

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

April 11, 1973

MEMORANDUM

TO: Members of Equal Employment Opportunity Committee

FROM: Dick Robinson *RRR:jr.*

RE: Minutes of "executive committee" meeting, April 5 *W*

This representative group from your membership met for the purpose of additional sharing of ideas and problems related to the current effort to develop campus affirmative action programs. The meeting was not designed to achieve conclusions or answers; rather, it functioned as a resource group and engaged in discussion which is herewith shared with the other members of the EEO Committee for whatever value such deliberations may have in connection with the continuing local efforts. *BT*

The subjects discussed were:

1. Nepotism Policy. It was announced that a proposed new, University-wide nepotism policy has been approved by the Administrative Council and is being forwarded to the Board of Governors for further consideration at the Board's April 13 meeting. The proposal represents an effort to accommodate compelling institutional concerns as well as HEW misgivings about the traditional breadth and scope of such policies. Accordingly, the proposed policy provides: (a) that related persons shall not be employed concurrently in any situation where one would have responsibility for the direct supervision of the other; (b) a relative shall never be preferred over other candidates who have superior qualifications; and (c) in those situations where concurrent employment is permitted, neither relative shall be permitted to participate in the evaluation of the other. In addition, the policy is to be prospective in effect. If adopted by the Board of Governors, this policy would be embodied in each campus affirmative action program. *WWR*

2. Test Validation. If any written tests are being used (presumably primarily for SPA personnel) in evaluating applicants for employment or candidates for promotion, the HEW guidelines require that they be "validated" (41 CFR 60-3). If any such testing techniques are in use, the State Personnel Department may be of service to you in connection with validation efforts; or, if there is an Employment Security Commission office in your area, they may perform the testing service for you.

3. Standard Periodic Reporting of Personnel Data. The basic employment profile (revealing, inter alia, the racial and sexual composition of the work force) must be maintained continuously, with regular updating of the information, reflecting all changes in composition. This essential part of the required affirmative activity is a primary source of information about progress toward achievement of affirmative action goals. Therefore, procedures must be adopted which will insure an accurate record in the continuing data bank of all relevant personnel transactions. With respect to EPA personnel, including both teaching faculty and others, a common reporting system for all campuses is being developed which would permit creation and periodic updating of all information relevant, inter alia, for HEW and other purposes. However, the same type of continuing data collection effort is also required for SPA personnel and such a data bank would be maintained and conducted at the campus level. John Davis of the General Administration - Research Division is available to assist as necessary in the establishment of reliable reporting systems of this type; if you have need for such assistance, please contact me.

4. Separate Grievance Procedures. It is acknowledged that all EEO complaints ought to be resolved, where possible, within the University community, without resort to federal agency or court proceedings, pursuant to institutional grievance procedures. Clearly, it is to our collective advantage to take care of our own problems in this fashion, and the available federal regulations urge such an approach. An aggrieved employee, of course, is not precluded from seeking agency or court relief, as appropriate, even when he has access to a University grievance procedure. However, pursuing in-house procedures ought to be encouraged. In order to encourage the in-house approach, grievance procedures should be so constructed as to insure basic fairness and prompt disposition. One question which arises is whether a separate grievance procedure, responsive only to EEO charges, should be established, or whether all such cases ought to be handled within the framework of existing general grievance procedures. It was acknowledged that the establishment of a separate special system could be burdensome; on the other hand, it was acknowledged that emphasizing the availability of either a separate procedure or an established procedure would serve to publicize the importance of such cases and the extent of the institution's commitment to the EEO concept. In any case, if effective grievance procedures, which would accommodate such questions and to which all classifications of employees have access, do not exist, they should be established promptly.

5. Documentation of Affirmative Effort: An essential component of the affirmative action program is careful documentation of activities designed to maximize success of the affirmative action effort. This is particularly true with respect to personnel actions such as recruiting, hiring, promotion, pay increases, etc., where the premium is on eliminating past underutilization of females and minorities. Consistent with available guidelines, the documentation

should describe activities relating to development of applicant pools, evaluation of applicants, and bases for selection or rejection. Enclosed are an explanation and a form currently in use at one University campus which address this question. They may provide a useful guide to other campuses. Note that the reporting system embodied therein relates only to initial hiring activities, and does not include monitoring of other important areas, such as promotion decisions and salary adjustments, which are required. This function should be centralized to the extent possible at each campus. Documentation of good faith efforts should be adequate to meet possible charges of "reverse" discrimination.

6. Standards and Criteria for Evaluation of Personnel. At several different points, the federal regulations establish a requirement that institutions establish, articulate and publicize criteria for the evaluation of personnel, from the applicant stage through promotion and advancement stages. The intention is to require development of more definite and, presumably, more objective standards and procedures for comparison of individuals, in the belief that such a program would serve to further minimize opportunities for discriminatory practice.

Although the HEW guidelines appear to acknowledge the difficulty of attempting too literal a resort to written criteria in the context of academic employment, this requirement does present a difficult problem. At our meeting, it was observed that the outcome of this undertaking is of fundamental significance to the University and ought not to be resolved exclusively in the context of current efforts to develop affirmative action plans; in short, the implications of this question are so broad as to require very careful attention by the total educational community. Further, it was observed that appropriate statements of criteria, which acknowledge the need for continuing deference to "non-mechanical" judgments in the evaluation of academic personnel, must be developed. Such statements of evaluation principles, when coupled with procedural requirements designed to insure regularity in the objective evaluation process, are perhaps long overdue, within the academic world.

7. Salary Differentials. The matter of salary differentials, allegedly based on considerations of sex, was discussed at length. No consensus was reached concerning how to respond to this issue. On the one hand, it was acknowledged that if a pattern of difference based on sex was established, prompt corrective action would have to be undertaken. On the other hand, it was pointed out that a "finding" of discrimination would have to be based on more than a consideration of supervicial and/or incomplete listing of factors which might produce statistical evidence of a questionable difference in average compensation as between members of different sexes.

8. Underutilization and Availability Analyses. It was acknowledged, once again, that this aspect of the affirmative effort, which is accorded such prominence by the regulations, is a terribly difficult one, because of the uncertainty and imprecision of any such analytical exercise. Considerable discussion was devoted to the matter of what "units" of employment ought to serve as the bases for utilization analyses and projections of goals, viz. departmental, school, etc.? Similarly, with respect to SPA personnel, should the base be categories of employment (such as stenographic, manual labor, etc.) or should the base be further refined by reference to administrative organization (such as school or department or division). In general, it was suggested that there ought to be a close correlation between "hiring entity" and the evaluation and projection efforts, viz. if academic personnel are effectively hired on a departmental basis, then the evaluation and projection exercise should be undertaken on a departmental basis. However, it was acknowledged that various circumstances might militate against use of such a limited base.

cc: The Chancellors

ATTACHMENT

When executing the Equal Opportunities Compliance Report, please keep firmly in view the questions listed below.

Question 1 Describe the procedures used in developing an "applicant pool" for this position. What agencies were contacted? Number of letters written, interviews held, telephone calls and other kinds of contacts made? In what significant ways did you depart from traditional recruiting procedures?

Question 2 Among applicants considered for this position, indicate their number by sex and ethnic identity (Black, Chicano, American Indian, and Oriental). How did you accurately determine identity of applicants by sex, race and ethnic origin?

Question 3 List non-discriminatory reasons for selection of the candidate recommended. Are the reasons cited unrelated to the sex, race, or ethnic identity of the candidate? Do the candidate's qualifications coincide (i.e., are not significantly higher or lower) with the published requirements for this position and the duties that you actually anticipate that he will perform.

In signing the certification statement, you attest that you have compiled and have available the necessary documentary evidence to support your response to the questions and to prove that you made a good in-faith effort to comply with equal employment opportunities requirements.

March 5, 1973
CPC:MRG

EAST CAROLINA UNIVERSITY

EQUAL OPPORTUNITIES COMPLIANCE REPORT

This form is to be used for all recommendations for all E.P.A. appointments. All copies are to be attached to the Faculty Personnel Recommendation Form and routed through the Dean of the School or College, Provost or Vice-Chancellor for Health Affairs as appropriate, Equal Employment Opportunities Office, Dean of the University, Business Office, Chancellor, and Personnel Office.

Name: _____ (Person recommended for position)	Rank: _____
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1. Briefly enumerate steps taken in seeking applicants for this position.

2. Briefly summarize sex and ethnic identity of applicants for this position.

3. In considering all applicants for this position, list reasons why this candidate is recommended for this position.

I certify that documentary evidence is on file in this office to support the above statements and also citing non-discriminatory reasons for rejecting each other applicant considered for this position.

Chairman

Department

Date

Approved by:

Dean of School or College

Provost or Vice Chancellor for Health Affairs

Equal Employment Opportunities Officer

Vice-Chancellor and Dean

Chancellor

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

March 29, 1973

MEMORANDUM

TO: Members of the University Equal Employment Opportunity Committee

FROM: Dick Robinson *R. Robinson*

RE: Formation and Meeting of "Executive Committee"

Pursuant to the suggestion made at the last meeting of the Committee, I am requesting the following persons to serve as a resource group for purposes of discussing further any common problems that may be associated with the current process of developing individual campus affirmative action programs:

A & T State University:	Mrs. Doris Canada Dr. Glenn F. Rankin
East Carolina University:	Dr. Charles P. Cullop Mr. Melvin Buck
North Carolina Central University:	Dr. Leonard H. Robinson Dr. Daniel G. Sampson
North Carolina State University:	Mr. William Calloway Dr. Clauston Jenkins
UNC-Chapel Hill	Mr. Jack H. Gunnells Dr. Claiborne Jones
UNC-Greensboro	Mrs. Mazie Bullard Dr. Stanley L. Jones

The first meeting of this group will be held on Thursday, April 5, in the General Administration Building at 10:00 a.m. Any other members of the Equal Employment Opportunity Committee, other than those named above, who wish to attend are welcome. In addition to consideration of the agenda materials which will be prepared and distributed by this office, the participants should come prepared

Members of the UEEQ Committee

Page Two

March 29, 1973

to identify particular problem areas which are being encountered at the campus level in connection with the current effort.

cc: The Chancellors

Dr. Raymond Dawson

Mr. Felix Joyner

Mrs. Hilda Highfill

rec'd
July 6

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

WILLIAM FRIDAY
President

July 1, 1971

MEMORANDUM

To: ✓ Chancellor John T. Caldwell
Chancellor D. W. Colvard
Chancellor James S. Ferguson
Chancellor William E. Highsmith
Chancellor J. Carlyle Sitterson
Chancellor William H. Wagoner

From: William Friday *W. Friday*

Re: Equal Employment Opportunity: Development of Affirmative Program

As agreed at the last Administrative Council meeting, efforts should begin now to develop a positive program designed to further insure the absence of discrimination based on race, religion, color, sex or national origin in all University personnel policies and practices. Although the regulations of the Secretary of Labor, under which HEW supervises compliance with equal-opportunity contract obligations, do not require public institutions to file affirmative action programs, it was our collective judgment that development of an affirmative program, on our own motion, is a desirable and practical approach to this problem area.

We have received no indication concerning when HEW will conduct general compliance reviews at the six campuses; however, we are informed that pre-award reviews (required prior to the award of any non-construction contract in excess of \$1,000,000) will be conducted during July at the Raleigh and Chapel Hill campuses. In anticipation of both the general compliance reviews and the special pre-award reviews, we should act promptly in the formulation of our program. I have asked Dick Robinson to coordinate our efforts. We shall discuss this matter in some detail at the meeting of the Administrative Council on July 6. In preparation for that meeting, will you please do the following:

1. Identify those members of your staff who will be available to work with Dick Robinson in formulating proposals for our consideration. Because the proposed program will affect both academic and non-academic employment policies, it perhaps will be desirable to

have at least two persons involved from each campus, one with administrative responsibility for non-academic employee policies and the other with administrative responsibility for academic employee policies.

2. Transmit to Mr. Robinson on July 8, or as soon thereafter as possible, a memorandum describing any actions which have been taken previously at your campus for the purpose of insuring our compliance with the equal opportunity obligation.
3. Inform your representatives that their attendance is requested at an introductory meeting on this subject to be held on July 8 at the General Administration building in Chapel Hill at 10:30 a.m. Background information will be forwarded to you and your designated representatives in advance of that meeting.

Received 7/14/71
Return to Dr. Jenkins

g

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD H. ROBINSON, JR.
Assistant to the President

July 12, 1971

MEMORANDUM

To: Chancellor John T. Caldwell
Chancellor D. W. Colvard
Chancellor James S. Ferguson
Chancellor William E. Highsmith
Chancellor J. Carlyle Sitterson
Chancellor William H. Wagoner

From: Dick Robinson *DR*

Re: Equal Employment Opportunity: Development of Affirmative Action Program

W

As agreed at the last Administrative Council meeting, representatives from the six campuses of the University met in Chapel Hill on July 8 for the purpose of discussing the development of an affirmative action program designed to improve equal employment opportunities for University personnel. A list of those attending the meeting is attached.

Because the federal regulations which induce this inquiry cover both academic and non-academic employees and, further, because the two types of employment present different problems, we suggested that your delegation ought to consist of at least two administrative officials (one with administrative responsibility in the academic area and one with administrative responsibility in the non-academic area), unless there is on your staff one individual who possesses the requisite expertise and responsibility with respect to both categories of employment. However, at the meeting on July 8 it was apparent to the participants that the size of the committee might detract from its effectiveness in future efforts to evolve proposals for submission to the Administrative Council. Accordingly, may I suggest that you identify one person from your staff who, in future meetings, will represent the views of your campus on this question. For purposes of identification, the group shall be designated "The University of North Carolina Equal Employment Opportunity Committee." Because we anticipate the need for preliminary research and analysis at the campus level prior to the next meeting of the general committee, it would appear desirable to establish

Dr. Jenkins

Equal Employment Opportunity

July 12, 1971

Page Two

a local campus subcommittee consisting of your general committee delegate, others who attended the meeting on July 8 and such additional personnel as may have interests and responsibilities in the area under discussion; such an arrangement would serve to insure that the one delegate to the general committee will have access to all necessary points of view. If you will identify the principal representative which you have designated, I shall address all future correspondence to him, with copies to your office. I am addressing copies of the present memorandum, with attachments, to all who participated in the July 8 meeting.

The proposed schedule for our effort from this date is as follows:

1. July 26: Submission to General Administration of the campus responses to this memorandum.
2. July 30: Mailing by General Administration of copies of those campus submissions to each member of the general committee; it is anticipated that the members of the campus subcommittees will thereafter study the six memoranda prior to the next scheduled meeting of the general committee.
3. August 10: Meeting of the general committee, for the purpose of formulating proposals for a University-wide affirmative action program.
4. August: Conferences with HEW representative concerning the contents of our proposed affirmative action program. On-site compliance reviews are scheduled tentatively by HEW for the Chapel Hill and Raleigh campuses during the month of August. During this period, and based on the results of the HEW inquiries, we should be able to identify possible areas of disagreement between the University and HEW and determine, with greater precision, the dimensions of any problem areas which require our attention.
5. September 7: Submission of proposal to Administrative Council. This target date can only be tentative, because of the tentative nature of the HEW investigative schedule.

Will you please instruct your representatives to undertake the following in connection with preparation of their memorandum to be submitted to this office on July 26:

Equal Employment Opportunity

July 12, 1971

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1. Review and comment on the attached catalogue of items which "traditionally" are included in affirmative action programs. Although the University, as a state institution, is not required to develop a written affirmative action program, we consider it desirable to do so. If the University program is consistent with traditional HEW requirements, in situations where such a written program is necessary, so much the better. Based on the experiences of other institutions of higher education, we can predict with some accuracy the nature of many of the basic requirements of such a program. These inclusions, while of obvious importance to the ultimate objective, can be described as being essentially noncontroversial. The attachment treats these types of inclusions. Your representatives should evaluate these points, in an effort to determine whether any of the traditional inclusions are in fact "objectionable" or "impractical" or "Un-necessary." Further, their memorandum should be designed to add operative substance to the points here presented in outline form, i.e. exactly what steps can and should be taken in implementing the general points.
2. Describe and analyze any additional possible inclusions in the affirmative program, over and above the "traditional" inclusions. There are a number of "non-standard" efforts which could be undertaken but which perhaps are not typically included in current programs of which we have examples. As discussed preliminarily at the July 8 meeting, such supplemental efforts might include (1) an internal grievance procedure designed especially for the in-house resolution of employee complaints based on allegations of improper discrimination; (2) a periodic evaluation system for all employees, with effective record-keeping techniques; (3) training programs for members of the supervisory staff at various levels, designed to alert them more effectively to the problems of discrimination. In addition, we wish to receive comments, under this heading, with respect to the more controversial demands of HEW with respect to affirmative action programs. I have reference particularly to the matter of "quota hiring" and time schedules, which is treated in Section 60-1.40 of CFR (attachment C to my memorandum of July 6, 1971). Should we subscribe to this general principle in the development of our program; must we do so; what difficulties may attend the development of such a program. In short, a combination of your responses to points 1 and 2 hereof should amount to a clear indication of the type of affirmative action program which, in the judgment of the campus, ought to be developed and implemented.
3. Analyze the computer print-out "employment profiles" which were submitted previously to HEW by your campus. The objective of such analysis should be to identify, in light of presumed HEW analytical assumptions, those employment areas in which there is "underutilization" of the protected categories of persons, i.e. racial minorities, females, etc. The

Equal Employment Opportunity
July 12, 1971
Page Four

available evidence suggests that HEW analysis consists of a comparison of percentages of blacks or females within a segment of your workforce with the percentage of such persons within the employment market in a given area. Because we must anticipate HEW emphasis on this type of analysis, we should be prepared in advance to respond knowledgeably to any such analysis. There appear to be three possible types of responses to problems identified in this manner, in our discussions with HEW: (1) We may choose to question the validity of any generalizations predicated on this type of analysis; if so, we should be prepared to suggest more reliable analytical techniques, or explanations for our "failure" to conform to the presumed "norms;" such an approach assumes that we accept the proposition that, absent evidence of discrimination, it is appropriate for HEW to prescribe such quotas. (2) We may choose to reject the quota principle, absent evidence of systematic discrimination which has produced the "imbalance" in employment profiles; again, we ought to be familiar with our own situation, to the end that we may establish other non-culpable explanations for the apparent imbalance. (3) We may choose to acknowledge the probability that discrimination, either conscious or unconscious, has contributed to the employment profile, but reject the quota principle as a proper response, i.e. choose instead to emphasize the need to use other concentration techniques to effect changes in those patterns.

4. Describe in detail the efforts made to date at your campus to improve our response to the equal employment opportunity obligation. Such a description was requested previously in connection with my memorandum of July 6. It would seem to be more appropriate to make such a description a part of this larger comprehensive submission. Reference here is to those policy statements and implementing regulations and programs which may have been adopted from time to time at your campus, beginning with the most obvious (such as required notice posting) to the more sophisticated (such as the training of persons responsible for interviewing applicants). This request does not envision a comprehensive review of all efforts at every level within the campus and an assessment of results achieved to date; rather, attention should be directed to those matters which have been the subject of formal treatment at your central sources of administrative policy, including, but not limited to, the efforts of your personnel office.

In pursuing these four objectives, the attachments to my memorandum of July 6 hopefully will be of some value. In my absence, any questions on this subject should be addressed to Mr. Felix Joyner, Vice President-Finance.

cc: President Friday

PARTICIPANTS IN JULY 8 MEETING

Asheville

Dr. Roy Albert Riggs, Vice Chancellor for Academic Affairs
Mr. William Howard Pott, Vice Chancellor for Finance

Chapel Hill

Dr. Claiborne S. Jones, Assistant to the Chancellor
Dr. Harvey L. Smith, Assistant to the Vice Chancellor for Health Sciences
Mr. Jack H. Gunnells, Personnel Director

Charlotte

Mr. Silas M. Vaughn, Vice Chancellor for Business Affairs
Dr. Robert Harry Gibson, Assistant to the Vice Chancellor for Academic Affairs

Greensboro

Dr. Stanley L. Jones, Vice Chancellor for Academic Affairs
Mr. Everett S. Wilkinson, Jr., Director of Business Services
Mrs. Mazie B. Bullard, Personnel Analyst

Raleigh

Dr. Clauston L. Jenkins, Coordinator of Institutional Studies and Planning
Mr. Charles B. Lynam, Personnel Analyst

Wilmington

Dr. J. Paul Reynolds, Vice Chancellor for Academic Affairs
Dr. Charles L. Cahill, Vice Chancellor for Academic Affairs, Designate
Mr. Charles L. Sanders III, Personnel Director

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD H. ROBINSON, JR.
Assistant to the President

July 30, 1971

MEMORANDUM

To: Members of the University Equal Employment Opportunity Committee

From: Dick Robinson *DRBj.*

It has not been possible for two campuses to conform to the suggested schedule for submission of memoranda on the subject of proposed affirmative action policies. Accordingly, I shall defer the mailing, originally scheduled for today, until next week. Consequently, it will be necessary to reschedule the general meeting originally scheduled for August 10. I shall suggest a new date for that meeting at a later time.

cc: Chancellors

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD H. ROBINSON, JR.
Assistant to the President

August 12, 1971

MEMORANDUM

To: Members of the University Equal Employment Opportunity
Committee

From: Dick Robinson *RHR Jr.*

As agreed by members of the Committee, we shall resume our discussion of the development of an affirmative action program for the University at our meeting on Wednesday, August 18. As previously noted, the meeting will be held at 10:00 a.m. at the Office of General Administration in Chapel Hill. You should reserve the entire day on your calendar.

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD H. ROBINSON, JR.
Assistant to the President

August 6, 1971

MEMORANDUM

To: Members of the University Equal Employment Opportunity Committee
From: Dick Robinson *DRB.*
Re: Proposed Meeting of Committee

I enclose herewith copies of the six memoranda received in response to my memorandum of July 12 concerning development of an affirmative action program.

As a suggested guide to analysis of these materials, in preparation for the next general meeting of the Committee, may I offer the following thoughts concerning the nature of our objectives.

As noted on previous occasions, the University is not required to adopt and file a written affirmative action program. However, it has been our collective judgment, and that of the Administrative Council, that development of such a program is the most effective way for us to respond to many of the problems associated with our obligations under the federal contract-compliance program. Considerations of practicality suggest that each principal employing unit of the University, i.e. each campus, should formulate, articulate and implement its own affirmative action program. Variations among the several campuses, with respect to administrative structure, size, nature of problems and resources, must be acknowledged in this process. However, a necessary degree of uniformity ought to be pursued, with respect to the following matters:

1. The fundamental "required" inclusions in such a program ought to be the subject of consensus among us. Thus, there ought to be a checklist of items to which all campuses are to subscribe in formulating their programs. It is anticipated that the Committee will formulate suggested guidelines of this nature for submission to the Administrative Council. Following approval of such guidelines, each campus will in turn give operative substance to the points covered. The guidelines may range from general statements of principle to rather specific

indications of procedures to be followed. I anticipate that our deliberation of such questions will and ought to be influenced primarily by the "traditional practices" which have developed in this area, i.e. what other contractors have done, with the approval of the various federal compliance agencies. I have reference here to the less controversial aspects of existing affirmative action models.

2. The points of acknowledged controversy between contractors and the federal government should be treated by the campuses of the University on a uniform basis. For example, the Department of Health, Education and Welfare, and indeed the Secretary of Labor, have pressed for the adoption of action programs by contractors which go far beyond the traditional practices of recruitment and hiring. The most obvious example of these sources of continuing difficulty is the matter of percentage employment goals, designed to increase the representation of racial minorities and females in the employee complement. With respect to all such matters, which may involve us in disputes with federal administrative officials and which could lead, ultimately, to litigation, we should have an agreed position.

Within the framework of these two principal areas of consistent treatment of the affirmative action concept, flexibility of response is to be encouraged. Emphases may vary from campus to campus; implementing procedures may have to be modified to suit the context presented by a particular campus; additional steps may be indicated at a campus, over and above those specified on a uniform basis. In addition, we cannot neglect the fact that HEW compliance reviews at the campuses may result in suggestions from that source about additional steps which a particular campus should undertake; whether any such suggestions ought to be deferred to would be a matter for subsequent inquiry.

With the preceding as preface, may I suggest that your evaluation of the enclosed materials be designed to identify areas of common agreement as well as sources of possible difficulty, either for your particular campus or for the institution as a whole. At our next meeting, we should be prepared to devote the time necessary for development of a general outline of our proposed uniform affirmative action guidelines and a suggested statement of policy with respect to the more controversial subjects which we will confront in our relations with HEW.

May I suggest that the next meeting of the Committee occur on Wednesday, August 18, beginning at 10:00 a.m. at the General Administration Building in Chapel Hill. Will you please reserve the entire day. If the suggested date is not convenient, please call my secretary, Mrs. Martin. I shall either confirm or suggest a modification of the meeting date by a subsequent memorandum.

cc: (without attachments): President Friday
The Chancellors

File: Black / Equal Opportunity

23 August 1971

TO: Dr. Kelly

FROM: Clauston Jenkins

Re: Meeting of UNC Equal Employment Opportunity Committee

The committee, composed of 1 member from each campus and Mr. Robinson, met on August 18, 1971. We discussed the relevant minimum points which we agreed should be included in a plan for positive action. Mr. Robinson will prepare a draft of the results for our review. Outside the minimum points and a general policy statement each campus can develop its own plan.

The basic thrust of our agreement is that we shall resist the use of quotas and the implication that we have discriminated in the past through specific practices. Our focus will be on insuring that we do not discriminate. Even though we want to increase our minority representation we will do so on the basis that lack of qualification has prevented us from doing so in the past and that we are moving to insure that access is now available.

We need to take the following steps at this time:

- 1) Give Mr. Robinson a statement about the organization of campus responsibilities for carrying out the plan. I would suggest a statement similar to the enclosed draft.
- 2) Prepare a policy statement for the Faculty Handbook. The attached draft has been reviewed by Mr. Robinson. The language is basically that of a policy statement by President Friday. If you approve, we can have it printed for handbook.
- 3) We should consider giving the Good Neighbor Council an informal review of the situation, the general issues, our proposed plan, and the role we envision for them. Shouldn't you or I meet with them at the first chance?
- 4) We need to continue our search for the Assistant to the Provost for Equal Employment Opportunity.

Black -
Equal Opportunity

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
BOX 5067 ZIP 27607
TELEPHONE: 919, 755-2191

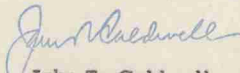
August 26, 1971

Mr. Richard H. Robinson
The University of North Carolina
P. O. Box 309
Chapel Hill, North Carolina 27514

Dear Mr. Robinson:

For purposes of insuring equal employment opportunity at North Carolina State University, the ultimate responsibility will reside in the Chancellor. The administration of policy related to EPA personnel will be the responsibility of the Vice Chancellor and Provost. For SPA personnel the Vice Chancellor for Finance and Business will have responsibility for insuring equal employment opportunity.

Sincerely,


John T. Caldwell
Chancellor

CC: ✓ Provost Harry C. Kelly
Mr. J. D. Wright

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THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

October 2, 1972

MEMORANDUM

To: The Chancellors

From: Dick Robinson *DRB:rc*

Re: Meeting of University Equal Employment Opportunity Committee

The first meeting of the University Equal Employment Opportunity Committee is now scheduled for Wednesday, October 11 at 1:30 in Chapel Hill at the General Administration Building. An early meeting of this committee has become urgent because of recent developments in our relationship with the Department of Health, Education and Welfare. Will you please notify your two representatives (please refer to President Friday's memorandum on this subject dated September 28, 1972) of this meeting. If you have not already done so, please forward to me at your earliest convenience the status report requested by the President's memorandum.

Scheduled 10/8

Gloria,
ask inform Mr. Callaway that
will get a state car - leaving town 12:30
ask Dr. Jenkins if he can
come along
HD

NORTH CAROLINA STATE UNIVERSITY
AT RALEIGH

CHANCELLOR'S OFFICE

10/3/72

TO:

Dr. Jenkins
Provost Kelly *W*

Note item 2, please, and comply for us.

JTC

as we spoke
W

ACTION REQUESTED ON ATTACHED

____ NOTE AND RETURN

____ NEED NOT RETURN

____ PLEASE HANDLE

____ PLEASE ADVISE ME/FURNISH DATA

____ PLEASE ANSWER AND FURNISH ME COPY

____ PLEASE DRAFT REPLY FOR MY SIGNATURE

____ REQUIRES YOUR APPROVAL

____ PLEASE CALL ME ON THIS

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
Box 5067 Zip 27607
TELEPHONE: 919, 755-2191

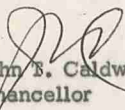
3 October 1972

President William Friday
The University of North Carolina
P. O. Box 309
Chapel Hill, North Carolina 27514

Dear President Friday:

Provost and Vice Chancellor Harry C. Kelly and
Personnel Director William R. Calloway will represent
us on the University Equal Employment Opportunity
Committee.

Sincerely,


John T. Caldwell
Chancellor

cc: Provost Kelly
Dir. Calloway

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

WILLIAM FRIDAY
President

September 28, 1972

MEMORANDUM

To: Chancellors

From: William Friday

Re: Equal Employment Opportunity

Consistent with our discussion at the Administrative Council meeting yesterday, please attend to the following matters preliminary to initiation of committee work:

1. Appoint your representatives to serve on the University Equal Employment Opportunity Committee; in view of the fact that the coverage of the federal regulatory programs is comprehensive, embracing both academic and nonacademic personnel, and that different considerations may be applicable to the two basic categories of University employment, may I suggest that your delegation consist of two individuals: (a) your Director of Personnel and (b) that administrative official (Provost, Dean of Faculty, Vice Chancellor for Academic Affairs) who has final responsibility (short of the Chancellor) for academic personnel questions. Please let me know promptly the name and title of the persons you wish to designate.
2. Please furnish Dick Robinson with a status report on all previous or current involvements of your campuses with federal agencies or courts on the subject of Equal Employment Opportunity requirements (such as any compliance reviews, administrative complaint cases or private-party litigation).

In the future, please be certain that you inform Mr. Robinson promptly of any new developments in this area on your campuses (for example, contracts from any federal agencies, initiation of any complaint proceedings, filing of any court actions).

Memorandum to Chancellors
September 28, 1972
Page 2

A meeting of this University Committee will be scheduled as soon as practical and your designated representatives will be notified accordingly.

Mr. Harry R. ...

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

MEMORANDUM

TO: Members of the University Equal Employment Opportunity Committee

FROM: Dick Robinson *DRMjr.*

RE: Agenda for Meeting on October 11, 1972

In preparation for the meeting scheduled for 1:30 on October 11 at the General Administration Building in Chapel Hill, I suggest the following agenda for the Equal Employment Opportunity Committee:

1. Summary and review of applicable federal and state regulations concerning the University's equal-employment-opportunity responsibilities (see attachment).
2. Summary of current status of compliance and complaint proceedings affecting the University.
3. HEW Compliance Review Report.
4. Major issues posed by procedures used by and assumptions of federal enforcement agencies.
5. Types of activity which can and should be undertaken by the University campuses on a concerted basis in responding to federal and state obligations; areas for independent campus concern and activity.
6. Schedule of subsequent meetings and activities.

Attached is a list of the persons appointed by the respective Chancellors to serve as members of the University Equal Employment Opportunity Committee.

cc: President Friday

UNIVERSITY EQUAL EMPLOYMENT OPPORTUNITY COMMITTEE

General Administration:

Dr. Raymond Dawson, Vice President,
Academic
Mrs. Hilda Highfill, Assistant to Vice
President
Mr. Felix Joyner, Vice President, Finance
Mr. Dick Robinson, Assistant to the
President

Appalachian State University:

Mr. Larry Nance, Director of Personnel
Services
Dr. Paul Sanders, Vice Chancellor, Academic

East Carolina University:

Mr. Melvin Buck, Personnel Director
Dr. Robert Holt, Vice Chancellor and Dean

Elizabeth City State University:

Mr. Thomas E. Carter, Assistant to the
Chancellor
Mr. Albert C. Robinson, Jr., Personnel Officer

Fayetteville State University:

Dr. H. M. Eldridge, Associate Dean of
the University
Lt. Col. Luther M. McManus, Assistant
to Chancellor

N. C. A & T State University:

Mrs. Doris Canada, Director of Personnel
Dr. Glenn F. Rankin, Vice Chancellor for
Academic Affairs

North Carolina Central University:

Miss Aletha Rease, Personnel Director
Dr. Leonard Robinson, Vice Chancellor,
Academic

North Carolina School of the Arts:

Mr. Lewis Hawley, Bursar & Personnel
Director
Mr. Martin Sokoloff, Administrative Director

North Carolina State University:

Mr. William Calloway, Personnel Director
Dr. Harry Kelly, Provost

Pembroke State University:

Dr. Carl Fisher, Vice Chancellor, Academic
Mr. William Mason, Personnel Officer

University of North Carolina
at Asheville:

University of North Carolina
at Chapel Hill:

University of North Carolina
at Charlotte:

University of North Carolina
at Greensboro:

University of North Carolina
at Wilmington:

Western Carolina University:

Winston-Salem State University:

Mr. William Pott, Vice Chancellor, Finance
Dr. Roy Riggs, Vice Chancellor, Academic

Dr. Claiborne Jones, Assistant to the
Chancellor

Mr. Donald Currie, Director of Personnel
Dr. William Hugh McEniry, Vice
Chancellor for Academic Affairs

Mrs. Mazie Bullard, Personnel Technician
Dr. Stanley Jones, Vice Chancellor,
Academic

Mr. Richard Brown, Personnel Officer
Dr. Charles L. Cahill, Vice Chancellor,
Academic

Mr. Frank Brown, Vice Chancellor,
Administration

Mr. James Holland, Personnel Officer

Mr. Bernell Jones, Personnel Officer
Dr. Lafayette Parker, Academic Dean

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

WILLIAM FRIDAY
President

May 1, 1973

MEMORANDUM

TO: The Chancellors
FROM: William Friday *W Friday*
RE: Revision and Submission of EEO Affirmative Action Plans *m*

As announced at the last meeting of the Administrative Council, submission of individual campus affirmative action plans will be deferred, with the consent of HEW, pending additional work on these programs. Mr. Robinson will be contacting you in the near future concerning his suggestions for revision and/or supplementation of your draft and the schedule for completion of the additional work. The time for accomplishing this objective remains short; special priority will have to be given this work.

cc: Members of University Equal Employment Opportunity Committee

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

October 12, 1972

MEMORANDUM

TO: Members of University Equal Employment Opportunity Committee

FROM: Dick Robinson *R. J. R.*

RE: Subcommittee Membership

Consistent with the understandings reached at our initial meeting yesterday, two subcommittees of the UNC Equal Employment Opportunity Committee will be established to begin consideration of the following matters:

1. Development of a model Affirmative Action Plan (Subcommittee 1);
2. Analysis of criteria and methods for evaluation of faculty personnel questions (Subcommittee 2).

It appears likely that it will be desirable for the two subcommittees to hold several meetings during the next thirty days. In naming the members of the subcommittees, I wish to be sensitive to the schedules and workloads of the prospective members, which might render such subcommittee participation burdensome. Accordingly, will you please indicate below whether or not you will be available to participate as a member of a subcommittee and express a preference as to which subcommittee you would prefer to be associated with. Please return this form at your earliest convenience. The memberships and initial meeting dates for the respective subcommittees will be announced as soon as possible.

I X will _____ will not be available to participate in subcommittee work.

I would prefer to be a member of _____ Subcommittee 1 X Subcommittee 2.

*Returned to Mr. Robinson 10/17/72
cc - Dr. Jenkins ✓
- file*

Dr. Clauston L. Jenkins
Name
North Carolina State University
at Raleigh
Campus

cc: Dr. Dawson
Mr. Joyner
Mrs. Highfill

Equal Employment
Opportunity File

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

W

RICHARD ROBINSON
Assistant to the President

October 12, 1972

MEMORANDUM

TO: Members of University Equal Employment Opportunity Committee W
FROM: Dick Robinson *R. Robinson*
RE: Subcommittee Membership

Consistent with the understandings reached at our initial meeting yesterday, two subcommittees of the UNC Equal Employment Opportunity Committee will be established to begin consideration of the following matters:

1. Development of a model Affirmative Action Plan (Subcommittee 1);
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I X will _____ will not be available to participate in subcommittee work.

I would prefer to be a member of _____ Subcommittee 1 X Subcommittee 2.

Note: cc for Dr Jenkins
cc for file
Returned to Mr. Robinson
10/17/72
JR

Dr. Clauston L. Jenkins
Name
North Carolina State University
at Raleigh
Campus

cc: Dr. Dawson
Mr. Joyner
Mrs. Highfill

October 16, 1972

MEMORANDUM

TO: Dr. Kelly
FROM: C. L. Jenkins

G

I suggest you say that you or I will be available to serve on subcommittee 2 - faculty personnel questions - because that is the major issue in the whole process as I see it. We have got to defend the principle of merit and deny that everything can be quantified.

CLJ/sbe

Enclosure

*Gloria, pls type
in Jenkins name
for group 2
W*

Equal Employment

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
Box 5067 Zip 27607
TELEPHONE: 919, 755-2191

26 October 1972

W

Mr. Richard Robinson
Assistant to the President
The University of North Carolina
P. O. Box 309
Chapel Hill, North Carolina 27514

Dear Mr. Robinson:

Dr. Harry C. Kelly, our Provost and Vice Chancellor,
is hereby designated as the Equal Employment Officer for
North Carolina State University.

Sincerely yours,

John T. Caldwell
Chancellor

cc: Dr. Kelly

HRT

WHS

g

21

October 24, 1972

MEMORANDUM

TO: Chancellor John T. Caldwell
FROM: Harry C. Kelly, Provost

We are preparing the data requested in President Friday's memorandum to Chancellors of October 17, concerning equal employment opportunity. WBS

Item 3 requests you notify Dick Robinson of the name of our campus official who is our EEO Officer. I suggest you send my name as a temporary measure until we can get a person and salary. 9

President Friday states "Consensus was reached..." There was very little opportunity for discussion, and to say that there was "consensus" is stretching the meaning of the word. I did raise objection to meekly accepting the task of "developing a set of objective criteria by which the monetary worth of faculty members might be comparatively adjudged, and by which said faculty members might be comparatively graded or rated." I raised the question (one of the few questions raised) as to whether this was possible and whether university scholars did not have a special responsibility to question the directive. I stated that it was my experience in the Federal Government that Fellowship programs and Grant programs had to depend by its panel system on subjective judgement of peers.

HCK:gj

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST AND VICE-CHANCELLOR

HOLLADAY HALL

10-23 Date

TO: Dr. Kelly

ACTION REQUESTED ON ATTACHED:

☐ Note and Return

☐ For your information
(need not return)

☐ Please handle

☐ Please answer; furnish me copy

☐ Please draft reply for my signature
(return attachments)

☐ Please give me your comments
(return attachments)

☐ Requires your approval

A draft prepared as you

requested Friday.

FROM: C.J.

D R A F T

October 23, 1972

MEMORANDUM

TO: Chancellor Caldwell
FROM: Provost Kelly

We are preparing the data requested in President Friday's memo to Chancellors of October 17, concerning equal employment opportunity.

Item 3 requests you notify Dick Robinson of the name of our campus official who is our EEO officer. I suggest you send my name.

HCK:CLJ:lc

Dr. Jenkins

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

WILLIAM FRIDAY
President

October 17, 1972

MEMORANDUM

TO: The Chancellors

FROM: William Friday *W. Friday*

RE: Results of First Meeting of University Equal Employment Opportunity Committee

The first meeting of the committee was held in Chapel Hill on October 11. Representatives from all sixteen campuses were present for this organizational meeting, which included on its agenda a general review of the pertinent legal obligations to which the University is subject in the area of equal employment opportunity. Consensus was reached on the following points:

1. This subject is one of substantial urgency and all campuses must devote immediate attention to it, both individually and as participants in a collective University effort. It will be both valuable and, in some instances, necessary to formulate a uniform, University-wide reaction to and treatment of certain issues. The committee will serve as the medium for such concerted effort and, in turn, will advise me and the Administrative Council accordingly.
2. The informational and advisory function with respect to this subject will be coordinated through the General Administration office, in the person of Dick Robinson. Campus officials will inform us promptly of any pending investigations or complaints growing out of any of the three sources of federal regulation on this subject. In addition, we shall maintain close contact with the various federal agencies, for purposes of insuring prompt dissemination of information to you about any developments in the applicable law or agency regulations.
3. A campus official should be designated immediately as the Equal Employment Opportunity Officer for the campus. This action is required by HEW guidelines and, further, will improve our in-house work on this matter by facilitating liaison between General Administration and the respective campuses. It is possible that, in some instances, the Chancellor will choose to function in this capacity; in others, another person may be chosen. It would seem

desirable and useful for each such official to have the assistance of a local campus committee, which could be so composed as to reflect the basic dichotomy in University employment, i.e. representatives from both the academic and nonacademic sectors of the campus. Will you please transmit to Dick Robinson the name and title of the individual whom you choose to serve as Equal Employment Opportunity Officer for the campus.

4. There is a need for prompt assessment of the employment profile at each campus, with respect to such matters as minority and female representation in the work force and comparative salary levels for the various categories of employees. Accordingly, each campus will prepare data of the type requested in the accompanying memorandum, to be submitted by November 6.
5. Two subcommittees will be formed in the near future, from the general membership of the University Equal Employment Opportunity Committee, to begin analysis of two specific problem areas:
 - a. Development of a model Affirmative Action Plan, which may be used as a basis for campus responses to the obligation to adopt such a program under HEW guidelines.
 - b. Analysis of criteria and methods for evaluation of faculty personnel questions, with a view toward possible recommendations concerning modifications of current practices and/or more effective justification of current practices.
6. A checklist of basic, minimum requirements posited by the three sources of federal regulation is being prepared and soon will be distributed to the campuses, for purposes of encouraging and facilitating immediate campus efforts to insure compliance.

These and related matters will be discussed further at the next meeting of the Administrative Council.

cc: Mr. Robinson
Members of University Equal Employment Opportunity Committee

3/6/73

Dr. Kelly talked
with Chancellor
by telephone ~~on~~
this morning on
this matter.

BS

March 5, 1973

MEMORANDUM

TO: Provost Kelly

FROM: N. N. Winstead

N. N. Winstead

SUBJECT: Anti-Nepotism Policy - for discussion at Chancellor's
Staff Meeting 3/5/73

1. Note Page 2 - NCSU treats the entire campus as a unit instead of the Department, School, or other subdivision as shown in No. 1. In other words our present policy is almost ~~very~~ *much* like the State Personnel Board Policy, see Page 3.

2. HEW Objections, Page 3 and No. 1 on Page 7.

In reality we make waivers of the present policy frequently for women and rarely for men. Hence, a superficial review would appear that our present policy discriminates.

3. Note model on Pages 8, 9, 10 - Point No. 3 would make it necessary for a full professor not to serve on a review panel if a relative were considered for promotion or tenure.

4. The policy does not mention that for a relative to be employed they have to be the best qualified. So if this policy is adopted, it would be necessary for us to ascertain that only the best qualified persons were appointed and to insure that no back scratching exercises of you hire my son and I'll hire your wife, etc., exists.

5. We could live with this proposed policy.

NNW/sbe

Enclosure

m to Dr K.

*Dr. Winstead
Dr. Jackson
Dr. Martin
m. Simpson*

5

ANTI-NEPOTISM POLICY

Anti-nepotism policies preclude, with varying degrees of strictness, the concurrent employment of two persons who are related by blood or marriage. The two usual justifications for anti-nepotism policies are: First, such restrictions help to insure observance of the merit principle of employment, under which an employee or prospective employee is to be evaluated on the basis of his or her personal qualifications and performance, as measured against established employment criteria. Such policies are adopted in the belief that an absolute prohibition, rather than continual case-by-case vigilance, provides the most effective protection against favoritism based on family relationship. With the adoption of such a policy, no questions concerning that particular type of extraneous influence can arise; both administrators and employees are relieved of any doubts about objectivity which might otherwise be occasioned by concurrent employment of family members. Second, and of apparently less significance, such policies are occasionally justified (particularly in governmental employment) as checks against any tendency towards family monopoly on available employment positions; in short, the available public employment positions are to be spread as broadly throughout the general population as is practicable, with no particular families enjoying special benefits from the opportunity for public employment.

Existing University Policies

Various anti-nepotism policies are in effect currently at the component institutions of The University of North Carolina. For example:

1. The former Board of Trustees of the six component institutions which comprised the University prior to July 1, 1972, adopted the following policy:

✓ "RESOLVED that henceforth it shall be the policy of the University not to employ in any capacity within the same department, school or other subdivision of any one of the ... institutions of the University any one who is related within the third degree of consanguinity or affinity to any individual already employed in that department, school or subdivision. (Consanguine relationships are defined by North Carolina statutes as including parents and children, brothers and sisters, grandparents and grandchildren, uncles and aunts, nieces and nephews. By affinity the relationships are here defined to include husbands and wives, parents-in-law and their sons and daughters-in-law, brothers and sisters-in-law.) Individual exceptions to this policy may be made in unusual circumstances only with the approval of the Executive Committee of the Board of Trustees."

2. The Faculty Handbook of Appalachian State University contains the following regulation concerning nepotism:

"Normally, no more than one member of a family may be employed to serve on the faculty. Where the interests of the university require an exception to this policy and employment of a second member is made, applications for the position may be considered annually."

3. The Faculty-Administration Handbook of Western Carolina University contains the following regulation concerning nepotism:

"The first concern of the University is to employ competent persons. These persons will be employed without discrimination on the basis of race, color, creed, religion, sex or national origin. The only exception to this general policy in employment practices is that two persons from a family (siblings, spouses, parents-children) may not be employed in the same administrative unit if either has supervisory responsibilities for that unit."

In addition, the policy of the State Personnel Board (with reference to SPA personnel only) provides, on the subject of nepotism:

✓ "It is the policy of State government that persons considered for employment or promotion will be selected on the basis of training and experience and other characteristics which best suit the individual to the job to be performed. All such considerations being reasonably equal, a selection will not be made which will involve employment of close relatives.

If conditions are such that it is necessary for relatives to be considered, the following will apply:

1. Two members of an immediate family shall not be employed within the same agency if such employment will result in one supervising a member of his immediate family, or where one member occupies a position which has influence over the other's employment, promotion, salary administration and other related management of personnel considerations.
2. Where two members of an immediate family are employed, it shall be the responsibility of the agency head to certify to the State Personnel Department that efforts of recruitment and evaluation have failed to provide other qualified applicants, thereby, justifying the employment of relatives within the same agency."

HEW Objections to Anti-Nepotism Policies

HEW has expressed objection to such anti-nepotism practices at various institutions, contending that such policies, either as written or as applied, are violative of the prohibitions against sex discrimination. Both the husband-wife context and the parent-child relationship give rise to allegations that women are being affected adversely more often than men. Although the formulations of HEW's criticisms lack precision, they appear to fall into two categories: (1) Irrespective of the wording and intentment of the policy, and even if applied consistently, in fact women are disadvantaged more frequently than men, and thus the consequences of the policy are held to be discriminatory;

(2) the policy is applied in a selective manner so as to affect women more often than men; or the policy is invoked on an irregular basis for the purpose of precluding the employment of women.

The available literature on this subject from HEW includes:

1. Higher Education Guidelines, Executive Order 11246, which provides in pertinent part:

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

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

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

If an individual has been denied opportunity for employment, advancement or benefits on the basis of an anti-nepotism rule or practice, that action is discriminatory and is prohibited under the Executive Order. Institutional regulations which set reasonable restrictions on an individual's capacity to function as judge or advocate in special situations involving a member of his or her immediate family are permissible where they do not have the effect of denying equal employment opportunity to one sex over the other.*

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

2. Compliance review letter of September 27, 1972, concerning the component institutions of the University prior to July 1, 1972:

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

3. Letter communicating complaint findings relative to the Chapel Hill campus, dated October 12, 1972:

"The anti-nepotism policy should be discarded or changed immediately to bring it into line with provisions adopted at other institutions which have liberalized anti-nepotism rules, so that sex discrimination will no longer result.

The University should thoroughly instruct its deans, departmental chairmen and others responsible for hiring actions on such revised policies so that in application it will be non-discriminatory.

The University should publicly announce the change in policy through both campus and community news media, including local newspapers."

Anti-Nepotism Programs Approved or Endorsed by HEW

The following are samples of anti-nepotism approaches which have received the approval or endorsement of HEW:

1. Policy of the University of Michigan, adopted June 10, 1971:

"I. Policy

In accordance with general University policy, the basic criteria for appointment and promotion of all University staff shall be appropriate qualifications and performance. Relationship by family or marriage shall constitute neither an advantage nor a deterrent to appointment by the University provided the individual meets and fulfills the appropriate University appointment standards.

No individual shall be assigned to a department or unit under the supervision of a relative who has or may have a direct effect on the individual's progress or performance, nor shall relatives work for the same immediate supervisor, without the prior written approval of the administrative head of the organizational unit (Dean, Director, etc.) and the Office of the Vice-President for Academic Affairs or the Personnel Office as appropriate.

In any event, in accordance with general University policy, there shall be no discrimination based upon sex in appointment, promotion, wages, hours or other conditions of employment.

II. Definitions

a. Relative: For the purpose of this policy, relative is defined as the husband or wife of a staff member as well as the son, daughter, mother, father, brother, or sister of the staff member or spouse. This definition is not to be construed to exclude the possibility of questions of nepotism in the case of other family relationships.

b. Nepotism: Appointment and/or promotion bestowed in consideration of family relationship and not of merit."

2. Policy statement of AAUP concerning "Faculty Appointment and Family Relationship", adopted April 1971:

"In recent years, and particularly in relation to efforts to define and safeguard the rights of women in academic life, members of the profession have evidenced increasing concern over policies and practices which prohibit in blanket fashion the appointment, retention, or the holding of tenure of more than one member of the same family on the faculty of an institution of higher education or of a school or department within an institution (so-called "antinepotism regulations"). Such policies and practices subject faculty members to an automatic decision on a basis wholly unrelated to academic qualifications and limit them unfairly in their opportunity to practice their profession. In addition, they are contrary to the best interests of the institution which is deprived of qualified faculty members on the basis of an inappropriate criterion, and of the community which is denied a sufficient utilization of its resources.

The Association recognizes the propriety of institutional regulations which would set reasonable restrictions on an individual's capacity to function as judge or advocate in specific situations involving

members of his or her immediate family. Faculty members should neither initiate nor participate in institutional decisions involving a direct benefit (initial appointment, retention, promotion, salary, leave of absence, etc.) to members of their immediate families.

The Association does not believe, however, that the proscription of the opportunity of members of an immediate family to serve as colleagues is a sound method of avoiding the occasional abuses to a significant number of individual members of the profession and to the profession as a body, the Association urges the discontinuance of these policies and practices, and the rescinding of laws and institutional regulations which perpetuate them."

Issues Presented

It is submitted that answers to the following questions should be sought in responding to current HEW challenges to anti-nepotism policies and practices:

1. Have current policies, either as written or as applied, had a substantially greater adverse effect on females than on males? This inquiry would be undertaken without reference to arguably available challenges to the HEW contention that empirical documentation of greater impact on females (alone, and without reference to the question of discriminatory intent) suffices to invalidate a policy. If the University can demonstrate that no such appreciable sex-related differences in result exist, then there would appear to be no basis for challenging existing policies. On the other hand, if such a difference in result is measurable, further inquiry would appear to be warranted. It is possible that any such empirical inquiry will be considered unnecessary, in that a change in policy is otherwise dictated by our reconsideration of the policy foundations for such existing policies, in light of the known effects of current social dynamics.

2. Should a common policy for academic personnel at all component institutions be adopted, or should each campus be left free to treat the issue as it prefers? It is submitted that a uniform policy is necessary.

3. Assuming a decision to pursue a common policy:

a. Should the University decide not to have an anti-nepotism policy?

There perhaps would be several different implications of the abolition of any formal statement on the subject of anti-nepotism. On the one hand, such a decision could be interpreted as amounting to a judgment that the possible problem of favoritism based on family relationship is not a serious one, that our professional staff members can be trusted not to be influenced by such extraneous considerations, and that no policing of the question is necessary. On the other hand, the abolition of a policy statement on the subject could be interpreted to mean that all such questions of improper influence as might arise would be treated on an ad hoc, case-by-case basis, subject to the general principles of merit employment practices, with the burden for initiation of such questions resting with other employees aggrieved by allegedly improper practices violative of the merit principle. Unquestionably, the abolition of anti-nepotism policies would conform completely to the apparent views of HEW. However, there remains the question, of obviously equal and perhaps superior importance, concerning the practical personnel needs of the University, HEW considerations aside.

b. Should the University articulate a common restriction addressed to the nepotism problem? If so, the following is offered as a model for discussion:

✓ (1) With respect to the process of evaluating applicants for positions of employment, no administrative or supervisory official of

the University who has authority and responsibility to make effective recommendation or decision at any stage of the hiring process may exercise such authority and responsibility with respect to any applicant to whom the official is related, within the third degree, by consanguinity or affinity. If it is not possible or practicable for the official to disqualify himself or herself with respect to the evaluation of the applicant to whom he or she is related, the applicant may not be considered *who decides?* for the position.

(2) With respect to the process of evaluating employees for purposes of promotion, advancement, salary increases, work assignment, termination, discipline and other terms and conditions of employment, no administrative or supervisory official of the University who has authority and responsibility to make effective recommendation or decision at any stage of the evaluation process may exercise such authority and responsibility with respect to any employee to whom the official is related, within the third degree, by consanguinity or affinity. If it would not be possible or practicable for the official to disqualify himself or herself with respect to the process of evaluating the employee to whom he or she is related, one of the related persons, either the employee or the official, must decline to accept appointment to or must resign from his or her position, *who decides?* in order to eliminate the conflicting relationship.

(3) With respect to the process of evaluating either applicants or employees, no employee of the University (as distinguished from an administrative or supervisory official of the University) may participate in the exercise of authority and responsibility by any committee, board or

other multiple-member entity charged with evaluation of any applicant or employee to whom he or she is related, within the third degree, by consanguinity or affinity; such restriction shall be effectuated either by temporary absence or, where necessary, by resignation of the employee from the committee, board or other multiple-membership entity.

(4) For purposes of this policy, relation by consanguinity or affinity within the third degree shall mean:

- (a) Consanguinity: Parents and children; brothers and sisters; grandparents and grandchildren; uncles and aunts; nieces and nephews; and any of preceding relationships predicated on legal adoptions.
- (b) Affinity: Husbands and wives; parents-in-law and their sons-in-law and daughters-in-law; brothers-in-law and sisters-in-law; legal guardians and wards.

(5) This policy shall be effective prospectively, from the date of its adoption.

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

RICHARD ROBINSON
Assistant to the President

March 29, 1973

MEMORANDUM

TO: Members of the University Equal Employment Opportunity Committee

FROM: Dick Robinson *DRB*

RE: Formation and Meeting of "Executive Committee"

Pursuant to the suggestion made at the last meeting of the Committee, I am requesting the following persons to serve as a resource group for purposes of discussing further any common problems that may be associated with the current process of developing individual campus affirmative action programs:

A & T State University:	Mrs. Doris Canada Dr. Glenn F. Rankin
East Carolina University:	Dr. Charles P. Cullop Mr. Melvin Buck
North Carolina Central University:	Dr. Leonard H. Robinson Dr. Daniel G. Sampson
North Carolina State University:	Mr. William Calloway Dr. Clauston Jenkins
UNC-Chapel Hill	Mr. Jack H. Gunnells Dr. Claiborne Jones
UNC-Greensboro	Mrs. Mazie Bullard Dr. Stanley L. Jones

The first meeting of this group will be held on Thursday, April 5, in the General Administration Building at 10:00 a.m. Any other members of the Equal Employment Opportunity Committee, other than those named above, who wish to attend are welcome. In addition to consideration of the agenda materials which will be prepared and distributed by this office, the participants should come prepared

Members of the UEEO Committee
Page Two
March 29, 1973

to identify particular problem areas which are being encountered at the campus level in connection with the current effort.

cc: The Chancellors
Dr. Raymond Dawson
Mr. Felix Joyner
Mrs. Hilda Highfill

THE UNIVERSITY OF NORTH CAROLINA

General Administration

CHAPEL HILL 27514

WILLIAM FRIDAY
President

March 9, 1973

MEMORANDUM

TO: The Chancellors

FROM: William Friday *W. Friday*

RE: Development of Institutional Affirmative Action Programs:
Equal Employment Opportunity Requirements of HEW

With the formation of the University Committee on Equal Employment Opportunity, we initiated formally our efforts to produce written affirmative action programs for all campuses of the University, pursuant to guidelines provided by the Department of Health, Education and Welfare. Progress on this major undertaking has been delayed by other concurrent substantial demands on the available time of both the General Administration staff and campus administrative officials. We must proceed promptly now to re-establish the affirmative action program as a priority goal. Our schedule of work must be so constructed as to meet a May 1 deadline for submission of finalized campus proposals to the Atlanta office of HEW.

✓

Our original conception of the task, derived from initial meetings on this subject, was that certain common campus problems central to the development of a comprehensive and workable affirmative action program should be addressed initially within the context of the University-wide committee, prior to any specific campus efforts to write a program. Among other concerns, we proposed to address collectively the matter of defining "underutilization", determining the methods for ascertaining the "availability" of minority and female prospective employees, and establishing quality-evaluation techniques for academic personnel. This preliminary collective inquiry has not been undertaken, and time limitations now preclude the type of intensive collective investigation of these questions which we envisioned originally. Accordingly, each campus must now proceed to develop its own program and address these several difficult questions individually at the campus level, as promptly as possible. The deadline for submission of the completed campus program to this office is April 15. Following receipt of the sixteen campus programs, there will be a review of contents in this office, designed to insure comprehensiveness and to identify any basic problem areas. If such review reveals significant difficulties (particularly related to any basic questions about the nature of existing legal requirements),

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meetings involving campus representatives will be held, for the purpose of resolving conflicts either among campuses or between the University and HEW. Thereafter, the sixteen programs will be submitted to HEW on May 1.

In aid of this independent campus effort to generate an affirmative action program, I refer the members of the University committee from your campus to that extensive package of materials distributed in connection with the last meeting of the University Equal Employment Opportunity Committee. In addition, we shall supply to each campus in the very near future the results of our efforts to address the problem of "availability" of prospective minority and female employees. Finally, for purposes of insuring more complete understanding of the nature of the HEW requirements, there will be a meeting of the University Equal Employment Opportunity Committee on Friday, March 16, at 11:00 a.m. in the General Administration Building at Chapel Hill. By copy of this memorandum, I am providing direct notice of this meeting to your campus representatives.

cc: Members of the University Equal Employment Opportunity Committee
Mr. Richard Robinson

April 9, 1973 C.A. meeting

1. Negotiation - CPA UNC pooling
SPA St Personnel Board
etc. feel that we follow policies

suggested to serve as informational document

2. Test validation no problem HCSU
can do skills test directly related job

3. effective grievance procedure - relate EEO to merit plan
+ allow how EEO officer can report to St
also discuss employee can follow
+ encourage employees to follow campus procedure first

4. Reporting - data consolidation? CT doesn't think it's
practical

- 5) Utilization of Goals
Robinson - why say well do more everywhere
instead of

- 6) UNC-CH CED-1 report as basis of categories SPA = 10

SPA - monitor + record from central point

1) Documentation

ECU uses a form, EEO officer must sign in order for the appointment go forward could orient & avoid the problem

UNC-CH concerned about documentation when him block or freeze because of charges of reverse discrimination.

also discuss on promotion & tenure standards for evaluation - can we articulate them - too massive & perhaps EEO alone

2) Salary differential -

about NCSU progress since 1970 in order to eliminate "problem areas" mention "market factor" "continue to investigate on an individual basis"

3) Standards

peer judgments
outside referees } general criteria in Handbook
process may be most important
↓
search by committee w/ a broad base
specific job description developed by dept.
way used for someone
& review them

UNC - each dept will be asked to prepare statement of criteria for hiring appt. & criteria for promotion

need to write up problem of date or availability
in SPA

have option of adding our plan as "interim plan"

April 20 may not be realistic

process of negotiation will begin after
present plan

UNC Affirmative Action 10-11-72

- 1) legal aspects
- 2) evaluate compliance
- 3) view as problems
- 4) UNC guidelines
- 5) issue of who is responsible when one campus is not in compliance
- 6) revolution in personnel practices → trade union characteristics
- 7) age will probably be a factor just like race & sex
- 8) equal pay for EPA, very difficult
 - 1) even discrimination against men could be covered
 - 2) view correction
 - 3) cost problem & market
 - 4) formula on basis of workload
 - 5) merit concept
 - 6) departmental differential

use concept of judgment of peers even in HEW

- 1) every campus do HEW print out
- 2) information to & from Robinson - because formative stages of policy

memo to DAK re "Keeping your letters up to date"

(2)

> need to do present evaluation better
don't articulate policy or procedures now
write down present system

- subcommittee on criteria for quantification
- subcommittee on model affirmation action program
- checklist of things that would be problems
- NEW emphasizes consultation with faculty
- establish campus SSO committee
- SSO officer

AA plan: introduction

- 1) presence of block institute & competition for students
- 2) own cooperative efforts in program
- 3) problem of duplication of programs
- 4) processes of New Institute System which works against Ministry in competition

ACS - con
 DSW - dh.
 EDW - dh
 ENGE dh
 FR dh
 LA con
 PAMS con
 TX dh

Legals: problem of education

Issues: School is not unified, need standard for security and academic policy & for attracting block

Process: recruiting - students helpful

summer institutes for juniors in high school

Obstacle: "Faculty" has bad image in terms of nature of work potential faculty attracted by \$ of industry before get through

Reform: trying something in academic program problem of market very filled up highest quality which makes

Mission: bring one of our block Ph.D's in MA

Strategy: building from within, through an increase in numbers recruiting through summer jobs analysis of SPA jobs

d.b.

Turner: report ready, in good shape
specific goals

d.h.

Talby: plan being drafted, recruitment of students
upgrading of SPAS \longleftrightarrow

com.

Wright: committee working

Recruitment

Academic Women

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

I. Organizations

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

II. Some Rosters and Registries of Women

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

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

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

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

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

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

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

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

Society of Women Engineers
Career Information Clearinghouse
345 East 47th Street
New York, New York 10017 212/752-6800 ext. 551
(Publication: Women in Engineering by John Alden
data on women engineering graduates - \$1.50)

Some registries of minority women:

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

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

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

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

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

III. Publications

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

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

(See also Blacks and Minorities: Publications)

Blacks and Minorities

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

I. Traditionally Black or Minority Institutions

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

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

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

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

II. Professional Societies

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

1. Honorary Societies

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

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

III. Publications

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

IV. Foundations.

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

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

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

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

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

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

V. Some National Minority Group Organizations

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

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

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

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

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

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

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

PEO - International Peace Scholarship Funds (National Oriental Organization)
 Mrs. Rachael Smith
 Chairperson - Board of Trustees
 3245 Meccarroll
 Baton Rouge, Louisiana 70809

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

VI. Periodicals and Serials.

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

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

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

WOMEN'S CAUCUSES, COMMITTEES AND PROFESSIONAL ASSOCIATIONS

ADULT EDUCATION ASSOCIATION (AEA)

Commission on the Status of Women in Adult Education

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

ALLIANCE OF WOMEN IN ARCHITECTURE

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

AMERICAN ACADEMY OF RELIGION

TF on the Status of Women -- The Academic Study of Religion

Chairperson: Elizabeth Schussler Fiorenza, 1223 N. Lawrence St.,
South Bend, IN 46617

AMERICAN ANTHROPOLOGICAL ASSOCIATION (AAA)

Committee on the Status of Women in Anthropology

Chairperson: Prof. Shirley Gorenstein
Dept. of Anthropology
Columbia University, New York, NY 10027

AMERICAN ASSOCIATION FOR HEALTH AND PHYSICAL EDUCATION

Committee on Women

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

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

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

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

AMERICAN ASSOCIATION OF IMMUNOLOGISTS (AAI)

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

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

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

Committee on the Status of Women in the Profession

Chairperson: Dr. Alice S. Rossi
Dept. of Sociology
Goucher College, Towson, MD 21204

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

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)

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

AMERICAN CHEMICAL SOCIETY (ACS)

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

AMERICAN COLLEGE PERSONNEL ASSOCIATION (ACPA)

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

AMERICAN ECONOMICS ASSOCIATION

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

AMERICAN FEDERATION OF TEACHERS

Women's Rights Committee
Chairperson: Ms. Marjorie Stern, 1012 14th Street, Washington, DC 20005

AMERICAN HISTORICAL ASSOCIATION (AHA)

- a. Committee on Women Historians
Chairperson: Dr. Linda Kerber, University of Iowa, Iowa City, Iowa 52240
(Staff Liaison: Dr. Charlotte Quinn, 400 A Street, S.E., Washington, D. C.)
- b. Coordinating Committee on Women in the Historical Profession (CCWHP)
12/69
Chairperson: Dr. Sandi Cooper, Richmond College, CUNY, Staten
Island, N.Y., 10301

AMERICAN INSTITUTE OF PLANNERS

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

AMERICAN LIBRARY ASSOCIATION (ALA)

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

AMERICAN MATHEMATICAL SOCIETY (AMA)

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

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

AMERICAN PERSONAL AND GUIDANCE ASSOCIATION

Women's Caucus

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

AMERICAN PHILOSOPHICAL ASSOCIATION (APA)

a. Women's Caucus

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

b. Committee on Status of Women

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

c. Society for Women in Philosophy (independent group)

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

AMERICAN PHYSICAL SOCIETY

Committee on Women in Physics 4/25/71

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

AMERICAN POLITICAL SCIENCE ASSOCIATION (APSA)

a. Committee on the Status of Women in the Profession

Chairperson: Dr. Ruth Silva, Penn State University, University Park,
Pa. 16802

b. Women's Caucus for Political Science (WCPS)

Chairperson: Dr. Marie Rosenberg, School of Business, University
of Wisconsin, Eau Claire, Wisconsin 54701

Mail to: WCPS, Box 9099, Pittsburgh, Pennsylvania 15224

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)

a. Ad Hoc Committee on Women in Psychology

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

(Staff Liaison: Dr. Brenda Gurel, APA, 1200 17th St., N.W.,
Washington, D.C. 20036)

- b. Association for Women in Psychology (AWP) is an independent group, initially a caucus within APA. Policy Council to be announced.

Editor: Dr. Leigh Marlowe, Manhattan Community College,
180 West End Avenue, New York, New York 10023.

Public Relations: Dr. Jo-Ann Evans Gardner

726 St. James St.

Pittsburgh, PA. 15232

AMERICAN PUBLIC HEALTH ASSOCIATION

Women's Caucus

Chairperson: Ms. Ana O. Dumois, Community Health Institute

225 Park Avenue, South

New York, New York 10003

AMERICAN SOCIETY FOR MICROBIOLOGY

Committee on the Status of Women

Chairperson: Dr. Mary Louise Robbins

The George Washington University

Washington, DC 20006

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

Women's Caucus

Chairperson: Mrs. Joan Fiss Bishop

Director of Career Services

Wellesley College

Wellesley, MA 02181

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

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

AMERICAN SOCIETY OF TRAINING AND DEVELOPMENT (ASTD)

Women's Caucus, ASTD

Chairperson: Dr. Shirley McCune

Center for Human Relations

NEA, 1601 16th St., N.W.

Washington, DC 20036

AMERICAN SOCIOLOGICAL ASSOCIATION (ASA)

- a. Ad Hoc Committee on the Status of Women in Sociology

Chairperson: Dr. Elise Boulding, Behavioral Science Institute,
University of Colorado, Boulder, Colorado 80302

- b. Sociologists for Women in Society (SWS) (independent group, formerly a caucus)

Chairperson: Dr. Joan Huber, Department of Sociology

University of Illinois, Urbana, Illinois 61801

AMERICAN SPEECH AND HEARING ASSOCIATION (ASHA)

- a. Subcommittee on the Status of Women
Chairperson: Mrs. Dorothy K. Marge
8011 Longbrook Road
Springfield, VA 22152
- b. Caucus of Status of Women in ASHA (same as above)

AMERICAN STATISTICAL ASSOCIATION

Caucus for Women in Statistics
Chairperson: Dr. Jean D. Gibbons, College of Commerce and Business
Administration, University of Alabama, University, Alabama 35486

AMERICAN STUDIES ASSOCIATION

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

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

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

ASSOCIATION OF AMERICAN GEOGRAPHERS

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

ASSOCIATION OF AMERICAN LAW SCHOOLS (AALS)

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

ASSOCIATION OF ASIAN STUDIES

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

ASSOCIATION OF WOMEN IN ARCHITECTURE

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

ASSOCIATION OF WOMEN IN SCIENCE (independent group)

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

BIOPHYSICAL SOCIETY

Professional Opportunities for Women of the Biophysical Society --
Caucus of Women Biophysicists

Chairperson: Dr. Rita Guttman, Dept. of Biology, Brooklyn College,
Brooklyn, N. Y. 11210

COLLEGE ART ASSOCIATION

a. Commission on the Status of Women in Art

Professor Linda Nochlin Pommer, Vassar College, Poughkeepsie, N. Y. 12601

b. Women's Caucus

Co-Chairwomen: Professor Ann Harris, Art Dept., Hunter College
New York, New York 10021
Ms. Judy Patt, 2429 Vallejo
San Francisco, California 94123

COLLEGE MUSIC SOCIETY

Women's Caucus

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

GRADUATE WOMEN IN SCIENCE (Sigma Delta Epsilon)

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

LINGUISTIC SOCIETY OF AMERICA (LSA)

LSA Women's Caucus - Correspondents: Ms. Lynette Hirschman,
Ms. Georgette Ioup, 162 W. Hansberry, Philadelphia, PA 19144

MODERN LANGUAGE ASSOCIATION (MLA)

a. MLA Commission on the Status of Women in the Profession

Chairperson: Dr. Elaine Hedges, Towson State College
Baltimore, Maryland 21204

b. Women's Caucus of the MLA

President: Ms. Dolores Barracano Schmidt, R.D. 3,
Slippery Rock, Pa. 16057

NATIONAL ASSOCIATION OF WOMEN DEANS AND COUNSELORS

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

NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION

United Engineering Center, 345 E. 7th Street, New York, New York 10017

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Committee on Social Injustice for Women

Chairperson: Dr. Dell Felder, University of Houston, Houston, Texas 77004

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

President: Ms. Frances Hamilton, 1201 16th Street, N.W., Washington,
D. C. 20036

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

Women's Committee

Chairperson: Dr. Janet Emig, Dept. of English, Rutgers University
New Brunswick, NJ 08903

NATIONAL COUNCIL ON FAMILY RELATIONS (NCFR)

Task Force on Women's Rights and Responsibilities

Chairperson: Dr. Rose Somerville
Sociology Dept.
San Diego State College, San Diego, CA 92115

NATIONAL EDUCATION ASSOCIATION

Women's Caucus

Chairperson: Mrs. Helen Bain
NEA, 1201 - 16th St., Washington, DC 20036

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION (NVGA)

NVGA Commission on the Occupational Status of Women

Chairperson: Mrs. Thelma C. Lennon, Director
Pupil Personnel Services
Dept. of Public Instruction
Raleigh, NC 27602

NEW WOMEN LAWYERS

36 West 44th Street
Room 509
New York, New York 10036

PHILOSOPHY OF EDUCATION SOCIETY

a. Women's Caucus

Chairperson: Dr. Elizabeth Steiner Maccia
Dept. of History & Philosophy of Education
Indiana University, Bloomington, IN 47401

b. Committee on the Status of Women (same as above)

March 5, 1973

MEMO TO: All Persons Making EPA Personnel Recommendations

FROM: Charles P. Cullop, Equal Employment
Opportunities Officer

SUBJECT: Implementation Procedures and Form

Enclosed are copies of a multiple-copy form which must be completed by all persons who initiate EPA personnel recommendations (permanent, temporary, full or part-time). They must be forwarded through channels in the usual manner except that the Equal Employment Opportunities Office, Room A 109, Social Studies Building must now be included. More specifically, please note that all the usual personnel recommendation forms including the new compliance report form and usual attachments must be routed to the Equal Employment Opportunities Office after reaching the Provost, Vice Chancellor for Health Affairs, Director of Institutional Development, Dean of Student Affairs or Director of Athletics, as appropriate. There should be no commitment made to a candidate for an EPA position until the Chancellor signs a contract in behalf of the University. All officers corresponding with candidates should make this clear in their contacts and in no case even imply any commitment.

It is important to note that the Equal Opportunities Compliance Form is primarily a means of intercommunication among university officials and standing alone it does not satisfy federal legal requirements. It simply attests to or certifies that there is sufficient documentation on file to prove that an adequate in good faith effort was made by the person responsible for the initiation of personnel recommendations. In another sense, it is a brief summary of what has been done with respect to the compliance effort.

It should also be emphasized that Deans and Directors should collaborate with and assist chairmen and other responsible subordinates in meeting compliance requirements. Deans and Directors may wish to establish their own monitoring procedures, and are certainly free to do this if they wish.

Several copies of the compliance form are enclosed for those who initiate personnel recommendations. An informational copy is enclosed for others.

-2-

Also enclosed is a guide which hopefully will be of assistance in responding to the questions on the compliance form.

Should you have any questions, please get in touch with me at 6241 or 6242. I shall greatly appreciate your help and cooperation.

CPC:MRG
Enclosure(s)

ATTACHMENT

When executing the Equal Opportunities Compliance Report, please keep firmly in view the questions listed below.

Question 1 Describe the procedures used in developing an "applicant pool" for this position. What agencies were contacted? Number of letters written, interviews held, telephone calls and other kinds of contacts made? In what significant ways did you depart from traditional recruiting procedures?

Question 2 Among applicants considered for this position, indicate their number by sex and ethnic identity (Black, Chicano, American Indian, and Oriental). How did you accurately determine identity of applicants by sex, race and ethnic origin?

Question 3 List non-discriminatory reasons for selection of the candidate recommended. Are the reasons cited unrelated to the sex, race, or ethnic identity of the candidate? Do the candidate's qualifications coincide (i.e., are not significantly higher or lower) with the published requirements for this position and the duties that you actually anticipate that he will perform.

In signing the certification statement, you attest that you have compiled and have available the necessary documentary evidence to support your response to the questions and to prove that you made a good in-faith effort to comply with equal employment opportunities requirements.

March 5, 1973
CPC:MRG

EAST CAROLINA UNIVERSITY

EQUAL OPPORTUNITIES COMPLIANCE REPORT

This form is to be used for all recommendations for all E.P.A. appointments. All copies are to be attached to the Faculty Personnel Recommendation Form and routed through the Dean of the School or College, Provost or Vice-Chancellor for Health Affairs as appropriate, Equal Employment Opportunities Office, Dean of the University, Business Office, Chancellor, and Personnel Office.

Name: _____ (Person recommended for position)	Rank: _____
--	-------------

- Briefly enumerate steps taken in seeking applicants for this position.
- Briefly summarize sex and ethnic identity of applicants for this position.
- In considering all applicants for this position, list reasons why this candidate is recommended for this position.

I certify that documentary evidence is on file in this office to support the above statements and also citing non-discriminatory reasons for rejecting each other applicant considered for this position.

Chairman _____	Department _____	Date _____
Approved by:		
Dean of School or College _____	Provost or Vice Chancellor for Health Affairs _____	Date _____
Equal Employment Opportunities Officer _____	Vice-Chancellor and Dean _____	Date _____
	Chancellor _____	Date _____

NEW
Feb (UN-EEO)

INSTRUCTIONS FOR COMPLETING FORM A, ACADEMIC EMPLOYEES (Faculty)

Background

The three basic categories of University employment are (1) Non-academic employees subject to the State Personnel Act (laborer, clerical, housekeeper, food service, etc.), (2) Faculty employees exempt from the State Personnel Act (professors, associate professors, assistant professors, etc.) and (3) Non-faculty employees exempt from the State Personnel Act (administrators who do not hold faculty rank, librarians, research personnel of certain types, etc.)

In connection with a typical HEW Compliance Review, statistical data concerning all three categories of employment must be compiled; the required printout lists each employee separately and reports summaries, with respect to such matters as salary, rank, degrees held, sex, race and length of service. A sample page from such a printout, prepared in response to HEW requests, is attached for your information. During the past year six campuses of the University have produced such employment-profile printouts. Others may be required to do so in the near future, pursuant to an HEW review.

Although the present request by General Administration for employment data is much more limited than the usual HEW request (limited to academic personnel, in summary rather than individual form, with respect to fewer criteria), it is extremely important for each campus to initiate now (if not already done) the establishment of record-keeping and other procedures for rapid retrieval of data of the type required by HEW, for all categories of employment.

The present request for summary information, to be produced in accordance with the attached Form A, relates only to faculty personnel. This information will provide the respective campuses as well as the General Administration with a general picture of minority and female representation on the faculties and any variations in average compensation as among the separately identifiable types of employees. Obviously, no definite conclusions concerning possible impermissible distinctions based on considerations of race or sex can be drawn from such generalized data of a statistical character. However, the resulting rough profiles will permit attention to be directed by the campuses to those areas which appear to warrant more intensive inquiry.

Specific Instructions for Form A

1. The reporting form is to cover all academic departments (or other comparable primary administrative subdivision) so as to include all faculty members on the staff in the summaries.
2. Faculty rank designations shall be those prescribed on the top line of the form, e.g. "Instructor", "Assistant Professor", "Associate Professor" and

"Professor"; if there are additional rank designations in general use (such as "Lecturer"), an additional category may be added. Qualifying designations, such as "Visiting" or "Adjunct", are to be dropped, and individuals holding such qualifying titles will be included in the summaries on the basis of the primary designation, i.e. "Professor", "Associate Professor", etc. Persons who both have student status and are also engaged in the instructional process (such as "Teaching Assistants" or "Teaching Fellows") will not be included in the summaries.

3. The "Average Salary" information will be computed on the basis of a nine-month norm. With respect to part-time instructional personnel, salaries will be projected to produce a nine-month full-time figure for purposes of computing the averages. With respect to persons on twelve-month salaries, a proration to produce a nine-month figure will be used.

4. With respect to the racial designation, the "other" category shall include Orientals, Spanish surnamed and American Indians.

5. Following completion of Form A by department, a grand total for all categories of inquiry is to be produced, viz. total number of faculty employees, average salary for all faculty employees, total number of male faculty employees, average salary for all male faculty employees, etc.

Please address any questions concerning Form A, or related matters, to Dick Robinson.

10/11/72

- 1) Correction System Plan - 2 weeks
- 2) biggest problem is quantitative measure in terms of
- 3) NC SC treated as much different-style
- 4) help from UNC staff
availability studies
spouse pairs.
- 5) Affirmative Action Plan

Wednesday Meeting

- 1) guidelines - do we have to have one
- 2) national societies conduct availability
- 3) UNC staff as SPA + some reading discipline
- 4) errors corrected
- 5) memo to Dr Kelly

8 July 1971

Affirmative Action

UNC will ask Ex Com Trustees to send a committee to work out approach

Title VI Civ. Rights Act 1964
revised 1970 - educational opportunity

Title VII equal opportunity

Our concern limited to ex orders and rules
established by Sec. of Labor & HEW

key issue: diff. between action to minimize
discrimination does not occur & action to favor
minorities

your own analysis of underutilization & schedule for
modifying curriculum

Complete UNC action before on site reviews
each campus & own evaluation &
prepare own program

General UNC statement & then specific
campus statement - discuss w/ in unity

Develop our own version of what we should do
comprehensive, workable at your campus

technical check list of things to do

evidence of positive action currently underway

descriptions of what positive action we have taken
to date

memo for Robinson & Charallos on
procedure

We may want to move faster 1) what are

consequences 2) faculty involvement

3) alternatives to quota 4) case analysis

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST

HOLLADAY HALL

24 August Date

TO: Dr Kelly

ACTION REQUESTED ON ATTACHED:

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

I shouldn't the Chancellor

and this statement to Mr.

Robinson? If so, a draft is

attached. This may have been sent

back to me by mistake.

FROM: P. J.

Black - Equal
Opportunity

ml

24 August 1971

MEMORANDUM

TO: Chancellor John T. Caldwell

FROM: Harry C. Kelly, Provost

As part of the university-wide planning for affirmative action related to equal employment opportunity, Mr. Robinson needs a statement from each campus explaining planned administrative responsibilities for insuring equal employment opportunity. The attached draft outlines the most practical and effective approach. I think we want to avoid the extra-administrative structures that some universities have created for this purpose.

g

ch

improvements related to previous procedure
minutes or committee

EEO 18 July 1971

Dept of Ag.

FCC

HEW

> all involved

basic outline

relevant minimum pts.

response to more controversial elements

RHR will do draft of agreement

Component of Plan

general policy

"for/against"

prevent discrimin. practice

- 1) dissemination of information / education
- 2) mechanism for review & investigation
- 3) mechanism for complaints
- 4) Training of supervisors

[improvement of merit system]

incentives to act w/o adversely that have discrimination

- 1) current employees - where do we need to improve

recruitment or quotas

insure B/W to apply, to compete

> Tell Robinson how will administer program

channels

Q.M.

front

re HEW

July 13, 1971

TO: Dr. Kelly

FROM: Clauston Jenkins *g*

SUBJECT: Meeting in Chapel Hill concerning affirmative action planning.

The meeting was introductory in nature and no action was taken. The other campuses do not have the sense of urging about the need to gain the initiative and develop our own version of what we consider an acceptable plan. Mr. Robinson will send a memo citing specific items we should consider in developing a plan.

Other than our right to hire and fire on the basis of assessment of merit, the key issue between HEW and us will probably be over whether the law requires us to either 1) take action to insure that discrimination does not occur or 2) take action to favor minorities. HEW supports action favoring minorities and uses this position to support the imposition of quotes.

Next steps: Since we have reviewed our position vis a vis EPA personnel in preparation of our response to the Bireline letter, we have identified some of our problem areas as far as women are concerned. We need to do the same for Blacks. I shall work ~~in~~ on this. In addition I shall prepare a draft of a "plan."

Someone should do the same kind of analysis for SPA personnel. I do not feel qualified but would be glad to work with someone on the task. I suggest we ask Mr. Wright to designate the individual. We also need an "affirmative action plan" for SPA employees. We need to get moving on this aspect.

Our target date for a complete draft of the plan should be the middle of August.

cnh

memo from Robinson attached

Note: Memo from Mr. Robinson detached & held by Dr. Kelly. 7/14/71 *gf*.

file *Equal Opport.*
Block *Statement on*

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

OFFICE OF THE CHANCELLOR
Box 5067 Zip 27607
TELEPHONE: 919, 755-2191

23 July 1971

21

Mr. Richard H. Robinson, Jr.
Assistant to the President
The University of North Carolina
P. O. Box 309
Chapel Hill, North Carolina 27514

Re: Equal Employment Opportunity: Develop-
ment of Affirmative Action Program

Dear Dick:

Attached is North Carolina State University's response to the request in your memorandum of July 12 concerning the development of an affirmative action program.

Dr. Clauston Jenkins (201 Holladay Hall, Telephone 755-3125) will serve as our representative on the UNC Equal Employment Opportunity Committee.

We shall be glad to cooperate in whatever ways necessary in order to develop a plan that leads to joint solutions of our problems.

Sincerely yours,

John T. Caldwell
Chancellor

cc: Provost Harry C. Kelly ✓
Mr. J. D. Wright
Dr. Clauston Jenkins

A Plan for Positive Action to Insure Equal Employment Opportunity
at North Carolina State University

SUMMARY

The equal employment opportunity plan for North Carolina State is designed to attack the substance of a problem at our university--lack of minority faculty, lack of minority and female graduate students, and lack of minority and female staff in some categories. The plan attempts to use existing administrative structure because it is our judgment that an additional structure would diffuse responsibility. We believe that we have a sound mechanism for insuring equal employment opportunity through the officers of the university and existing committees such as the Good Neighbor Council. Our goal has been to deal with the substance of the problem rather than the form of previously approved plans. We have kept foremost in our mind our responsibilities as an educational institution devoted to excellence and have tried to develop a plan that will be successful in a university and one that concentrates on key human factors. We have concluded that many aspects of plans developed by business and industry cannot be imposed on a university because of some essential differences between academic and commercial institutions especially in connection with faculty and professional employees. In relation to staff personnel we would note some limitations imposed upon our flexibility by nature of our being a public institution operating within a state personnel system. While we are concerned about our deficiencies in some areas, we have not promised immediate and complete correction because we recognize that such change would be practically impossible within the current manpower and fiscal resources available. We have promised no roses, but like Candide we have begun to cultivate our garden.

I. Recent Actions Taken to Insure Equal Employment Opportunity at NCSU.

EPA PERSONNEL

PREVIOUS SUMMARY

- 1) President Friday's letter of October 31, 1970, to the Regional Office for Civil Rights detailed efforts at compliance primarily related to students and faculty but applying to other aspects as well.

RECRUITMENT

- 2) Recruitment Efforts for Females and Minorities from October 1970 to May 1, 1971.

Recruitment Efforts for Blacks and Females October 1970-April 1971

	<u>Interviews & Contacts</u>		<u>Offers</u>		<u>Acceptances</u>	
	<u>B</u>	<u>F</u>	<u>B</u>	<u>F</u>	<u>B</u>	<u>F</u>
ALS	1	4	0	3	0	1
DSN	3	0	3	0	0	0
EDN	2	10	0	2	0	1
ENGR	0	1	0	1	0	0
FR	0	0	0	0	0	0
LA	2	9	1	5	0	4
PAMS	0	2	0	1	0	0
TX	0	0	0	0	0	0
LIB	0	10	0	3	0	2
EXT	3	47	3	30	3	23
SA	2	6	0	1	0	1
Total NCSU	13	89	7	46	3	32

Since May 1, 1971 we have been successful in adding 2 black faculty-1 in Agriculture and Life Sciences and 1 in Liberal Arts. As of July 15, 1971 our total of black faculty and professional personnel is as follows:

Full Time: 7; Part time: 6; Other: 4; Total: 17

RECRUITMENT

- 3) Black Students Aid in Recruiting

During the summer of 1970 the university cooperated with a group of black students who sought to help various departments identify and recruit black faculty by developing a list of vacancies. The Committee for Black Faculty Recommendations received responses from most departments in the university; however, because of the time of year, most vacancies had been filled. To our knowledge the Committee for Black Faculty Recommendations did not suggest faculty for those vacancies listed.

COOPERATION

- 4) Faculty Working in Cooperative Arrangements with Predominantly Black Institutions: As of May 1, 1971 we had a total of 35, an increase of 7 since October 1970. In addition North Carolina

State has cooperative relationships with 4 predominantly black institutions--Shaw University, St. Augustine's College, Fayetteville State University, and North Carolina Agricultural and Technical University. Through the Cooperating Raleigh Colleges we also have cooperative programs with three women's schools--Meredith College, Peace College, and St. Mary's Junior College.

COMMITTEE

- 5) The Good Neighbor Council. NCSU has used the Good Neighbor Council as the committee for improving equal employment opportunities on campus. Membership of the committee includes: faculty, staff, students, administrators, and 2 members of the Raleigh Community Relations Council who are from the community. This Committee generally meets biweekly and is organized into the following sub committees: housing, recruiting black faculty, incident investigation, recruiting black students, and institutional racism.

Accomplishments 1970-71

- 1) Recommended the employment of a black student advisor.
- 2) Supported Pan-African week which included campus visitation of 30-40 black high school students.
- 3) Recommended more emphasis and publicity be given to tutorial programs established by chemistry, English, biology, and mathematics departments.
- 4) Met with 20 department heads to discuss ways of recruiting additional black faculty.
- 5) Began an investigation of upward mobility of blacks in the SPA ranks.
- 6) Succeeded in stopping the use of "Dixie" at athletic events and in stopping the sale of the confederate flag in the Students Supply Store.
- 7) Established the procedure students should follow in the event of alleged police harassment.

STUDENTS

- 6) The Division of Student Affairs has made substantial progress in several areas that are related to equal employment opportunities.
 - 1) A black counselor was added to the counseling staff.
 - 2) A woman physician has been added to the health services staff.
 - 3) Special visits and follow up letters have been used by black students employed by the admissions office in an effort to recruit black students.
 - 4) A special orientation program for black students was established.
 - 5) Financial aid policies have been changed so as to encourage

more black students to attend.

COMMUNICATION

- 7) The Office of Information Services has given front page coverage in the Journal to articles covering the history and status of blacks on campus. The Journal is a faculty newspaper published monthly. It is the policy of the editor to give special attention to the accomplishments of blacks. Issues featuring such items are as follows: September 1969, November 1969, March 1970, September 1970, November 1970, and December 1970.

SALARY

- 8) Efforts to Eliminate Inequities in Salaries of Female Faculty.

As the result of a study by the Provost in November 1970 certain salary inequities among female faculty members were identified. In January 1971 and again in July 1971 special attention was given to salary increases for female faculty whose merit and contribution was judged to be equal of their male colleagues. As a result increases for women averaged 8% while the university average was 5%.

REPORTS

- 9) Reports Required from Schools.

On a periodic basis the Provost requests school deans to inform him of the efforts of each department to contact, interview, and hire minority and female faculty. In addition the Provost monitors salary increases and promotions to insure that equal opportunities do exist and that unmerited discrimination does not occur.

GRIEVANCE

- 10) Faculty Grievance Procedure

In 1970-71 North Carolina State initiated a grievance procedure for faculty and other professional employees. The development of this procedure means that an avenue exists on campus for individuals to appeal who believe they have been denied equal opportunity. Developed by the Faculty Senate, the policy and procedure is described in the Faculty Handbook and distributed to all faculty and professional personnel. As of July 15, 1971 the procedure has been used by both males and females.

PROGRESS

- 11) Significant Progress Since 1968

We would suggest that our record since 1968 shows considerable positive action to provide equal employment opportunity. In March 1968 we had 1 full time black faculty member. In the three years since then we have added 6 full time faculty. Considering the limited number of individuals available in the fields offered at NCSU, we do feel that we have made progress; however, we are not satisfied and intend to improve.

SPA PERSONNEL

Several efforts have been made to date on the North Carolina State University campus which contribute favorably to equal consideration in personnel matters for all non-academic personnel. These efforts are outlined as follows:

- 1) In 1969, a training program for first-line supervisors was initiated. Forty hours of expert instruction on leading and directing people and handling problems which occur in normal supervisor-supervisee relationships.
- 2) All SPA vacancies that occur on campus are listed and posted on all department bulletin boards. This procedure allows all campus employees who feel qualified to perform a given job a chance to apply before applications are accepted from outside the University.
- 3) A University Employees' Association allows for exchange of ideas and suggestions concerning work situations. Through its duly recognized representatives, the administration is kept aware of needs of all SPA employees on campus.
- 4) In July 1969, and updated in November 1970, a set of procedures to be used whenever any employee feels he or she has been improperly treated was instigated to allow grievances to be heard and acted upon by supervisors, personnel officers, Vice Chancellor for Finance & Business, and if necessary, State Personnel Director and State Personnel Board.
- 5) Also in the same month, a set of disciplinary procedures were provided which give directions for handling various disciplinary problems which arise from time to time.
- 6) A campuswide study of clerical positions is currently underway for the purpose of updating position descriptions and making sure that assigned duties and responsibilities are commensurate with class and salary grade assigned. As staff and time allows, more position studies will be undertaken to assure that position descriptions are accurate in relation to actual functions and duties.
- 7) Placement Section of Non-academic personnel division is being restructured and reorganized to offer better services both to applicant and appointing authority in campus departments. In keeping with this reorganization, a special effort is being made to evaluate total selection process to insure freedom from bias in areas of recruiting, screening, selection, promotion, and related processes.

- 8) Procedures have been established whereby University employees are encouraged to submit to proper administrative officials suggestions or recommendations concerning Personnel Policies and Procedures. Every employee has the right to submit suggestions or recommendations under this program free from interference, coercion, restraint, discrimination, penalty, or reprisal.

II. Evaluation of Guidelines

EPA PERSONNEL

Two assumptions underlie North Carolina State's plan of positive action to insure equal employment opportunity. First, the basis of employment and promotion of faculty and other professional personnel is and shall be good faith assessment of personal merit. Second, it is our intention to develop and maintain a plan of action that will insure that discrimination does not occur against or for any minority or female. In short we aim at the precise conditions of equal opportunity. Both of these assumptions are contained in a statement of university policy by President Friday which was distributed to all NCSU personnel.

Two significant limiting conditions should also be noted before proceeding. First, the 1971 General Assembly of North Carolina enacted a budget and laws that severely and unexpectedly limit the flexibility of this campus. An increase in student-faculty ratio, an 89% non-resident tuition increase over a two year period, and the elimination on non-resident tuition waiver for graduate assistants means that the faculty size may actually decrease from 1971 to 1973. The possible effect of this situation may be that we do not even replace all faculty who resign or retire. In addition we may not be able to promote faculty to positions of tenure as rapidly as in the past. Time will reveal the actual impact of these changes, but the university wishes to make its potential problems clear. We are cautious in this plan because we do not wish to promise what we cannot in fact do.

Second, a special fall session of the 1971 General Assembly will consider the reorganization of higher education in North Carolina. It is possible that a new system of higher education will emerge. Within a new system undoubtedly many internal policies will be changed. For this reason it does not seem prudent to propose such changes as new position categories or new organization structures.

Our evaluation of the guidelines for affirmative action plans leads us to conclude that many of the details are not applicable to faculty and professional personnel, thus we have developed a plan that is adaptable to an academic setting.

SPA PERSONNEL

Each of the following ingredients of Affirmative Action Programs have been reviewed in terms of non-academic personnel functions at North Carolina State University.

- 1) Development or Reaffirmation of Company Policy of Non-Discrimination in all Personnel Actions. Each of the suggestions for actions appears to be non-controversial in nature and simply restate or reaffirm non-discrimination in all personnel matters. A policy statement to this effect should be included in an Affirmative Action

Statement for the University.

- 2) Formal Internal and External Dissemination of Company Policy.
Each of the stated suggestions should be emphasized in Affirmative Action with the exception of items number six, seven, and ten of Internal Dissemination and item number five of External Dissemination. Non-academic personnel to date have not been unionized and pictures of employees for advertising purposes have not been used nor can future use be anticipated.
- 3) Establishment of Clear-Cut Responsibilities---Line/Staff Relationships. A Director of University Equal Opportunity Programs should be designated for Non-academic personnel. Preferably a staff member reporting to the Director of Personnel; he should be given adequate staff to perform those staff/line responsibilities enumerated under this heading.
- 4) Identification of Problem Areas by Division, Department, Location and Job Classification. The EEO-1 Report for 1970 indicating job categories for non-academic personnel indicates that possible under-utilization of minorities in the following areas may exist:

Officials and Managers
Professionals
Technicians
Sales Workers
Office and Clerical
Skilled Craftsmen

However, it should be emphasized that progress has been made in terms of employment of females and members of the minority group as percentages of the total non-academic workgroup. The following categories showed a slight increase in 1970 over statistics furnished in 1969 in employment of the groups in question:

Officials and Managers (Females only)
Professionals (Females only)
Office and Clerical (Gain in both groups)
Craftsmen-skilled (Gain in minority group, male)

Other categories showed decline. Further study should question the causes of under-utilization of females and members of minority groups in these categories and should state affirmative actions to correct these deficiencies. However, to place females or members from minority groups in these categories for the primary purpose of racial mix or to keep a balanced ratio of minority applicants to minority applicant community, evades effective and responsible management concepts. A more practical and positive approach to arrest the problem of under-utilization should be considered.

- 5) Establishment of Company Goals and Objectives by Division, Department, Location, and Job Classification, including Target Completion Dates. Goals and objectives to be established to correct problems located in in-depth study of employment practices should be in keeping with guidelines noted under this heading; however, specific goals in terms of completely desegregating facilities by a certain date or by increasing minority employment in a particular category to a particular percentage of the total workforce in that category by a particular date appears to be unrealistic and unattainable.
- 6) Development and Execution of Action Oriented Programs Designed to Eliminate Problems and Further Designed to Attain Established Goals and Objectives. Less attention should be paid to guidelines set forth in this section. Position Descriptions are received from campus departments and are reviewed by the Division of Personnel Services to insure that position functions of the respective class are accurately reflected and that they are consistent from one location to another. A further review along the same line is performed by the central personnel agency for the state. Class specifications are written and distributed from the central personnel agency and are designed to be consistent for the same job classification in all locations and are free from bias as regards age, sex, race, except where age or sex can be shown to be occupational qualification.

In the total selection process, no problem exists so far as testing is concerned since no tests are used at present time to determine an applicant's suitability for employment in a given position.

Item E under ingredient 6 appears to be impractical since it imposes an arbitrary number of minority group members to recruit for in a given situation. A concentrated effort to recruit applicants based on qualifications possessed to perform a given job should be basis for selection rather than to meet a quota set for hiring minority group members.

- 7) Design and Implement Internal Audit and Reporting Systems to Measure Effectiveness of Total Program. Some degree of monitoring of records of referrals, placements, transfers, promotions, and terminations, is currently being carried out, but not to the point of monitoring primarily to insure that non-discriminatory policy is carried out. The current restructuring of Placement Office will provide for close monitoring of referrals, placements, etc., to aid employment of minority groups.

III. Analysis of our Practices and Patterns

EPA PERSONNEL

We shall proceed to an analysis of our current employment practices and patterns and use the analysis as the basis for a plan of action. Analysis of our current faculty and professional personnel shows that we need considerably more minority members of the faculty and a slightly larger segment of females. Although we acknowledge that we must make efforts to correct these conditions, we believe that four factors help explain the present situation. These factors are our programs, our past history as an all male institution, our prestige as an university, and the preferences of potential faculty for certain geographic areas.

The major programs of North Carolina State are described by our 8 Schools: Agriculture and Life Sciences, Design, Education, Engineering, Forest Resources, Liberal Arts, Physical and Mathematical Sciences, and Textiles. Our program in education is limited to the following fields: adult education, agricultural education, guidance and personnel services, mathematics and science education, and industrial technical education. In addition we prepare secondary school teachers in various academic fields, but we do not offer elementary education or educational administration. Except for the liberal arts, our majors are professional, technological, or scientific. Many of our programs attract few women and it also appears that blacks are not especially interested in agriculture, engineering, or the physical sciences. A check of institutional data for BS degrees awarded in 1968-69 (OE-54013-69 Part B) reveals that such fields as engineering, design, forestry, textiles, chemistry, and physics had relatively few baccalaureate graduates from predominantly black institutions. Since few students receive bachelor's degrees in these fields, the number of potential minority graduate students is limited and thus it follows that the number of potential faculty, i.e. recipients of doctorates, would be significantly less. Our experience in recruitment efforts has confirmed this problem. One department head observed, "I know of only two or three black foresters in the entire country." Another department head noted, "I have yet to meet a graduate black geologist, meteorologist, or physical oceanographer; thus, I am not hopeful that there would be any large number of black applicants."

The situation described above constitutes one of our basic difficulties in hiring additional minority faculty--such individuals are scarce in many of the programs we offer. For this reason we have concluded that our energies can be most profitably directed towards the recruitment of additional black graduate students.

The situation for females parallels that for minorities except that we have more accurate data. Assuming the doctorate is the basic qualification for faculty membership in most instances, we can determine the percentage of females receiving doctorates in 1968-69, the last year for which complete data is available. These women would represent the pool of potential new faculty, but one should recognize

that the size of the pool is increasing each year and that in the past the availability of female Phd's was not as good as it is today. The table below lists the percentage of female doctorate recipients for the programs offered by North Carolina State.

<u>Discipline</u>	<u>Percentage Women PhD's 1968-69</u>
Agronomy, Field Crops	less than 1%
Animal Science	3%
Wildlife Management	less than 1%
Food Science	4%
Horticulture	2%
Poultry Science	12%
Soil Science	less than 1%
Botany	13%
Zoology	16%
Biochemistry	18%
Entomology	4%
Genetics	14%
Plant Pathology	4%
Microbiology	22%
Physiology	14%
Agriculture Economics	less than 1%
Architecture (M.A. degree)	6%
Recreation	0
Agricultural Education	0
Industrial Arts (2 fields)	1%
Adult Education	14%
Counseling & Guidance	18%
Psychology	23%
Agricultural Engineering	2%
Chemical Engineering	1%
Civil Engineering	0
Electrical Engineering	less than 1%
Engineering Mechanics	0
Industrial Engineering	0
Mechanical Engineering	0
Metallurgical Engineering	less than 1%
Nuclear Engineering	0
English & Speech	28%
Foreign Languages-Total	34%
Philosophy & Religion	9%
Economics	7%
History	13%
Political Science	10%
Physical Education	21%
Sociology & Anthropology	21%

<u>Discipline</u>	<u>Percentage Women PhD's 1968-69</u>
Math	6%
Statistics	6%
Chemistry	8%
Computer Science	5%
Physics	2%
Geology	6%

This evidence suggests the number of women faculty at North Carolina State could be expected to be significantly less than the number at a different type of university. For this reason we do not conclude that we have a need for a large addition of females to our faculty. We do, however, recognize some need for additional women faculty in particular fields.

The past history of North Carolina State is a factor which accounts for the small number of women in the upper ranks of the faculty. More specifically, until the middle 50's North Carolina State was almost exclusively a male institution. Only since the late 60's has the female enrollment been above 10% as the data below illustrate:

<u>YEAR</u>	<u>TOTAL ENROLLMENT</u>	<u>WOMEN</u>	<u>PERCENTAGE WOMEN</u>
1957-58	5766	109	2%
1960-61	6510	186	3%
1963-64	7451	308	4%
1966-67	11203	1009	9%
1970-71	13340	2417	18%

Since the number of women in the student body has been growing rapidly only during the past 5 years; it is only natural to expect the faculty composition to begin to reflect an awareness of the possibilities for and need of additional women teachers only during the past few years. As a result more women are in lower ranks because they have not been here long enough to earn tenure. We do not plan to match our percentage of female students with our percentage of female faculty. We probably could not achieve such an aim because of our program emphases. However we do recognize the need to insure the rights of women to advance into the tenured ranks of faculty. It is our judgment that considerably more women will be given tenure during the next 5 years. By that time many will have been here long enough to be considered for promotion, provided, of course, that our budgetary situation allows us the flexibility of promoting anyone.

The third factor which influences our success in adding minority and female faculty and professional staff is the prestige of North Carolina State. Although in many fields there is a surplus of potential faculty, the surplus does not extend to minorities such as blacks. No matter what the field, the black with a PhD is in high demand and can often demand higher salary. In such a competitive situation prestige of the institution plays a more important role than salary as Caplow and McGee have documented in The Academic Marketplace. Thus, for example, MIT, or Cal Tech, or Purdue have an advantage over us when competing for engineers. With a limited number of candidates, the lower prestige campuses often get no one, no matter what salary is

offered. It is unlikely that the prestige of North Carolina State will increase dramatically over the next few years. For this additional reason we believe the solution lies in expanding the supply of faculty by increasing minority enrollment in graduate programs.

The prestige factor also influences the employment of women in a somewhat similar way. There are more women doctorates available but the most prestigious institutions employ the best qualified ones. In the prevailing conditions of abundance of white male candidates, lower prestige universities are thus often faced with a choice of several well qualified men and one fairly well qualified woman. All institutions naturally want the best faculty possible and on the basis of good faith assessment of personal merit would be likely to select one of the men. Although the selection appears to be discriminatory, it is not in fact. On the other hand, selection of the female would be discrimination in favor of sex, something which no one has yet shown to be a legitimate aim of public policy.

Prestige may also operate against us in another way in the future. As we attract more minority and female faculty, we may find that once they begin to establish themselves in their field, they can be lured away by more prestigious institutions. Thus, institutions like North Carolina State may end up with a constant turnover and few minorities and females who remain long enough to earn tenure. Until the supply of potential faculty increases, this kind of rapid change may be a problem.

The fourth factor to be considered is the preference of individuals for certain geographic areas. As a southern institution North Carolina State may not be appealing to minorities because of conditions outside the campus. As has been noted numerous times recently, the university cannot or has not solved society's problems. This university supports improvement of relations and the end of discrimination but the task is not complete. The choice of the place to begin both a career and generally an adult life is largely personal. We cannot measure the effect of our southern location and we cannot change our location either. We merely suggest that our location is a factor in our ability to attract minority faculty and professional personnel.

IV. A Plan for Postive Action

EPA PERSONNEL

To insure equal employment opportunity for faculty and professional employees North Carolina State University proposes a three part plan of affirmative action. The first part concerns the creation of a new position and the responsibilities of that position. The second part of the plan is an expanded program of cooperative relationships with predominantly black institutions. The third part is a list of other actions that will be taken to insure equal employment opportunity.

Beginning with the first semester of academic year 1971-72 North Carolina State University proposes to create the position, Assistant to the Provost for Equal Employment Opportunity. For the first year the position will be half time. The individual will be either a black or a female. The responsibilities of this Assistant to the Provost will be as follows:

- 1) Review university policies and provide guidance on formulation of new policies related to discrimination and equal opportunity;
- 2) Identify prospective minority graduate students and faculty members and work with department heads in identifying new sources for recruitment;
- 3) Chair a committee of faculty from North Carolina State University and neighboring black institutions that will be charged with identifying areas for improved cooperation and sharing of resources among the institutions;
- 4) Serve on the Good Neighbor Council;
- 5) Develop a system of reports that will insure periodic review of progress and patterns in providing equal opportunity at North Carolina State.

It is our judgment that an effective individual in this position can do more to insure equal opportunity among faculty and professional employees than a more detailed, elaborate plan. Our reasons for this conclusion are as follows: First, the Provost interviews all prospective faculty who visit the campus and reviews every academic appointment before it is approved. Thus, trends or imbalances or missed opportunities can be spotted immediately. Second, the Provost has the responsibility for allocation of positions and of salary increase funds, thus he is in a good position to correct inequities. Third, the Provost reviews salary increases and promotions, thus potential problems can be resolved before they materialize. Fourth, assignment to the staff of the Provost is clear indication to the university community that we are concerned about providing equal

opportunity.. Fifth, with the limited responsibilities mentioned above the Assistant to the Provost for Equal Employment Opportunity will be able to make impact at the most significant points according to our own analysis of our needs--more minority faculty and additional minority and female graduate students in our programs. Sixth, through service with the Provost, the Assistant to the Provost will be able to have a top level input into the revision of current policy and formulation of new policy affecting equal employment opportunity.

We include cooperative efforts with predominantly black institutions as the second part of our plan because we consider such efforts to be consistent with the intent of positive action designed to insure equal employment opportunities. Through cooperative action we intend to do the following: 1) increase the opportunities for black faculty to engage in extension and research activities which might not otherwise be available; 2) increase the opportunities for faculty at North Carolina State to teach black students and identify students with potential for careers in the sciences and engineering; 3) increase the curricular options for all students through cooperative programs; 4) increase effective use of limited resources by pooling resources to offer programs of limited appeal; 5) increase the contributions that the universities may make in dealing with local society's problems by concentrating on problems selected by all cooperating institutions; and 6) increase the intellectual fertilization of all institutions through the use of adjunct appointments of faculty. Our plans call for continuing and further developing our cooperative relationships with Shaw and St. Augustine's in Raleigh, with Fayetteville State University in Fayetteville and N. C. A & T in Greensboro. Specific steps being planned include cooperative degree programs in engineering, forestry, the physical sciences and agriculture, and the transfer of responsibility for undergraduate programs at the Fort Bragg Branch of North Carolina State to Fayetteville State. Through the efforts of the committee chaired by the Assistant to the Provost for Equal Employment Opportunity, additional areas of cooperation that will enhance the equal employment opportunities for minority faculty in North Carolina.

The third part of our plan concerns specific actions in addition to those listed above. First, and most important of all, if budgetary conditions permit, the Provost has agreed to identify new faculty positions next year to be filled only with minorities. Such positions will be assigned to the departments that hire minority faculty. These minority positions will be added to whatever positions might normally be allocated to departments. The Provost also will continue his efforts to insure that equal employment opportunities will be provided in the hiring of all faculty and professional personnel so that special positions would represent a special effort. If the procedure proves successful the first year, it will be repeated as financial conditions permit, to designate a number of graduate teaching assistantships each year for minorities and females. This allocation would be supportive of and in addition to the efforts

of the Assistant to the Provost for Equal Employment Opportunity to identify potential minority graduate students.

Third, at each General Faculty Meeting the Chancellor will review our situation, describe our progress and make appropriate suggestions concerning insuring equal employment opportunity.

Fourth, the Provost will include a statement about North Carolina State University's equal employment opportunity policy in the next edition of the Faculty Handbook which is scheduled for the fall of 1971.

Fifth, School Deans will be asked to insure that all departments discuss their equal employment situation each semester. The Assistant to the Provost for Equal Employment Opportunity may provide documentation and background for such discussions.

Sixth, Department Heads will be responsible for determining that the university's employment policy is stated in letters concerning prospective faculty and in all notices of vacancies.

Seventh, statements about the university's equal employment policy will be included in future editions of catalogues. The Director of Information Services will be responsible for this provision of the plan.

Eighth, the Provost will work with the Faculty Senate to insure that faculty and professional personnel are aware of the faculty grievance procedure and to insure that grievances are handled justly and with dispatch.

Ninth, the role of the Good Neighbor Council will be clarified so that its part in reviewing equal employment opportunities on this campus will be understood by the university community.

SPA PERSONNEL

A positive program for increasing employment and upgrading promotional chances of minority group members within the University structure should be an immediate goal. A task force on equal employment opportunity should be formed and charged with this responsibility. Included in its recommendations, undoubtedly, would be some of the following statements:

- a. Announcement of a clear policy statement concerning equal employment opportunity and clear support by University top management.
- b. Communication of that policy throughout the organization to the lowest level of employment.
- c. Identify and establish both long and short term goals.

- d. Delegation of responsibility and organization of resources to meet established goals.
- e. Identify and state clearly obstacles and problems encountered.
- f. Establish a control and feedback element.
- g. Periodic review and re-evaluation of progress; re-direct efforts wherever necessary.

Commitment and redirected resources will improve equal employment opportunity. A positive program designed to infiltrate target areas of employment where there is greater expectancy of success can build confidence among supervisors and administrators in other sections who may be skeptical toward the idea. Any program of this type should be geared to such basic management techniques as 1) expanding recruitment base, 2) establishing or further developing built-in training programs for clerical, technical, mechanical, and custodial employees, 3) identifying job classifications which have few, if any, minority group members, 4) and providing on-the-job training for entry level positions.

SPA PLAN

The Equal Employment Opportunity Report (EEO-1) for 1970 indicates possible under-utilization of minority group members and females in SPA ranks in the following categories:

Officials and Managers
 Professionals
 Technicians
 Sales Workers
 Office and Clerical
 Skilled Craftsmen

However, 1970 percentage figures show a slight increase over 1969 figures in the number of females employed in the categories of Officials and Managers, Professionals, and Office and Clerical. Office and Clerical category showed a slight percentage increase in both groups; skilled craftsmen showed increase in minority group male members.

To materially increase the utilization of minorities at all levels and in all segments of the SPA workforce, the following specific and individual result oriented efforts will be concentrated upon:

1. Recruit and refer to all campus vacancies without regard to race, creed, color, national origin, sex or age; except where sex or age is a bonafide occupational qualification.
2. Base decisions on employment solely upon an individual's qualifications for the position being filled.
3. Make promotion decisions only on the individual's qualifications as related to the requirements of the position for which he is being considered.

4. Insure that all other personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, University sponsored training, education, tuition assistance, social and recreation programs, will be administered without regard to race, creed, color, national origin, sex or age, except where sex or age is a bona fide occupational qualification.
5. Periodic audit of hiring and promotion patterns to insure goals and objectives of equal employment opportunity are met.
6. Evaluate total selection process to insure freedom from bias and attainment of goals and objectives. Personnel involved in the recruiting, screening, selection, promotion, disciplinary and related processes will be carefully selected and trained to insure elimination of bias in all personnel actions.
7. Active recruiting programs will be carried out at Community Colleges, other Colleges and Universities with minority enrollments.
8. Monitor records of referrals, placements, transfers, promotions, and terminations of all levels to insure non-discriminatory policy is carried out.
9. Establish and identify an employee service function in the personnel office to promote personal career aspirations.
10. Stimulate sensitivity on the part of supervisors to the needs of minority employees.
11. Update training programs for the maintenance trades in order to permit upgrading of service or custodial workers.

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST

HOLLADAY HALL

7/23/71 Date

TO: Chancellor

ACTION REQUESTED ON ATTACHED:

☐ Note and Return

☐ For your information
(need not return)

☐ Please handle

☐ Please answer; furnish me copy

☐ Please draft reply for my signature
(return attachments)

☐ Please give me your comments
(return attachments)

☐ Requires your approval

Attached is a suggested cover letter for
affirmative action material that we must
send to Chapel Hill on Monday.

FROM: HCK

NORTH CAROLINA STATE UNIVERSITY

Raleigh, N. C.

OFFICE OF PROVOST

HOLLADAY HALL

7/22/21 Date

TO: *Dr Kelly*

ACTION REQUESTED ON ATTACHED:

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

A proposed cover letter for *OK*

Affirmative Action material that

we must send to Chapel Hill on

Monday.

FROM: _____

D R A F T

July 23, 1971

Mr. Richard H. Robinson, Jr.
Assistant to the President
The University of North Carolina

Dear Dick:

Attached is North Carolina State's response to the request in your memorandum of July 12 concerning the development of an affirmative action program. Dr. Clauston Jenkins (201 Holladay Hall, Telephone 755-3125) will serve as our representative on the UNC Equal Employment Opportunity Committee.

Our memorandum presents a general statement of the scope which we consider appropriate for our campus. We have used the following guidelines in developing our position:

- 1) We shall continue to use good faith assessments of personal merit as our basis of employment, promotion, and salary increases.
- 2) We shall resist the use of quotas for hiring minorities or females on the basis that quotas are not required to insure equal opportunity.
- 3) As a university we have an obligation to apply our reason and intelligence to the identification of problems and solutions instead of placidly accepting the procedures or solutions adopted by other organizations.

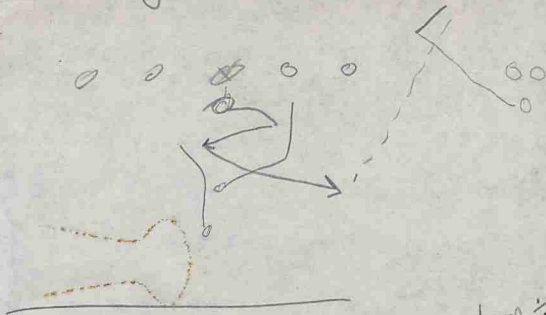
- 4) Our primary mission is education and we should not promise actions that divert resources from our central purpose.
- 5) We must recognize and state clearly the limitations of policy and resources under which we operate.

We shall be glad to cooperate in whatever ways necessary in order to develop a plan that leads to solutions of our problems.

John T. Caldwell
Chancellor

cc: Dr. Kelly
Mr. Wright
Dr. Jenkins

Industrialization + Goals



- 1) Plan + answer to HEW letter
- 2) general U policies
process 1 developing plan
- 3) address specific general points
in guidelines
- 4) specific points in HEW letter
- 5) NCSU Plan - summary
general
schools

ETA / SPA ÷

ask JTC what his position going to be in
these positions.

Definition of minimum job
requirements

use BOG reputation
policy

draft → April 2

circulate ^{and} → April 72

send ~~lg~~ ^{lg} → April ~~#20~~

recruitment memo to Deans
Form

procedure in positions
stated in letter allocating
or reallocating

Identify Problem Areas
use HEW emblem letter

Produce Personnel Policies

Wage disparity

objective criteria

Documentation of efforts to meet
goals - system must do this

seven round system of increase & promotion

Responsibility for implementation
should be I would be
administered - organized, flow
chart
quicker process available

Material received

UNC-EEO Committee

3-16-73

Chapel Hill, N.C.

11-1

Calhoun = problem of
underutilization problem
arising when hire overqualified
female when she agrees to
accept the position.

April 20

Mule: ee matts on stationary

PREPARATION OF AFFIRMATIVE ACTION PLANS: Equal Employment Opportunity

The requirements of Executive Order 11246 impose two basic obligations on a federal contractor. First, the contractor must not discriminate on the proscribed bases with reference to employment and personnel practices. Second, the contractor must pursue a program of affirmative action designed to increase the representation of females and members of minority groups within the work force, where there is evidence of previous underutilization of such persons.

The elements of an acceptable affirmative action program fall into four basic categories:

1. Affirmation of the contractor's commitment to the principle of equal employment opportunity, as detailed in the requirements of the Executive Order; for example:
 - a. Clear statement of institutional policy with reference both to nondiscriminatory practices and affirmative action.
 - b. Posting of appropriate notices concerning the equal employment opportunity policy of the institution.
 - c. Use of references to the policy in various forms of communication with employees and prospective employees (employment application forms, etc.)
 - d. Publication and dissemination of the policy, both internally and externally.

2. Identification of any discriminatory practices, with corresponding detailed and specific commitments to a program designed to eliminate the existence and effect of such practices; for example:

a. Any systematic exclusion of qualified members of one sex or race from particular categories of employment.

b. Any differentials in salary, as between individuals performing equivalent jobs, which can be attributed to considerations of sex or race.

c. Any differentials in fringe benefits or other terms and conditions of employment, which can be attributed to considerations of sex or race.

d. Any systematic assignment of females or members of minority groups to lower paying and less responsible positions than those occupied by males or members of majority racial groups.

e. Any policy on the subject of anti-nepotism which is discriminatory in statement or application.

f. Any segregation with reference to facilities.

3. Analysis of female and minority group representation in the work force, determination of possible areas of underutilization, and projection of goals and timetables for elimination of the underutilization. Without necessary reference to the possible nondiscriminatory origin of any such underutilization, the contractor is obligated to make good faith efforts to increase female and minority representation in those areas where they have previously been

underutilized. This effort represents the core component of the affirmative action concept.

4. Development and implementation of an internal monitoring and reporting system designed to insure effective application of the affirmative action program and testing of its results; for example:

a. Development of a sufficient data collection and banking system which will permit monitoring of results.

b. Identification and assignment of persons responsible for implementation and monitoring of the program.

In summary, each institution is responsible for measuring its compliance with the requirements of Executive Order 11246 and developing a written program responsive to any deficiencies found. Several institutions have the benefit, in this connection, of having had a recent HEW compliance review which did serve to identify certain problem areas. Other institutions which have not had a compliance review must review themselves. Basic guidance for all institutions is found in the following sources of information:

1. Higher Education Guidelines, Executive Order 11246, prepared by the U.S. Department of Health, Education and Welfare (excerpts from this publication are attached; the full document probably has been made available to you directly in the past by HEW).

2. Revised Order No. 4, Title 41, Part 60-2, which is the basic Department of Labor statement of guidelines in the preparation of affirmative action programs (this Order appears as Tab C in the document first referenced

above; in addition, a copy of this was distributed to you on October 11, along with other materials contained in the package prepared by this office for earlier distribution).

3. An analysis of the gross availability of females and members of minority groups within the area of academic employment, which was prepared by this office and which is attached.

4. An analysis of recruitment sources for female and minority group candidates for academic employment, which was prepared by this office and which is attached.

5. Excerpts from two affirmative action programs at other institutions, designed to illustrate particular approaches, format and style.

A difficult problem of major concern is the "utilization and availability" study required as a part of the affirmative action plan. The concepts of "underutilization" and "availability" are, in a real sense, correlatives. Both the determination of underutilization and the projection of reasonable goals are governed by the results of an availability study.

The first step in the projection of goals and timetables is an inventory, by sex and race, of the current workforce. On the basis of revealed percentage representation of females and minorities in various categories of employment, a judgment must be made about whether the figures reflect an underutilization of either type of person within the job category in question.

Guidance from the Department of Labor and from HEW on the question of assessing utilization includes, inter alia, the following statements:

"Underutilization is defined in the regulations as 'having fewer women or minorities in a particular job than would reasonably be expected by their availability.' Goals are projected levels of achievement resulting from an analysis by the contractor of its deficiencies, and of what it can reasonably do to remedy them, given the availability of qualified minorities and women and the expected turnover in its workforce".

There is no guidance provided in the available materials which effectively addresses the question of how a utilization inquiry may be made reliably. The most precise guidance does appear in paragraph 60-2.11, Revised Order No. 4, which you should study carefully.

This relatively unrefined approach contained in the guidelines does not take sufficient notice of several considerations which may be pertinent in the academic employment context and which may vary in importance from institution to institution. For example, what is the "recruitment area" of a given institution; what competitive factors (such as prevailing comparative salary levels among institutions) affect the "availability" to a particular institution of members of a gross applicant pool; and to what extent does the total number of ostensibly qualified persons represent a true employment pool, i.e. persons who in every case are in fact seeking academic employment.

The essential point is that both the utilization study and any projections designed to respond to a finding of underutilization should be approached carefully and realistically, with full account taken of all circumstances which affect the institution's capacity to identify, recruit and employ females and minorities. A pro forma, superficial effort will not suffice, on at least

two counts. First, documentation of the process by which utilization conclusions were arrived at is required as a part of an acceptable affirmative action program. Second, unrealistic conclusions, estimates and projections, which are not grounded on a careful assessment of all pertinent considerations, could produce subsequent findings of noncompliance (if, for example, an inflated projection of female and minority additions is made, and the goal is not substantially attained).

A useful analysis of this problem area is found in a recent publication of the American Association of Higher Education entitled Affirmative Action: Women's Rights on Campus. Copies of this publication are being supplied to you.

Excerpts from

HIGHER EDUCATION GUIDELINES, Executive Order 11246
U. S. Department of Health, Education and Welfare
Office of the Secretary
Office for Civil Rights

I. LEGAL PROVISIONS

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

Executive Order 11246, as amended

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

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

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

Regulations of the Department of Labor

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

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

Revised Order No. 4 and Non-public Institutions

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

Revised Order No. 4 and Public Institutions

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

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

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

Nondiscrimination and Affirmative Action in the Executive Order

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

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

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

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

Who is Protected by the Executive Order

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

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

Goals and Timetables

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

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

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

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

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

II. PERSONNEL POLICIES AND PRACTICES

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

Recruitment

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

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

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

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

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

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

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

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

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

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

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

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

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

Hiring

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

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

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

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

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

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

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

Anti-nepotism Policies

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

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

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

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

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

Placement, Job Classification, and Assignment

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

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

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

Training

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

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

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

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

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

Promotion

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

Termination

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

Conditions of Work

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

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

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

Rights and Benefits-Salary

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

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

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

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

Back Pay

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

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

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

Leave Policies

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

Employment Policies Relating to Pregnancy and Childbirth

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

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

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

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

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

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

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

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

Fringe Benefits

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

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

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

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

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

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

Child Care

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

Grievance Procedures

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

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

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

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

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

III. DEVELOPMENT OF AFFIRMATIVE ACTION PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

6. Publication of affirmative action programs: In accordance with 41 CFR 60-2.21(11), which states that the contractor should "communicate to his employees the existence of the contractor's affirmative action program and make available such elements of his program as will enable such employees to know of and avail themselves of its

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

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

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

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

Data Gathering and Analysis - Suggested Procedures

A necessary prerequisite to the development of a meaningful affirmative action program is the identification and analysis of problem areas inherent in minority and female employment, and an evaluation of the opportunities for utilization of minorities and women in the contractor's workforce. (See Guidelines p. 2 for an explanation of the obligations of public contractors.)

The first step in the contractor's analysis of its workforce is to determine where policies and practices have had the effect of denying equal employment opportunity and benefits to certain groups of persons on a discriminatory basis. This will necessitate the development of a comprehensive inventory of all employees.

An employer must then organize this inventory so as to determine:

1. any patterns of job classification and assignment identifiable by sex or minority group;
2. any job classification or organizational unit where women and minorities are not employed or are underutilized (see Guidelines p. 3 for a definition of underutilization); and
3. any patterns of difference in rate of pay, status, type of appointment, termination, or rates of advancement within job classifications or organizational units which are identifiable by sex or minority group.

The results of a contractor's analysis should be shared and discussed with personnel relations staff, with department and divisional heads and with other supervisors responsible for academic and nonacademic personnel to determine whether patterns suggesting deficiencies in equal employment exist and, if so, why. At this stage of evaluation, some institutions have set up task forces to assist in identifying discriminatory patterns and practices. This has proven particularly useful in the area of academic employment, where the faculty has traditionally had a principal responsibility for matters relating to faculty status.

A. Basic Data File

The contractor must first establish a basic data file on its employees. This is the primary source material of the institution and need not be submitted to the Office for Civil Rights, although the contractor may be required at some time to supply OCR with this information in order to determine the accuracy in the compilation of the data.

The basic file should contain the following for each employee:

- (1) name and/or identification number (See discussion below)
- (2) sex
- (3) ethnic identification (Negro, Spanish-surnamed, American Indian, Oriental. All others, including Caucasians, should be identified as "other")
- (4) year or date of birth, or age
- (5) current salary (full-time annual equivalent)
- (6) current job family or generic job family
- (7) current job title
- (8) personnel action resulting in current job title (new hire, promotion, transfer, demotion)
- (9) date of personnel action resulting in current title (years in current job)
- (10) previous job title
- (11) employment status (full-time, part-time, tenured, non-tenured, etc.)
- (12) educational level
- (13) organizational unit where employed
- (14) date of hire

The contractor may wish to compile this basic data in the form of a master list, or computer printout, arranged by department, within department by job classification, and within job classification by length of service and salary. The Office for Civil Rights will not normally require that these printouts be submitted, if the summaries described below are compiled in such a way as to be sufficient to determine compliance.

In collecting data on employees, it is not necessary to identify the employees by name. Where there is an objection raised by an individual to providing data on his or her race or sex, it should be made clear that individuals are not themselves legally bound to report such information. Where an inventory by voluntary submission of such data on the part of employees is not obtained, however, employers must rely on their supervisors to make identification on the basis of their "best knowledge" of employees. It is clear that no inventory method, and particularly the latter one, will provide perfect accuracy. Nevertheless, the institution must devise some method which will produce reasonably accurate data upon which to base its identification of problems or deficiencies and to develop a responsive affirmative action program.

B. Organization

The basic data on all employees must be summarized for ready analysis in the following manner:

1. by department, a list of each job classification in descending order (e.g. professor, associate professor; secretary 1, secretary 2, etc.) showing the numbers by sex for each racial and ethnic group, as well as cumulative figures for minorities and for females generally.

2. by job classification, within the entire institution, showing the numbers by sex for each ethnic group, as well as cumulative figures for minorities and for females generally. In order to satisfy this requirement an institution must establish an organization chart, broken down by career ladders; it must also classify all job titles and organize them into career ladders. The duties, educational requirements, experiential requirements and pay ranges for each position must be made reasonably explicit.

3. by department, the mean salary in each job classification, by sex for each racial and ethnic group.

4. by job classification, across department lines, the mean salary in each classification, by sex for each racial and ethnic group.

C. Required Analysis

1. Availability of Women and Minorities

A unique aspect of equal employment opportunity under the Executive Order is the required compilation of availability data on women and minorities for use as a measure of the contractor's equal employment opportunity. By comparing availability data with current employees, the contractor has an indication of how representative its workforce is of the persons qualified for employment in its institution.

The Department of Labor's Revised Order No. 4 (41 CFR 60-2.11(a) (1 and 2) contains explicit guidelines for constructing an availability index for minorities and an availability index for women. These indices are particularly applicable in the case of nonacademic personnel.

The demographic data needed to develop these estimates can generally be secured through the Census Bureau, the Department of Labor's Bureau of Labor Statistics and its Women's Bureau, and from city, county and state governments, including planning commissions and public employment agencies. Estimates concerning minority population, workforce and requisite skills may often be obtained from local Chambers of Commerce, union organizations, employer associations, local educational institutions, community organizations, and minority and women's advocacy groups such as the Urban League and NOW. The community organizations serving minorities and women will often be the closest to the situation and thus should be contacted by the contractor in preparing estimates of availability.

For academic personnel the development of availability figures is slightly different, because the recruiting area will vary from institution to institution. It may be a national or even international one. Because the skills required for a particular position are often quite specialized, accurate information on availability may be more difficult to obtain.

OCR recommends the following procedure for determining availability figures for women and minorities for academic positions:

Many disciplinary associations and professional groups have data that show percentages of racial and national origin minorities available in certain

fields, and a 1968 study by the Ford Foundation (Office of Reports) provides percentages of Negroes holding doctorates. To determine the number of women available for senior level positions, the Office recommends that the contractor use data available from the National Register of Scientific and Technical Personnel prepared by the National Science Foundation, and the U.S. Office of Education's annual reports on earned degrees. Another source is the National Research Council of the National Academy of Science. This data has been compiled by sex, but is now being compiled by race, as well. The NSF data is broken down by sex, specialty and subspecialty, highest degree, years of professional experience, and primary work activity. The OE data is broken down by sex, degree earned, school granting degree, and specialty. For women in junior positions, the Office recommends that the contractor consider the OE annual report of earned degrees for the last 5 years and current graduate school enrollments.

To the extent that an institution makes a practice of employing its own graduates, the number and percentage of graduate degrees which it has itself awarded to women and minorities in the past ten years or so should be reflected in the goals which it sets for its future faculty appointments.

For academic employees the basic national data on earned doctoral degrees will provide the basis for a utilization analysis of a contractor's workforce, unless the contractor can otherwise demonstrate that the labor market upon which it draws is significantly different from this base. For example, some institutions appoint a large number of new faculty from a particular group of graduate schools; such institutions may use data obtained from these schools to determine the availability of women and minorities. If the annual output of women and minorities from the primary feeder schools exceeds the national average, the contractor will be expected to use the higher figures to determine availability. If the output from the feeder schools is less than the national average, the institution will be expected to justify its use of such recruitment sources, or use the higher figures to determine eligibility.

2. Comparison of Current Workforce with Availability Data

The next step for the contractor is to compare the number of women and minorities in its current workforce with their availability in the market from which it can reasonably recruit. This comparison must be by comparable job categories. Wherever the comparison reveals that a hiring unit of the university (a department or other section) is not employing minorities and women to the extent that they are available and qualified for work, it is then required to set goals to overcome this situation.

Goals should be set so as to overcome deficiencies in the utilization of minorities and women within a reasonable time. In many cases this can be accomplished within 5 years; in others more time or less time will be required.

Goals may be set in numbers or percentages, and should reflect not only the number of new hires but also the projected overall composition of the work force in the given unit.

It is necessary to set goals that will overcome underutilization in the institution's work force within a reasonable period of time, not merely to set goals for new hires based on current availability.

In many institutions the appropriate unit for goals is the school or division, rather than the department. While estimates of availability in academic employment can best be determined on a disciplinary basis, anticipated turnover and vacancies can usually be calculated on a wider basis. While a school, division or college may be the organizational unit which assumes responsibility for setting and achieving goals, departments which have traditionally excluded women or minorities from their ranks are expected to make particular efforts to recruit, hire and promote women and minorities. In other words, the Office for Civil Rights will be concerned not only with whether a school meets its overall goals, but also whether apparent general success has been achieved only by strenuous efforts on the part of a few departments.

3. Salary Analysis

A salary analysis is required for all employees. The basic question to be answered by such an analysis is whether there is a difference in the salary of employees with the same job title that can be attributed to their sex or minority status. However, before this analysis is done, job titles must be compared and overlapping ones merged so that persons doing the same work with different job titles benefit from the salary analysis.

The most effective means of undertaking a meaningful salary analysis may vary from institution to institution. Factors which are taken into consideration in determining salary may vary among and even within institutions. The purpose and function of every salary analysis should be to determine whether women or minority group persons are being paid lower wages for performing the same or essentially the same duties.

D. Additional types of analyses which are useful in determining compliance

1. Locations Analysis

In an attempt to prevent the development of segregated job titles in any physical location, a locations report is suggested. This report should examine the race-sex-national origin composition of each job title in each major organizational unit of the institution, e.g., athletic department, health services, hospitals, central administration, deans' offices, building and grounds, etc.

This analysis may not be revealing where the units involved are small or where the numbers of minorities or women in the job title are few. But where a university discovers that it has one minority or sex group clustered in any one unit, even though there are members of the opposite sex or of other minorities in the same job title clustered elsewhere, corrective action must be taken. If a university discovers the reason for this concentration, it can prevent it from recurring or continuing by altering its policies.

This type of analysis may also be useful in determining at what point in the organizational structure women or minorities cease to move upward, and what obstacles to upward mobility may exist within the contractor's organizational structure.

2. Promotion Analysis

A university may also compile data to determine the success or failure of women and minorities in attaining promotion or tenure. One possible method is to compare the time spent prior to gaining promotion or tenure by males and by females of similar experience or by minorities and by others of similar experience. Another comparison could show the percentage in each group eligible for and those granted promotion or tenure. Wide variance among sex-ethnic-racial groups would necessitate further analysis.

E. Testing and Test Validation

41 CFR 60-3 ("Employee Testing and Other Selection Procedures") requires all contractors to validate tests used as a basis for employment decisions, in order to make certain they are not discriminatory, and provides that contractors may be required to validate other employee selection techniques.

The term "test" is defined as any paper-and-pencil or performance measure used as a basis for any employment decision and all other formal, scored, quantified or standardized techniques of assessing job suitability.

The latter techniques include personal history and background requirements which are specifically used as a basis for qualifying or disqualifying applicants or employees, specific educational or work history requirements, scored interviews, biographical information blanks, interviewer's rating scales, and scored application forms.

If a test or selection technique is determined to have a disproportionate impact on minority persons or women, such test or selection technique must be validated pursuant to the regulations cited above.

A testing report should contain the following data: name of test, publisher, and publication date of the test, the groups on whom it was validated and when and where, the groups to whom it is administered by the contractor and in what employment decisions it is used, the average score, the standard deviation for each race-sex group taking the test and the number of people in each race-sex group taking the test. Data should be kept indicating the scores, standard deviation, and number of people in each race-sex group who took the test and subsequently received a favorable personnel action (hired, promoted, placed in new job) in part because of their test scores. Based on the analysis of this data, the contractor must determine where tests must be eliminated or modified.

AVAILABILITY OF QUALIFIED WOMEN AND MINORITIES FOR ACADEMIC POSITIONS

The purpose of this paper is to address the requirement that The University of North Carolina comply with Executive Order 11246, "Non-discrimination Under Federal Contracts."

Briefly stated, under Executive Order 11246, as amended, the University as employer agrees that it "will not discriminate against any employee or applicant for employment because of race, color, religion, sex or national origin", and that it "will take affirmative action to ensure that applicants are employed and that employees are treated during employment" without regard to these factors.

Further, Revised Order No. 4 requires that the employer maintain a written affirmative action plan to ensure non-discrimination. A part of the "Higher Education Guidelines - Executive Order 11246" outlines the type of employment analysis which must be undertaken by the employer (see 41 CFR-60-2) including the requirement to achieve a ratio of women and minorities in academic positions at least equivalent to their availability.

Availability

As a first step in developing future faculty employment goals as an integral part of an affirmative action plan, based upon the employment analysis, each campus and its individual departments will need to determine what is the available employment pool from which faculty members can be recruited.

It is possible to view the available recruitment pool in a number of ways, e.g. a review of statistics that reveal a) the national proportion of formally qualified women and/or minorities employed in academic positions; b) statistics that reveal the average percentage of women earning the doctorate in each discipline over the past 5-10 years; c) statistics that reveal the proportion of doctorate degrees (PhD's and other advanced doctorates) granted to women at that particular graduate institution and/or d) the number of women earning the doctorate at comparable institutions.

Numbers employed

Nationally, women comprise 22 percent (110,594) and men 78 percent (387,765) of the faculty and other professional staff in the U. S. according to the latest data from the American Council on Education. The ratio of females to males in faculty and other professional positions over a thirty-year period shows a decline--in 1939-40 the ratio was 28 percent females--6 percent less than in the mid-60's--to 72 percent males. Of the total 68.1 percent are faculty engaged in resident instruction. (See Table I for further details).

TABLE I. FACULTY AND OTHER PROFESSIONAL STAFF, BY SEX,
SELECTED YEARS, 1939/40 - 1967/68

Year ^b	Faculty and Other Professional Staff ^d				
	Number of Different Persons			Percent Distribution	
	Total	Men	Women	Men	Women
1939-40	147,790	106,935	40,855	72%	28%
1949-50	248,749	187,463	61,286	75	25
1951-52	246,337	188,325	58,012	76	24
1953-54	268,028	206,205	61,823	77	23
1955-56	301,582	232,107	69,475	77	23
1957-58	348,509	270,013	78,496	78	22
1959-60	382,664	297,974	84,690	78	22
1961-62	427,833	333,830	94,003	78	22
1963-64	498,359	387,765	110,594	78	22
1966-67 ^c	650,198	na	na	na	na
1967-68 ^c	714,949	na	na	na	na

SOURCE: ACE, A Fact Book on Higher Education, Third Issue, 1972, p. 72.127.

If the national pattern of 22 percent women were followed in the region, it would yield 16,762 women faculty in the 12 Southeastern states (based on 100 percent for fall of 1967 shown in Table II.

TABLE II. FACULTY AND ORGANIZED RESEARCH STAFF, FALL 1967

Region & State	Professional Staff ^a Engaged in:					
	Resident Instruction & Departmental Research			Organized Research ^b		
	Senior Staff		Junior Staff	Senior Staff		Junior Staff
	Full ^c		Full ^c Part ^d	Full ^c		Full ^c Part ^d
	Full ^c	Full ^c	Part ^d	Full ^c	Full ^c	Part ^d
SOUTHEAST	54,053	2,483	10,481	3,941	2,007	3,227
Alabama	4,015	185	692	370	161	149
Arkansas	2,141	76	718	148	139	135
Florida	7,287	23	983	908	185	895
Georgia	5,222	205	1,395	586	35	333
Kentucky	4,095	61	785	187	126	141
Louisiana	4,434	422	1,159	350	127	296
Mississippi	2,885	118	548	163	140	29
North Carolina	7,360	138	936	656	141	825
South Carolina	2,671	74	965	14	74	31
Tennessee	5,481	284	1,667	366	299	202
Virginia	6,060	481	566	120	215	62
West Virginia	2,402	416	67	73	365	124

SOURCE: ACE, A Fact Book on Higher Education, Third Issue, 1972, p. 72.132.

In North Carolina for fall 1971 the sex ratio of faculty men to women is the same. Of a total of 9,256 faculty with academic rank employed in public and private senior institutions, females comprise 22.3 percent (2,066) and males 77.7 percent (7,190) of the positions. No significant difference in female/male ratio exists between the public and private sectors. (See Table III for details).

TABLE III. FULL-TIME FACULTY WITH ACADEMIC RANK
IN NORTH CAROLINA, FALL 1971

	<u>Male</u>	<u>%</u>	<u>Female</u>	<u>%</u>	<u>TOTAL</u>
Public Senior	4,734	(78.0)	1,336	(22.0)	6,070 (100)
Private Senior	<u>2,456</u>	(77.1)	<u>730</u>	(22.9)	<u>3,186</u> (100)
	7,190	(77.7)	2,066	(22.3)	9,256 (100)

SOURCE: North Carolina Board of Higher Education, Statistical Abstract of Higher Education in North Carolina, 1971-1972. Research Report 1-72 (April 1972), pp. 90-91.

During the past year in the public institutions, nine have increased the number and five the percentage of faculty women as shown in Table IV.

To the extent that the national yardstick can be used as a measure of the present utilization of women among faculties in the state, at seven the percentages are below the national and state averages of 22 percent women on their faculty and professional staffs.

TABLE IV

WOMEN FACULTY AND THE NATIONAL AVERAGE IN PUBLIC SENIOR INSTITUTIONS
FALL 1971 and FALL 1972

	Fall 1971		Fall 1972		Nat'l Ave. 22%
	No.	Percent	No.	Percent	
NCSU	70	5.6	104	7	326
UNC-A	7	11.3	6	10	13
UNC-CH	333	18.4	273	16	374
UNC-C	46	20.6	54	20	58.5
UNC-G	154	35.9	171	37.5	100
UNC-W	27	24.3	37	27	30
ASU	70	21.0	73	18	87
ECU	206	36.0	193	31	135
ECSU	33	37.5	33	37	19.5
FSU	30	27	33	33	22
NC A&T	84	33.5	72	31	51
NCCU	101	44.1	127	45	61.6
NCSA	27	32.5	[Data not available]		
PSU	30	26.5	23	21	24
WCU	57	19.5	63	18	76
WSSU	61	55.0	62	55	24.6
	1,336		1,324		

SOURCE: Institutional Reports on Academic Employees (Faculty), November 1972 to Richard Robinson.

Doctoral Degrees Conferred

In the academic area, availability of women has traditionally been viewed as being directly related to the number earning the highest degree in each field, usually the doctorate.

Nationally, women earned 14 percent (4,579) and men 86 percent (27,534) of the earned doctor's degrees (32,113) in the U. S. in 1970-71 according to ACE data.*

* ACE, Fact Book, Fourth Issue/1972, p. 72, 193.

In the U. S. the percentage of earned doctorates going to women has ranged from 9 per cent in 1951-52 and 1953-54 to the latest high of 14 percent. This compares with women earning 41 percent of all degrees, 42 percent of bachelor's degrees, and 40 percent of master's degrees in 1970-71. (For the percent distribution of earned degrees for a twenty-two-year span, see Table V).

TABLE V. PERCENT DISTRIBUTION OF EARNED DEGREES, BY LEVEL AND BY SEX, 1947/48 - 1970/71

Year	Percent Distribution of Earned Degrees, by Sex							
	All Degrees		Bachelor's ^a		Master's		Doctor's	
	Men	Women	Men	Women	Men	Women	Men	Women
1947-48	65	35	65	35	68	32	88	12
1949-50	76	24	76	24	71	29	90	10
1951-52	69	31	68	32	69	31	91	9
1953-54	65	35	64	36	67	33	91	9
1955-56	65	35	64	36	66	34	90	10
1957-58	67	33	66	34	67	33	89	11
1959-60	66	34	65	35	68	32	90	10
1961-62	64	36	62	38	69	31	89	11
1963-64	62	38	60	40	68	32	89	11
1965-66	62	38	60	40	66	34	88	12
1967-68	60	40	58	42	64	36	87	13
1969-70	60	40	58	42	60	40	87	13
1970-71	59	41	58	42	60	40	86	14

SOURCE: ACE, A Fact Book on Higher Education, Fourth Issue/1971, p. 72.194.

Proportion of Doctorates Earned by Women by Area and Field, 1960-69.

While the overall production of doctoral degrees among women has been proportionately low, their distribution among subject fields has varied widely. The Council for University Women's Progress at the University of Minnesota has compiled and the American Association of Colleges Project on the Status of Women has distributed data on women's share of the earned doctorates

for the decade of the 1960's. Table VI (2 pages) provides the data showing the range by area and by field.

For example, from a total of 154,111 doctoral degrees reported in the decade, they range from none (0 percent) in several fields in business and commerce, computer science, medical technology and metallurgy to 6 (100 percent) in home economics institutional management and 17 (94 percent) in public health nursing. For the number and proportion of doctorates earned by women in the 1960's (including professional doctorates) for 27 broad disciplines and 174 subdisciplines according to the HEGIS taxonomy, see Table VI (two pages).



WOMEN'S
EQUITY
ACTION
LEAGUE

Prepared June/1971 by the
Council for University Women's Progress
at the University of Minnesota

TABLE VI

PROPORTION OF DOCTORATES EARNED BY WOMEN,
BY AREA AND FIELD, 1960-1969

Data source: U.S. Department of Health, Education and Welfare, *Earned Degrees Conferred: Bachelor's and Higher Degrees*. A publication of the Bureau of Educational Research and Development and the National Center for Educational Statistics, Washington, D.C.: U.S. Government Printing Office. (All public and private colleges and universities in the United States known to confer doctoral degrees are included in the survey. Professional doctoral degrees, such as M.D., however, are not listed.) The consecutive bulletins from which these original data were obtained are located in the Wilson Library Documents Division.

	Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969		Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969
Agriculture, Total	4462	79	1.77	Health Education	88	26	29.55
Agriculture, General	115	1	.87	Recreation	30	4	13.33
Agronomy, Field Crops	966	5	.52	Education of the Mentally Retarded	118	36	30.51
Animal Science	872	21	2.41	Education of the Deaf (1964-1969 only)	6	4	66.67
Dairy Science	262	4	1.53	(1964-1969 only) ⁹			
Farm Management	13	0	.00	Speech and Hearing Impaired	339	67	19.76
Fish, Game or Wildlife Management (1961-1969) ¹	209	2	.96	Education of the Visually Handicapped (1964-1969 only) ¹⁰	3	1	33.33
Food Science	385	16	4.16	Education of the Emotionally Disturbed (1965-1969 only) ¹¹	24	6	25.00
Horticulture	539	11	2.40	Administration of Special Education (1963-1969 only) ¹²	14	4	28.57
Ornamental Horticulture	14	0	.00	Education of Other Exceptional Children ¹³	391	126	32.23
Poultry Science	211	7	3.32	Agricultural Education	228	2	.88
Soil Science	568	2	.35	Art Education	194	52	26.80
Agriculture, All other fields	308	10	3.25	Business or Commercial Education	300	89	29.67
Architecture	50	4	8.00	Distributive Education, Retail Selling	28	6	21.43
Biological Sciences, Total	17,708	2448	13.82	Home Economics Education	124	123	99.19
Premedical, Predental and Preveterinary Sciences	25	2	8.00	Industrial Arts Education, Nonvocational	224	1	.45
Biology, General	1949	395	20.27	Music Education	548	75	13.69
Botany, General	1653	186	11.25	Trade or Industrial Education, Vocational	181	8	4.42
Zoology, General	2262	318	14.06	Specialized Teaching Fields, All other	756	261	34.52
Anatomy and Histology	633	116	18.33	Nursery or Kindergarten Education	14	12	85.71
Bacteriology, etc. ²	2086	355	16.94	Early Childhood Education	22	20	90.91
Biochemistry	2695	471	17.48	Elementary Education	1199	459	38.28
Biophysics	429	32	7.46	Secondary Education	966	154	15.94
Cytology	30	9	30.00	Combined Elementary and Secondary Education	21	4	19.05
Ecology (1961-1969 only)	37	2	5.41	Adult Education	303	46	15.18
Embryology	45	11	24.44	General Teaching Fields, All other	445	97	21.80
Entomology	1097	46	4.19	Education Administration, Supervision Finance ¹⁴	7242	931	12.86
Genetics	672	61	9.08	Counseling and Guidance	2357	488	20.70
Molecular Biology (1968-1969 only) ³	32	6	18.75	Rehabilitation and Counselor Training (1964-1969 only)	80	14	17.50
Nutrition (1961-1969 only)	156	45	28.85	History of Education, etc. (1964-1969 only) ¹⁵	488	99	20.29
Pathology	271	15	5.54	Education, General	6286	1183	18.82
Pharmacology	783	87	11.11	Educational, Psychology (1964-1969 only)	875	224	25.60
Physiology	1145	168	14.67	Physical Education, Nonteaching (1964- 1969 only)	36	9	25.00
Plant Pathology	692	19	2.75	Education, All other fields ¹⁶	1296	286	22.07
Plant Physiology	203	12	5.91	Engineering, Total ¹⁷	18,572	82	.44
Biological Sciences, All other fields	803	92	11.46	English and Journalism, Total	6471	1541	23.81
Business and Commerce, Total	3046	86	2.82	English and Literature	6322	1523	24.09
Business and Commerce, General	1372	33	2.41	Journalism	149	18	12.08
Accounting	268	18	6.72	Fine Arts and Applied Arts, Total	4035	678	16.80
Finance, Banking (1967-1969 only) ⁴	53	1	1.89	Art General	99	18	18.18
Marketing (1967-1969 only) ⁵	66	1	1.52	Music, Sacred Music	1473	199	13.51
Real Estate, Insurance (1967-1969 only) ⁶	2	0	.00	Speech and Dramatic Arts	1978	314	15.87
Transportation (1967-1969 only)	7	0	.00	Fine and Applied Arts, All other fields	485	147	30.31
Business and Commerce, All other fields	1278	33	2.59	Folklore (1965-1969 only)	29	8	27.59
City Planning (1960-1969 only) ⁷	44	2	4.55				
Computer Science and Systems Analysis, Total (1964-1969 only) ⁸	158	4	2.53				
Computer Science	99	3	3.03				
Systems Analysis	22	1	4.55				
Computer Science and Systems Analysis, All other fields	37	0	.00				
Education, Total	26,369	5230	19.83				
Physical Education	1143	313	27.38				

	Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969		Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969
Foreign Languages and Literature, Total	4158	1186	28.52	Metallurgy	213	0	.00
Linguistics	551	133	24.14	Meteorology	245	2	.82
Latin, Classical Greek	506	128	25.30	Pharmaceutical Chemistry (1961-1969 only)	289	13	.50
French	768	311	40.49	Physics	8415	168	2.00
Italian	47	17	36.17	Geology	2143	53	2.47
Portuguese	14	3	21.43	Geophysics	203	3	1.48
Spanish	668	217	32.49	Oceanography	222	4	1.80
Philology and Literature of Romance Languages	380	93	24.47	Earth Sciences, All other fields ¹⁸	170	2	1.18
German	678	171	25.22	Physical Science, All other fields	359	18	5.01
Other German Languages	27	5	18.52	Psychology, Total	9135	1845	20.20
Philology and Literature of Germanic Languages	52	9	17.31	General Psychology	7071	1365	19.30
Arabic	5	1	20.00	Clinical Psychology (1961-1969 only)	651	163	25.04
Chinese	14	2	14.29	Counseling and Guidance	138	33	23.91
Hebrew	23	1	4.35	Social Psychology (1961-1969 only)	309	68	22.01
Hindi, Urdu (1961-1969 only)	2	0	0.00	Rehabilitation Counselor Training (1964-1969 only)	36	8	22.22
Japanese	12	2	16.67	Educational Psychology (1964-1969 only)	137	37	27.01
Russian	116	28	24.14	Psychology, All other fields (1964-1969 only)	793	171	21.56
Other Slavic Languages	68	20	29.41	Religion, Total	2825	141	4.99
Foreign Language and Literature, All other fields	227	45	19.82	Religious Education, Bible	368	49	13.32
Forestry	558	1	.18	Theology	1417	49	3.46
Geography	663	37	5.58	Religion, Liberal Arts Curriculum	860	39	4.54
Health Professions, Total	1831	168	9.18	Religion, All other fields	180	4	2.22
Hospital Administration	20	1	.50	Social Sciences, Total	18,662	2072	11.10
Medical Technology	2	0	.00	Social Sciences, General	261	27	10.34
Nursing, Public Health Nursing	18	17	94.44	American Studies, Civilization, Culture	257	41	15.95
Optometry	16	1	6.25	Anthropology	942	202	21.44
Pharmacy	563	24	4.26	Area or Regional Studies	384	46	11.98
Physical Therapy, Physiotherapy	1	0	.00	Economics	3898	219	5.62
Public Health	418	62	14.83	History	4943	579	11.71
Radiologic Technology	3	0	.00	International Relations	425	33	7.76
Clinical Dental Services	24	4	16.77	Political Science or Government	2876	253	8.80
Clinical Medical Services	302	31	10.26	Sociology	2361	403	17.07
Clinical Veterinary Services	250	4	1.60	Agricultural Economics	1165	12	1.03
Health Professions, All other fields	214	24	11.21	Foreign Service Programs	11	1	9.09
Home Economics, Total	514	392	76.26	Industrial Relations	96	4	4.17
Home Economics, General	104	101	97.12	Public Administration	283	23	8.13
Child Development, Family Relations	174	87	50.00	Social Work, Social Administration	480	174	36.25
Clothing and Textiles	53	52	98.11	Social Science, All other fields	280	55	19.64
Foods and Nutrition	134	108	80.60	Trade or Industrial Training	84	0	.00
Institution Management or Administration	6	6	100.00	Broad General Curriculums and Miscellaneous Total	726	107	14.74
Home Economics, All other fields	43	38	88.37	Arts, General Programs	39	9	23.08
Law	268	12	4.48	Sciences, General Programs	84	9	10.71
Library Science	140	38	27.14	Arts and Sciences, General Programs	40	5	12.50
Mathematical Sciences, Total	6166	401	6.50	Teaching of English as a Foreign Language	27	10	37.04
Mathematics	5538	348	6.46	All Other Fields of Study ¹⁹	536	74	13.81
Statistics	781	53	6.79	Total All Fields (areas) reported:	154,111	17,929	11.63
Philosophy, Total	1701	188	11.05				
Philosophy	1520	155	10.20				
Scholastic Philosophy	181	33	18.23				
Physical Sciences, Total	25,736	1179	4.58				
Physical Sciences, General	93	3	3.23				
Astronomy	421	29	6.69				
Chemistry	12,963	864	6.82				

- When information was available from 1961-1969 (this field was not given as a separate category in 1960-1961), proportions were computed based on information available. If the field was not listed as a separate category for more years than 1960-1961, the information was included in the residual category. Exceptions are noted.
- Includes Bacteriology, Virology, Mycology, Parasitology and Microbiology.
- The status of this field prior to 1961, when it was considered separately, is not clear.
- 5, and 6. As in 3, the same observation applies.
- 7 and 8. These entire areas are new.
- 9, 10, 11, and 12. Subsumed under other categories in earlier years.
- Includes: Special Learning Disability, Education of the Cripples, Education of the Multiple Handicapped.
- Includes Curriculum Instruction as well. These fields were separated for all but year 1963-64, so it was necessary to combine them.
- Includes History, Philosophy and Theory of Education.
- Includes the recently listed field of Education Specialist.
- A breakdown on Engineering was omitted from Earned Degrees Conferred: Bachelor's and Higher Degrees for the four academic years 1960 through 1964. Other sources investigated provided breakdown by field but not by sex.
- Includes recent field, "Earth Sciences, General."
- Includes recent field, "Interarea Fields of Study."

Percent of Doctorates Earned by Women at Top Degree Granting Schools,
1967-69.

Another possible way of assessing the availability of women professionals may be found in a review of statistics showing the percent of doctorates granted to women in specific departments at the leading degree-granting institutions in the nation. This approach may be more applicable for schools recruiting from or considering themselves to be comparable to such a pool.

Data of this type is found in a second statistical report on the availability of women holders of the Ph.D. degree compiled by the Office of the Chancellor, University of Wisconsin, for 1967-69. It shows the combined percentage of doctorates awarded to women by the largest degree-awarding institutions (more than 2,000 doctorates) by the best ranked departments in each field (according to a 1969 ACE rating of institutions with 3.0 or above). The percentage of doctor's degrees going to women in the 1967-69 years ranged from none in 10 areas to highs of 78.4 (library science), 88.8 (textiles and clothing), and 100 percent in home economics education. For more details see Table VII (4 pages).

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

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

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

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

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

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

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

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

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

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

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

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

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

A third set of statistics relates to the number and percent of Ph.D.'s awarded to women in selected disciplines by the top five graduate institutions during 1953-58 and during 1963-68. In each instance, it is possible to note an increase in doctoral degrees earned by women in ten disciplines. Sociology (24 percent), English (23 percent), and Psychology (22 percent) represent the highest proportion of women; in all other fields, the percentage of degrees going to women falls below 20 percent. (See Table VIII, 2 pages)

TABLE VIII

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

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

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

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

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

Sociology:	1957: Harvard, Columbia, Chicago, Michigan, Cornell 1970: Berkeley, Harvard, Chicago, Columbia, Michigan
English:	1957: Harvard, Yale, Columbia, Berkeley, Princeton 1970: Yale, Berkeley, Harvard, Chicago, Princeton
Psychology:	1957: Harvard, Michigan, Yale, Berkeley, Stanford 1970: Stanford, Michigan, Berkeley, Harvard, Illinois
Anthropology:	1957: Chicago, Harvard, Columbia, Berkeley, Yale 1970: Chicago, Berkeley, Michigan, Pennsylvania, Harvard
History:	1957: Harvard, Columbia, Yale, Berkeley, Wisconsin 1970: Harvard, Yale, Berkeley, Princeton, Stanford, Columbia, Wisconsin
Political Science:	1957: Harvard, Chicago, Berkeley, Columbia, Princeton 1970: Yale, Harvard, Berkeley, Chicago, Michigan
Chemistry:	1957: Harvard, Berkeley, Illinois, Chicago, Wisconsin 1970: Harvard, Cal. Tech., Stanford, Berkeley, M.I.T.
Economics:	1957: Harvard, Chicago, Yale, Columbia, Berkeley, Stanford 1970: Harvard, M.I.T., Chicago, Yale, Berkeley
Mathematics:	1957: Harvard, Chicago, Princeton, Berkeley, Michigan 1970: Berkeley, Harvard, Princeton, Chicago, M.I.T.
Physics:	1957: Berkeley, Harvard, Columbia, Princeton, Chicago 1970: Cal. Tech., Berkeley, Harvard, Princeton, Stanford, M.I.T.

Number of Blacks and Other Minorities

Addressing the question of the availability pool of minority academic personnel is more difficult. Although firm data on the race of faculty in American higher education are difficult to locate, it is clear that the percentage of Black American faculty members is disproportionately low. Though statistical data is incomplete and piecemeal, it reflects a consistent picture. John Egerton summarizes the Black presence in higher education this way:

That the black presence is long overdue--and still disproportionately small--can hardly be debated. In the 80 predominantly white state universities in this survey, less than two of every 100 students, one of every 100 graduates, and one of every 100 faculty members are American Negroes. Over 11 percent of the nation's population is black, yet none of the 80 institutions has that high a percentage of black students. There is little reason to believe that the ratio of Negroes is much higher in the public and private colleges and universities which were not included in this survey.*

Other studies substantiate Egerton's idea. An American Council on Education survey of 60,028 faculty in 303 broadly representative colleges and universities in March 1969 reveals that 2.2 percent of faculty in all institutions in the U. S. are Black, 1.3 percent are Oriental, and .3 percent are other minorities. In the universities the percents are .5 Black, 1.6 Oriental, and .3 other. For four-year institutions the percentages vary slightly with a higher percentage of Blacks (5.0). (See Table IX for further details.)

*Egerton, John, "State Universities and Black Americans: An Inquiry Into Desegregation and Equity for Negroes in 100 Public Universities." Atlanta, Georgia, Southern Education Reporting Service, May 1969. P.93.

TABLE IX. American College Faculty, By Sex and By Race, 1969
(Percentage Distribution)

	<u>All Institutions</u>			<u>In Two-Year Colleges</u>			<u>In Four-Year Colleges</u>			<u>In Universities</u>		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
White	96.6	94.7	96.3	99.1	96.7	98.4	94.2	91.3	93.5	97.7	97.7	97.7
Black	1.8	3.9	2.2	0.5	1.4	0.7	4.2	7.4	5.0	0.4	1.0	0.5
Oriental	1.3	1.1	1.3	0.2	1.4	0.5	1.2	0.9	1.2	1.6	1.0	1.6
Other	0.3	0.3	0.3	0.2	0.5	0.3	0.4	0.3	0.4	0.3	0.2	0.3

SOURCE: Bayer, Alan E., College and University Faculty: A Statistical Description. American Council on Education Research Report, Vol. 5, No. 5, 1970, p. 12.

Based on 714,949 faculty and other professional staff reported in Table I, if the numbers of Blacks and other minority faculty in American higher education followed the percentages outlined in the ACE report above, their numbers would approximate the following:

	<u>All Institutions</u>		<u>Four-Year Institutions</u>		<u>Universities</u>	
	%	No.	%	No.	%	No.
Black	2.2	15,729	5.0	35,747	0.5	3,575
Oriental	1.3	9,294	1.2	8,579	1.6	11,439
Other	0.3	2,145	0.4	2,860	0.3	2,145

In 1970 Ford Foundation survey supports the general assumption "that less than one percent of America's earned doctoral degrees are held by Negroes 85.4 percent of which are employed in colleges and universities, according to the report."* Again, a 1971 report by James M. Jay estimates "that approximately 650 American Negroes obtained doctoral degrees in the natural sciences between 1876 and 1969." His report, Negroes in Science,

*Bryant, James W., A Survey of Black American Doctorates, N.Y., Ford Foundation, Office of Reports, 2-70, p.3.

provides data on 587 respondents and corroborates the Ford report of less than one percent.*

The picture is the same in the region. An unscientific Southern Regional Education Board report on faculty and administrators in 38 Southern universities in Fall 1970 reveals that 1.3 percent are Black faculty (400 out of 30,000) and 2.0 percent are Black administrators (100 out of 5,000). Both groups represent a smaller Black representation than is true of the Black undergraduate students (3.0 percent) or Black graduate and professional students (3.5 percent) in the same institutions.**

In North Carolina unpublished data compiled from Compliance Reports filed by institutions with the North Carolina Board of Higher Education show an aggregate increase in the number of Blacks on public senior faculties but little change in percent. All other non-white faculty show a decline in both numbers and percents. A statistical summary for the years 1969-1971 in Table X below will illustrate:

Table X. Faculty Racial Composition in North Carolina Public Senior Higher Education, 1969 - 1971

	1969		1970		1971	
	No.	Percent	No.	Percent	No.	Percent
Negro	587	9.4	594	10.2	671	9.83
White	5338	85.4	5129	87.9	5971	87.54
All Others	329	5.2	112	1.9	117	1.72
	6254	100.0	5835	100.0	6759*	99.09*

*Does not add up to 100 percent (6,821) because of no breakdown for 62 faculty at UNC-Asheville.

*Jay, James M., *Negroes in Science: Natural Science Doctorates, 1876-1969*. Detroit, Michigan, Balamp Publishing, 1971, p. 7.

**Southern Regional Education Board, *The College and Cultural Diversity: The Black Student on Campus--A Project Report*. Atlanta, Institute for Educational Opportunity, October 1971, p. 79.

Since a more meaningful picture of the racial composition of faculties depends upon the proportion of minorities in white institutions and whites in minority institutions, Table XI provides Fall 1972 data for such an analysis. It reveals a higher proportion of the white faculty in black institutions (20.6 percent) than black faculty in white institutions (1.1 percent). Overall the black faculty presence as a percent of the total in 1972 is about the same for the past four years.

TABLE XI. Racial Composition of UNC Academic Employees (Faculty), Fall 1972

Predominantly White Institutions	Race						TOTAL
	White	Percent	Black	Percent	Other	Percent	
ASU	390	98	4	1	3	1	397
ECU	593	96	2	1	19	3	614
NCSA	Data Not Available						
NCSU	1326	895	22	1.5	134	9	1482
PSU	96	88	0	0	13	12	109
UNC-A	61	100	0	-	0	-	61
UNC-C	247	93	10	4	9	3	266
UNC-CH	1619*	95*	14*	1*	41*	2*	1702
UNC-G	437	96	7	1.5	10	2	456
UNC-W	127	93*	3	2*	6	4*	136
WCU	343	99.4	0	-	2	.6	345
Subtotal	5239	94.6	62	1.1	237	4.3	5538
Predominantly Black Institutions							
ECSU	17	19	55	62	17	19	89
FSU	21	21	57	57	21	21	99
NC A&T	26	11	178	77	28	12	232
NCCU	75	27	192	68.5	13	4.5	280
WSSU	28	25	74	66	10	9	112
Subtotal	167	20.6	556	68.5	89	11	812
TOTAL	5406	85.1	618	9.7	326	5.1	6350

*Does not add up to 100 percent.

Doctoral Degrees Earned by Minorities

As in the case of academic women, availability of Black academic personnel is related to the number earning the doctorate. Between 38 and 39 percent of the faculty in colleges and 54 to 55 percent in universities in the U. S. in 1966 held the doctorate.* As expected, in Black institutions the percent is somewhat smaller due in part to the disproportionate number earning the highest degree. In a 1971 report, the Carnegie Commission reports that the average percent of the faculty at 67 black institutions holding the doctorate in 1966 was 28.6 percent.**

Although the October 1, 1972, Executive Order 11246 Higher Education Guidelines require the compilation of availability data on women and minorities as a measure of the contractor's utilization (or underutilization) of these groups, standard data is not available on the number of Blacks earning the doctorate since data by race has not been included in the U. S. Office of Education's collection.

Although guidelines suggest consulting data from the National Science Foundation, the U. S. Office of Education, and National Research Council of the National Academy of Science, searches of these sources, as well as a number of others, produce no published data by race. The latter source states that this data collection now in progress will include the racial factor and should be available by Spring 1974.

*ACE Fact Book on Higher Education, Third Issue 1972, p. 72.131.

** From Isolation to Mainstream; problems of the colleges founded for Negroes, February 1971. p.62.

Among the limited data available, two surveys provide information on earned doctoral degrees held by Black Americans. According to the Ford report already cited, of the academic fields in which the degrees were awarded to 1,096 Black Americans, Education (28.6 percent) and the Social Sciences (26.3 percent) account for more than half (54.9 percent). The remainder is about evenly divided among the Biological Sciences (12.9 percent), Humanities (12.4 percent), Physical Sciences (11.8 percent) and other fields including agriculture, business, engineering, home economics and religion as shown in the table below:

Table XII. FIELDS IN WHICH DEGREES WERE CONFERRED

Field	Male		Female		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Education	223	26.4	85	35.3	313	28.6
Social Sciences	242	28.0	46	19.7	268	26.3
Biological Sciences	120	14.0	22	9.4	142	12.9
Humanities	90	10.4	46	19.7	136	12.4
Physical Sciences	116	13.4	13	5.5	129	11.8
Other*	66	7.8	22	9.4	88	8.0
Total	852	100.0	234	100.0	1096	100.0

*Includes Agriculture, Business, Engineering, Home Economics, and Religion.

Although the second survey by James M. Jay is limited to natural science doctorates, it concludes that "about one percent of science doctorates nationally" are held by Negroes; that the annual output of Negro science doctorates is between 25-30 and is increasing, but not at a high rate.* Briefly, his other findings may be of interest to college and university recruiters:

1. A slightly higher percentage of Negro women are obtained science doctorates, notably among southern born Negroes than their northern or western counterparts.

* Jay, *loc. cit.*

2. Based on present and past trends, one of the most effective ways of increasing Negro science doctorates is to strengthen and continue to maintain the predominantly Negro colleges and universities.
3. The big-10 universities are becoming less conspicuous as producers of the science doctorate as more predominantly Black universities begin to fill this need.
4. The academic areas in which Negroes have earned the doctorate appears to be changing only slightly, the most significant being a threefold decrease in the agricultural sciences in the last decade.

Table XIII shows the 37 universities from which four or more of the 587 scientists earned their highest degree, along with the subject area and number from each university:

Table XIII. The 37 universities from which 4 or more of the 587 scientists earned their doctorate along with the doctorate areas and number from each university

<u>University</u>	<u>Rank</u>	<u>Bio.</u>	<u>Chem.</u>	<u>Physical</u>	<u>Pharm.</u>	<u>Agric.</u>	<u>Total</u>
Ohio State	1	23	8	4	1	9	45
Iowa	2	26	6	2	2		36
Michigan	2	14	4	15	3		36
Chicago	4	12	12	4	2		30
Illinois	5	14	5	4	2	4	29
Cornell	6	10	6	5		6	27
Michigan State	7	10	4			7	21
Wisconsin	7	12	6	1	1	1	21
Penn. State	9	10	6	2		1	19
Howard	10	8	7	2	1		18
Pennsylvania	10	8	5	5			18
Wayne State	12	3	13		1		17
Iowa State	13	7	7	1	1		16
Catholic U.	14	8	2	5			15
Harvard	15	8	2	3			13

<u>University</u>	<u>Rank</u>	<u>Bio.</u>	<u>Chem.</u>	<u>Physical</u>	<u>Pharm.</u>	<u>Agric.</u>	<u>Total</u>
Pittsburgh	15	5	5	3			13
Minnesota	17	4	3	2		1	10
Purdue	17	3	5	1	1		10
Texas	19	1	6	2			9
New York U.	19	3	2	4			9
Indiana	21	2	5	1			8
Brown	22	5	2				7
Kansas	22	2	5				7
Massachusetts	22	1	1			5	7
Oklahoma	22	4	2	1			7
Rutgers	22	3	1			3	7
Calif. Tech.	27		4	2			6
Case West. Res.	27	4	2				6
Kansas State	27	3	3				6
Mass. Inst. Tech.	27		1	5			6
Ill. Inst. Tech.	27		2	4			6
Columbia	32	2	3				5
Georgetown	32	2	2	1			5
California	34		2	1	1		4
McGill	34		4				4
Southern Calif.	34	3	1				4
Yale	34	2		2			4

In the view of a Howard University scholar there are "... actually less than two thousand black Ph.D.'s in the U. S." In the article he elaborates on some of the reasons and summarizes, "Through the past practice of excluding most blacks from graduate school, white society has created an awesome shortage of trained black scholars. There are actually less than two thousand black Ph.D.'s in the U.S." (emphasis added).*

Estimations of the Pool of Black Ph.D.'s

Recognizing the absence of hard data, the limitations of the findings available, and understanding that solutions are not likely to be found in quantitative measures, but rather in attitudes, the following three statistical projections based on the reports quoted above are nevertheless provided to illustrate the problem:

PROJECTION I: James W. Bryant's "less than one percent:

	Earned Doctor's Degrees**		
	Year	Total	One Percent
Actual	1970-71	32,113	321
Projection	1971-72	34,700	347
Projection	1975-76	46,900	469

PROJECTION II. James M. Jay's 25-30 black doctorates a year and increasing: Projecting a ten percent annual increase to Jay's maximum would yield approximately 54 a year by 1975, as follows:

30 in 1969
33 in 1970
36 in 1971
40 in 1972
44 in 1973
49 in 1974
54 in 1975

*Staples, Robert E., "The Black Scholar in Academe." Change, November 1972, p.46

**Source: ACE, Fact Book on Higher Education, Fourth Issue, 1972, p.72.193.

This would indeed be a small pool, considerably smaller than Bryant's, and certain confirmation that solutions to the problem do not lie in statistics, abundant or grim.

PROJECTION III. North Carolina earned doctorates, 1971-72
The total doctorates awarded by North
Carolina institutions were 763, one percent
of which would be eight.

Utilization Analysis and Some Approaches to Finding Solutions

Under Revised Order No. 4, the employer is required to analyze the following factors as they relate to the utilization of females and Blacks in the work force;

- a. The minority/female population of the labor in the appropriate geographic area;
- b. The size of the minority/female unemployment force in the labor area;
- c. The percentage of the minority/female work force as compared with the total work force;
- d. The general availability of minorities/female having requisite skills in the immediate labor area;
- e. The availability of minorities/females having requisite skills in an area in which the contractor can reasonably recruit;
- f. The availability of promotable and transferable minorities within the contractor's organization;

g. The existence of training institutions capable of training persons in the requisite skills;

h. The degree of training which the contractor is reasonably able to undertake as a means of making all job classes available to minorities/females.

For academic personnel, the important considerations are found under d, e, and f above with "requisite skills" being the primary factor.

Faculty Personnel Policies

Historically faculty policies with reference to appointment, promotion, rank and tenure have been developed by faculty and approved by the administration and boards of trustees. With the new University of North Carolina structure comprising 16 public senior institutions under a single governing board less than a year old, and a single new policy concerning faculty now being developed concurrent with individual institutions continuing to operate under established policies, as a result the University faces the need to develop a realistic and progressive affirmative action plan without the benefit of firm policy guidelines.

Nevertheless, assuming continued heavy reliance upon the faculty prerogative of setting forth the standards and criteria, evaluation of "requisite skills" for academic personnel may continue to place primary emphasis in the foreseeable future upon the Ph.D. or the equivalent highest degree in the subject field to be taught. Despite the apparent need to increase the numbers of women and minorities among the academic, it may be more appropriate to consider the matter in a larger context, i.e. the social and educational values inherent in a more racially diverse faculty as well as the greater obligation of the University to its total constituency, all of the people of the state.

Further, it can be noted that with increasing frequency, calls for renewed emphasis upon teaching are being related casually to charges that graduate education produces narrow specialists. "A first course of action," in the words of the Newman Report, "is for colleges and universities to leaven their faculties with practitioners who are outstanding in their jobs, and eager to bring ingenuity to bear on transmitting their own knowledge and confidence."*

To the degree that these stated considerations have validity in selecting criteria for hiring faculty:

- 1) the larger social and educational values
- 2) the greater obligation to serve the needs of all the people
- 3) the need to revitalize and improve the quality of college teaching and to reform graduate education, especially as it relates to preparing undergraduate faculty; and
- 4) the external demands to broaden the ranks of the academic profession by eliminating sex and racial discrimination, it may be valuable to consider other comparable qualifications, notably experience, in lieu of the Ph.D., in certain disciplines and under certain circumstances, *w/o lowering quality.*

A combination of criteria which may warrant more serious merit among the total qualifications for academic appointments than has been the case traditionally includes, for example:

- Professional experience in the field of specialization, which is equivalent to teaching experience, especially meritorious or leadership service.

*Newman, Frank, chairman, HEW Task Force, Report on Higher Education, Washington, Government Printing Office, 1971, p.77.

- Creative and/or original works which demonstrate a competency at least equal to the academic task and at the level required by the institution (teaching--undergraduate or graduate, research and/or public service).
- Infrequently, perhaps, other combined qualifications as to education and experience with faculty peers adjudge to be equivalent to the earned doctorate.

Some Approaches to Increasing the Pool of Qualified Females and Minorities

- Increase their numbers in admissions to graduate schools
- Exempt selected academic positions below the graduate school level from the usual academic criteria for recruitment*
- Encourage wider use of short-term faculty exchanges between predominantly Black and white institutions with a variety of incentives and by appropriate recognition to faculty members who participate
- Provide short-term appointments in the junior academic ranks with lighter workloads to assist young faculty to conduct research or engage in other professional activities which will enable them to earn professional recognition more rapidly
- Utilize part-time arrangements for teaching faculty and flexible scheduling so that practitioners may combine teaching with other responsibilities*
- Modify the general tendency toward uniform professional standards to allow for flexibility in utilizing talents and skills appropriate to the educational task required, e.g. teaching undergraduates supervising off-campus learning and other special projects, etc.

*Also suggested by the Newman Report.

Considerations in Establishing Goals and Timetables

1. The most meaningful determinations can be made at the departmental or school level.
2. Become acquainted with the percentage of women who have recently received the Ph.D. degree in your field and compare with the percentage of women on your junior staff.
3. Where no or few senior/tenured women or Blacks are on the departmental faculty, serious efforts to recruit at this level should be undertaken.
4. For graduate departments, set a goal for women/Black faculty proportionate to the number of Ph.D.'s (and other doctorates) your institution grants to women and Blacks in the last few years (3 or 5 years, for example).
5. Consider not only fixed proportions of women/Black faculty, but also the educational and moral purposes as guides in setting overall goals.
6. Consider the desirability of increasing the numbers of females and Blacks in faculty positions within the broader context of reform, e.g. improving the capacity of higher education institutions to meet the changing demands of contemporary students and society.

Summary

The availability of qualified academic women and minorities relates to the quantity in the national pool of Ph.D.'s, both the currently employed and the unemployed, in each academic discipline. Therefore, any meaningful assessment of utilization or underutilization must relate to evaluation of the current situation at the school, division, or departmental level, depending upon size.

For example, it is hardly relevant for departments of computer science to speak of women earning 13 percent of the doctor's degrees in the U. S. in a recent year if none were in computer science. Again, it is more meaningful for departments of nutrition to evaluate their utilization of women in relation to the fact that women earned 28.85 percent of the doctorates in that field between 1961-68.

With reference to finding qualified Blacks in academia, obviously there are not enough to go around. Not only that, but in certain disciplines none is available. Hence, the realization of expanded goals in the utilization of Blacks in faculties of colleges and universities may reside more in new ways of thinking about academic qualifications and better definition of the educational tasks to be formed than any other place.

Finally, where the numbers of available academic personnel with the highest qualifications, including Ph.D. degree, are small, it may be that solutions to the underutilization of women and Blacks will be found in alternative, or combinations of alternative, approaches. To this end, it may be useful to consider the merit of setting forth both short- and long-range goals.

APPENDIX B

UNC 11-20-72

PREDOMINANTLY MINORITY COLLEGES (ACE FALL 1970) *=PREDOMINANTLY BLACK
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STATE OF AL	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
			<small>MIN</small>			<small>MIN</small>	
*ALABAMA A & M UNIVERSITY	AL	1880	0	1930	97.4	.0	97.4
*ALABAMA LUTHERAN ACAD & COLL	AL	NO A.C.E. DATA					
*ALABAMA STATE UNIVERSITY	AL	2286	1	2290	99.8	.0	99.8
*DANIEL PAYNE COLLEGE	AL	227	0	227	100.0	.0	100.0
*LOMAX HANNON COLLEGE	AL	NO A.C.E. DATA					
*MILES COLLEGE	AL	1067	0	1069	99.8	.0	99.8
*MOBILE ST JC	AL	822	0	826	99.5	.0	99.5
*OAKWOOD COLLEGE	AL	570	1	572	99.6	.1	99.8
*SELMA U	AL	384	0	384	100.0	.0	100.0
*STILLMAN COLL	AL	587	0	589	99.6	.0	99.6
*T A LAWSON ST JC	AL	1189	0	1191	99.8	.0	99.8
*TALLADEGA COLL	AL	527	0	531	99.2	.0	99.2
*TUSKEGEE INSTITUTE	AL	2375	0	2451	96.8	.0	96.8

STATE OF AR	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*ARKANSAS A, M & N COLL	AR	2955	0	3013	98.0	.0	98.0
*ARKANSAS BAPTIST COLL	AR	392	0	394	99.4	.0	99.4
*PHILANDER SMITH COLL	AR	554	0	556	99.6	.0	99.6
*SHORTER COLL	AR	265	0	269	98.5	.0	98.5

STATE OF AZ	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
NAVAJO CC	AZ	8	210	225	3.5	93.3	96.8

STATE OF CA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
CAL ST LOS ANGELES	CA	1768	3518	10395	17.0	33.8	50.8
CASA LOMA COLL	CA	38	64	175	21.7	36.5	58.2
COLL OF ALAMEDA	CA	875	432	2591	33.7	16.6	50.4
*COMPTON COLLEGE	CA	1832	347	2617	70.0	13.2	83.2
E LOS ANGELES COLL	CA	297	2214	4741	6.2	46.6	52.9
*LINCOLN UNIVERSITY	CA	NO A.C.E. DATA					
LOS ANGELES CITY COLL	CA	2072	1997	7507	27.6	26.6	54.2
*LOS ANGELES SW COLL	CA	879	45	959	91.6	4.6	96.3
LOS ANGELES TRADE-TECH COLL	CA	1936	2049	5694	34.0	35.9	69.9
MARYMOUNT COLL ORANGE	CA	0	3	5	.0	60.0	60.0
MARYMOUNT COLL PALOS VERDES	CA	9	37	67	13.4	55.2	68.6
*NAIROBI COLLEGE	CA	NO A.C.E. DATA					
PACIFIC UNION COLL	CA	29	143	195	14.8	73.3	88.2
*WESTMONT COLL	CA	17	14	33	51.5	42.4	93.9

STATE OF DC	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*DC TEACHERS COLLEGE	DC	1387	5	1500	92.4	.3	92.8
*FEDERAL CITY COLLEGE	DC	2284	100	2803	81.4	3.5	85.0
*HOWARD U	DC	5818	36	6553	88.7	.5	89.3
*MUHAMMAD U OF ISLAM (DC)	DC	NO A.C.E. DATA					
*WASHINGTON TECH INSTITUTE	DC	NO A.C.E. DATA					

STATE OF DE	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*DELEWARE STATE COLLEGE	DE	875	3	1339	65.3	.2	65.5

PREDOMINANTLY MINORITY COLLEGES (ACE FALL 1970) **PREDOMINANTLY BLACK

STATE OF FL	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*BETHUNE-COOKMAN COLL	FL	1006	1	1037	97.0	.0	97.1
*EDWARD WATERS COLLEGE	FL	NO A.C.E. DATA					
*FLORIDA A&M U	FL	3841	7	3906	98.3	.1	98.5
*FLORIDA MEMORIAL COLL	FL	742	2	756	98.1	.2	98.4

STATE OF GA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*ALBANY STATE COLLEGE	GA	1834	0	1844	99.4	.0	99.4
*ATLANTA UNIVERSITY	GA	NO A.C.E. DATA					
*CLARK COLLEGE	GA	1030	0	1033	99.7	.0	99.7
*FORT VALLEY STATE COLLEGE	GA	2174	0	2175	99.9	.0	99.9
*INTERDENOM THEOLOGICAL CNTR	GA	PROFESSIONAL SCHOOL					
*MOREHOUSE COLL	GA	978	5	995	98.2	.5	98.7
*MORRIS BROWN COLLEGE	GA	1349	0	1349	100.0	.0	100.0
*PAINE COLLEGE	GA	660	1	667	98.9	.1	99.1
*SAVANNAH STATE COLLEGE	GA	2184	14	2218	98.4	.6	99.0
*SPELMAN COLLEGE	GA	956	0	957	99.8	.0	99.8

STATE OF HA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
* ?	HA	NO A.C.E. DATA					

STATE OF IA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*DES MOINES AREA CC	IA	66	19	101	65.3	18.8	84.1
NORTHWESTERN COLL	IA	12	12	29	41.3	41.3	82.7

STATE OF IL	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*BELLEVILLE AREA COLL	IL	146	12	160	91.2	7.5	98.7
*CHI C COLL KENNEDY-KING C	IL	1403	14	1542	90.9	.9	91.8
CHI C COLL LOOP COLLEGE	IL	1158	249	2477	46.7	10.0	56.8
*CHI C COLL MALCOLM X COLL	IL	3817	32	3879	98.4	.8	99.2
*CHI C COLL OLIVE-HARVEY C	IL	1362	67	1752	77.7	3.8	81.5
*CHICAGO STATE COLLEGE	IL	1663	136	3003	55.3	4.5	59.9
*ELMHURST COLL	IL	154	8	170	90.5	4.7	95.2
*KANKAKEE CC	IL	44	0	52	84.6	.0	84.6
W R HARPER COLL	IL	7	22	42	16.6	52.3	69.0

STATE OF KS	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*FT SCOTT CJC	KS	33	0	35	94.2	.0	94.2
ST MARY OF PLAINS COLL	KS	16	25	42	38.0	59.5	97.6

STATE OF KY	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*KENTUCKY STATE COLLEGE	KY	913	1	1103	82.7	.0	82.8
*SIMMONS COLLEGE	KY	NO A.C.E. DATA					
*SPALDING COLL LOUISVILLE	KY	40	0	58	68.9	.0	68.9

STATE OF LA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*DILLARD UNIVERSITY	LA	NO A.C.E. DATA					
*GRAMBLING COLL	LA	3644	1	3674	99.1	.0	99.2
*SOUTHERN U AND A&M COLL BR	LA	6080	2	6125	99.2	.0	99.2

PREDOMINANTLY MINORITY COLLEGES (ACE FALL 1970) *=PREDOMINANTLY BLACK

STATE OF LA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*SOUTHERN U AND A&M COLL NO	LA	1448	0	1448	100.0	.0	100.0
*SOUTHERN U AND A&M COLL S	LA	581	0	583	99.6	.0	99.6
*XAVIER UNIVERSITY OF LA	LA	1261	13	1320	95.5	.9	96.5
STATE OF MA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*ASSUMPTION COLL	MA	17	6	27	62.9	22.2	85.1
STATE OF MD	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*BOWIE STATE COLLEGE	MD	852	6	1274	66.8	.4	67.3
*COPPIN STATE COLLEGE	MD	1163	0	1213	95.8	.0	95.8
*MORGAN STATE COLLEGE	MD	3674	10	3821	96.1	.2	96.4
*MT PROVIDENCE JC	MD	29	6	41	70.7	14.6	85.3
*U OF MD EASTERN SHORE	MD	542	0	646	83.9	.0	83.9
STATE OF MI	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*DETROIT INST OF TECH	MI	233	4	436	53.4	.9	54.3
GOGEBIC CC	MI	0	2	2	.0	100.0	100.0
*HIGHLAND PARK COLL	MI	1228	21	1516	81.0	1.3	82.3
*SHAW COLL AT DETROIT	MI	383	3	441	86.8	.6	87.5
*WAYNE CTY CC	MI	1153	51	1894	60.8	2.6	63.5
STATE OF MN	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*U OF MINN TECH COLL	MN	3	1	6	50.0	16.6	66.6
STATE OF MO	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
HARRIS TEACHERS COLLEGE	MO	579	9	1173	49.3	.7	50.1
*LINCOLN UNIVERSITY (MO)	MO	TRADITIONALLY BUT NOT PREDOMINANTLY BLACK					
STATE OF MS	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*ALCORN A&M COLLEGE	MS	2472	0	2474	99.9	.0	99.9
*COAHOMA JUNIOR COLLEGE	MS	826	0	826	100.0	.0	100.0
*JACKSON STATE COLLEGE	MS	4363	0	4365	99.9	.0	99.9
*MARY HOLMES COLL	MS	328	0	328	100.0	.0	100.0
*MISS INDUSTRIAL COLLEGE	MS	336	0	336	100.0	.0	100.0
*MISS VALLEY STATE COLLEGE	MS	2004	0	2005	99.9	.0	99.9
*NATCHEZ JUNIOR COLLEGE	MS	120	0	120	100.0	.0	100.0
*PINEY WOODS COUNTRY LIFE	MS	COLLEGE COMPONENT TERMINATED JUNE, 1971					
*PRENTISS NORMAL & INDUS INST	MS	401	0	401	100.0	.0	100.0
*RUST COLLEGE	MS	657	0	660	99.5	.0	99.5
*SAINTS JUNIOR COLLEGE	MS	96	0	96	100.0	.0	100.0
*T J HARRIS JUNIOR COLLEGE	MS	MERGED WITH MERIDIAN JUNIOR COLLEGE JAN 70					
*TOUGALOO COLLEGE	MS	711	2	730	97.3	.2	97.6
*UTICA JUNIOR COLLEGE	MS	733	0	733	100.0	.0	100.0
STATE OF NB	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*DOANE COLL	NB	38	14	55	69.0	25.4	94.5

PREDOMINANTLY MINORITY COLLEGES (ACE FALL 1970) *=PREDOMINANTLY BLACK

STATE OF NC	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*BARBER-SCOTIA COLL	NC	520	0	521	99.8	.0	99.8
*BENNETT COLL	NC	566	0	572	98.9	.0	98.9
*DURHAM TECH INST	NC	343	1	621	55.2	.1	55.3
*EDGECOMB CTY TECH INST	NC	61	0	105	58.0	.0	58.0
*ELIZABETH CITY ST U	NC	999	0	1033	96.7	.0	96.7
*FAYETTEVILLE ST U	NC	1300	0	1320	98.4	.0	98.4
*JOHNSON C SMITH U	NC	1064	0	1066	99.8	.0	99.8
*KITTRELL COLL	NC	371	0	373	99.4	.0	99.4
*LIVINGSTONE COLL	NC	707	0	716	98.7	.0	98.7
*MALCOLM X LIBERATION U	NC	NO A.C.E. DATA					
*MARTIN TECH INST	NC	127	0	232	54.7	.0	54.7
*NC A&T ST U	NC	3338	2	3354	99.5	.0	99.5
*NC CENTRAL U	NC	2788	0	2863	97.3	.0	97.3
*SHAW U	NC	1074	0	1113	96.4	.0	96.4
*ST AUGUSTINE'S COLL	NC	1057	0	1058	99.9	.0	99.9
*WINSTON-SALEM ST U	NC	1140	0	1155	98.7	.0	98.7
STATE OF NJ	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*ESSEX CTY CC	NJ	NO A.C.E. DATA					
STATE OF NM	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
NEW MEXICO HIGHLANDS U	NM	52	1172	1955	2.6	59.9	62.6
STATE OF NY	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
BORO OF MANH CC	NY	981	635	2959	33.1	21.4	54.6
HOSTOS CC	NY	249	249	623	39.9	39.9	79.9
*SUNY COLLS PURCHASE	NY	186	5	229	81.2	2.1	83.4
STATE OF OH	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*CENTRAL STATE UNIVERSITY	OH	2166	0	2365	91.5	.0	91.5
*WILBERFORCE UNIVERSITY	OH	1182	0	1182	100.0	.0	100.0
STATE OF OK	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
BACONE COLL	OK	56	206	456	12.2	45.1	57.4
BETHANY NAZARENE COLL	OK	2	34	36	5.5	94.4	100.0
*LANGSTON UNIVERSITY	OK	1056	0	1109	95.2	.0	95.2
SOUTHEASTERN STATE COLLEGE	OK	104	1186	2344	4.4	50.5	55.0
STATE OF PA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*CHEYNEY STATE COLLEGE	PA	1725	0	2025	85.1	.0	85.1
*LINCOLN UNIVERSITY	PA	NO A.C.E. DATA					
STATE OF PR	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
* ?	PR	NO A.C.E. DATA					
STATE OF SC	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*ALLEN UNIVERSITY	SC	NO A.C.E. DATA					

PREDOMINANTLY MINORITY COLLEGES (ACE FALL 1970) **=PREDOMINANTLY BLACK

STATE OF SC	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*BENEDICT COLLEGE	SC	1394	0	1398	99.7	.0	99.7
*CLAFLIN UNIVERSITY	SC	766	0	767	99.8	.0	99.8
*CLINTON COLLEGE	SC	NO A.C.E. DATA					
*FRIENDSHIP JUNIOR COLLEGE	SC	249	1	250	99.6	.4	100.0
*MORRIS COLLEGE	SC	592	0	592	100.0	.0	100.0
*PALMER COLL COLUMBIA	SC	216	1	398	54.2	.2	54.5
*SOUTH CAROLINA STATE COLLEGE	SC	1703	0	1710	99.5	.0	99.5
*VOORHEES COLLEGE	SC	621	2	624	99.5	.3	99.8

STATE OF TN	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*FISK UNIVERSITY	TN	1181	0	1186	99.5	.0	99.5
*KNOXVILLE COLLEGE	TN	1276	3	1279	99.7	.2	100.0
*LANE COLLEGE	TN	946	0	946	100.0	.0	100.0
*LEMOYNE-OWEN COLLEGE	TN	610	0	612	99.6	.0	99.6
*MEHARRY MEDICAL COLLEGE	TN	34	0	39	87.1	.0	87.1
*MORRISTOWN COLLEGE	TN	242	0	248	97.5	.0	97.5
*TENNESSEE STATE UNIVERSITY	TN	3774	0	3785	99.7	.0	99.7

STATE OF TX	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*BISHOP COLLEGE	TX	1481	10	1518	97.5	.6	98.2
*BUTLER COLLEGE	TX	NO A.C.E. DATA					
*HUSTON-TILLOTSON COLL	TX	629	2	636	98.8	.3	99.2
*JARVIS CHRISTIAN COLLEGE	TX	694	0	703	98.7	.0	98.7
*MARY ALLEN JUNIOR COLLEGE	TX	NO A.C.E. DATA					
OUR LADY OF THE LAKE	TX	52	455	843	6.1	53.9	60.1
PAN AMERICAN COLLEGE	TX	27	2278	3869	.6	58.8	59.5
*PAUL QUINN COLLEGE	TX	453	0	455	99.5	.0	99.5
*PRAIRIE VIEW A&M COLLEGE	TX	3313	10	3334	99.3	.2	99.6
*SOUTHWESTERN CHRISTIAN COLL	TX	197	0	203	97.0	.0	97.0
ST PHILLIP'S COLLEGE	TX	401	382	1020	39.3	37.4	76.7
*TEXAS COLLEGE	TX	528	2	534	98.8	.3	99.2
*TEXAS SOUTHERN UNIVERSITY	TX	3568	14	3610	98.8	.3	99.2
TEXAS SOUTHWEST COLL	TX	1	1177	1696	.0	69.3	69.4
*WILEY COLLEGE	TX	502	0	502	100.0	.0	100.0

STATE OF VA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*HAMPTON INSTITUTE	VA	2093	0	2189	95.6	.0	95.6
*NORFOLK STATE COLLEGE	VA	4075	2	4119	98.9	.0	98.9
*ST PAUL'S COLLEGE	VA	434	0	435	99.7	.0	99.7
*VIRGINIA COLLEGE	VA	101	2	103	98.0	1.9	100.0
*VIRGINIA STATE COLLEGE	VA	2158	1	2189	98.5	.0	98.6
*VIRGINIA UNION UNIVERSITY	VA	1152	0	1155	99.7	.0	99.7

STATE OF VI	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*COLLEGE OF VIRGIN ISLANDS	VI	NO A.C.E. DATA					

STATE OF WA	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*OLYMPIC COLL	WA	50	34	84	59.5	40.4	100.0

PREDOMINANTLY MINORITY COLLEGES (ACE FALL 1970) *=PREDOMINANTLY BLACK

STATE OF WV	ST	BLACK	OTHER	TOTAL	BLACK	OTHER	TOTMIN
*BLUEFIELD STATE COLLEGE	WV	TRADITIONALLY	BUT	NOT	PREDOMINANTLY	BLACK	
*WEST VIRGINIA STATE COLLEGE	WV	TRADITIONALLY	BUT	NOT	PREDOMINANTLY	BLACK	

SPA Personnel

In developing the institution's affirmative action plan, the same concerns and requirements are applicable for SPA personnel employment as well as for academic personnel. In both instances, the individual institution makes the determinations as to what its available personnel pool and, hence, the recruitment area, actually are. Only then is it possible to make judgments relating to the utilization analysis. The presumption is that the application of a different set of institutional criteria will be required for the two personnel groups, in most instances. The result will be a separate set of measures for the SPA group.

To assist institutions with the assessment of the level of utilization/underutilization of women and minorities in non-academic employment, the following 1971 data, supplied by the State Employment Security Commission, Research Bureau, is supplied for your use:

1. Summary Employment Statistics for the nation and the state
2. 1971 Work Force Estimates for North Carolina, by race and by sex, by percent
3. 1971 Work Force Estimates for North Carolina by County, for Females and Blacks, by Percent
4. Selected Minority Work Force Data for 15 counties, 1971
5. Selected Minority Work Force Data for 20 counties, 1971

EMPLOYMENT STATISTICSI. U. S. Civilian Labor Force - Annual Average 1970

<u>Sex</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>	<u>%</u>
Female	24,616,000	4,726,000	29,342,000	38.5
Male	<u>42,464,000</u>	<u>4,461,000</u>	<u>46,925,000</u>	<u>61.5</u>
Total	67,080,000	9,187,000(12%)	76,267,000	100.

II. U. S. Civilian Labor Force - Average 3rd Quarter 1971

Female	24,946,000	3,803,000	28,749,000	37.4
Male	<u>43,260,000</u>	<u>4,802,000</u>	<u>48,062,000</u>	<u>62.6</u>
Total	68,206,000	8,605,000(11.2%)	76,811,000	100.

III. North Carolina Total Population -1970

Female	1,980,925	612,767	2,593,692	51.0
Male	<u>1,920,842</u>	<u>567,525</u>	<u>2,488,367</u>	<u>49.0</u>
Total	3,901,767(76.8%)	1,180,292(23.2%)	5,082,059	100.

IV. North Carolina Civilian Work Force Estimates - 1971

Female	748,480(40.3%)	209,880(45.8%)	958,360	41.4
Male	<u>1,107,460(59.7%)</u>	<u>247,880(54.2%)</u>	<u>1,355,340</u>	<u>58.6</u>
Total	1,855,940(100%)	457,760(100%)	2,313,700	100.

V. North Carolina Civilian Employment Estimates - 1971

Female	716,090(39.8%)	188,750(44.5%)	904,840	40.7
Male	<u>1,082,700(60.2)</u>	<u>235,660(55.5%)</u>	<u>1,318,360</u>	<u>59.3</u>
Total	1,798,790(100%)	424,410(100%)	2,223,200	100.

1971 WORK FORCE ESTIMATESNorth CarolinaTotal

	Total	Male	% of Total	Female	% of Total
Civilian Work Force	2,373,700	1,355,340	58.6	958,360	41.4
Employment	2,223,200	1,318,360	59.3	904,840	40.7
Unemployment	90,500	36,980	40.9	53,520	59.1
Unemployment Rate	3.9	2.7	--	5.6	--

White

	Total	Male	% of Total White	Female	% of Total White
Civilian Work Force	1,855,940	1,107,460	59.7	748,480	40.3
Employment	1,798,790	1,082,700	60.2	716,090	39.8
Unemployment	57,150	24,760	43.3	32,390	56.7
Unemployment Rate	3.1	2.2	--	4.3	--

Minority

	Total	Male	% of Total Minority	Female	% of Total Minority
Civilian Work Force	457,760	247,880	54.2	209,880	45.8
Employment	424,410	235,660	55.5	188,750	44.5
Unemployment	33,350	12,220	36.6	21,130	63.4
Unemployment Rate	7.3	5.0	--	10.1	--

1971 WORK FORCE ESTIMATES 1/
(Total, Female, and Nonwhite)

(1 of 3 pages)

	Civilian Work Force				Employment				Unemployment				Unemployment Rate			
	Negro				Negro				Negro				Negro			
	Total	Female	%		Total	Female	%		Total	Female	%		Total	Female	%	
STATEWIDE	2,313,700	958,360	41.4	11,200	2,223,200	904,810	40.7	109,070	50,500	53,520	34.1	32,130	3.9	5.6	7.3	
Alamance	50,480	22,270	44.1	8,140	48,110	20,880	43.4	7,550	2,370	1,350	57.8	590	4.7	6.2	7.2	
Alexander	7,710	3,240	42.0	600	7,430	3,040	40.9	570	260	200	76.9	30	3.6	6.2	5.0	
Alleghany	3,610	1,450	40.2	INA	3,530	1,420	40.2	INA	80	30	37.5	INA	2.2	2.1	INA	
Anson	9,080	3,860	42.5	3,510	8,510	3,510	41.2	3,170	570	350	61.4	340	6.3	9.1	9.7	
Ashe	7,220	2,700	37.4	INA	6,830	2,530	37.0	INA	390	170	43.6	INA	5.4	6.3	INA	
Avery	4,470	1,680	37.6	INA	4,150	1,580	38.1	INA	320	100	31.3	INA	7.2	6.0	INA	
Beaufort	16,430	6,420	39.1	4,420	15,810	6,040	38.2	4,050	620	380	61.3	370	3.8	5.9	8.4	
Bertie	7,360	2,710	36.8	3,230	6,820	2,430	35.6	2,860	510	280	54.9	370	7.3	10.3	11.5	
Bladen	8,780	3,400	38.7	2,790	8,110	2,990	36.9	2,420	670	410	61.1	370	7.6	12.1	13.3	
Brunswick	8,890	2,970	33.4	2,050	8,320	2,720	32.7	1,860	570	250	43.9	190	6.4	8.4	9.3	
Buncombe	64,130	25,990	40.5	5,450	61,830	24,790	40.1	5,190	2,300	1,200	52.2	260	3.8	4.6	4.8	
Burke	31,630	14,330	45.3	2,000	30,410	13,470	44.3	1,820	1,220	860	70.5	180	3.9	6.0	9.0	
Cabarrus	42,720	18,970	44.4	5,190	41,660	18,370	44.1	5,540	1,060	600	56.6	250	2.5	3.2	4.3	
Caldwell	24,980	10,070	40.3	1,400	23,810	9,380	39.4	1,290	1,170	690	59.0	110	4.7	6.9	7.9	
Camden	1,080	390	36.1	320	980	320	32.7	280	100	70	70.0	40	5.3	17.9	12.5	
Carteret	10,190	3,930	38.5	1,130	9,590	3,560	37.1	990	600	370	61.7	140	5.4	9.4	12.4	
Caswell	5,990	2,420	40.4	2,660	5,580	2,140	38.4	2,390	410	280	68.3	270	6.8	11.6	10.2	
Catawba	59,890	25,930	43.3	4,840	57,880	24,510	42.3	4,460	2,010	1,350	67.2	380	3.4	5.4	7.9	
Chatham	12,360	5,170	41.8	3,740	11,750	4,790	40.8	3,420	610	380	62.3	320	4.9	7.4	8.6	
Cherokee	7,080	2,750	38.8	INA	6,590	2,540	38.5	INA	490	210	42.9	INA	6.9	7.6	INA	
Chowan	5,120	1,870	36.5	1,890	4,890	1,740	35.6	1,730	230	130	56.5	160	4.5	7.0	8.5	
Clay	1,490	600	40.3	INA	1,300	510	39.2	INA	190	60	31.6	INA	12.8	10.0	INA	
Cleveland	35,410	14,740	41.6	6,090	34,360	14,050	40.9	5,810	1,050	690	65.7	280	3.0	4.7	4.6	
Columbus	20,520	8,130	39.6	5,200	19,280	7,350	38.1	4,610	1,240	780	62.9	590	6.0	9.6	11.3	
Craven	22,350	9,570	42.8	5,450	21,220	8,890	41.9	4,900	1,130	680	60.2	550	5.1	7.1	10.1	
Cumberland	61,240	28,470	46.5	14,580	58,060	26,420	45.5	13,580	3,180	2,050	64.5	1,000	5.2	7.2	6.9	
Currituck	1,560	540	34.6	380	1,400	430	30.7	320	160	110	68.8	60	10.3	20.4	15.8	
Dare	3,190	1,180	37.0	280	3,030	1,090	36.0	220	100	50	50.0	60	5.0	7.6	21.4	
Davidson	39,410	16,320	41.4	3,600	37,440	15,010	40.1	3,440	1,970	1,110	56.3	160	5.0	8.0	4.4	
Davis	6,260	2,410	38.5	620	6,010	2,270	37.8	600	250	140	56.0	20	4.0	5.8	3.2	
Duplin	16,110	6,210	38.5	4,670	15,440	5,840	37.8	4,260	670	370	55.2	410	4.3	6.0	8.8	
Durham	73,160	33,290	45.5	21,280	70,600	32,050	45.4	20,120	2,500	1,240	49.6	1,160	3.4	3.7	5.5	
Edgecombe	23,250	9,560	41.1	9,320	21,950	8,770	40.0	8,410	1,300	690	53.1	910	5.6	7.2	9.8	
Forsyth	112,670	47,210	41.9	21,720	108,670	44,660	41.1	20,200	4,090	2,550	62.3	1,520	3.6	5.4	7.0	
Franklin	9,670	3,860	40.0	3,490	5,020	3,550	70.7	3,050	650	410	63.1	110	6.7	10.4	12.6	
Gaston	70,200	30,060	42.8	7,840	68,400	29,070	42.5	7,590	1,600	990	61.9	250	2.6	3.3	3.2	
Gates	2,100	710	33.8	590	1,980	620	31.3	910	120	20	16.7	20	5.7	12.7	8.1	
Graham	1,840	660	35.9	INA	1,370	440	32.1	INA	470	220	46.8	INA	25.5	33.3	11.1	

Civilian Work Force					Employment					Unemployment					Unemployment Rate				
Negro					Negro					Negro					Negro				
Total	Female	White	Negro	Hispanic	Total	Female	White	Negro	Hispanic	Total	Female	White	Negro	Hispanic	Total	Female	White	Negro	Hispanic
Granville	13,710	5,660	41.3	5,600	40.8	13,110	5,270	40.2	5,160	39.4	600	390	65.0	440	73.3	4.4	6.9	7.9	
Greene	5,110	1,980	38.7	2,080	40.7	4,700	1,700	36.2	1,760	37.4	410	280	68.3	320	78.0	8.0	14.1	15.4	
Guilford	175,160	75,820	43.3	35,500	20.2	170,510	73,150	42.9	34,100	20.0	4,650	2,670	57.4	1,400	30.1	2.7	3.5	3.5	
Halifax	22,750	8,610	37.9	8,460	37.2	21,600	8,010	37.1	7,670	35.5	1,150	600	52.4	790	64.4	5.2	7.0	9.3	
Harnett	17,670	6,820	38.6	3,550	20.1	16,730	6,390	38.2	3,180	19.0	940	430	45.7	370	39.4	5.3	6.3	10.4	
Haywood	14,510	4,790	33.0	255	1.9	14,040	4,540	32.3	250	1.8	470	250	53.2	5	1.1	3.2	5.2	2.0	
Henderson	16,970	6,520	38.4	710	4.2	16,410	6,220	37.9	690	4.2	560	300	53.6	20	3.6	3.3	4.6	2.8	
Hertford	9,350	3,490	37.3	4,530	48.4	8,870	3,160	35.6	4,120	46.4	480	330	68.8	410	85.4	5.1	9.5	9.1	
Hoke	6,470	2,790	43.1	2,380	36.8	5,920	2,480	41.9	2,180	36.8	550	310	56.4	200	36.4	8.5	11.1	8.4	
Hyde	1,720	650	37.8	670	39.0	1,530	510	33.2	540	35.3	150	140	73.7	130	68.4	11.0	21.5	19.4	
Iredell	34,050	14,350	42.1	5,180	15.2	32,920	13,660	41.5	4,970	15.1	1,130	650	61.1	210	18.4	3.3	4.8	4.1	
Jackson	7,350	2,940	40.1	210	2.9	6,980	2,740	39.3	190	2.7	370	200	54.1	20	5.4	5.0	6.8	9.5	
Johnston	24,590	9,590	39.0	4,500	17.3	23,550	8,880	37.7	3,980	16.9	1,040	710	64.3	520	50.0	4.2	7.4	11.6	
Jones	2,950	1,100	37.3	1,140	38.6	2,700	960	35.6	940	34.8	250	140	56.0	200	80.4	8.5	12.7	17.5	
Lee	15,540	6,310	40.6	3,040	19.6	14,770	5,910	40.0	2,840	19.2	740	400	54.1	200	22.0	4.8	6.3	6.6	
Lenoir	27,590	11,370	41.2	8,870	32.1	26,250	10,470	39.9	7,950	30.3	1,340	500	67.2	920	68.9	4.9	7.9	10.4	
Lincoln	13,190	5,580	42.3	1,160	8.8	12,580	5,210	41.4	1,090	8.7	670	370	60.7	70	11.5	4.6	6.6	6.0	
Macon	5,460	2,140	39.2	1NA	—	5,010	2,000	39.9	1NA	—	450	140	31.1	1NA	—	8.2	6.5	1NA	
Madison	4,410	1,460	33.1	1NA	—	3,850	1,160	30.1	1NA	—	560	300	53.6	1NA	—	12.7	20.5	1NA	
Martin	12,740	4,840	38.0	4,930	39.5	11,740	4,410	37.6	4,450	37.9	730	430	58.9	480	55.9	5.9	8.9	9.7	
McDowell	12,000	4,880	40.7	650	5.4	11,570	4,650	40.2	640	5.5	430	230	53.5	10	2.3	3.6	4.7	1.5	
Mecklenburg	209,260	86,700	41.4	44,590	21.3	204,090	83,650	41.0	42,610	20.9	5,170	3,050	59.0	1,950	37.7	2.5	3.5	4.4	
Mitchell	5,040	1,900	37.7	1NA	—	4,740	1,780	37.6	1NA	—	300	120	40.0	1NA	—	6.0	6.3	1NA	
Montgomery	10,350	4,290	41.4	2,040	19.7	10,090	4,170	41.3	1,950	19.3	260	120	46.2	90	24.6	2.5	2.8	4.4	
Moore	15,830	6,700	42.3	3,530	22.3	15,100	6,300	41.7	3,170	21.0	730	400	54.8	360	49.3	4.6	6.0	10.2	
Nash	31,200	12,090	38.8	8,740	28.0	30,090	11,660	38.8	8,030	26.7	1,110	630	56.8	710	44.0	3.6	5.2	8.1	
New Hanover	38,700	15,630	40.4	7,690	19.9	37,120	14,660	39.5	7,200	19.4	1,580	970	61.4	490	31.0	4.1	6.2	6.4	
Northampton	7,950	2,840	35.7	3,850	48.4	7,420	2,500	33.7	3,520	47.4	530	340	64.7	230	62.3	6.7	12.0	8.6	
Onslow	20,870	9,650	46.2	3,460	16.6	19,700	8,830	44.8	3,230	16.4	1,170	660	73.5	230	19.2	5.6	8.9	6.6	
Orange	24,000	10,220	42.6	4,330	18.0	23,130	9,830	42.5	4,120	17.8	870	390	44.2	210	24.1	3.6	3.8	4.8	
Parlino	2,450	900	36.7	760	31.0	2,240	810	36.2	680	30.4	210	90	42.9	40	38.1	8.6	10.0	10.5	
Fasquotank	10,650	4,220	39.6	3,750	35.2	10,070	3,900	38.7	3,490	34.7	580	320	56.2	260	44.8	5.4	7.6	6.9	
Fender	5,560	2,250	40.0	2,260	40.5	4,970	1,950	39.2	1,890	38.0	610	340	56.7	370	62.7	10.9	14.8	16.4	
Ferquimans	2,710	1,030	38.0	860	32.5	2,560	920	35.9	820	32.0	150	110	78.3	60	48.0	5.5	10.7	6.8	
Person	12,330	4,860	39.5	3,260	7.1	11,490	4,260	37.1	2,950	25.7	840	510	64.3	310	36.4	6.8	11.2	9.5	
Pitt	33,590	14,180	42.2	10,410	31.0	31,520	12,860	40.8	9,140	29.0	2,070	1,320	63.9	1,270	61.4	6.2	9.3	12.2	
Polk	4,100	1,750	42.7	530	12.9	3,920	1,630	41.6	510	13.0	180	120	66.7	20	11.1	4.4	6.9	3.8	
Ramolph	33,000	14,090	42.7	1,980	6.0	31,700	13,380	42.2	1,780	5.6	1,300	710	54.6	200	28.4	3.9	5.0	10.1	
Richmond	16,710	7,270	43.5	3,910	23.4	15,770	6,700	42.5	3,500	22.2	940	570	60.6	410	43.6	5.6	7.8	10.5	
Robeson	38,670	15,990	41.3	8,570	22.2	35,930	14,410	40.1	7,690	21.4	2,740	1,500	57.7	860	32.1	7.1	9.9	10.3	

	Civilian Work Force				Employment				Unemployment				Unemployment Rate		
	Total	Female	Nonwhite		Total	Female	Nonwhite		Total	Female	Nonwhite		Total	Female	Nonwhite
Rockingham	34,290	14,600	41.6	6,180	19.0	32,650	13,800	42.0	5,680	17.7	1,440	800	55.6	500	34.7
Rowan	36,070	15,550	43.1	5,000	13.9	35,110	15,100	43.0	4,780	13.6	960	450	46.9	220	22.9
Rutherford	19,380	7,930	41.0	1,730	8.9	18,630	7,450	40.0	1,610	8.6	750	480	64.0	50	6.7
Sampson	16,340	6,510	39.9	4,970	30.4	15,350	5,850	38.1	4,410	28.7	990	660	66.7	560	56.6
Scotland	14,740	6,420	43.6	4,140	28.1	14,140	6,050	42.8	3,920	27.7	600	370	61.7	220	36.7
Stanly	20,480	9,020	44.0	1,930	4.4	19,680	8,540	43.4	1,710	8.7	800	480	60.0	220	27.5
Stokes	7,570	2,930	38.7	620	8.2	6,930	2,500	36.1	560	8.1	610	430	70.3	60	9.8
Surry	29,190	11,780	40.4	1,270	4.4	28,130	11,170	39.7	1,210	4.3	1,060	610	57.5	60	5.7
Swain	4,220	1,550	36.7	INA	—	3,960	1,380	34.8	INA	—	260	170	65.4	INA	—
Tennessee	7,900	2,530	32.0	440	5.6	7,550	2,350	31.1	420	5.6	350	180	51.4	20	5.7
Tyrrell	1,200	450	37.5	460	38.3	1,110	390	35.1	380	34.2	100	60	60.0	80	80.0
Union	19,790	8,240	41.6	3,250	16.4	18,850	7,580	40.2	2,880	15.3	940	660	70.2	370	39.4
Vance	17,930	7,410	41.3	6,480	36.1	17,260	6,940	40.2	5,990	34.7	670	470	70.1	490	73.1
Wake	118,170	49,150	41.6	22,660	19.2	115,320	47,510	41.2	21,560	18.7	2,850	1,640	57.5	1,100	39.6
Warren	4,560	1,840	40.3	2,420	53.1	4,720	1,710	36.2	2,230	47.2	240	130	54.2	190	79.2
Washington	3,460	1,210	35.0	1,210	35.0	3,200	1,020	31.9	1,030	32.2	260	190	73.1	180	69.2
Watauga	9,900	3,800	38.4	INA	—	9,520	3,660	38.4	INA	—	380	140	36.8	INA	—
Wayne	34,720	15,290	44.0	10,940	31.5	33,290	14,320	43.0	10,020	29.9	1,430	970	67.8	920	64.3
Wilkes	19,300	7,550	39.1	930	4.8	18,530	7,130	38.5	850	4.6	770	420	54.5	40	5.2
Wilson	29,100	11,460	39.4	6,930	23.8	27,480	10,420	37.9	7,720	28.1	1,620	1,060	65.4	1,210	74.2
Yadkin	6,660	2,690	40.4	260	4.2	6,050	2,270	37.5	260	4.3	610	420	68.9	20	3.3
Yancey	3,630	1,280	35.3	INA	—	3,350	1,120	33.4	INA	—	260	160	61.5	INA	—

1/ Female and nonwhite breakouts are based on 1970 census proportions.

Supplement to Attachment
Transmitted with RS-Bulletin 72-33

Minority Work Force Data for Selected Counties *

County	Minority Civilian Work Force		Minority Employment		Minority Unemployment		Minority Unemployment Rate	
		% of Total		% of Total		% of Total		
Alamance	8,360	16.6	7,750	16.1	610	25.7		7.3
Catawba	5,010	8.4	4,630	8.0	380	18.9		7.6
Cumberland	16,200	26.5	11,980	25.8	1,220	32.4		7.5
Davidson	3,720	9.4	3,560	9.5	160	8.1		4.3
Forsyth	22,410	19.9	20,860	19.2	1,550	37.4		6.9
Gaston	7,980	11.4	7,730	11.3	250	13.9		3.1
Guilford	36,760	21.0	35,300	20.7	1,460	31.4		4.0
Mecklenburg	16,320	22.1	11,290	21.7	2,030	32.3		4.4
New Hanover	7,980	20.6	7,460	20.1	520	32.9		6.5
Onslow	3,900	18.7	3,510	17.8	390	33.3		10.0
Randolph	2,130	6.5	1,930	6.1	200	15.4		9.4
Robeson	19,840	51.3	18,040	50.2	1,800	65.7		9.1
Rowan	5,110	14.3	4,920	14.0	220	22.9		4.3
Wake	23,500	19.7	22,370	19.4	1,130	34.6		4.8
Wayne	10,970	31.6	10,120	30.4	850	64.4		7.7

* 1991 data

Minority Work Force Data *

County	Civilian Work Force		Employment		Unemployment		Unemployment Rate
		(% of Total)		(% of Total)		(% of Total)	
Lincolne	3,750	5.8	3,490	5.6	260	11.3	6.9
Marble	2,030	6.4	1,850	6.1	180	14.8	8.9
Marion	5,870	13.7	5,620	13.5	250	23.6	4.3
Malden	1,410	5.6	1,300	5.5	110	9.4	7.8
Melrose	6,320	17.8	5,800	16.9	520	49.5	8.2
Craven	5,490	24.6	4,940	23.3	550	48.7	10.0
Durham	21,460	29.4	20,290	28.7	1,170	46.8	5.5
Edgecombe	9,320	40.1	8,410	38.3	910	70.0	9.8
Falifax	8,620	37.8	7,820	36.2	800	67.2	9.3
Fredrick	5,230	15.4	5,020	15.3	210	18.6	4.0
Johnston	4,510	18.3	3,990	16.9	520	50.0	11.5
Lenoir	8,900	32.3	7,980	30.4	920	68.7	10.3
Nash	8,780	28.1	8,060	26.8	720	64.9	8.2
Orange	4,420	18.4	4,210	18.2	210	24.1	4.8
Pitt	10,430	31.1	9,160	29.1	1,270	61.4	12.2
Randolph	2,040	6.2	1,840	5.8	200	15.4	8.3
Rockingham	6,220	18.1	5,720	17.4	500	34.7	8.0
Surry	1,270	4.4	1,210	4.3	60	5.7	4.7
Union	3,280	16.6	2,910	15.4	370	39.4	11.3
Wilson	8,940	30.7	7,730	28.1	1,210	74.7	13.5

EXCERPTS FROM AFFIRMATIVE ACTION PROGRAM OF DARTMOUTH COLLEGE

The attached two excerpts (respectively paginated as 8 through 14 and 20 through 23, with attached exhibits) illustrate one approach used in assessing utilization and projecting goals and timetables. We do not have access to all appendices to the program which presumably document in greater detail the bases for computation of numerical goals. Thus, these materials serve only as an indication of type of format and style of presentation, with reference to one of the most critical aspects of any affirmative action program.

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

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

A. Analysis of Present Employment

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

Representation of Women and Minorities in the Faculty *

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

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

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

1. Women: Problem Areas

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

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

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

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

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

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

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

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

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

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

2. Minority Groups: Problem Areas

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

II.

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

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

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

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

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

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

B. Goals and Timetables

1. Women

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

2. Minorities

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

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

3. Women and Minorities

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

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

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

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

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

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

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

IV. ADMINISTRATIVE OFFICERS: EMPLOYMENT PROGRAM

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

A. Analysis of Present Employment

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

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

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

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

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

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

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

B. Goals and Timetables

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

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

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

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

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

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

C. Implementation

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

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

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

ADMINISTRATIVE OFFICERS

By Grade and Sex

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

ADMINISTRATIVE OFFICERS

By Grade and Race

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

ADMINISTRATIVE OFFICERS

By Sex

Projected Goal

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

ADMINISTRATIVE OFFICERS

By Race

Projected Goal

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

EXCERPTS FROM AFFIRMATIVE ACTION PROGRAM OF DUKE UNIVERSITY

The attached excerpts illustrate one approach to the technical requirements of dissemination and oversight, with reference to a typical affirmative action program. This material is presented as one suggestion as to how these technical requirements might be embodied in a plan.

DISSEMINATION - EQUAL EMPLOYMENT OPPORTUNITY POLICY

The University policy of Equal Employment Opportunity, contained in Section I of the Plan, shall be disseminated in accordance with the actions outlined below.

<u>AFFIRMATIVE ACTIONS</u>	<u>RESPONSIBILITY*</u>	<u>TARGET DATE</u>
<u>INTERNAL</u>		
a. Insure that all new employees are fully informed of the policy in orientation meetings.	OFFICE OF DIRECTOR, PERSONNEL	Continuing
b. Conduct periodic meetings with executives, managers, and supervisors to reaffirm the University's position and explain individual responsibility for implementation.	OFFICE OF DIRECTOR, PERSONNEL	Continuing
c. Publicize policy in all internal University communications media, i.e., Medical Center INTERCOM, Personnel Notices, and student newspaper, THE CHRONICLE.	OFFICE OF DIRECTOR, PERSONNEL Director, Information Services	Continuing
d. Conduct meetings with employees (other than managers and supervisors) and fully explain policy and responsibilities.	SUPERVISORS Office of Director, Personnel	Continuing
e. Insure that both minority, non-minority, and female groups are pictured in all publications issued by the University that use photographs.	UNIVERSITY EDITOR CATALOGUE EDITORS IN EACH SCHOOL Office of Director, Personnel Intercom Editor	Continuing

*Primary responsibility is designated by CAPITAL LETTERS; secondary responsibility is designated by lower case letters.

<u>AFFIRMATIVE ACTIONS</u>	<u>RESPONSIBILITY</u>	<u>TARGET DATE</u>
f. Conduct periodic surveys of all University bulletin boards to insure policy is posted.	OFFICE OF DIRECTOR, PERSONNEL Affirmative Actions Coordinator	Continuing
g. Publicize minority and female promotion, and EEO progress in University publications.	DIRECTOR, INFORMATION SERVICES Office of Director, Personnel	Continuing
<u>EXTERNAL</u>		
a. Advise all recruiting agencies both verbally and in writing of this policy.	OFFICE OF DIRECTOR, PERSONNEL Employment Managers	Continuing
b. Inform, in writing, minority and women's organizations and agencies in the community and community leaders of this policy.	DIRECTOR, INFORMATION SERVICES	Continuing
c. Continue the EEO clause in all University purchase orders, vendor contracts, and construction contracts.	DIRECTOR, MATERIAL SUPPORT UNIVERSITY ARCHITECT CHIEF PLANT ENGINEER	Continuing
d. Insure that minority, and female employees are pictured in recruiting brochures.	OFFICE OF DIRECTOR, PERSONNEL Employment Managers	Continuing
e. Advise secondary schools and colleges, in writing, of the policy.	OFFICE OF DIRECTOR, PERSONNEL Employment Managers	Continuing
f. Publicize achievements of minority employees and women in local and minority news media.	DIRECTOR, INFORMATION SERVICES Office of Director, Personnel	Continuing

II. RESPONSIBILITY FOR IMPLEMENTATION

A. Officers of the University

Each Officer of the University shall be responsible to see that every element of management in his area is familiar with the Plan and that the intent and provisions of the Plan are carried out in all segments of his area of responsibility.

B. Department Heads and Supervisors

Each department head, supervisor, unit head and all other persons at the University engaged in supervision shall have the responsibility to see that all policies and requirements set forth in this Plan are carried out.

C. Director, Equal Employment Opportunity Program

The Director, Equal Employment Opportunity Program shall have overall responsibility for implementation and coordination of the Affirmative Action Plan. His actions and performance shall be subject to regular review by the University Equal Employment Opportunity Committee and by the President, the Chancellor, and the Vice-President for Business and Finance.

The Director, Equal Employment Opportunity Program shall be responsible for:

1. Overall administration of the Plan and direct assistance to all levels of management in all divisions, departments and units of the University in carrying out the provisions of the Plan.
2. Assisting members of management in resolving problems relative to any requirement or provision of the Plan.
3. Developing and implementing audit and reporting systems designed to:
 - a. Continually measure the effectiveness of the University Affirmative Action Plan and its parts.
 - b. Point out deficiencies and needs for remedial action.
 - c. Determine the degree to which goals and objectives have been reached.
4. Submitting periodic reports as detailed in 3, above, to the Committee and to all levels of management.

5. Making a periodic review of the University Affirmative Action Plan and submitting recommendations for expansion and improvement of the Plan where applicable.
6. Serving as liaison between the University and enforcement agencies, minority, and women's organizations, and community action groups.
7. Keeping the University Equal Employment Opportunity Committee and management informed of the latest developments in the equal opportunity area.
8. Assisting in the identification of problem areas and establishing specific goals and objectives.
9. Periodic audits of hiring and promotion patterns and techniques to insure that provisions of the Plan are being carried out and that goals and objectives are met.
10. Review of the qualifications of all employees to insure that minorities and females are given full opportunities for promotions.
11. Holding regular discussions with department heads, supervisors, and employees to insure that University equal opportunity policies are being properly followed.
12. Active involvement with local minority organizations and community action groups.
13. Periodic inspections and audits to insure that all locations are in compliance with regard to:
 - a. Display of policy statements, posters, etc.
 - b. Desegregated use of all facilities, housing, etc.
 - c. Minority and female employee participation in all University sponsored educational, training, recreational and social activities.
14. Career counseling for all employees.
15. Regularly reminding supervision that, in addition to other criteria, their work performance is being evaluated on the basis of their EEO results.
16. Evaluate the total selective process to insure freedom from bias, etc., and to assist the attainment of goals and objectives.

17. Provide analyses of all Personnel Department activities to assure Equal Employment Opportunity.
18. Involve the Personnel Department staff in the goal setting process.

III. EQUAL EMPLOYMENT OPPORTUNITY COMMITTEE

A. Organization

The Equal Employment Opportunity Committee shall be composed of University faculty and management selected to represent as broadly as possible all areas of the University. Members shall be appointed to rotating terms by the President.

B. Responsibilities

1. Group Responsibilities

The Committee shall:

- a. Regularly review the University Affirmative Action Plan and make recommendations for changes as necessary.
- b. Periodically and regularly monitor the implementation of the Plan to assure that equal opportunities are being maintained for all employees and qualified applicants. Such monitoring will include designing, requiring and auditing of reports from various sources including the Director, Equal Employment Opportunity Program, the Director of Personnel, and from time to time, others in the University.
- c. Make regular reports on the status of the Plan and recommendations to the President.
- d. Interpret the Equal Employment Opportunity Program and the Affirmative Action Plan to management, employees, and the community and assure that each employee has the opportunity to see the Plan.

2. Individual Responsibilities

Each individual member of the Committee shall have the responsibility to:

- a. Counsel with employees who make complaints to him of discrimination and work with such employees and University Officials toward resolution of the complaints.
- b. When designated by the Director, Equal Employment Opportunity Program, investigate complaints of discrimination and submit a written report on the findings.
- c. Counsel with all levels of supervisors to assist in the handling of problems and to encourage the advancement of minority group employees.