

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Biol. & Agr'l Engr.

DATE January 8, 1974

COMPLETED BY F. J. Hassler

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

	Availability Percentages		Full Time		Part Time		Total		Full Time		Part Time		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
White Male	96		4	100			4	100			5	84			5	84
White Female																
Black Male																
Black Female																
Other Male			4								1	16			1	16
Other Female																
TOTAL	100		4	100%		100%	4	100%			6	100%		100%	6	100%

Individual Completing Form: F. J. Hassler

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL Research Assistants

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

1. A minimum of a Master's degree.
2. Evidence of potential in research
3. Principal disciplinary skill in one of the following:
 - (1) Electric Power and Processing
 - (2) Food Engineering
 - (3) Power and Machinery
 - (4) Soil and Water
 - (5) Structures and Environment

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?
 (Complete charts below) (Not applicable)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

Currently enrolled graduate students having completed the Master's degree and continuing to the Ph. D.

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONAL

	Number	Percent
White Male	10	100
White Female	0	0
Black Male	0	0
Black Female	0	0
Other Male	0	0
Other Female	0	0
TOTAL	10	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

5. Explain how you arrived at the figures in the charts on page three.

a. List sources of data:

List of graduate students

b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

Same as (a)

c. Evaluate the accuracy and/or completeness of the data you have used:

Accurate and complete

d. Indicate particular problems encountered in trying to ascertain availability information:

None



TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals	4				1	4	1			4	1	1				5	
Technicians																	
SUB-TOTAL																	
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL																	
TOTAL																	

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT CROP SCIENCE

DATE January 9, 1974

COMPLETED BY Paul H. Harvey

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

	Availability Percentages		Full Time		Part Time		Total			Full Time		Part Time		Total		
	No.	%	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	
White Male	85.7		4	80			4	80	1		4	67			4	67
White Female	2.4								-		1	16			1	16
Black Male	7.1								-		1	17			1	17
Black Female	0.0								-							
Other Male	2.4								-							
Other Female	2.4		1	20			1	20	+							
TOTAL	100.0		5	100%		100%	5	100%			6	100%		100%	6	100%

¹With these small numbers percentages have very little meaning.

Individual Completing Form: Paul H. Harvey

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

B.S. and/or M.S. degrees in Crop Science, Agronomy or closely related biological science training. Experience in research with crop science problems preferred. Functional category varies with position from field, greenhouse to laboratory research.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male	2328	92.9
White Female	80	3.2
Black Male	28	1.1
Black Female	0	0.0
Other Male	65	2.6
Other Female	6	.2
TOTAL	2507	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: CROP SCIENCE

Individual Completing Form: Paul H. Harvey

Form No. 2, page two

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

1972 Composite of Sex and Racial Composition of Potential Employees for Institutions with programs in Agronomy. Compiled from 48 Institutions offering Agronomy programs by J. Ritchie Cowan, Head, Agronomic Crop Science, Oregon State University, Corvallis, Oregon 97331.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

Used data on B.S., M.S. and M.Ag. for year 1971-72. Did not include foreign nationals.

c. Evaluate the accuracy and/or completeness of the data you have used:

Survey covered over 90% of agronomy oriented students in USA.

d. Indicate particular problems encountered in trying to ascertain availability information:

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

These non-faculty personnel are ordinarily obtained from graduates of North Carolina State University, but graduates of other North Carolina Institutions are contacted such as A&T in Greensboro, North Carolina Central in Durham, Meredith, etc.

b. How many people constitute that special pool by category? 42⁺

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONAL

	Number	Percent
White Male	36	85.7
White Female	1	2.4
Black Male	3	7.1
Black Female	0	0.0
Other Male	1	2.4
Other Female	1	2.4
TOTAL	42	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: CROP SCIENCE

Individual Completing Form: Paul H. Harvey

Form No. 2, page four

5. Explain how you arrived at the figures in the charts on page three.

a. List sources of data:

Based on estimates and local figures for North Carolina State University.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

c. Evaluate the accuracy and/or completeness of the data you have used:

Estimates based on past experience.

d. Indicate particular problems encountered in trying to ascertain availability information:

Lack of information on sex and race in published lists.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS - Economics

DATE 1-4-74

COMPLETED BY Toussaint

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table ~~III~~ IV

Availability	Full Time		Part Time		Total ¹		Full Time		Part Time		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	1	100			1	100					1	100
White Female												
Black Male												
Black Female												
Other Male												
Other Female												
TOTAL	1	100%		100%	1	100%			1	100%		100%

Individual Completing Form: Toussaint

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

We have one position ($\frac{1}{2}$ SALS and $\frac{1}{2}$ LA) who is scheduling officer and assistant to the Department Head. Must be well organized, understand operations of a university and get along well with faculty and students.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

Have no knowledge. There must be many, but we don't expect a resignation.

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

NA

a. Describe the pool by functional category:

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS/Entomology

DATE 1/7/74

COMPLETED BY K. L. Knight

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

	Availability Percentages		Full Time		Part Time			Full Time		Part Time		Total		
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	
White Male	94.0		15	100.0			15	100.	+	11	91.0		11	91.0
White Female	5.0		0	0.0			0	0.0	-	1	9.0		1	9.0
Black Male	0.6		0	0.0			0	0.0	-	0	0.0		0	0.0
Black Female	0.1		0	0.0			0	0.0	-	0	0.0		0	0.0
Other Male	0.2		0	0.0			0	0.0	-	0	0.0		0	0.0
Other Female	0.1		0	0.0			0	0.0	-	0	0.0		0	0.0
TOTAL	100.0			100%		100%		100%			100%		100%	100%

Individual Completing Form: K. L. Knight

Not applicable. No personnel in this category.

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

- (1) National Center for Educational Degrees conferred
Higher Education: Earned degrees conferred
- (2) Scientific manpower report (NIH)
- (3) Minorities and women. U. S. Dept. H. E. W. 1960-1969
- (4) Oregon State University Survey of 34 institutions with Food Science programs. 1970.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

Figures were obtained from source (1) listed above. The percentages of blacks and other minority groups were determined by using a composite of numbers given in (2), (3), and (4) above.

c. Evaluate the accuracy and/or completeness of the data you have used:

Estimates may vary appreciably and only a small portion of those shown would be available to this locality. Also, the number of qualified persons available is unknown since salaries for non-faculty EPA would not be conducive per se in relocating from distant points to this area.

d. Indicate particular problems encountered in trying to ascertain availability information:

- (1) No one source of information was available which listed all of the information required.
- (2) Blacks and other minority groups were seldom separated from totals of male and female personnel.
- (3) Only rough approximations of persons available for hire can be given from available data.

School/Department: SALS/Entomology

Individual Completing Form: K. L. Knight

Form No. 2, page three

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

Not applicable

a. Describe the pool by functional category:

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
	Officials & Managers																
Res. Assoc. XXXXXXXXXXXX		1						1			1						1
RES. Asst. XXXXXXXXXXXX	2	3					2	3		2	3					2	3
SUB-TOTAL	2	4					2	4		2	4					2	4
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL																	
TOTAL	2	4					2	4		2	4					2	4

APPRENTICE ACTING LEAD
 EPA 604-F-600177

SCHOOL/DEPARTMENT SALS - Food Science

DATE January 9, 1974

COMPLETED BY T. N. Blumer - W. M. Roberts

TABLE VII
 TOTAL NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)
 See Table I

TABLE VIII
 PROJECTED NON-FACULTY COMPLEMENT
 (For Academic Year 1975-76)
 See Table III

	Availability Percentages		Full Time		Part Time		Total		Full Time		Part Time		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	78.7		2	33.3			2	33.3					2	33.3
White Female	13.4		4	66.7			4	66.7					4	66.7
Black Male	3.4													
Black Female	0.3													
Other Male	4.0													
Other Female	0.1													
TOTAL	100.0		6	100%		100%	6	100%			6	100%	6	100%

Institutional Sponsoring Form: Dr. T. N. Blumer - Dr. W. M. Roberts

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

See Faculty Handbook, 1973, V, 4-5. (Res. Asst.*, Res. Assoc.**)

*B. S. or M. S. degrees required

**The Research Associates are recruited from the same pool as the EPA faculty.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	0	100%

PROFESSIONALS

	Number	Percent
White Male	2064	78.7
White Female	352	13.4
Black Male	90	3.4
Black Female	8	0.3
Other Male	106	4.0
Other Female	2	0.1
TOTAL	2622	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	0	100%

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

Generally these persons are obtained from this county. However, their training may have been received from most anywhere in U. S. Some are temporary due to being the spouse of a student in this University or a locally employed individual.

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONAL

	Number	Percent
White Male	60	76.9
White Female	12	15.4
Black Male	2	2.6
Black Female	1	1.3
Other Male	3	3.8
Other Female	0	0.0
TOTAL	78	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

5. Explain how you arrived at the figures in the charts on page three.

a. List sources of data:

The figures are based on our records of application for positions that have been available in the past and the additional number projected from records of other departments on campus and graduates of other local universities.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

The method is described above. Also, figures are based on a recent response from 62 universities and this figure is about 3% of the figures listed on page 1 of this form.

c. Evaluate the accuracy and/or completeness of the data you have used:

These figures are reasonably accurate since our pool is necessarily restricted by salary levels and therefore to the scope of the area from which we could reasonably expect to recruit qualified personnel.

d. Indicate particular problems encountered in trying to ascertain availability information:

No specific information could be obtained except that listed above.

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TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians																	
Research Associate*	1						1			1							1
SUB-TOTAL	1						1			1							1
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL																	
TOTAL	1						1			1							1

* Terminated August 1973

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT A & LS - Genetics
COMPLETED BY D. F. Matzinger

DATE January 7, 1974

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1975 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

	Availability Percentages		Full Time		Part Time		Total		Full Time		Part Time		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
White Male	94.0		1	100			1	100	+		1	100			1	100
White Female	5.3								-							
Black Male	0.1								-							
Black Female	0.0															
Other Male	0.5								-							
Other Female	0.1								-							
TOTAL	100.0		1	100%		100%	1	100%			1	100%		100%	1	100%

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

The only positions anticipated in this category are Research Associates. The requirements and personnel pool are the same as for EPA Faculty.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

N/A

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT NCSU, SALS, Hort. Science

DATE January 9, 1974

COMPLETED BY Albert A. Banadyga

NOT APPLICABLE

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total			Full Time		Part Time		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
White Male													
White Female													
Black Male													
Black Female													
Other Male													
Other Female													
TOTAL		100%		100%		100%			100%		100%		100%

TABLE V
 PRESENT NON-FACULTY COMPLEMENT (See Attachment "B")
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians																	
Research Associate	4	0	0	0	0	0	4	0	5	1	1	0	1	0	7	1	
Research Assistant	6	0	0	0	0	0	6	0	4	1	1	0	0	0	5	1	
SUB-TOTAL	10	0	0	0	0	0	10	0	9	2	2	0	1	0	12	2	
PERMANENT PART-TIME	None								None								
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL	None								None								
TOTAL	10	0	0	0	0	0	10	0	9	2	2	0	1	0	12	2	

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Plant Pathology, Agr & Life Sciences

DATE January 9, 1974

COMPLETED BY Robert Aycock, Head

NOT APPLICABLE

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total			Full Time		Part Time		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
White Male													
White Female													
Black Male													
Black Female													
Other Male													
Other Female													
TOTAL		100%		100%		100%			100%		100%		100%

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Not Applicable

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

N/A

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

Individual Completing Form: R. E. Cook, Head

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

The Department does not have any EPA non-faculty positions.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TABLE V
 PRESENT NON-FACULTY COMPLEMENT (See Attachment "B")
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Proposed Budget Goals)

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians																	
Research Associate	4	0	0	0	0	0	4	0	5	1	1	0	1	0	7	1	
Research Assistant	6	0	0	0	0	0	6	0	4	1	1	0	0	0	5	1	
SUB-TOTAL	10	0	0	0	0	0	10	0	9	2	2	0	1	0	12	2	
PERMANENT PART-TIME	None								None								
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL	None								None								
TOTAL	10	0	0	0	0	0	10	0	9	2	2	0	1	0	12	2	

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS/Soil Science

DATE January 3, 1974

COMPLETED BY C. B. McCants

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I (should be Table V - 2)

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III (should be Table VI - 2)

	Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	97	10	100	0	0	0	100	9	64	0	0	9	64
White Female	1	0	0	0	0	0	0	2	14	0	0	2	14
Black Male	1	0	0	0	0	0	0	2	14	0	0	2	14
Black Female	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Male	1	0	0	0	0	0	0	1	8	0	0	1	8
Other Female	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	100	10	100%	0	100%	0	100%	14	100%	0	100%	14	100%

1/ It is assumed that the availability pool for non-faculty is approximately the same, percentage-wise for qualified personnel, as it is for qualified faculty personnel. This is a valid assumption based on information available on the present and projected personnel base.

Individual Completing Form: C. B. McCants

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Research Associate: Ph.D. in subject matter pertinent to the position responsibilities; tangible evidence of technical and personal qualifications for the position.

Research Assistant: M.S. in subject matter pertinent to the position responsibilities; tangible evidence of technical and personal qualifications for the position.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Research Associate

	Number	Percent
White Male	No data available	97
White Female	"	1
Black Male	"	1
Black Female	"	0
Other Male	"	1
Other Female	"	0
TOTAL	"	100%

XXXXXXXXXXXXXXXXXXXX

Research Assistant

	Number	Percent
White Male	No data available	97
White Female	"	1
Black Male	"	1
Black Female	"	0
Other Male	"	1
Other Female	"	0
TOTAL	"	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: Soil Science, SALS

Individual Completing Form: C. B. McCants

Form No. 2, page two

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

The assumption is made that the distribution among classes for these positions is the same as for "Faculty".

See attachment for procedure for estimating "Faculty" distribution.

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

See attachment

c. Evaluate the accuracy and/or completeness of the data you have used:

The data are considered to be reasonably accurate in that these positions are the progressions through which a person would go through to meet the qualifications for the Faculty positions.

d. Indicate particular problems encountered in trying to ascertain availability information:

No data published applicable to Soil Science.

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

Not applicable.
Non-faculty are recruited nationally.

b. How many people constitute that special pool by category?

Not applicable

OFFICIALS AND MANAGERS

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Officials & Managers									-	-	-	-	-	-	-	-	-
Professionals									-	-	-	-	-	-	-	-	-
Technicians									-	-	-	-	-	-	-	-	-
Research Associates									3	3	1	1	0	0	4	4	
SUB-TOTAL									3	3	1	1	0	0	4	4	
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL																	
TOTAL									3	3	1	1	0	0	4	4	

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Dept. Veterinary Science

DATE January 9, 1974

COMPLETED BY T. M. Curtin

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

	Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	53.5							3	37.5	-	-	3	37.5
White Female	24.4							3	37.5	-	-	3	37.5
Black Male	4.1							1	12.5	-	-	1	12.5
Black Female	0.1							1	12.5	-	-	1	12.5
Other Male	17.2							0	-	-	-	0	-
Other Female	0.7							0	-	-	-	0	-
TOTAL	100.0		100%		100%		100%	8	100%	-	100%	8	100%

Individual Completing Form: T. M. Curtin

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Officials & Managers - should have a minimum of a B.S. in Business Management or Accounting, etc. They should have at least 2 years experience in the NCSU system.

Professionals - do not anticipate using this category.

Technicians - education could range from a minimum of a high school diploma without any experience to an M.S. degree with several years specialized experience.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?
(Complete charts below) UNKNOWN

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

School/Department: Dept. Veterinary Science

Individual Completing Form: T. M. Curtin

Form No. 2, page two

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

U. S. Bureau of Census

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

4. If you ordinarily draw your EPA non-Faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

In both categories, Officials & Managers and Technicians, the pool selected was the Raleigh, N. C. Community (Raleigh and surrounding Wake County).

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

	Number	Percent
White Male	115	53.73
White Female	77	35.82
Black Male	10	4.48
Black Female	4	1.79
Other Male	6	2.69
Other Female	3	1.49
TOTAL	215	100%

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male	24,540	52.32
White Female	12,620	26.91
Black Male	3,500	7.47
Black Female	4,560	9.72
Other Male	90	.02
Other Female	90	.02
TOTAL	45,400	100

School/Department: Dept. Veterinary Science

Individual Completing Form: T. M. Curtin

Form No. 2, page four

5. Explain how you arrived at the figures in the charts on page three.

a. List sources of data:

U. S. Census Bureau

b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

A conceptually modulated system was used to arrive at the figures reported in the tables, page 3. This system is based on 20 years of personal experience with veterinary technical personnel. Of those that express a willingness to perform, only about 1 in 5 will actually remain in the position and perform the duties requested.

c. Evaluate the accuracy and/or completeness of the data you have used:

Because the sample size is small and the populations sampled were from urban communities, the accuracy of the system is unknown.

d. Indicate particular problems encountered in trying to ascertain availability information:

See 5 b & c

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Officials & Managers																	
Professionals	3						3			2	1					2	1
Technicians																	
SUB-TOTAL	3						3			2	1					2	1
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL																	
TOTAL	3						3			2	1					2	1

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS/Zoology

DATE 1/14/74

COMPLETED BY D. E. Davis

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	82.6	3	100	0	3	100	2	67			2	67
White Female	12.8						1	34			1	34
Black Male	2.4											
Black Female	2.0											
Other Male	0.1											
Other Female	0.1											
TOTAL	100	3	100%	0	3	100%	3	100%		100%	3	100%

AFFIRMATIVE ACTION PROGRAM
FOR THE
SCHOOL OF DESIGN

June 15, 1973

REVISED JANUARY, 1974

Individual Completing Form: D. E. Davis

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

Really are post-docs only. Use same figures as for assist prof.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category?
(Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

PROFESSIONALS

See form 1 page 1

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

AFFIRMATIVE ACTION PLAN FOR THE SCHOOL OF DESIGN

The School of Design is committed to the achievement of a diverse, multi-racial faculty, staff, and student body of both sexes. It is the School's firm belief that this diversity is beneficial to the education of the students; to the enrichment of the faculty, and will eventually lead to improvement of the professions represented by the School's departments: Architecture, Landscape Architecture, and Product Design.

The activities suggested by this plan are positive strategies aimed at the problems as they are discussed. Through the implementation of these strategies, the School seeks to change and enhance its scope and effectiveness.

I. UTILIZATION AND AVAILABILITY ANALYSES AND GOALS AND TIMETABLES

The tables which follow for each department within the School of Design and finally, as a summation, for the School itself indicate the utilization and availability of EPA Faculty, EPA Non-Faculty, and SPA Employees. The present composition of each of these groups and the projected goals are also indicated. Section II, "Identification of Additional Problem Areas", Part "A", "Composition of the Work Force by Minority Group Status and Sex", discusses many of the problems related to Blacks and women and the resource pool from which faculty can be drawn.

TABLE I
 PRESENT FACULTY COMPLEMENT
 (According to ~~XXXXXX~~ 1973 Tabulation)
 June

TABLE II
 PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total		/////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	1						1		/////	1							1
Professor									/////	2							2
Associate Professor	5						5		/////	3							3
Assistant Professor	4						4		/////	3	1	1					4
Instructor		1						1	/////								
Lecturer									/////								
Visiting		1	1				1	1	/////	1	1	1					2
SUB-TOTAL	10	2	1				11	2	/////	10	2	2					12
*PERMANENT PART-TIME																	
Professor	2						2		/////	1							1
Associate Professor									/////								
Assistant Professor									/////								
Instructor									/////								
Lecturer	2						2		/////	1							1
Visiting									/////								
SUB-TOTAL	4						4		/////	2							2
TOTAL	14	2	1				15	2	/////	12	2	2					14

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one academic year or more. This does not include job appointments which should be reported as full-time by their major departments. The numbers which need to be filled in here are not supplied in the October tabulation and will need to come from your own records.

WORK SHEET FOR TABLE II

FULL TIME	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)									
				WHITE		BLACK		OTHER		TOTAL			
				M	F	M	F	M	F	M	F		
Department Head													
Professor													
Associate Professor													
Assistant Professor	1		2			1	1					1	1
Instructor	1**												
Lecturer													
XXXXXXX Visiting			1			1						1	
TOTAL	2	A	0	B	3	C	2		1			3	D
////////////////////													
PERMANENT PART TIME*													
Professor	1*												
Associate Professor													
Assistant Professor													
Instructor													
Lecturer	1*												
Visiting													
SUB-TOTAL													
TOTAL	2*	A	0	B	0	C						0	D

*Not A + B = C
 C = D

*Individuals work less than full time and being paid accordingly hired for a term of 12 months or more or for a stated term of one academic year or more.

*Combines 2 part-time position
 **Instructor position filled by visiting position

AFFIRMATIVE ACTION PLAN
EPA FACULTY

XXXXXXXX DEPARTMENT of Architecture

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~XXXXX~~ 1973 Tabulation)
June
See Table I

TABLE IV
PROJECTED FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total		See Note(e)	Full Time		Part Time		Total		
	No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%	
White Male	88	10	76.9	4	100	14	82.3	-	10	71.4	2	100	12	75
White Female	8	2	15.4	0		2	11.8	+	2	14.3	0		2	12.5
Black Male	4	1	7.7	0		1	5.9	+	2	14.3	0		2	12.5
Black Female		0		0		0			0		0		0	
Other Male		0		0		0			0		0		0	
Other Female		0		0		0			0		0		0	
TOTAL	100	13	100%	4	100%	17	100%		14	100%	2	100%	16	100%

- (a) These percentages should be taken directly from the charts you completed in questions #2 or #4 of Form I.
- (b) These percentages should be computed on the basis of total number of full-time.
- (c) These percentages should be computed on the basis of total number of part-time.
- (d) These percentages should be computed on the basis of total number of full-time plus part-time.
- (e) In this column: place a + (plus) if the percentage in the column marked Total in Table III is higher than the percentage in the corresponding column marked Availability or place a - (minus) if the percentage in the column marked Total is lower than the percentage in the corresponding column marked Availability.

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

	White		Black		Other		Total			White		Black		Other		Total		
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	
FULL-TIME																		
Officials & Managers							0	0									0	0
Professionals							0	0									0	0
Technicians							0	0									0	0
SUB-TOTAL																		
PERMANENT PART-TIME																		
Officials & Managers							0	0									0	0
Professionals							0	0									0	0
Technicians							0	0									0	0
SUB-TOTAL																		
TOTAL							0	0									0	0

WORK SHEET FOR TABLE VI

	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
FULL-TIME											
Officials & Managers (Do not include Dept. Heads)											
Professionals											
Technicians											
SUB-TOTAL		A	B	C						D	
TOTAL	0		0	0						0	

PERMANENT PART TIME*											
Officials & Managers											
Professionals											
Technicians											
SUB-TOTAL		A	B	C						D	
TOTAL	0		0	0						0	

Notes: A + B = C
 C = D

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one ac-

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT of Architecture

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total				Full Time		Part Time		Total	
	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
White Male														
White Female														
Black Male														
Black Female														
Other Male														
Other Female														
TOTAL	0	100%	0	100%	0	100%			0	100%	0	100%	0	100%

WORK SHEET FOR TABLE II

FULL TIME	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)										
				WHITE		BLACK		OTHER		TOTAL				
				M	F	M	F	M	F	M	F			
Department Head	-													
Professor	1*													
Associate Professor	1*													
Assistant Professor			2	1	1							1	1	
Instructor														
Lecturer														
Visiting														
SUB-TOTAL														
TOTAL	2	A	0	B	2	C	2					2	D	
////////////////////														
PERMANENT PART TIME*														
Professor														
Associate Professor														
Assistant Professor														
Instructor														
Lecturer														
Visiting														
SUB-TOTAL														
TOTAL	0	A	0	B	0	C						0	D	

Note: A + B = C
 C = D

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one ac-

*Professor filled with Assistant Professor

AFFIRMATIVE ACTION PLAN
EPA FACULTY

~~SCHOOL~~/DEPARTMENT of Landscape Architecture

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~XXXXXX~~ 1973 Tabulation)
June
See Table I

TABLE IV
PROJECTED FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total		Sec Note(c)	Full Time		Part Time		Total	
	No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	99	7	100	0	7	100	+	6	85.7	0		6	85.7
White Female	1	0		0	0		--	1	14.3	0		1	14.3
Black Male		0		0	0			0		0		0	
Black Female		0		0	0			0		0		0	
Other Male		0		0	0			0		0		0	
Other Female		0		0	0			0		0		0	
TOTAL	100%	7	100%	0	7	100%		7	100%	0	100%	7	100%

- (a) These percentages should be taken directly from the charts you completed in questions #2 or #4 of Form I.
 (b) These percentages should be computed on the basis of total number of full-time.
 (c) These percentages should be computed on the basis of total number of part-time.
 (d) These percentages should be computed on the basis of total number of full-time plus part-time.
 (e) In this column: place a + (plus) if the percentage in the column marked Total in Table III is higher than the percentage in the corresponding column marked Availability or place a - (minus) if the percentage in the column marked Total is lower than the percentage in the corresponding column marked Availability.

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your projected Hiring Goals)

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total		
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	
Officials & Managers							0	0									0	0
Professionals							0	0									0	0
Technicians							0	0									0	0
SUB-TOTAL																		
PERMANENT PART-TIME																		
Officials & Managers							0	0									0	0
Professionals							0	0									0	0
Technicians							0	0									0	0
SUB-TOTAL																		
TOTAL							0	0									0	0

WORK SHEET FOR TABLE VI

	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)															
				WHITE		BLACK		OTHER		TOTAL									
				M	F	M	F	M	F	M	F								
FULL-TIME																			
Officials & Managers (Do not include Dept. Heads)																			
Professionals																			
Technicians																			
SUB-TOTAL																			
TOTAL	0	A	0	B	0	C													0
////////////////////////////////////																			
PERMANENT PART TIME*																			
Officials & Managers																			
Professionals																			
Technicians																			
SUB-TOTAL																			
TOTAL	0	A	0	B	0	C													0

$A + B = C$
 $C = E$

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one ac-

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

~~SECTION~~/DEPARTMENT of Landscape Architecture

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male												
White Female												
Black Male												
Black Female												
Other Male												
Other Female												
TOTAL	0	100%	0	100%	0	100%	0	100%	0	100%	0	100%

TABLE I
 PRESENT FACULTY COMPLEMENT
 (According to XXXXXXXX 1973 Tabulation)
 June

TABLE II
 PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total		//////////	White		Black		Other		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	1						1		//////////	1						1	
Professor									//////////								
Associate Professor	3						3		//////////	3						3	
Assistant Professor	2						2		//////////		1						1
Instructor	1						1		//////////	1						1	
Lecturer									//////////								
Visiting									//////////		1						1
SUB-TOTAL	7						7		//////////	5	2					5	2
PERMANENT PART-TIME									//////////								
Professor									//////////								
Associate Professor									//////////								
Assistant Professor									//////////								
Instructor									//////////								
Lecturer									//////////								
Visiting									//////////								
SUB-TOTAL									//////////								
TOTAL	7						7		//////////	5	2					5	2

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one academic year or more. This does not include joint appointments which should be reported as full-time by their major departments. The numbers which need to be filled in here are not supplied in the October tabulation and will need to come from your own records.

WORK SHEET FOR TABLE II

FULL TIME	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)									
				WHITE		BLACK		OTHER		TOTAL			
				M	F	M	F	M	F	M	F		
Department Head													
Professor													
Associate Professor	1*												
Assistant Professor	1		1	-	1								1
Instructor	1		1	1								1	
Lecturer													
Visiting			1		1								1
XXXXXXXX													
TOTAL	3	A	B	C	3							3	D
////////////////////													
PERMANENT PART TIME*													
Professor													
Associate Professor													
Assistant Professor													
Instructor													
Lecturer													
Visiting													
XXXXXXXX													
TOTAL	0	A	B	C								0	D

*Note: A + B = C
 C = D

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one academic year or more.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT of Product Design

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~October~~ ^{June} 1973 Tabulation)
See Table I

TABLE IV
PROJECTED FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time ^a		Part Time ^b		Total ^c		See Note(e)	Full Time		Part Time		Total		
	No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%	
White Male	90	7	100	0	0	7	100	-	5	71.4	0	0	5	71.4
White Female	10	0		0	0		+		2	28.6	0	0	2	28.6
Black Male		0		0	0				0		0	0	0	
Black Female		0		0	0				0		0	0	0	
Other Male		0		0	0				0		0	0	0	
Other Female		0		0	0				0		0	0	0	
TOTAL	100%	7	100%	0	100%	7	100%		7	100%	0	100%	7	100%

- (a) These percentages should be taken directly from the charts you completed in questions #2 or #4 of Form I.
- (b) These percentages should be computed on the basis of total number of full-time.
- (c) These percentages should be computed on the basis of total number of part-time.
- (d) These percentages should be computed on the basis of total number of full-time plus part-time.
- (e) In this column: place a + (plus) if the percentage in the column marked Total in Table III is higher than the percentage in the corresponding column marked Availability or place a - (minus) if the percentage in the column marked Total is lower than the percentage in the corresponding column marked Availability.

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

	White		Black		Other		Total			White		Black		Other		Total		
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	
FULL-TIME																		
Officials & Managers																		
Professionals																		
Technicians																		
SUB-TOTAL							0	0									0	0
PERMANENT PART-TIME																		
Officials & Managers																		
Professionals																		
Technicians																		
SUB-TOTAL																		
TOTAL							0	0									0	0

AFFIRMATIVE ACTION PLAN

XXXXXXXXX DEPARTMENT of Product Design
 COMPLETED BY Roger H. Clark

EPA NON-FACULTY

DATE January 7, 1974

WORK SHEET FOR TABLE VI

	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
FULL-TIME											
Officials & Managers (Do not include Dept. Heads)											
Professionals											
Technicians	0										
SUB-TOTAL											
TOTAL	0	A	0	B	0	C					0
////////////////////											
PERMANENT PART TIME*											
Officials & Managers											
Professionals											
Technicians											
SUB-TOTAL											
TOTAL	0	A	0	B	0	C					0

Notes: A + B = C
 C = D

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one ac-

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT of Product Design

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total				Full Time		Part Time		Total	
	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
White Male														
White Female														
Black Male														
Black Female														
Other Male														
Other Female														
TOTAL	0	100%	0	100%	0	100%			0	100%	0	100%	0	100%

TABLE I

PRESENT FACULTY COMPLEMENT
 (According to ~~Census~~ 1973 Tabulation)
 June

TABLE II

PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

	White		Black		Other		Total		//////////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME									//////////								
Department Head		3					3		//////////	3	-	-	-	-	-	3	-
Professor		3					3		//////////	4	-	-	-	-	-	4	-
Associate Professor		11					11		//////////	9	-	-	-	-	-	9	-
Assistant Professor		9					9		//////////	7	3	1				8	3
Instructor		1	1				1	1	//////////	1	-	-	-	-	-	1	-
Lecturer									//////////	-	-	-	-	-	-	-	-
Visiting		1	1	1			2	1	//////////	1	2	1	-	-	-	2	2
SUB-TOTAL		28	2	1			29	2	//////////	25	5	2				27	5
*PERMANENT PART-TIME									//////////								
Professor		2					2		//////////	1						1	
Associate Professor									//////////								
Assistant Professor									//////////								
Instructor									//////////								
Lecturer		2					2		//////////	1						1	
Visiting									//////////								
SUB-TOTAL		4					4		//////////	2						2	
TOTAL		32	2	1			33	2	//////////	27	5	2				29	5

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one academic year or more. This does not include job appointments which should be reported as full-time by their major departments. The numbers which need to be filled in here are not supplied in the October tabulation and will need to come from your own records.

WORK SHEET FOR TABLE II

	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)										
				WHITE		BLACK		OTHER		TOTAL				
				M	F	M	F	M	F	M	F			
FULL TIME														
Department Head														
Professor	1													
Associate Professor	2													
Assistant Professor	2			5	1	3	1					2	3	
Instructor	2			1	1							1		
Lecturer														
Visiting				2	1	1						1	1	
XXXXXXXXXX														
TOTAL	7	A	0	B	8	C	7	1				8	D	
////////////////////														
PERMANENT PART TIME*														
Professor	1													
Associate Professor														
Assistant Professor														
Instructor														
Lecturer	1													
Visiting														
XXXXXXXXXX														
TOTAL	2	A	0	B	0	C						0	D	

Note: A + B = C
 C = D

*Individuals work less than full time and being paid accordingly hired for a term of 12 months or more or for a stated term of one academic year or more

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/~~XXXXXXXXXX~~ OF DESIGN _____

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~XXXXXX~~ 1973 Tabulation)
Jun See Table I

TABLE IV
PROJECTED FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

	Availability		Full Time ^a		Part Time ^b		Total / See		Note(c)	Full Time		Part Time		Total	
	Percentages	No.	%(b)	No.	%(c)	No.	%(d)	No.		%	No.	%	No.	%	
White Male	88.5	28	90.3	4	100	32	91.4	+		25	78.1	2	100	27	79.4
White Female	8.5	2	6.5	-	-	2	5.7	-		5	15.6	-	--	5	14.7
Black Male	3.0	1	3.2	-	-	1	2.9	-		2	6.3	-	--	2	5.9
Black Female		-	-	-	-	-	-			-	-	-	-	-	-
Other Male															
Other Female															
TOTAL	100	31	100%	4	100%	35	100%			32	100%	2	100%	34	100%

- (a) These percentages should be taken directly from the charts you completed in questions #2 or #4 of Form I.
 (b) These percentages should be computed on the basis of total number of full-time.
 (c) These percentages should be computed on the basis of total number of part-time.
 (d) These percentages should be computed on the basis of total number of full-time plus part-time.
 (e) In this column: place a + (plus) if the percentage in the column marked Total in Table III is higher than the percentage in the corresponding column marked Availability or place a - (minus) if the percentage in the column marked Total is lower than the percentage in the corresponding column marked Availability.

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total		
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	
Officials & Managers																		
Professionals																		
Technicians																		
SUB-TOTAL							0	0									0	0
PERMANENT PART-TIME																		
Officials & Managers																		
Professionals																		
Technicians																		
SUB-TOTAL							0	0									0	0
TOTAL							0	0									0	0

WORK SHEET FOR TABLE VI

	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)																		
				WHITE		BLACK		OTHER		TOTAL												
				M	F	M	F	M	F	M	F											
FULL-TIME																						
Officials & Managers (Do not include Dept. Heads)																						
Professionals																						
Technicians																						
SUB-TOTAL																						
TOTAL	0	A	0	B	0	C														0	D	
////////////////////////////////////																						
PERMANENT PART TIME*																						
Officials & Managers																						
Professionals																						
Technicians																						
SUB-TOTAL																						
TOTAL	0	A	0	B	0	C															0	D

$D = A + E = C$
 $C = B$

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one ac-

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT OF DESIGN

DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE VII
TOTAL NON-FACULTY COMPLEMENT
(According to June 15, 1973 Tabulation)
See Table I

TABLE VIII
PROJECTED NON-FACULTY COMPLEMENT
(For Academic Year 1975-76)
See Table III

Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male												
White Female												
Black Male												
Black Female												
Other Male												
Other Female												
TOTAL	0	100%	0	100%	0	100%	0	100%	0	100%	0	100%

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

TABLE II
 PROJECTED SPA COMPLEMENT FOR
 ACADEMIC YEAR(S) 1973-74
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL			WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians	2						2			2						2	
Sales																	
Clerical		7					7			7						7	
Craftsman																	
Operations (semi-skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL	2	7					2	7		2	7					2	7
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical																	
Craftsman																	
Operations (semi-skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL																	
TOTAL	2	7					2	7		2	7					2	7

*SPA individuals working at least 1/2-time in a permanently established position.

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Design
COMPLETED BY R. H. Clark

DATE January 7, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1973 - 1974)	Estimated Number of Newly Created Positions (1973 - 1974)	Total Positions to Be Filled (1973-1974)	Projected Hiring Goals (based on the total positions to be filled) (1973 - 1974)									
				WHITE		BLACK		OTHER		TOTAL			
				M	F	M	F	M	F	M	F		
Officials & Managers													
Professionals													
Technicians													
Sales													
Clerical													
Craftsman													
Operations (semi-skilled)													
Laborers													
Service Workers													
SUB-TOTAL													
TOTAL	0	0	0									0	0
*PERMANENT PART-TIME													
Officials & Managers													
Professionals													
Technicians													
Sales													
Clerical													
Craftsman													
Operations (semi-skilled)													
Laborers													
Service Workers													
SUB-TOTAL													
TOTAL	0	0	0									0	0

Note: A + B = C
C = D

*SPA individuals working at least ½-time in a permanently established position.

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

TABLE II
 PROJECTED SPA COMPLEMENT FOR
 ACADEMIC YEAR(S) 1974-75
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL			WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians	2						2			2						2	
Sales																	
Clerical		7					7			7						7	
Craftsman																	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL	2	7					2	7		2	7					2	7
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical																	
Craftsman																	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL																	
TOTAL	2	7					2	7		2	7					2	7

*SPA individuals working at least 1/2-time in a permanently established position.

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

SCHOOL Design
 COMPLETED BY R. H. Clark

DATE January 7, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1974 - 1975)	Estimated Number of Newly Created Positions (1974 1975)	Total Positions to Be Filled (1974-1975)	Projected Hiring Goals (based on the total positions to be filled) (1974 - 1975)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	0	0	0							0	0
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	0	0	0							0	0

Note: A + B = C
 C = D

*SPA individuals working at least 1/2-time in a permanently established position.

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

SCHOOL Design
 COMPLETED BY R. H. Clark

DATE January 7, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1975 - 1976)	Estimated Number of Newly Created Positions (1975 - 1976)	Total Positions to Be Filled (1975-1976)	Projected Hiring Goals (based on the total positions to be filled) (1975 - 1976)									
				WHITE		BLACK		OTHER		TOTAL			
				M	F	M	F	M	F	M	F		
Officials & Managers													
Professionals													
Technicians													
Sales													
Clerical													
Craftsman													
Operations (semi-skilled)													
Laborers													
Service Workers													
SUB-TOTAL													
TOTAL	0	0	0								0	0	
*PERMANENT PART-TIME													
Officials & Managers													
Professionals													
Technicians													
Sales													
Clerical													
Craftsman													
Operations (semi-skilled)													
Laborers													
Service Workers													
SUB-TOTAL													
TOTAL	0	0	0								0	0	

Note: A + B = C
 C = D

*SPA individuals working at least 1/2-time in a permanently established position.

II. IDENTIFICATION OF ADDITIONAL PROBLEM AREAS

A. COMPOSITION OF THE WORK FORCE BY MINORITY GROUP STATUS AND SEX

The School of Design is a professional school with Departments of Architecture, Landscape Architecture, and Product Design. A vast majority of the faculty resources available to the School must necessarily come from these three professions. Unfortunately, then, the problems each of these professions has relative to Blacks and women has a direct influence on the composition of the faculty of the School of Design. The relative scarcity of both Blacks and women in these professions seriously affects the potential pool for recruiting faculty.

Of interest relative to women is the aptitude measurement of the Johnson O'Connor Research Foundation and its Human Engineering Laboratory, which has tested 300,000 people over the past 50 years. Of 22 distinct aptitudes, men and women are equal in 14, women excel in 6, and men excel in 2. These two aptitudes are grip, or physical strength, and "structural visualization", or the ability to visualize things in three dimensions - an ability which seems central to the professions represented by the School of Design. Although fewer women than men possess this aptitude, at least one woman in four does. A paper on "The Potential of Women" by the Human Engineering Laboratory of Boston, Massachusetts, suggests that only cultural bias keeps these professions from even remotely approaching a 25 percent female population. While this study suggests a potential maximum proportion of women who might have an aptitude for these professions, there is no similar study available on Blacks.

Each profession has its own set of information and, therefore, each will be discussed separately:

Architecture

Sources of information:

- 1) American Institute of Architects (AIA)
- 2) Association of Collegiate Schools of Architecture (ACSA)
- 3) National Council of Architectural Registration Boards (NCARB)

There are approximately 33,000 registered architects in this country. It is estimated that about 4 percent of these are women. There are no figures about the percentage of Black architects.

The total membership in the AIA is around 24,000. Women constitute about 1.2 percent of these and Blacks about 1 percent.

Currently there are 29,000 students of architecture in the 97 architecture programs in the U. S. and Canada. Twenty-four percent, or 8.3 percent, of these are women, and about 4 percent of these are Blacks. There are two important things relative to these figures; first, the number of women and Blacks in architectural schools is increasing, thus, it can be assumed that eventually the available pool of Blacks and women qualified to teach will increase. The total enrollment for women in 1968-69 was 5.7 percent. Relative to teaching, though, is the number of Master's candidates. In 1972-73, there were 312 women enrolled in graduate architectural programs. While education beyond a Master's

level is not normal in architecture, between 1960-69 there were 50 doctorates awarded in architecture - 4 (8 percent) of these were women. It is also interesting to note that of the 2,905 candidates who took architectural registration exams in December, 1972, 3.3 percent were women. Also, of the NCARB certificate holders, 14.2 percent, or about 1,500, have Master's degrees.

In 1972-73, there were 2,114 full-time equivalent faculty teaching in architecture. ACSA statistics indicate that 2.3 percent of these are Black and 5.4 percent are women.

Apparently there is no relief for increasing the women and Blacks through part-time faculty. The North Carolina Board of Architecture indicates there are 605 resident registered architects. Of these, only 4 (0.67 percent) are Black and 5 (0.8 percent) are women.

Landscape Architecture

Source of information:

- 1) American Society of Landscape Architects (ASLA)

There are approximately 4,000 members of the ASLA. Less than 5 percent of these are women, and about 0.25 percent are Blacks.

Currently there are 3,650 students in the 28 accredited landscape architecture programs. Three hundred sixteen (8.6 percent) of these are women students, and 30 (0.8 percent) are Black. The number of women students in landscape architecture has increased significantly in the past two years. It is estimated, though, that the total number of Blacks that have received landscape architecture degrees is 20. The ASLA also reports that there are about 100-150 job opportunities for Blacks in landscape architecture which cannot be filled.

There are about 200 full-time and 100 part-time faculty teaching in accredited landscape architecture programs. While there have been women faculty in previous years, there currently are no women teaching on a full-time basis in landscape architecture. Of the nine known Black landscape architects, four are currently teaching. However, three of these four are teaching in predominantly Black architecture programs. Therefore, only one Black is currently teaching in a landscape architecture program.

Product Design:

Source of information:

- 1) Industrial Designers Society of America (IDSA)

The IDSA has a membership of 725. Women constitute 1.2 percent of the members, and there are no Blacks in the membership.

In the 41 schools that offer programs in industrial (product) design, there are 2,000 students. Three hundred sixty-three (18.1 percent) of these are women. No information is available on Black students excepting that since 1968 there have only been ten Black students who have graduated from industrial design programs.

There are 184 full-time and 129 part-time faculty in industrial design programs. At this time there are two women teaching full time in these programs, and there is no indication of any Blacks who are teaching.

In each profession there is an apparent increase in the percentage of women and Blacks enrolled as students. This is encouraging for increasing the available pool of qualified women and Blacks for staffing faculty positions. Unfortunately, the time when this increase will be felt is at least three to five years away. The School of Design has also taken steps to ensure an increase in the Blacks and women students in the School. Recruitment brochures are currently in the process of being produced; an effort will be made to contact high schools to attempt to change the image in the students' eyes that the professions are white, male strongholds; and an effort to increase the availability of financial assistance is underway. Also, a Black student who has recently transferred to the School has agreed to aid in our recruitment efforts.

B. COMPOSITION OF APPLICANT FLOW BY MINORITY GROUP STATUS AND SEX

One primary reason the School of Design has not had better representation of Blacks and women on the faculty--besides the apparent scarcity of qualified persons--is that previously utilized recruiting procedures did not produce the names of Blacks and women. Our analysis of this problem has resulted in more rigorous recruiting which recently has included advertising in professional journals and newsletters, soliciting names of applicants from similar departments throughout the country (including Black schools), soliciting applicants from major firms in the country, and by building a file of potential applicants. These procedures have only recently been utilized and, at this time, no definitive information is available about its success. However, our efforts in these initial attempts have not been as successful as had been hoped. These procedures take a great deal more time to implement than those used previously, and we have not in each case allowed enough time for these new procedures to have an effect. This suggests that personnel decisions will have to be made earlier so that more time is available for recruitment.

C. THE TOTAL SELECTION PROCESS INCLUDING POSITION DESCRIPTIONS, POSITION TITLES, WORKER SPECIFICATIONS, APPLICATION FORMS, INTERVIEW PROCEDURES, TEST ADMINISTRATION, TEST VALIDITY, REFERRAL PROCEDURES, FINAL SELECTION PROCESS, AND SIMILAR FACTORS

1. The selection process as a discriminatory act is not a problem. Our difficulties rest in not having available a large pool from which to recruit and not being very successful in tapping the pool. When a Black or woman is identified and qualified for a position, the person has an equal opportunity of being hired.
2. The general campus submission addresses this point.
3. Our examination of position descriptions indicates accuracy to actual functions and duties. In order to effect uniformity, the

School has recently started publishing the position description and distributing it in all announcements of the position.

4. No formal testing is utilized for EPA positions in the School of Design. The general campus submission addresses this point for other positions.
5. The general campus submission addresses this point.

D. TRANSFER AND PROMOTION PRACTICES

The School of Design has had only limited experience with Blacks and women on its faculty. This experience has been too short to indicate whether discriminatory practices occur with regard to transfer and promotion. It is observable that all the women and Blacks currently on the faculty carry "visiting" before their title. This is currently a normal practice for all new appointments and rather than indicating discrimination, it indicates that Blacks and women are new members of the faculty. On the positive side, it indicates new hiring policies in the School.

E. FACILITIES, COMPANY SPONSORED RECREATION AND SOCIAL EVENTS, AND SPECIAL PROGRAMS SUCH AS EDUCATIONAL ASSISTANCE

1. The women and Black on the faculty are not excluded from any of facilities, recreation and social programs, or special programs of the School of Design. One of the women was given special funding last summer to attend a computer workshop at M.I.T. The women and Black have also had available to them travel funds to aid their education on an equal basis to other faculty members.
2. There is no evidence of de-facto segregation in School of Design facilities.

F. SENIORITY PRACTICES AND SENIORITY PROVISIONS OF UNION CONTRACTS

Not applicable.

G. APPRENTICESHIP PROGRAMS

The general campus submission addresses this point.

H. ALL COMPANY TRAINING PROGRAMS, FORMAL AND INFORMAL

The general campus submission addresses this point.

I. WORKFORCE ATTITUDE

The attitude in the School of Design has generally been positive toward desegregation. In particular, the people involved in recruiting and screening and selection have been selected with a

concern toward eliminating bias. The Affirmative Action Officer in the School is an active participant in these procedures as well as in procedures of promotion. One of the roles of this person is to ensure that bias does not occur in these procedures.

J. TECHNICAL PHASES OF COMPLIANCE, SUCH AS POSTERS AND NOTIFICATION TO LABOR UNIONS, RETENTION OF APPLICATIONS, NOTIFICATION TO SUBCONTRACTORS, ETC.

1. Posters announcing position openings and that the University is an Equal Opportunity Employer are posted in one central place within the School of Design.
2. The general campus submission addresses this point.
3. The general campus submission addresses this point.

K. MISCELLANEOUS PROBLEMS

1. The general campus submission addresses this point.
2. The general campus submission addresses this point.
3. The general campus submission addresses this point.

L. PROBLEM AREAS

1. The general campus submission addresses this point.
2. The general campus submission addresses this point.
3. The general campus submission addresses this point.
4. The general campus submission addresses this point.

DATE: January 7, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Landscape Architecture

Individual Completing Form: Roger Clark

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

See attached description of requirements which pertain to the School of Design.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	360	99%
White Female	40	1%
Black Male	0	0
Black Female	0	0
Other Male	0	0
Other Female	0	0
TOTAL	400	100%

PART I

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Instructor:

CRITERIA:

- . A master's degree or substantial progress towards the degree
- . Evidence of potential in teaching, or in research, or in other scholarly or germane creative activity

Assistant Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Evidence of ability or definite promise as a teacher, or research scholar, or extension worker
- . Promise of independent achievement in the field of scholarship or creative activity
- . At least one year of experience in teaching or professional practice

Associate Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Distinction and recognition as a teacher, or independent researcher, or extension specialist
- . Established professional reputation in a recognized field
- . Ability to supervise teaching, graduate study, research, or extension programs
- . Prior approval by the Dean of the Graduate School
- . At least five years of experience in teaching or professional work
- . At least one publication or recognition by peers of significant creative work

Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Outstanding reputation as a teacher, or independent research scholar, or recognized extension contributor
- . Demonstrated ability in and willingness to participate in institutional affairs
- . Established reputation within the profession as a scholar, or in other learned or professional activities
- . Experience in supervising teaching, graduate study, research, or extension programs
- . Prior approval of the Graduate School
- . Extensive professional publications, including creative works
- . Invited lectureships and critic assignments

School/Department: Landscape Architecture

Individual Completing Form: Roger Clark

Form No. 1, page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data:

Professional organization related to landscape architecture:

1. American Society of Landscape Architects

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

From ASLA membership and knowledge of interest. Many of the women are not yet qualified as they have recently graduated.

c. Evaluate the accuracy and/or completeness of the data you have used:

As most landscape architects are not required to be registered, reporting channels are not always clear or complete. Information related to blacks is accurate.

d. Indicate particular problems encountered in trying to ascertain availability information:

Most problems relate to ASLA and their lack of completeness in reporting methods.

School/Department: Landscape Architecture

Individual Completing Form: Roger Clark

Form No. 1, page three

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

N/A

b. Complete the following chart for each of the pools defined above:

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Landscape Architecture

Individual Completing Form: Roger Clark

Form No. 1, page four

5. Explain how you arrived at the figures in the chart on page three.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

Individual Completing Form: Roger Clark

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

This department has no EPA non-faculty positions.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Landscape Architecture

Individual Completing Form: Roger Clark

Form No. 2, page two

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

N/A

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Landscape Architecture

Individual Completing Form: Roger Clark

Form No. 2, page four

5. Explain how you arrived at the figures in the charts on page three.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

DATE: January 7, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Architecture

Individual Completing Form: Roger Clark

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

See attached description of requirements which pertain to the School of Design.

2. How many people in the United States meet the requirements in #17 (Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	1232	88%
White Female	112	8%
Black Male	56	4%
Black Female	0	0
Other Male	0	0
Other Female	0	0
TOTAL	1400	100%

PART I

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Instructor:

CRITERIA:

- . A master's degree or substantial progress towards the degree
- . Evidence of potential in teaching, or in research, or in other scholarly or germane creative activity

Assistant Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Evidence of ability or definite promise as a teacher, or research scholar, or extension worker
- . Promise of independent achievement in the field of scholarship or creative activity
- . At least one year of experience in teaching or professional practice

Associate Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Distinction and recognition as a teacher, or independent researcher, or extension specialist
- . Established professional reputation in a recognized field
- . Ability to supervise teaching, graduate study, research, or extension programs
- . Prior approval by the Dean of the Graduate School
- . At least five years of experience in teaching or professional work
- . At least one publication or recognition by peers of significant creative work

Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Outstanding reputation as a teacher, or independent research scholar, or recognized extension contributor
- . Demonstrated ability in and willingness to participate in institutional affairs
- . Established reputation within the profession as a scholar, or in other learned or professional activities
- . Experience in supervising teaching, graduate study, research, or extension programs
- . Prior approval of the Graduate School
- . Extensive professional publications, including creative works
- . Invited lectureships and critic assignments

School/Department: Architecture

Individual Completing Form: Roger Clark

Form No. 1, page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data:

Professional organizations related to architecture:

1. American Institute of Architects (AIA)
2. Association of Collegiate Schools of Architecture (ACSA)
3. National Council of Architectural Registration Boards (NCARB)

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

The total number is based upon a recent NCARB survey which indicated that 14.2% of 11,000 NCARB certificate holders had master's degrees. Generally, most master degree holders would also hold NCARB certificates. The assumed number of master degree holders was adjusted downward to reflect assumed interest and availability. The percent was based upon the percent of each category which are now teaching with an upward adjustment to reflect trends.

c. Evaluate the accuracy and/or completeness of the data you have used:

Our information is only as accurate as that collected by the professional organizations and the recording procedures they use. The information will become more accurate as procedures are improved. Information related to blacks is the least accurate; however, the AIA has the most accurate information of the School's departments because of requirements for professional registration.

d. Indicate particular problems encountered in trying to ascertain availability information:

It is never clear what people are actually available. Information related to blacks has been especially difficult since blacks have been reluctant to provide the required information.

School/Department: Architecture

Individual Completing Form: Roger Clark

Form No. 1, page three

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

N/A

b. Complete the following chart for each of the pools defined above:

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Architecture

Individual Completing Form: School of Design

Form No. 1, page four

5. Explain how you arrived at the figures in the chart on page three.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

Individual Completing Form: Roger Clark

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

This department has no EPA non-faculty positions.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Architecture

Individual Completing Form: Roger Clark

Form No. 2, page two

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

School/Department: Architecture

Individual Completing Form: Roger Clark

Form No. 2, page three

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

N/A

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Architecture

Individual Completing Form: Roger Clark

Form No. 2, page four

5. Explain how you arrived at the figures in the charts on page three.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

DATE: January 7, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Product Design

Individual Completing Form: Roger Clark

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

See attached description of requirements which pertain to the School of Design.

2. How many people in the United States meet the requirements in #1?
(Complete the chart below for each type of appointment described above.)

	Number	Percent
White Male	67	90%
White Female	8	10%
Black Male	0	0
Black Female	0	0
Other Male	0	0
Other Female	0	0
TOTAL	75	100%

PART I

1. State below the requirements as to education, experience, and achievement for members of your faculty at each academic rank.

Instructor:

CRITERIA:

- . A master's degree or substantial progress towards the degree
- . Evidence of potential in teaching, or in research, or in other scholarly or germane creative activity

Assistant Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Evidence of ability or definite promise as a teacher, or research scholar, or extension worker
- . Promise of independent achievement in the field of scholarship or creative activity
- . At least one year of experience in teaching or professional practice

Associate Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Distinction and recognition as a teacher, or independent researcher, or extension specialist
- . Established professional reputation in a recognized field
- . Ability to supervise teaching, graduate study, research, or extension programs
- . Prior approval by the Dean of the Graduate School
- . At least five years of experience in teaching or professional work
- . At least one publication or recognition by peers of significant creative work

Professor:

CRITERIA:

- . A master's degree or equivalent experience and recognition
- . Outstanding reputation as a teacher, or independent research scholar, or recognized extension contributor
- . Demonstrated ability in and willingness to participate in institutional affairs
- . Established reputation within the profession as a scholar, or in other learned or professional activities
- . Experience in supervising teaching, graduate study, research, or extension programs
- . Prior approval of the Graduate School
- . Extensive professional publications, including creative works
- . Invited lectureships and critic assignments

School/Department: Product Design

Individual Completing Form: Roger Clark

Form No. 1, page two

3. Explain how you arrived at the figures in the chart on page one.

a. List sources of data:

Professional organization related to industrial design:

1. Industrial Design Society of America (IDSA)

b. Describe the method(s) used for arriving at the figures recorded in the chart on page one. If you based your figures on a representative sample, please explain below:

IDSA information adjusted by the significant number of women currently enrolled in schools.

c. Evaluate the accuracy and/or completeness of the data you have used:

The IDSA is less organized toward gathering of the needed data than either the AIA or the ASLA. It is assumed, then, this data is less accurate except with regard to blacks. In this case, there are essentially no blacks in the profession.

d. Indicate particular problems encountered in trying to ascertain availability information:

Most of the problems relate to IDSA and their lack of data and reporting methods.

School/Department: Product Design

Individual Completing Form: Roger Clark

Form No. 1, page 1

4. If you ordinarily draw your faculty members from a smaller pool of candidates than the whole United States population in the profession,

a. Define that pool for each level and type of appointment you customarily make:

N/A

b. Complete the following chart for each of the pools defined above:

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Product Design

Individual Completing Form: Roger Clark

Form No. 1, page four

5. Explain how you arrived at the figures in the chart on page three.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the chart on page three. If you based your figures on a representative sample, indicate how you justify this:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

Individual Completing Form: Roger Clark

PART II - AVAILABLE POOL OF PROSPECTIVE EPA NON-FACULTY PERSONNEL

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category.

This department has no EPA non-faculty positions.

2. How many people in the United States meet the basic educational and experiential requirements outlined in #1 above by functional category? (Complete charts below)

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

PROFESSIONALS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

~~Section~~/Department: Product Design

Individual Completing Form: Roger Clark

Form No. 2, page two

3. Explain how you arrived at the figures in the charts on page one.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the charts on page one. If you based your figures on a representative sample, please explain below:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

~~Unit~~/Department: Product Design

Individual Completing Form: Roger Clark

Form No. 2, page three

4. If you ordinarily draw your EPA non-faculty personnel from a smaller pool of candidates than the whole United States population noted under #2,

a. Describe the pool by functional category:

N/A

b. How many people constitute that special pool by category?

OFFICIALS AND MANAGERS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

PROFESSIONAL

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

TECHNICIANS

	Number	Percent
White Male		
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	N/A	100%

School/Department: Product Design

Individual Completing Form: Roger Clark

Form No. 2, page four

5. Explain how you arrived at the figures in the charts on page three.

a. List sources of data:

N/A

b. Describe the method(s) used for arriving at the figures recorded in the charts on page three. If you based your figures on a representative sample, indicate how you justify this:

N/A

c. Evaluate the accuracy and/or completeness of the data you have used:

N/A

d. Indicate particular problems encountered in trying to ascertain availability information:

N/A

AFFIRMATIVE ACTION PLAN
FOR THE
SCHOOL OF EDUCATION

June 15, 1973

REVISED JANUARY, 1974

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SCHOOL OF EDUCATION
NORTH CAROLINA STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN

January 1974

The School of Education is committed to the goal of equal employment opportunities for all individuals without regard to sex, color, creed, race, religion, national origin, or other irrelevant characteristics. The School further strongly endorses the premise that ideally the composition of its faculty, staff, and student population should approximate the racial proportions which are characteristic of the larger society. Although this plan addresses itself initially to the representation of females and blacks, the School recognizes as a moral imperative that it represent a microcosm of the larger American society, and that it reinforce its efforts to secure representation of other racial minorities within its ranks.

PROCESS OF PLAN DEVELOPMENT

This plan for affirmative action is a result of discussions over a period of several months involving the Dean of the School of Education and the School of Education Administrative Council which is composed of those responsible for each administrative unit within the School. Members of the Administrative Council, in turn, were expected to involve departmental and unit faculty members in further discussions of the issues and alternatives. This model of analysis and planning, involving each administrative unit within the School, was utilized because the departments and units, if changes are to occur and if equity is to be maintained, must assume the initiative and bear initial responsibility for implementation.

GENERAL PRINCIPLES

In seeking to approach and to maintain a faculty and staff which are adequately representative of the larger society, it is necessary to resolve two

seemingly conflicting principles or considerations. One principle dictates that positive steps be taken to recruit individuals representing groups (Blacks and females and other minority members) which have traditionally been under-represented. The second principle involves the responsibility of the School to recruit the most competent available person without regard to race or sex. To emphasize the first principle over the second principle could lead to possible reverse discrimination against individuals representing groups (Anglo-Saxons, males) which have been and are "over-represented." To emphasize the second principle (competence) over the first (race and sex) could perpetuate the historic inequities of employment opportunities for blacks, other minorities and females.

The resolution of the apparent conflict between the two principles can be and will be resolved by the following:

(a) The School of Education will define "competence" in a way that is equitable and that also acknowledges the subtleties of human interaction. For each vacancy, the minimum competency and skill level prerequisites will be carefully stipulated, before the recruitment effort. Beyond that minimal level (Ph.D. or Ed.D. from a recognized university for assistant professors and above, for example), the sociocultural competencies of the applicants will be given sufficient weight. For example, a Black or a woman, will be assumed to have gained certain sociocultural perspectives which are valuable to the mission of the School by virtue of his or her status in this multicultural society.

(b) In order not to sacrifice one principle, "competence," for another "representational equity," the School itself will embark on a variety of experimental plans to, itself, identify as early as possible potential faculty members for this and other universities from disadvantaged groups, Blacks, women, and American Indians, and encourage them to pursue academic programs which will make them fully "competent" in the traditional competitive sense.

(c) In the School of Education, there shall be no discrimination (reverse or traditional) in matters of recruitment, promotion, or salary increases, on the basis of sex, race, ethnic origin, color, creed, or other nonrelevant characteristics.

(d) The immediate focus of the plan will be to insure that Blacks and females will be sufficiently represented within the School, at all appropriate levels. However, this immediate focus will not obscure the necessity to include other minority groups in the School's staffing.

(e) Although race and sex considerations are necessary to establish and maintain adequate equity and representation, these factors are not sufficient considerations of themselves. The ultimate criteria must remain: To improve continually the quality of the various programs and activities in the School of Education.

The plan addresses itself to these basic questions: 1. What is the present picture of the School in terms of the racial composition and sex of its faculty and staff? 2. What should the School look like in three years in terms of the racial composition and sex of its faculty and staff? 3. Where there are discrepancies, how does the School intend to remove those discrepancies?

In the preparation of this plan, the School of Education is conscious of and has adhered to the provisions of U.S. Department of Labor, Office of Federal Contract Compliance, Revised Order Number 4. Appendix A contains brief responses to the relevant provisions of Revised Order Number 4.

PRESENT STATUS OF FACULTY AND STAFF
IN TERMS OF RACE AND SEX

The present status of faculty and staff is presented in terms of three categories: Faculty personnel who are exempt from the State of North Carolina Personnel Act, (EPA Faculty), non-faculty personnel who are exempt from the State of North Carolina Personnel Act (EPA-Non-Faculty), and those subject to the State Personnel Act (SPA-Staff).

STAFF PERSONNEL (SPA)

As of October 1973, there were twenty-nine State Personnel Act (SPA) staff positions in the School of Education. Of these twenty-nine positions, twenty-eight are full-time positions and one is a part-time position. Twenty-six of the total of twenty-nine positions are secretarial and clerical. The remaining three positions are one each: keypunch operator, programmer, and duplicator operator. All three of the nonsecretarial positions are occupied by white females. Twenty of the secretarial positions are occupied by white females and six are occupied by black females. Table Ia, Appendix D, presents the position assignments by units in the School.

The staff of the School is 100% female and is 20.7% black and 79.3% white in composition.

EPA FACULTY

On June 15, 1973, there were sixty-two Faculty positions. Of these, fifty-eight were full-time positions and four were part-time positions. This position count does not include the positions of the Dean and Assistant Dean who are included in the report of central administration.

Table II, Appendix D, presents the tabulation of the EPA Faculty positions by unit count. All of the positions are occupied by whites.

Of these fifty-eight full-time positions, six or 10% are occupied by females. Of the four part-time positions, one or 25% is occupied by a female. Of the total sixty-two EPA Faculty positions, seven or 11% are occupied by females.

EPA NON-FACULTY

As of June 15, 1973, there were ten EPA Non-Faculty positions in the School. Table IIIa, Appendix D, presents the distribution of these positions by unit. Of these ten positions, nine are full-time and one is part-time. Of the nine full-time positions, four or 44% are occupied by females and five or 56% are occupied by males. All positions are occupied by whites.

AVAILABILITY ANALYSIS

From an ideal viewpoint, the School of Education should represent a microcosm of the larger society in terms of its faculty, staff, and students. Limitations in achieving this ideal in the next three years include limited possibilities for employment of additional personnel through vacancies which develop in existing positions, and through the development of new positions. Further limitations result from the frequent lack of availability of females and minority group members according to broad job categories.

STAFF POSITIONS - AVAILABILITY

Staff positions are those which are defined as being subject to the State Personnel Act. This section discusses only those types of positions which exist and which will probably exist over the next three years in the School of Education, i.e., secretarial, accounting clerk, keypunch operator, and duplicator operator.

The recruitment area for such positions is almost exclusively a local one which can be approximately defined as the county (Wake) in which North Carolina State University is located. Hence, availability estimates will be made on the basis of Wake County.

Listed below are data describing the relevant occupations of the Wake County labor force by sex and race. These figures indicated below include persons employed in 1972 and persons with experience but unemployed. The numbers are based on 1972 figures while percentages are based upon 1970 census data. (Source: North Carolina State University Personnel Office).

The Relevant Occupations of Wake County Labor by Sex and Ethnic Classification, 1972

	WHITE				BLACK				OTHER MINORITIES				TOTAL
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		
	N	%	N	%	N	%	N	%	N	%	N	%	
Technicians	9,186	76.3	2,291	18.3	301	2.5	246	2.0	87	0.7	12	0.1	12,033
Clerical	5,541	20.3	19,379	71.1	887	3.3	1357	5.0	27	0.1	48	0.2	27,239

Use of the current percentage of employment data, in our judgment, provides only a basic floor upon which to base staff availability estimates. In our judgment,

there are more qualified minority group members and more females than is indicated by the present composition of the county work force.

A more realistic and equitable judgment would tend to bring the above figures more closely to an approximation of the overall racial and sex population of the county. Such overall percentages, however, must be tempered slightly, simply because of the increasing demand for minority group persons to fulfill other agencies' affirmative action goals and because of the more limited supply of adequately trained minority personnel.

The overall female population of Wake County is slightly in excess of 50% and the overall black population of the county is approximately 22%. We judge that there is a sufficient supply of qualified staff personnel for the positions existing in the School to approximate the overall sex and racial composition of the county. Specific figures on the training and qualifications of the current population are not available. Therefore, a more precise calculation is not possible.

Salary and fringe benefits of state employees are regulated by the State of North Carolina. Such salaries appear to be competitive with those of the private sector. Therefore, such considerations do not appear to be limiting in nature.

FACULTY POSITIONS - AVAILABILITY

The recruitment area for the filling of faculty positions is generally a national one. Therefore, the composition of the faculty should tend to represent a microcosm of the national population in an ideal sense. However, there are certain limiting factors, the magnitude of which are difficult to quantify in any valid way. Below is a listing of these factors:

Females

1. The number of females in the work force. Obviously, many females are not in the work force at a particular time by choice, or because of family and child responsibilities. To the extent that such females are not active in the work force, the number of females available is limited.

2. The number of females qualified for particular faculty positions. The School of Education does not contain the full range of educational programs in some of which females are more adequately represented. For example, the School does not have programs in early childhood education, elementary education, library science, home economics education, physical education. The absence of such programs for which females have tended to prepare in greater numbers tends to distort the gross availability picture.

3. Such a limitation would not necessarily have a large impact on the availability of females if the traditional programs of study offered by the School were in fields for which a sufficient number of females have prepared. Those traditional programs in the School include Industrial Arts, Agricultural Education, Industrial and Technical Education, Mathematics Education and Science Education, Guidance and Counseling, and Psychology.

Earned Doctorates in Education - U.S. Output, 1960-1969*

	<u>Number</u>	<u>Percentage</u>
White males	20,825	78.97
White females	5,113	19.39
(total White)	(25,938)	(98.36)
Black males	314	1.19
Black females	117	.04
(total Black)	(431)	(1.23)
Other males	?	?
Other females	?	?
TOTAL	26,369	100%

*Source: Total numbers of males and females (all races) derive from USOE National Center for Educational Statistics. The figures by race are extrapolated from the above USOE data by using estimates from James W. Bryant, The Ford Foundation, "A Survey of Black American Doctorates."

Since females earn approximately one-fifth of the doctorates in education (19.43%), we assume that approximately one out of five applicants will be women, except in certain traditionally male fields (Agricultural Education, Industrial Arts, Industrial and Technical Education).

Given the limited scope of programs in this School, it would appear that a 15% availability figure is more descriptive than the overall figure of 19.43%.

Blacks

In terms of the racial composition of the Faculty, the actual availability of minority group members is limited by a variety of factors:

1. The number of Blacks who have doctorates in the program areas offered by the School. Based upon data tabulated above, and Bryant's estimate that 28.6% of the estimated 2,280 Black doctorates (Circa 1969) hold their doctorates in education and allowing for a net production of 250 Black doctorates per year since 1968, we estimate that there are 3,500 Blacks holding doctorates in all fields in the United States. This would mean an approximate total availability of 1,001 black doctorates in all fields of education. If we further eliminate those holding doctorates in Education in fields not represented in this School (Physical Education, Art Education, Business and Commercial Education, Music Education, elementary education, etc.) our estimate of total availability is less than 900 Black doctorates.

2. The necessary requirement in certain program areas that full members of the Graduate Faculty be replaced by those who can qualify for full membership on the Graduate Faculty. The requirement is necessary because only full members of the Graduate Faculty can chair doctoral committees. One of the requirements for full graduate membership is a record of significant publications and serving as co-chairperson of graduate committees. Such a requirement in programs in which there are only one or two full members of the graduate faculty precludes the employment of most individuals (White or Black) who received doctorates recently and who have not had graduate faculty experience.

3. The competitive positions of the campus. The absence of a sufficient supply of minority group faculty members when combined with affirmative action programs throughout the nation in higher education, public school systems, and the private sector, as well as in government, has increased the bargaining position of such qualified minority group members. The limited funds available for salary places the School of Education at a demonstrable disadvantage in employing qualified minority group members. The School is not in a competitive position in terms of public school systems, other large universities, and the private sector.

Given the above three considerations (total availability in relevant fields, graduate faculty status requirement, and market-place realities) the actual availability to this School of qualified Blacks must be significantly less than 1% of all applicants. We know of no way to calculate more precisely and validly the actual availability.

AFFIRMATIVE ACTION GOALS

STAFF POSITIONS - SPA

In the analysis of availability, it was judged that qualified minority group females were available in sufficient numbers to allow for a racial composition of the staff to approximate the racial composition of the recruitment area, i.e., Wake County.

The section on the status of present staff composition indicated that while all units do not have minority group representation, a number have achieved or exceeded unit or departmental goals. The overall percentage distribution by race is approximately 79% White and 21% Black, indicating that the ideal distribution School-wide has been achieved. The analyses indicate that no affirmative action is needed for the School in terms of the racial composition of the staff. The

only step that is indicated is that a better distribution among subunits of the School will be attempted.

Inasmuch as the SPA staff is exclusively female, no affirmative action is indicated in terms of sex.

Tables I and II (SPA), Appendix D, simply project the present overall racial distribution of the staff over the next three years.

EPA - FACULTY POSITIONS

The analysis of availability of females and Blacks and the analyses of the present faculty complement indicates that affirmative action must be taken in terms of females and Blacks.

Accepting the 15% availability figure for females and comparing this with the present 11% of the positions occupied by females, the School must seek to employ a minimum of three, and possibly four, females in the next three years.

Table II (EPA), Appendix D, presents the affirmative action plan for females.

Accepting the 1% availability figure for Blacks as a floor, but projecting a goal of 3%, and in light of the complete absence of Blacks in present EPA faculty positions, the School must seek to employ at least two black EPA faculty members. Although the combined units have projected a higher employment goal, in the judgment of the Dean, the probability is small of surpassing so significantly the actual availability projections because the small number of doctorates received by Blacks means that all universities are in a "seller's market" and because of the unfavorable competitive position of this Institution in terms of its salary scales.

Table II, (EPA), Appendix D, indicates the goal projection in terms of black faculty members.

EPA - NON-FACULTY

In terms of female employment of EPA Non-Faculty, 44% of the positions are occupied by females. This percentage exceeds the percentage of the total work force which is female. Therefore, no affirmative action in terms of females is indicated.

However, in terms of Blacks, affirmative action is indicated inasmuch as there are no Blacks in these positions. The projection is for the employment of one Black in an EPA Non-Faculty position over the next three years. This will cause the percentage of blacks to increase from zero to 11%.

Table VI, Appendix D, indicates the projection by sex and race for EPA Non-Faculty personnel.

AFFIRMATIVE ACTION ENVIRONMENT

There are no racially segregated facilities in the School of Education. All School functions and events are open to all members of the School faculty without regard to race or sex.

The attitude of faculty and staff of the School is supportive of affirmative action and equal employment opportunities. The current racial composition of the secretarial and clerical staff, which represents a marked change from the virtually all white staff in prior years, seems to substantiate the positive climate in the School, as does the increasing number and proportion of female faculty members.

IMPLEMENTATION OF PLAN

The Dean of the School of Education serves as the chief affirmative action officer for the School. The Dean is personally committed to the goal of equal employment opportunities for females and minority group members. In turn, the head or coordinator of each administrative unit is responsible for effecting and maintaining affirmative programs within his or her unit.

The following procedures shall be utilized for each faculty position vacancy:

1. A position description shall be prepared for each vacancy. Each description shall have indicated thereon "Equal Opportunity Employer."
2. Announcements of position vacancies shall be distributed widely, including to predominately black institutions.
3. In addition, personal contacts shall be utilized to stimulate the flow of applications from qualified females.

4. The recruitment process by the selection or search committee will be assumed to have been adequate when:

(a) at least two Black and two female applicants who meet the stipulated qualifications for the position will have submitted letters of interest plus full documentation for application; or

(b) efforts to accomplish 4a above have been unsuccessful but evidence of persistent effort to do so are documented.

5. The selection process which will lead to recommendation for hiring will be assumed to have been adequate if:

(a) the conditions of exhaustive and widespread recruitment are met but no Black applications were received, or;

(b) a Black or female applicant, whichever is relevant, were recommended for the position; or

(c) the School, after appropriate effort, could not meet the "terms of employment conditions" (e.g., salary), demanded by the qualified Black or female applicant; or

(d) the Black or female applicants were judged to be measurably and demonstrably unqualified.

6. Full documentation will be maintained on file for all recruitment efforts. Progress toward goal achievement will be reviewed each time a vacancy occurs and at least once a year.

APPENDIX A
SCHOOL OF EDUCATION

ACTIONS TAKEN IN COMPLIANCE WITH PROVISIONS OF U. S.
DEPARTMENT OF LABOR, OFFICE OF FEDERAL CONTRACT
COMPLIANCE, REVISED ORDER NUMBER 4, SUB PART B

Section 60-2.10 Purpose of affirmative action program.

The plan submitted by the School of Education is a set of specific and result oriented procedures which involve good faith effort.

Section 60-2.11 Required utilization analysis.

A picture of the present utilization of blacks and females has been presented in summary form in the text of this plan and in more detailed form in Appendix B. Analyses have been made of all major job classifications in the School, with classifications of blacks and females employment and rank being analyzed separately in terms of the factors listed.

Section 60-2.12 Establishment of goals and time tables.

Goals and time tables which the School believes to be attainable have been established. Such goals are considered to be significant, and provide for affirmative action where indicated.

Section 60-2.13 Additional required ingredients of affirmative action programs.

The School's equal opportunity policy has been reaffirmed in this plan; there have been internal and external dissemination and responsibilities have been identified. The Dean of the School of Education serves as affirmative action officer for the School and each unit head serves as affirmative action officer for the respective unit.

Availability estimates have been made. A national availability estimate has been utilized for faculty positions inasmuch as the nation constitutes the recruitment area for faculty positions. A Wake County availability estimate has been utilized for clerical positions since the recruitment area is primarily a local one.

Section 60-2.14 Compliance status.

The School is prepared to make and has made good faith affirmative efforts to achieve the goals outlined. Where goals are not achieved, if in any area, the School will be prepared to indicate the efforts made and the reasons for the lack of complete goal achievement.

Section 60-2.20 Development or reaffirmation of the equal employment opportunity policy.

The Dean of the School of Education, as is indicated in the text, is personally committed to the achievement of equal employment opportunities. Employment and promotion decisions are and will be made to further the principle of equal employment opportunity.

Section 60-2.21 Dissemination of the policy.

The School does not have a policy manual or a newspaper or other such publications. However, copies of this affirmative action plan have been distributed to all units in the School. All position vacancy announcements state that the School and University are equal opportunity employers.

Section 60-2.22 Responsibility for implementation.

The Dean of the School of Education, as chief affirmative action officer of the School, is involved in the activities listed in this section, except those concerned with liaison with external agencies. Such liaison with external agencies is properly the function of the chief affirmative action officer of the campus.

Section 60-2.23 Identification of problem areas by organizational units and job classifications.

(a) An indepth analysis.

- (1) Composition of work force by minority group status and sex.

The text of this plan contains a summary and Appendix B contains a detailed analysis of the work force by minority groups status and sex.

(2) Composition of applicant flow by minority group status and sex.

Historical data are not available which would allow for an analysis of applicant flow. However, mechanisms have been established by which such data will be acquired for each vacant faculty and staff position.

(3) The total selection process.

The selection process has been described in the text of the plan. No written tests or examinations are utilized for faculty positions. A seminar is usually presented by faculty applicants and performance is judged on a subjective basis by members of the search committees.

(4) Transfer and promotion practices.

There is generally no transfer of faculty members from one unit to another outside the School of Education. Secretarial personnel who desire transfers must exercise the initiative in requesting a transfer to a vacant position. Such transfers are infrequent.

(5) Facilities.

As indicated in the text of the plan there are no facilities which are segregated by race. There is no evidence that there are informal pressures which discourage use of facilities by members of minority groups. Members of minority groups on the staff do attend School functions. Female faculty members attend faculty functions.

(6) Seniority practice and seniority provisions of work contracts.

There are no union contracts and there are no seniority practices or seniority provisions.

(7) Apprenticeship programs.

There are no apprenticeship programs in the School

(8) All company training programs, formal and informal.

There are no School training programs.

(9) Work force attitude.

The attitudes of present faculty and staff generally seem to be supportive of affirmative action and equal employment opportunities. The increase in minority group secretarial personnel and the increase in the number of female faculty members seems to support generally positive views of faculty and staff attitudes.

(10) Technical phases of compliancies.

All posters of position vacancies, conferences, invitations to meetings, etc. are duly displayed. All position vacancy announcements contain the phrase "Equal Opportunity Employer." Applications received in response to vacancy announcements are retained.

(b) Appropriate corrective action.

(1) An under utilization of minorities or women in specific work classifications.

We find no under utilization of black females in the secretarial and clerical positions. However, we do find under utilization of minorities and females in faculty positions. Goals have been stated in the text of the plan.

(2) Lateral and or vertical movement.

There is little lateral or vertical movement among secretarial and clerical positions in the School. There is also little lateral movement among faculty positions in the School because of the nature of our structure; e.g., an Industrial Arts faculty member would not be likely to want to serve in another department. Hence these types of movements do not appear to call for any

affirmative action. Promotion of female and minority faculty members is subject to the same policies, criteria, and modes of judgment as are applied in all promotions. Faculty membership of females and minority group members has been too recent for such promotions to have occurred except those from the rank of instructor to that of assistant professor.

(3) The selection process eliminates.

There is no evidence that the selection process eliminates a significantly higher percentage of minorities or women than non-minorities or men. The evidence, on the contrary, seems to indicate elimination of a higher percentage of white males; this state of affairs is easily explained by the large number of applications from white males and the very small number, or none in many cases, of applications from females and minority group members.

(4) Application and related employment forms.

Application and employment forms appear to be in compliance with Federal legislation.

(5) Position descriptions.

Position descriptions appear to be accurate and to reflect actual functions and duties.

(6) Tests and other selection techniques.

No tests are usually employed for secretarial and clerical employees by our employing units. The selection procedures for faculty do not involve standardized testing. The usual criteria are employed in faculty employment procedures, i.e., degree status, experience evaluation, teaching capability, research and publication record. In our judgment, there is no valid way to standardize such a procedure.

(7) That forms not validated by location, etc.

Such forms, if any are utilized by this campus, will be discussed by the North Carolina State Central Administration.

(8) Referral ratio.

There is no evidence that a significantly higher percentage of females or minority group members are being rejected as compared to non-majority and male applicants.

(9) Minorities or women.

There is no evidence that any minority group member or any female is excluded from any school sponsored activity or program.

(10) De facto segregation.

There is no evidence that de facto segregation exists on any facility in the School or on the campus.

(11) Seniority provisions.

Strict seniority provisions are not employed in the School of Education.

(12) Non-support of company policy.

There is no evidence of non-support of affirmative action plans by any administrative official in the School.

(13) Minorities or women under utilization.

The School does not sponsor any training or career improvement programs for its faculty or staff beyond granting leave for research or further study.

(14) No formal techniques.

A formal procedure for evaluating the effectiveness of EEO programs exists. The chief affirmative action officer for the School (the Dean) is responsible for evaluation and reporting. The goals are clear and progress toward achievement of goals is monitored each time a position vacancy occurs.

(15) Lack of access to suitable housing.

Suitable housing for females and minority group members is available in the community.

(16) Lack of suitable transportation.

Public transportation in Raleigh is not suitable for most areas of the city. This deficiency is beyond the control of the School of Education. However, the absence of adequate public transportation does not appear to be a serious inhibiting factor in terms of faculty or staff employment.

(17) Labor unions.

The School maintains no direct relationship with labor unions or subcontractors. The North Carolina State Central Administration must respond to this item.

(18) Purchase orders.

The School has no control over the format or content of purchase orders. Therefore, the North Carolina State Central Administration must respond to this item.

(19) Posters not on display.

All equal opportunity employment posters and other such posters are displayed in the School.

APPENDIX B

PERSONNEL POLICIES

Initial responsibility for position vacancy announcements, recruitment, and screening of personnel rests with each administrative unit in the School. In the case of faculty appointments, a faculty search committee is appointed to recruit qualified personnel and to screen applicants. The administrative unit, with the approval of the Dean, prepares a position vacancy announcement. A copy of position vacancy announcements for three positions which will be vacant during the next year are contained in Appendix C.

The recommendations for appointment are made to the Dean who in turn exercises the option of recommending such appointments to the Provost and Vice Chancellor, or who returns the recommendations for appointment back to the Committee.

In the case of clerical and secretarial vacancies, the administrative units do not organize search committees. Recommendations for appointment are made by the administrative units to the Dean of the School.

Specific requirements for faculty positions vary according to the discipline or teaching field and according to specific departmental or unit needs. However, there are general School and University criteria which are listed below:

Instructor

Criteria for rank:

- A minimum of a master's degree or equivalent professional experience.
- Evidence of potential in teaching, or in research, or in other scholarly or germane creative activity.
- Acceptability as a graduate school candidate. In the event it is desirable for a department to employ an individual who is not eligible for admission to the Graduate School, some title which does not designate faculty status such as Research Technician or Teaching Technician should be used.

Assistant Professor

Criteria for rank:

- Evidence of ability or definite promise as a teacher, or research scholar, or extension worker.
- A doctor's degree, or substantial progress towards the degree, or equivalent professional experience.
- Promise of independent achievement in the field of scholarship or creative activity.

Associate Professor

Criteria for rank:

- Distinction and recognition as a teacher, or independent research scholar, or extension specialist.
- A doctor's degree, or substantial progress toward the degree, or equivalent experience.
- Established professional reputation in a recognized field.
- Ability to supervise teaching, graduate study, research, or extension programs.
- All academic appointments at the rank of Associate Professor (whether new appointments or promotions) will have prior approval by the Dean of the Graduate School on behalf of his Administrative Board.
- Extension personnel holding academic rank need not be eligible for the Graduate Faculty.

Professor

Criteria for rank:

- Outstanding reputation as a teacher, or independent research scholar, or recognized extension contributor.
- Demonstrated ability in and willingness to participate in institutional affairs.

(Professor, continued)

- A doctor's degree or, in special cases, an equivalent professional experience.
- Established reputation within the profession as a scholar, or in other learned or professional activities.
- Experience in supervising teaching, graduate study, research, or extension programs.
- All academic appointments at the rank of Professor (whether new appointments or promotions) will have prior approval by the Dean of the Graduate School on behalf of his Administrative Board.
- Extension personnel holding academic rank need not be eligible for the Graduate Faculty.

Research Assistant

A Research Assistant is a full-time employee, usually not working for a degree, with a higher level of competence and experience than the SPA research assistant. He shall hold a bachelor's or master's degree. Salary will depend on training and competence but normally will not exceed that of an instructor. Appointment is on an annual basis contingent upon availability of funds and does not imply tenure with the University.

Research Associate

A Research Associate is a full-time employee engaged in research of an original nature who requires guidance but not supervision and who usually is not working towards a degree. He should hold a Ph.D. degree or a master's degree with excellent qualifications and experience. Salary will depend on training and competence but normally will not exceed that of an Assistant Professor. Appointment is on an annual basis contingent upon availability of funds and does not imply tenure with the University.

Visiting appointments are based on the same general criteria as those listed above. However, the term "visiting" specifies that the position is not a tenure producing one. Visiting appointments are used for positions which are not supported by continuing University funds with the consequence that continuation of the position is not assured. Such visiting appointments are also used to employ faculty as temporary replacements for those on leave.

Secretarial and clerical position descriptions are developed by the North Carolina State Personnel Department. Duties according to position conform to those general descriptions. However, each unit has specific requirements.

Accounting Clerk II

Graduation from high school* including or supplemented by one year in bookkeeping or accounting and three years experience in bookkeeping or clerical work in an accounting office; or an equivalent combination of education and experience.

Clerk II

Graduation from high school* and one year of experience in clerical work. Completed training in an accredited college, university, or business school may be substituted for the experience.

Clerk III

Graduation from high school* and three years experience in clerical work. Completed training in an accredited college, university, or business school may be substituted for the experience on a year for year basis.

Steno II

Graduation from high school* and one year of experience in stenographic work. Completed training in an accredited college, university, or business school may be substituted for the experience.

*A North Carolina high school equivalency certificate or clerical experience on a year for year basis may be substituted for formal education at each level.

Secretary III

Graduation from high school* and three years of secretarial experience involving mail, correspondence, composition, record keeping, and public contact activities; completed training in an accredited college, university, or business school may be substituted for the experience on a year for year basis.

Secretary IV

Graduation from high school* and four years of secretarial experience including office management activities; completed training at an accredited college, university, or business school may be substituted for the experience on a year for year basis.

A review of position descriptions and requirements in the various administrative units reveals that these descriptions and requirements are realistic and valid. In no case, is the description an inflated one. If there is error, such error is in position descriptions which do not reflect the rigor of the job needs.

There is no evidence that a higher percentage of minority group members and females is eliminated by the selection process. The School has not been the beneficiary of a surplus of applications from females and minority group members for vacant positions. A growing number of applications are received from females for positions in fields of study which are not offered by the School or for positions in which no vacancy has existed. The rejection of the proportion of white female applicants for clerical and secretarial positions has been greater than for black female applicants for such positions.

Union contracts, apprenticeship programs and strict seniority practices are not operative in the School of Education.

*A North Carolina high school equivalency certificate or clerical experience on a year for year basis may be substituted for formal education at each level.

APPENDIX C

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF EDUCATION

INDUSTRIAL ARTS EDUCATION
Box 5096 Zip 27607
TELEPHONE: 737-2236

ANNOUNCEMENT OF FACULTY VACANCY

- POSITION:** Professor or Associate Professor of Industrial Arts Education, School of Education, North Carolina State University, Raleigh, N.C.
- EMPLOYMENT DATE:** August 15, 1974
- QUALIFICATIONS:** Earned Doctorate. National reputation in Industrial Arts Education as evidenced by activities in state and national associations post doctoral research and publications record. Because this position has involvement in graduate education, the candidate must have had previous experience in directing graduate theses or dissertations and as a major advisor to graduate students.
- RESPONSIBILITIES:** Direct graduate (Master's and Doctoral) programs in industrial arts education. Teach undergraduate professional and laboratory courses in at least two of the following areas: metals technology, ceramics, and power mechanics. Teach graduate courses, advise graduate students, and serve as committee chairman for master's and doctoral students.
- RANK AND SALARY:** Associate or full professor. Salary and rank commensurate with training and experience. Appointment is for nine months. (Usually an opportunity is available to teach an additional summer session of approximately six weeks.)
- THE DEPARTMENT:** Industrial Arts Education is a unit of the School of Education, North Carolina State University. The faculty consists of four full time staff members and two graduate teaching assistants. The unit offers an undergraduate degree in Industrial Arts Education, the Master of Science, Master of Education, and Doctor of Education degrees in Industrial Arts Education. Enrollment includes approximately one hundred undergraduates and thirty-five graduate students in the degree programs.
- APPLICATION:** An applicant for this position should submit detailed personal and professional summaries as well as at least three references who have direct acquaintance with his or her qualifications. Applicants should have their letter of application and professional papers sent promptly to;

Dr. Talmage B. Young
Selection Committee Chairman
North Carolina State University
Box 5096
Raleigh, North Carolina 27607

NORTH CAROLINA STATE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF EDUCATION

DEPARTMENT OF INDUSTRIAL AND TECHNICAL EDUCATION
Box 5096 Zip 27607
TELEPHONE: 755-2241

January 7, 1974

Dr. Irvin T. Lathrop, Chairman
California State University
Long Beach, California 90840

Dear Irv:

We are currently conducting a search for a qualified vocational educator to fill the position of Professor/Associate Professor of Vocational Industrial Education. The position demands someone with leadership qualities and background in vocational education.

I'd greatly appreciate your personal assistance in recommending and/or alerting those whom you feel would qualify for the position. Brief summary of the position is as follows:

Effective: July 1, 1974

Salary: Dependent upon Background and Experience

Position Description: Teach graduate professional vocational education administration courses to students interested in seeking administrative certification in vocational/technical education. He will also serve as coordinator of graduate studies and conduct research associated with the School, University, and contract agencies. Active interest in field service and in providing technical assistance essential in the position.

Qualifications: Earned doctorate, preferably in vocational education. Must have demonstrated leadership ability; administrative experience; and recent program of personal scholarship, publication and/or research. Rank of Associate or Full Professor will be based on qualifications.

My thanks in advance for your efforts to fill this important position. If further information is needed please let me know.

Sincerely,

Durwin M. Hanson
Professor and Head

NORTH CAROLINA STATE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER

Announcement
Opening in Counseling Education
Department of Guidance & Personnel Services
North Carolina State University at Raleigh
An Equal Opportunity Employer

DUTIES: Teach courses mainly in the area of counselor education for secondary school counselors. Ability to conduct related research desirable. Serve as major adviser on Master's degree committees.

QUALIFICATIONS: Doctorate in counselor education with emphasis in secondary school counseling. Counseling experience on secondary school level. Must be eligible for Graduate School faculty status which requires the doctorate and at least one research article published in a nationally recognized journal or book.

RANK & SALARY: Assistant or Associate Professor rank. Salary range open dependent upon qualifications and experience. Summer session teaching usually available and person employed will be expected to teach three out of four summers.

THE DEPARTMENT OF GUIDANCE AND PERSONNEL SERVICES presently has four full-time professors and offers both the master's and doctoral degrees. Graduates of the Department are employed mainly in public schools and institutions of higher education with a small number going into agency work or personnel positions in business and industry. The Department's counselor education suite, counseling laboratory, and group work facilities are among the best in the country.

STARTING DATE: August 19, 1974 (NCSU is on a modified semester plan and completes the Fall semester in December. Salary for 1974-75 starts on July 1, 1974.)

Please send for screening by our review committee the credentials of students or graduates you believe would be interested and qualified to:

Dr. William E. Hopke, Head
Guidance and Personnel Services
Box 5096
School of Education
N. C. State University
Raleigh, N. C. 27607

Business Telephone No. AC 919 - 737-2244

SCHOOL EDUCATION
 COMPLETED BY DEAN CARL J. DOLCE
 DATE JANUARY 11, 1974

N.C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE II
 PROJECTED SPA COMPLEMENT FOR
 ACADEMIC YEARS 1974, 1975, 1976
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

TABLE I
 PRESENT SPA COMPLEMENT

	WHITE		BLACK		OTHER		TOTAL		WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<u>FULL-TIME</u>																
Officials & Managers																
Professionals																
Technicians	0	1					0	1	0	1			0		0	1
Sales																
Clerical	0	19	0	6	0	0	0	25	0	19	0	6	0	0	0	25
Craftsman																
Operations (semi-skilled)	0	2					0	2	0	2					0	2
Laborers																
Service Workers																
<u>SUB-TOTAL</u>	0	22	0	6	0	0	0	28	0	22	0	6	0	0	0	28
<u>*PART-TIME</u>																
Officials & Managers																
Professionals																
Technicians																
Sales																
Clerical	0	1					1		0	1					1	
Craftsman																
Operations (semi-skilled)																
Laborers																
Service Workers																
<u>SUB-TOTAL</u>	0	1					1		0	1					1	
<u>TOTAL</u>	0	23	0	6	0	0	0	29	0	23	0	6	0	0	0	29

*SPA individuals working at least 1/2-time in a permanently established position.

APPENDIX D

TABLE I

PRESENT FACULTY COMPLEMENT
~~(XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX)~~
 June 1973

TABLE II

PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total		//////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	6	0	0	0	0	0	6	0	//////	6	0	0	0	0	0	6	0
Professor	12	0	0	0	0	0	12	0	//////	14	0	1	0	0	0	15	0
Associate Professor	13	0	0	0	0	0	13	0	//////	20	3	0	1	0	0	20	4
Assistant Professor	17	3	0	0	0	0	17	3	//////	10	5	3	0	0	0	13	5
Instructor	4	3	0	0	0	0	4	3	//////	2	1	0	0	0	0	2	1
Lecturer	-	-	-	-	-	-	-	-	//////	-	-	-	-	-	-	-	-
SUB-TOTAL	52	6	0	0	0	0	52	6	//////	52	9	4	1	0	0	56	10
*PERMANENT PART-TIME									//////								
Professor	0	0	0	0	0	0	0	0	//////	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	//////	0	0	0	0	0	0	0	0
Assistant Professor	1	0	0	0	0	0	1	0	//////	1	0	0	0	0	0	1	0
Instructor	0	0	0	0	0	0	0	0	//////	0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0	//////	0	0	0	0	0	0	0	0
Visiting	2	1	0	0	0	0	2	1	//////	1	1	0	0	0	0	1	1
SUB-TOTAL	3	1	0	0	0	0	3	1	//////	2	1	0	0	0	0	2	1
TOTAL	55	7	0	0	0	0	55	7	//////	54	10	4	1	0	0	58	11

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but hired for a term of 12 months or more or for a stated term of an academic year or more. This does not include joint appointments which should be reported as full-time by their major departments. The numbers which need to be filled in here are not supplied in the October tabulation and will need to come from your own records.

WORK SHEET FOR TABLE II

FULL TIME	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Department Head	1	0	1	1	0					1	0
Professor	2	0	2	1		1				2	0
Associate Professor	4	0	4	1		3	1			4	1
Assistant Professor	4	3	7	2	2					2	2
Instructor	1	0	1	2	1					2	1
Lecturer	0	0	0								
SUB-TOTAL	12	3	15	7	3	4	1			11	4
TOTAL	12	A	3	B	15	C	10	5	0	15	D
////////////////////											
PERMANENT PART TIME*											
Professor	1	0	1	1	0					1	0
Associate Professor	0	0	0								
Assistant Professor	0	0	0								
Instructor	0	0	0								
Lecturer	0	0	0								
Visiting	0	0	0								
SUB-TOTAL	1	0	1	1	0					1	0
TOTAL	13	A	3	B	16	C	11	5	0	16	D

Notes: A + B = C
 C = D

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one academic year.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT EDUCATION

DATE JANUARY 14, 1974

COMPLETED BY CARL J. DOLCE, DEAN

TABLE III
TOTAL FACULTY COMPLEMENT

(Revised June 1973)
See Table I

TABLE IV
PROJECTED FACULTY COMPLEMENT
(For Academic Year ~~1973-1974~~ 1973-1974-1975-1976)
See Table III

	Availability Percentages	Full Time		Part Time		Total		See Note(e)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	84.1%	52	90	3	75	55	89	+	52	79	2	100	54	79
White Female	15.0%	6	10	1	25	7	11	-	9	14	0		9	13
Black Male	.5%	0		0		0		-	4	6	0		4	6
Black Female	.2%	0		0		0		-	1	1	0		1	1
Other Male	.1%	0		0		0		-	0		0		0	
Other Female	.1%	0		0		0		-	0		0		0	
TOTAL		58	100%	4	100%	62	100%		66	100%	2	100%	68	99%*

- (a) These percentages should be taken directly from the charts you completed in questions #2 or #4 of Form I.
 (b) These percentages should be computed on the basis of total number of full-time.
 (c) These percentages should be computed on the basis of total number of part-time.
 (d) These percentages should be computed on the basis of total number of full-time plus part-time.
 (e) In this column: place a + (plus) if the percentage in the column marked Total in Table III is higher than the percentage in the corresponding column marked Availability or place a - (minus) if the percentage in the column marked Total is lower than the percentage in the corresponding column marked Availability.

** 99% due to rounding figures.

TABLE V
 PRESENT NON-FACULTY COMPLEMENT
 (According to June 15, 1973 Tabulation)

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Officials & Managers	1	1	0	0	0	0	1	1		1	1	0	0	0	0	1	1
Professionals	5	2	0	0	0	0	5	2		4	2	1	0	0	0	5	2
Technicians	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
SUB-TOTAL	6	3	0	0	0	0	6	3		5	3	1	0	0	0	6	3
PERMANENT PART-TIME																	
Officials & Managers	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Professionals	0	1	0	0	0	0	0	1		0	1	0	0	0	0	0	1
Technicians	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
SUP-TOTAL	0	1	0	0	0	0	0	1		0	1	0	0	0	0	0	1
TOTAL	6	4	0	0	0	0	6	4		5	4	1	0	0	0	6	4

WORK SHEET FOR TABLE VI

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Officials & Managers (Do not include Dept. Heads)	9	1	10	6	4					6	4
Technicians											
SUB-TOTAL	9	1	10								
TOTAL	9	1	10	10	0	0				10	
////////////////////////////////////											
PERMANENT PART TIME*											
Officials & Managers											
Professionals	1	0	1	1						1	
Technicians											
SUB-TOTAL	1	0	1	1						1	
TOTAL	10	1	11	11	0	0				11	

NOTE: A + B = C
 C = D

*Individuals working less than full time and being paid accordingly but hired for a term of 12 months or more or for a stated term of one year.

TABLE IIA

FAULTY - Full-Time

Actual & Projected

	DEPARTMENTS		Agric. Ed.		Center for Occ. Ed.		Division of Education		Guid. & Personnel Services		Ind. Arts		Ind. & Tech. Education	
	Adult & Comm. College Ed.	Actual Projected	Nr. %	Nr. %	Actual Projected	Nr. %	Actual Projected	Nr. %	Actual Projected	Nr. %	Actual Projected	Nr. %	Actual Projected	Nr. %
Department Head														
White male	1	100	1	100										
White female					1	100	1	100						
Black female									1	100	1	100		
Professors														
White male	3	100	3	100	0	0	1	100	0	0	1	100	1	100
White female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.														
White male	1	100	5	83	1	100	3	100	2	100	2	100	1	100
White female	0	0	1	17	0	0	0	0	0	0	1	25	0	0
Black male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asst. Prof.														
White male	5	83	2	50	1	100	2	67	2	67	1	100	1	100
White female	1	17	1	25	0	0	1	33	1	33	0	0	0	0
Black male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Instructor														
White male	0	0	0	0	0	0	1	33	1	100	0	0	1	100
White female	0	0	0	0	0	0	2	67	0	0	0	0	0	0
Black male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lecturer														
White male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black male	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black female	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals:														
White male	10	91	11	79	2	100	3	100	2	100	2	100	100	100
White female	1	9	2	14	0	0	0	0	3	37	2	25	1	25
Black male	0	0	1	7	0	0	0	0	0	0	0	0	0	0
Black female	0	0	0	0	0	0	0	0	1	12	0	0	0	0

TABLE Ia

SCHOOL OF EDUCATION
RACIAL COMPOSITION - SPA STAFF
October 1973

UNIT	SECRETARIAL AND CLERICAL FULL-TIME				TECHNICIAN AND OPERATORS SEMI-SKILLED			
	FEMALE		Total	% Black	FEMALE		Total	% Black
	Black	White			Black	White		
Department of Adult & Comm. College Education	0	4	4	0	0	0	0	0
Department of Agricultural Ed.	0	1	1	0	0	0	0	0
Center for Occupational Ed.	1	7	8	13	0	1	1	0
Office of the Dean	1	2	3	33	0	0	0	0
Duplicating Room	0	0	0	0	0	1	1	0
Department of Guidance and Personnel Services	0	1	1	0	0	0	0	0
Industrial Arts Section	1	0	1	100	0	0	0	0
Department of Industrial and Technical Ed.	0	3	3	0	0	0	0	0
Department of Mathematics and Science Ed.	0	1	1	0	0	0	0	0
Department of Psychology	2	0	2	100	0	0	0	0
Computer Facility	0	0	0	0	0	1	1	0
Division of Ed.	1	0	1	100				
Introductions to Vocations	0	1*	1	0				
TOTAL	6	20	26	23	0	3	3	0

*Permanent part-time

TABLE IIA
(continued)

FACULTY - FULL-TIME

Actual & Projected

	DEPARTMENTS													
	Intro. to		Math & Sci.				Psychology				TOTAL		SCHOOL	
	Vec.		Education											
Department Head	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Nr.	%	Nr.	%
White male			1	100	1	100	1	100	1	100	6	100	6	100
White female											0		0	
Black male											0		0	
Black female											0		0	
Professors														
White male			1	100	3	100	4	100	6	100	12	100	14	93
White female			0		0		0		0		0		0	
Black male			0		0		0		0		0		1	7
Black female			0		0		0		0		0		0	
Associate Prof.														
White male			2	100	1	100	6	100	5	83	13	100	20	83
White female			0		0		0		1	17	0		3	13
Black male			0		0		0		0		0		0	
Black female			0		0		0		0		0		1	4
Asst. Prof.														
White male			2		1	100	3	75	2	40	17	85	10	56
White female			0		0		1	25	2	40	3	15	5	28
Black male			0		0		0		1	20	0		3	17
Black female			0		0		0		0		0		0	0
Instructor														
White male	1	100	1	100			0		0		4	57	2	67
White female							0		1	100	3	43	1	33
Black male							0		0		0		0	
Black female							0		0		0		0	
Lecturer														
White male														
White female														
Black male														
Black female														
Totals:														
White male	1	100	1	100	6	100	6	100	14	93	14	74	52	90
White female									1	7	4	21	6	10
Black male									0		1	5	0	0
Black female									0		0		0	0

TABLE IIIa

SCHOOL OF EDUCATION
EPA - NON-FACULTY POSITIONS
JUNE 15, 1973

FULL-TIME

	Research Associate				Coordinator				Research Assistant				Total				
	White		Black		White		Black		White		Black		White		Black		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Adult and Community College Education	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0
Center for Occupational Education	1	1	0	0	0	0	0	0	3	2	0	0	4	3	0	0	
Curriculum Materials Center	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	
TOTAL	1	1	0	0	1	0	0	0	3	3	0	0	5	4	0	0	

PART-TIME

	Assistant Coordinator				Total
	White		Black		
	M	F	M	F	
Curriculum Materials Center	0	1	0	0	0 1