctorate. If departments were to require post-BA education as a prerequisite for employment, there would be only 6,500 persons qualified for employment as university teachers of sociology. Of these, there would still be an expectation of one in every fifteen persons in a sociology department being black. There would still be an expectation of one in every five persons in sociology departments being a woman, although the number of women has dropped slightly to 1,300.

Other disciplines display similar evidence of the existence of women and minority group persons. For example proportional representation in chemistry would lead to one out of every ten persons being a woman; in mathematics, one out of every six persons would be a woman. However, over all the academic professions shown in these tables, only about 2.6 percent of the faculty are black.

#### Existence and Availability

The demonstrated fact that women and minority group persons are now teaching in the academic disciplines does not in itself provide evidence that these persons are available for recruitment by the University of North Carolina or by any university. As one approach to this problem, a more refined analysis was performed in which the employment status of teachers was examined, on the assumption that unemployed persons are most easily recruitable. The unemployment rate for faculty members is,

however, only 0.7 percent. In this sample there are no unemployed black faculty members in any discipline. Unemployment is fairly evenly divided between white males (0.3 percent) and white females (0.4 percent). Thus, for faculty members, the unemployed do not appear to provide a large recruiting pool. This result does not obtain for nonprofessional occupations.

Another possibility for the analysis of availability -- not requested by the administration of the University -- is to examine income levels of women and minority group persons and to determine if the University's salary structure might permit hiring with the inducement of larger salary. However, the Census data report salaries for the year 1969, thus requiring adjustment of the University's salary structure back to that year. Such an analysis would be extremely complex to perform, for an institutional salary figure would have to be calculated for each discipline, and some determination would have to be made of the position in which a prospective faculty member would be hired. In addition, one aspect of affirmative action programs has been the equalization of pay for women and minorities, so that the inducement of higher salary might not apply in 1974.

Another way to examine availability is to look at persons not in the labor force but who do have an occupation. If a history department, for example, were willing to hire a person who had not taught history for five years, then the analysis could be altered to include persons who last worked in 1965 or later, as well as those now in the labor force. There is, of course, no way to determine if such persons would be available for employment if offered it, but unless the universities explore the possibility of bringing persons back into the labor force, a major pool of potential employees might be overlooked.

#### Problems in the Analyses

The central problem in the analyses we performed is that the Bureau of the

Census determines the occupation which a person is currently holding, not the occupation for which that person is trained. There could be, for example, persons trained to be university teachers of economics who are classified by the Bureau on the basis of their current occupation as statistical clerks. Persons trained to be teachers of chemistry might be classified as health technologists. This bias surely obtains in these data because of discriminatory hiring and promotion practices; thus, the "existence" figures for women and minorities are certainly underestimates of the true numbers. There is no easy way to determine such below-level employment. If we consider the statistical clerk, for example, that person might have six years of college. Such a person might indeed have been trained to be a university teacher, but in what discipline?

Alternative employment is a similar problem in the analyses. Chemists may be employed in industry and government, as well as in the universities. None of the tables reported here show such extra-university employment. However, such persons may have been trained as university teachers and may be available for employment in the university.

A related problem is the definition of the occupation itself. For every occupation classified as faculty professional, we know that these persons are teaching in a college or university, as of the time of the Census. We know that a sociology teacher, for example, is teaching in a sociology department, but does that make the person a sociologist? In a joint department of sociology and social welfare, a person may teach introductory sociology courses and social welfare courses at the advanced level, but consider himself or herself to be a social welfare teacher, rather than a sociologist. On the other hand, a person teaching in education, law, health, or theology may be a sociologist and employable as such.

Another possible problem is the known underenumeration of black persons.

While this probably has little impact at the level of professional occupations, it certainly affects statistics for lower-level occupations, particularly for the unemployed at those levels. This is again a problem of the underestimation of the potential labor pool.

When working with professional occupations, it is frustrating to find that the Bureau of the Census does not record years of education higher than six years of college. It would be excellent if we had information on the highest degree a person had received and the field in which that degree was taken. Because of the requirements for such data in affirmative action programs and for general assessments of the professional labor pool of the nation, it seems clear that the Bureau should provide more detailed data on education than it presently releases.

The age of the data also introduces a problem for action-oriented research. The description of the labor pool as of 1970, rather than as of 1974, suffers from inability to detect changes which have occurred since 1970 in occupational choice, graduate school admissions, and other steps toward the removal of job discrimination. This factor, like the others mentioned, probably leads to an underestimate of the labor pool of women and minority group persons.

A final problem arises from the fact that the analyses come from a sample of the population. Even though this is a two percent sample of the labor force, there are only 8,476 observations in the faculty professional categories (not all of which are shown in the tables reported here.) This means that the reported 1,500 women sociologists come from only 30 observations. Confidence intervals may, of course, be placed about each estimate. However, use of the full six percent sample of the nation is a better partial cure for this problem, but the costs for such an analysis would be extremely high. The analyses reported here cost about \$2,000. A better solution would be for the Bureau of the Census to prepare cross-tabulations of race, sex, education, employment, and occupation far more detailed than any presented to

date. In preparing these reports, the Bureau could use its twenty percent sample of the nation's population.

### Conclusion

The research reported here was undertaken to assist the administration of the University of North Carolina in its preparation of an affirmative action program. The administration supported this research at our suggestion and with our advice. We believe that this analysis is both useful and illuminating. It shows the availability of women and minority group persons for employment in the University and assists in setting goals which will help the University to act affirmatively in employment practices. However, we have pointed out numerous flaws in such an analysis. The reader should not be misled by these caveats. We consider this analysis far preferable to the alternatives: using gross Census occupational information, relying on contacts with other departments for information on the existence of employable persons, attempting to take one's own census, using membership lists of professional organizations (which may perpetuate the bias we are seeking to eliminate), or simply assuming that no women or minority group persons exist who might be employable in a university. There are such persons, they are now employed in colleges and universities, and, given sufficient effort on the part of departments and support from the university administrations, they can be recruited. We speculate the universal adoption of the practice of advertisement of every job opening in every academic discipline would "turn up" some of the persons enumerated in the analyses reported here. An affirmative action program can hardly do less than to act and to act affirmatively. (4)

## References and Notes

1. United States Bureau of the Census, Public Use Samples of Basic Records from the 1970 Census: Description and Technical Documentation. (Government Printing Office, Washington, 1972)
2. ibid., pp. 152-153.
3. United States Bureau of the Census, Census of Population: 1970, Detailed Characteristics, Final Report PC(1)-D1, United States Summary. (Government Printing Office, Washington, 1973)
4. We wish to acknowledge the financial support provided by the General Administration of the University of North Carolina, which made these analyses possible. We also wish to acknowledge the released time provided by the Institute for Research in Social Science, The University of North Carolina at Chapel Hill, which made the research possible.

TABLE 1

The Labor Pool in Selected Academic Disciplines

(Number and Percent)

College and University Teachers in	White Males	White Females	Black	Other	Total
Agriculture	3,900 87.6	250 5.6	100 2.2	200 4.5	4,450 100.0
Atmosphere, earth, marine, and space	3,500 94.6	150 4.1	0 0.0	50 1.4	3,700 100.0
Biology	14,900 75.4	3,900 19.7	300 1.5	650 3.3	19,750 100.0
Chemistry	12,900 86.0	1,500 10.0	250 1.7	350 2.3	15,000 100.0
Physics	10,950 91.3	450 3.7	50 0.4	550 4.6	12,000 100.0
Engineering	12,800 88.9	550 3.8	50 0.3	1,000 6.9	14,400 100.0
Mathematics	18,950 75.6	4,700 18.8	650 2.6	750 3.0	25,050 100.0
Psychology	8,400 69.1	3,150 25.9	400 3.3	200 1.6	12,150 100.0
Economics	8,650 88.7	650 6.7	50 0.5	400 4.1	9,750 100.0
Sociology	4,750 69.9	1,500 22.1	450 6.6	100 1.5	6,800 100.0

TABLE 2

The Labor Pool of Persons with Postgraduate Education in Selected Academic Disciplines

(Number and Percent)

College and University Teachers in	White Males	White Females	Black	Other	Total
Agriculture	3,150 87.5	150 4.2	100 2.8	200 5.6	3,600 100.0
Atmosphere, earth, marine and space	3,200 94.1	150 4.4	0 0.0	50 1.5	3,400 100.0
Biology	14,300 77.3	3,300 17.8	250 1.4	650 3.5	18,500 100.0
Chemistry	11,950 86.6	1,250 9.1	250 1.8	350 2.5	13,800 100.0
Physics	9,750 92.4	400 3.8	50 0.5	350 3.3	10,550 100.0
Engineering	11,550 89.5	400 3.1	0 0.0	950 7.4	12,900 100.0
Mathematics	17,900 78.5	3,600 15.8	550 2.4	750 3.3	22,800 100.0
Psychology	8,200 72.6	2,600 23.0	300 2.7	200 1.8	11,300 100.0
Economics	8,450 88.5	650 6.8	50 0.5	400 4.2	9,550 100.0
Sociology	4,650 71.5	1,300 20.0	450 6.9	100 1.5	6,500 100.0



- Group # 1801 = Caswell plus eight Virginia counties
- Group # 2004 = Hertford, Bertie, Chowan, Gates, Perquimans, Pasquotank, Camden, Currituck and Virginia counties
- Group # 2101 = Orange, Durham, Wake
- Group # 2102 = Person, Granville, Vance, Warren, Franklin, Nash, Wilson, Edgecombe, Halifax, Northhampton
- Group # 2103 = Johnston, Wayne, Greene, Pitt, Martin, Beaufort, Washington, Tyrrell, Hyde, Dare
- Group # 2104 = Chatham, Lee, Harnett, Hoke, Robeson, Cumberland, Bladen, Sampson
- Group # 2201 = Columbus, Brunswick, New Hanover, Pender, Duplin, Onslow, Lenoir, Jones, Carteret, Craven, Pamlico
- Group # 2301 = Guilford
- Group # 2302 = Yadkin, Forsyth, Randolph
- Group # 2303 = Ashe, Alleghany, Wilkes, Surry, Stokes, Rockingham
- Group # 2304 = Davie, Davidson, Alamance, Montgomery, Moore
- Group # 2401 = Mecklenburg, Union
- Group # 2402 = Watauga, Caldwell, Burke, Rutherford, Cleveland, Alexander, Gatawba
- Group # 2403 = Iredell, Rowan, Cabarrus, Stanly, Anson, Richmond, Scotland
- Group # 2404 = Lincoln, Gaston and South Carolina counties
- Group # 2501 = Graham, Swain, Clay, Macon, Jackson, Haywood, Transylvania, Madison, Buncombe, Henderson, Yancey, McDowell, Mitchell, Avery
- Group # 2602 = Polk plus South Carolina counties

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SUMMARY OF NCSU  
AFFIRMATIVE ACTION PLAN

REAFFIRMATION OF EEO POLICY AND  
DEVELOPMENT OF PLAN

A. EQUAL EMPLOYMENT OPPORTUNITY POLICY

North Carolina State University is subject to the requirements of Executive Order 11246, as interpreted and administered by the Secretary of Labor and by the Department of Health, Education, and Welfare. This program of Federal regulation, designed to insure equality of employment opportunity without reference to considerations of race, color, religion, sex, or national origin, embodies two basic requirements. First, the University must insure the absence of discrimination in the formulation, statement, and application of all personnel policies and practices. Second, the University must undertake positive efforts designed to eliminate impediments to the full utilization of women and members of minority groups within the employee complement, whether or not such impediments are the product of past discriminatory practice or intent. This type of affirmative effort must address any demonstrated past underrepresentation or underutilization of women or members of minority groups.

Commitment to Nondiscriminatory Policies and Practices.

In accordance with Section 103 of The Code of The University of North Carolina, North Carolina State University is committed, without reservation, to the principle that employees shall be

identified initially and thereafter differentiated among only on the basis of good-faith assessments of individual professional merit. Therefore, University policy prohibits discrimination affecting all employees and prospective employees, and employment practices will operate to prevent discrimination.

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

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

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

principle of equal employment opportunity shall be subject to appropriate internal disciplinary action.

Commitment to Increasing Employment Opportunity. North Carolina State University is committed to the elimination of any demonstrated underutilization of women and members of minority groups within its staff complement.

It is acknowledged that there is a national legacy of prejudice and ignorance which has curtailed unjustifiably the employment opportunities of women and members of minority groups, in both the public and private sectors of employment. In order to enhance significantly and promptly the employment opportunities of those who have suffered disadvantage in the past, it is necessary to do more than simply insure nondiscriminatory employment practices. Where there is reasonable evidence that members of a particular class have been underrepresented or underutilized within areas of the staff complement, specific goals and timetables designed to remedy that underrepresentation have been established.

As an institution which seeks to encourage excellence in all areas of endeavor, a university must with integrity maintain high standards in the evaluation of employees and prospective employees. It must also apply those standards fairly and consistently. Thus, the conscientious search for and effort to employ additional women and members of minority groups pursuant to established goals and timetables shall not entail a reduction of premium on quality nor

a conferral of advantage on any person because of race, color, religion, sex, or national origin. Rather, the affirmative efforts of the University shall be directed toward enlarging the opportunity for and incidence of fair competition, by qualified members of previously underrepresented groups, for available appointments, positions, and promotions.

B. PROCEDURE USED TO DEVELOP THE PLAN

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

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

Each unit was asked to establish a planning committee which was to develop plans applicable to that unit. In combination with the

general statement on policy and descriptions of procedure, these plans constitute the Affirmative Action Plan for NCSU.

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

The central administration of North Carolina State University under the direction of the Equal Employment Opportunity Officer, Mr. William H. Simpson, worked with the General Administration of The University of North Carolina to provide data and other information to the planning units. (At the present time Lawrence M. Clark is our Equal Employment Opportunity Officer.)

Because of major differences in our procedures and responsibilities for professional personnel (EPA) as contrasted to staff personnel (SPA), the plan includes separate goals, timetables, and

procedures for these groups of personnel even within a single unit\*. Such procedure is standard and practical and is accepted by all involved at the University.

GENERAL RESPONSIBILITY FOR  
IMPLEMENTATION OF THE PLAN

Two basic levels of responsibility exist for implementing North Carolina State University's Affirmative Action Plan. At the broadest level, the responsibility rests on the central administration and oversight has been delegated to the Equal Employment Opportunity Officer (EEO Officer). Another level of responsibility is assigned to the planning "unit" level. Each unit's method of implementation and delegation of authority and responsibility is described in the unit's plan. The following paragraphs deal with responsibility at the campus-wide level.

In the fall of 1973, the Chancellor designated Mr. William H. Simpson Equal Employment Opportunity Officer for North Carolina State University. Responsibilities of the EEO Officer include the following activities:

- (a) staff assistance in developing policy statements, affirmative action programs, and internal and external communication techniques

\* EPA Nonfaculty - employees exempt from State Personnel Act without faculty rank (Example: Librarian)  
EPA Faculty - employees exempt from State Personnel Act with faculty rank (Example: Assistant Professor)  
SPA - employees subject to the State Personnel Act (Example: Secretary)



- (1) assist in the identification of problem areas
  - (2) assist line management in arriving at solutions to problems
  - (3) design and implement audit and reporting system that will
    - (i) measure effectiveness of the University's programs
    - (ii) indicate need for remedial action
    - (iii) determine the degree to which the University's goals and objectives have been attained
  - (4) serve as liaison between the University and enforcement agencies
  - (5) serve as liaison when appropriate between the University and minority organizations, women's organizations and community action groups concerned with employment opportunities of minorities and women
  - (6) keep management informed of latest significant developments in the entire equal opportunity area.
- (b) line responsibilities include but not limited to the following:
- (1) assistance in the identification of problem areas and establishment of local and unit goals and objectives
  - (2) periodic audit of training programs, hiring and promotion patterns to recommend procedures to facilitate

- the attainment of goals and objectives
- (3) regular discussions with Deans, department heads, directors, and employees to be certain the University's policies are being followed
  - (4) periodic review of transfers and promotions to insure that these are based on qualifications to insure that minorities and women are given full consideration
  - (5) encourage career counseling for all employees
  - (6) encourage periodic audit to insure that
    - (i) posters are properly displayed
    - (ii) all facilities which the University maintains for use and benefit of the employees are in fact desegregated, both in policy and use; and to insure that facilities such as dormitories, locker rooms, and rest rooms are comparable for both sexes
    - (iii) minority and female employees are afforded a full opportunity and are encouraged to participate in all University-sponsored educational, training, recreational, and social activities
  - (7) have supervisors understand that their work performance is being evaluated on the basis of their equal employment opportunity efforts and results, as well as other criteria

- (8) insure that supervisors prevent harassment of employees who have been placed through affirmative action efforts when such action is appropriate.

ANALYSIS OF UTILIZATION AND  
IDENTIFICATION OF PROBLEM AREAS

A. METHODS OF ANALYSIS

Systematic analysis of potential problem areas related to equal opportunity on the North Carolina State University campus began in the fall of 1970 with a study of the salary of female faculty members. Until that time the University had mainly concentrated on reviewing employment totals in terms of race and sex. As a result of the salary analysis, adjustments were made in the salaries of several women and the review process has continued on an annual basis.

In January, 1971, HEW initiated a compliance review which culminated in a visit to the campus during the fall of 1971. In preparation for this review, NCSU developed a series of computer-generated reports on all EPA and SPA personnel. These reports are updated annually for EPA personnel and more frequently for SPA personnel. Essential quantitative information contained in the reports include name, sex, race, rank or classification, salary, years of service, and highest degree earned. These reports have served as the basis for utilization analyses. Copies of the

computer print-out have been furnished HEW and are available to University administrators.

Another analysis of utilization and salary was conducted independently during the NCSU Self Study process which spanned the period 1971-1973. In that report the faculty recognized the University's need to make progress in providing equal opportunity when it recommended:

Present efforts to promote recruiting and recognition of faculty who are members of disadvantaged and/or minority groups should be encouraged and expanded. (North Carolina State University Self Study Report, Chapter 7, page 27, Recommendation 8.)

B. EPA PERSONNEL

Utilization of EPA Personnel. Tables 1a and 1b summarize the distribution of EPA personnel at North Carolina State University as of June, 1973, by race and Tables 2a and 2b summarize by sex. The (a) tables present data on EPA nonfaculty and (b) tables present data on EPA faculty. These tables indicate that NCSU needs to develop goals that will provide an increase in the number of minority and female EPA employees at most ranks with particular emphasis being given to the upper faculty ranks where there are five minority professors and eight minority associate professors and two female professors and five female associate professors. The wide variation of utilization among planning units reflects availability rather than patterns of discrimination at NCSU.

The clustering of females and minorities in the lower ranks generally indicates of these individuals that many have been employed only recently and have not had time to merit promotion. Past employment practices tended to lead to the employment of white males who now occupy the more senior positions.

Recruitment, Promotion, Salary, and Conditions of Work.

Records that allow numerical analysis of EPA recruitment procedures in the past do not exist. This situation will be corrected for the present and future. Absence of records does not necessarily indicate lack of effort but only reflects the traditional University procedure of retaining only the records on individuals who were employed.

A comparison of promotion rates for the various academic ranks by race and sex suggests that in the past women may have experienced some discrimination in promotions. This conclusion, however, must remain tentative because in promotion decisions numerous intangible factors are weighed which cannot be read into the data. Nevertheless, it is clear that in the past it has taken females longer to gain promotion than men.

Criteria for each rank as well as University policy on academic freedom and tenure, leave, and other benefits are explained in the Faculty Handbook. This handbook is distributed to all EPA personnel at the time of their arrival on campus. Evaluation for promotion and salary increase is based

on subjective evaluation of individual merit related to the stated criteria. The primary evaluation occurs at the departmental level with reviews by the School Dean and the Provost.

The approval of School Deans and the Provost is required for all appointments. For assistant professors and above, interviews with the Deans and the Provost are required and the Graduate Dean is included if graduate faculty status is to be requested.

Rank is determined by the department head with the approval of the Dean and the Provost. Individuals appointed to fill assistant professor positions who do not have their doctorate are appointed with the rank of instructor until they receive their degree. Usually the probable rank of a position is determined before the search is begun, i.e., a department decides it will fill an associate professorship in a particular speciality and then begins to consider individuals. The minimum requirements are stated in the Faculty Handbook. The following factors are considered in making a specific offer:

- a) must meet the need of the department in terms of scholarly competence and interest
- b) evidence of ability and interest in teaching
- c) evidence of potential contributions to scholarship and research
- d) experience

- e) market conditions for discipline specialty
- f) salaries in the department
- g) quality of educational background--source of highest degree and sponsor or director of dissertation
- h) recommendations
- i) publications, quality of publications counted
- j) evidence of ability to participate in joint research projects
- k) evidence of interest in and ability for public service and extension activities
- l) compatibility with other members of the department.

Depending on the mission of the department, criteria may be weighed differently. For instance, the Department of Entomology would emphasize research and extension while the Department of English would emphasize undergraduate teaching since it does not have a doctorate level graduate program.

There is no obligation to award every faculty employee an increase, nor are there minimum criteria for allocating increases other than satisfactory performance of duties. Criteria which may be used include the following:

- a) teaching performance
- b) research contributions
- c) service to department, School, and University
- d) service to community, State, and Nation
- e) need to redress imbalances

- f) receipt of other offers
- g) market conditions for a particular field
- h) cost of living
- i) history of past increases
- j) general overall performance
- k) interpersonal relationships.

Workload for faculty is normally 12 credit hours of undergraduate teaching per semester. Wide variations from this norm allow for advanced graduate courses, research assignments, and the performance of other academic duties as departmental obligations permit or require. In essence workload is adjusted on an individual basis and there does not appear to be any evidence of discrimination on the basis of race or sex in this matter at NCSU.

C. SPA PERSONNEL

Placement, Promotion, Salary, and Conditions of Work.

The placement of SPA employees throughout the campus depends upon vacancies at any particular time. The referral of qualified candidates is made without regard to race or sex. Selection of the appropriate individual is made by the hiring official. As noted elsewhere in this report, units needing help in recruiting minority or female applicants will be given special consideration through recruitment efforts of the Division of Personnel Services.

SPA promotions are normally handled at the School or depart-



ment level and are supposed to be given without regard to race or sex. Records are kept on promotions in the Division of Personnel Services. There, records are available for audit to determine if promotions are being given in keeping with equal employment concepts.

Identification of Problem Areas. Each SPA position, which currently numbers some 2,000, has been assigned by sex and race to one of the nine categories indicated in the EEO-1 report. Comparing these figures with availability data on the work force for Wake County (area designated as primary recruiting area for SPA personnel, see Appendix A), one can readily see some disparity in the SPA work force as it pertains to these nine categories. Each of the unit plans, which altogether encompass the total NCSU Affirmative Action Plan, addresses these deficiencies and attempts to establish goals and time-tables to correct any deficiencies noted.

Another method of identifying problem areas is to analyze SPA job classifications in terms of racial and sexual mix. Currently, there are 339 job classifications; the majority are filled by whites, with fewer than five persons in any one classification. Some of the job classifications at the lower skill level are all minority; no minority is in a job classification receiving pay over \$9900. As one moves through the middle classifications and pay ranges into the upper job classifications and pay ranges, the race and sex of members occupying these classes

show a predominance of white males.

Job classifications in which there are five or more minorities and no whites are as follows:

Housekeeping foreman  
Mail clerk  
Housekeeping supervisor.

Job classifications in which there are five or more whites and no minorities are as follows:

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

It is interesting to note, however, that from January 1, 1973, until October 1, 1973 (date of most recent computer print-out listing all SPA positions by EEO job categories, race, and sex) minority group employees have been added to two formerly all-white classes. Maintenance Mechanic II and Grounds Foreman.