APPENDIX E

SCHOOL OF EDUCATION
AVAILABILITY ESTIMATES
by
UNITS

January 1974

DATE: December 31, 1973

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: A & LS/ED, Adult & Community College Education

Individual Completing Form: E. J. Boone

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.

Faculty members are required to have earned doctorates for all academic ranks. Assistant professors are expected to have 3 years experience in teaching or administering continuing education programs. Associate professors and professors are expected to have had 5 and 7 to 10 years of experience respectively. In addition, associate professors and professors are expected to have experience in university teaching and directing graduate student research. All faculty members must have demonstrated high levels of performance in their profession. Senior faculty members must have achieved a national reputation in their field.

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	965	80.4
White Female	193	16.1
Black Male	36	3.
Black Female	6	.5
Other Male		
Other Female		
TOTAL	1200	100%

School/Department: Agriculture & Life Sciences/Education
Adult & Community College Education

Individual Completing Form: E. J. Boone

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

a. List sources of data:

Dissertation Abstracts International (1953-72)

Houle, Cyril O. "1972 Doctorates in Adult Education," Adult Leadership. Vol. 22, No. 2, June 1973, pp. 77-78

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:

Personal acquaintance with professional in the field of Adult and Community College Education in the U. S. A. enabled the recorder to discern the sex and race of professionals holding the doctorate in Adult and Community College Education as reported in Dissertation Abstracts International.

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

The data shown in Chart 1 is as accurate as can be computed for the field. These data (Chart 1) also correlate with the numbers who have earned doctorates in Adult and Community College Education at North Carolina State University during the past five (5) years.

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

1. The absence of a national directory of persons holding the doctorate in Adult and Community College Education.

2. The titles of degree programs in Adult and Community College Education vary considerably throughout the country.

3. The data available does not distinguish between degree holders in terms of sex and race.

School/Department: Agriculture & Life Sciences/Education
Adult & Community College Education

Individual Completing Form: E. J. Boone

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:

The U. S. A. is used as the pool for recruiting, selecting and employing faculty members at North Carolina State University.

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		100%

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

a. List sources of data:

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:

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

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

Individual Completing Form: E. J. Boone

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	225	75
White Female	45	15
Black Male	21	7
Black Female	9	3
Other Male		
Other Female		
TOTAL	300	100%

TECHNICIANS

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

School/Department: A & LA/ED
Adult & Community Coll. Ed.

Individual Completing Form: E. J. Boone

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

a. List sources of data:

NCSU and UNC Commencement Programs for the period of 1967-73.

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:

Number of graduates in Adult and Community College Education at NCSU and UNC-Chapel Hill who possess the content base and writing skills required to fill the Assistant Editor position for the Community College Review.

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

The data used was the best available to the recorder.

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

The position of Assistant Editor of the Community College Review requires competencies that are difficult to ascertain from a list of graduates in Adult and Community College Education. In addition to a content base, the Assistant Editor must be particularly adept in writing.

School/Department: Agriculture & Life Sciences/Education
Adult & Community College Education

Individual Completing Form: E. J. Boone

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:

The Department has one EPA non-faculty position that is funded from soft money. It is difficult to attract persons outside of North Carolina, South Carolina and Virginia for this temporary position.

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%

School/Department: A & LS/ED
Ad. & Com. Coll. Education

Individual Completing Form: E. J. Boone

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

a. List sources of data:

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:

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

DATE: January 15, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Agricultural Education

Individual Completing Form: Drs. C. D. Bryant & T. R. Miller

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.

Professor & Assoc. Prof.--1. Earned Doctorate with Ag. Ed. identity within the program. 2. Three years successful employment roles with Ag. Ed. visability. 3. A contribution through writing and involvement in at least state & regional level activities. Assistant Professor-- Same for 1 & 2 items and potential for item 3. Instructor-- 1. Masters in Agricultural Education; Same as Assit. Prof. for 2 and 3 items.

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	1208	88
White Female	2	+
Black Male	170	12
Black Female	0	0
Other Male	0	0
Other Female	0	0
TOTAL	1380	100%

School/Department: Agricultural Education

Individual Completing Form: Drs. C. D. Bryant & T. R. Miller

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

a. List sources of data:
   1. Calculated from experience resulting from 1972-73 Search Committee for Associate or Full Professor in Agricultural Education; John Coster, Chairman.
   2. Professor Ralph Bender, The Ohio State University
   3. AATEA Directory

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~~:

   1. Disregarded the factor of whether person would be interested.
   2. Estimated 380 total doctorates in Ag. Ed. for national pool; 10% professors, 30% Associate; 60% Assistant.
   3. For instructors pool: Top 10% of 10,000 teachers in nation 40% are in South; 35% Black -- Equals 140 black males as pool for instructors and 1,000 white males.

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

Because of the recency and comprehensiveness of the Search Committees' experience, this data should be the most accurate and complete possible to find.

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

No Central Agency Data

Form I, pages 3 & 4; and Form II, pages 1,2,3,4. Not Applicable.

AVAILABILITY STUDY REPORTING FORMS

School/Department: EDUCATION/CENTER FOR OCCUPATIONAL EDUCATION

Individual Completing Form: John K. Coster

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.

Ph.D. or equivalent in vocational education, industrial psychology, or comparable fields with the equivalent of a minor in statistical methods, operations research, or general systems theory. Have conducted at least two major research projects in vocational education or related fields. Must have had a substantial number of publications, and must be qualified for full membership in the graduate faculty of North Carolina State University.

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	232	74.8
White Female	59	19.0
Black Male	3	1.0
Black Female	1	.3
Other Male	12	3.9
Other Female	3	1.0
TOTAL	310	100%

School/Department: EDUCATION/CENTER FOR OCCUPATIONAL EDUCATION

Individual Completing Form: John K. Coster

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

a. List sources of data:

American Psychological Association
American Vocational Education Research Association

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:

I used 10 per cent of the membership of the American Vocational Education Research Association on the assumption that not more than 25 per cent of the membership would have a graduate program with the equivalent of a minor of statistical methods, operations research or general system theory in their doctoral programs.

I used 7 per cent of the membership of the American Psychological Association, which is assumed to be the membership in the association who are industrial psychologists, and took 25 per cent of that number, which was assumed to represent the proportion of the universe who have directed two major research projects and are interested in research in vocational education.

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

I would estimate that the data are within limits of 20 per cent accuracy.

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

There are no national data that indicate the doctoral programs of candidates or that indicate the involvement of research related to vocational education of the persons in industrial psychology.

School/Department: EDUCATION/CENTER FOR OCCUPATIONAL EDUCATION

Individual Completing Form: John K. Coster

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:

At present we do not draw our faculty from the smaller pool.

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		100%

School/Department: EDUCATION/CENTER FOR OCCUPATIONAL EDUCATION

Individual Completing Form: John K. Coster

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.

Ph.D. or equivalent in vocational education, industrial psychology or comparable fields. Must have the equivalent of a minor in statistics, psychometrics, operational research or general system theory.

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	464	74.8
White Female	118	19.0
Black Male	6	1.0
Black Female	2	.3
Other Male	24	3.9
Other Female	6	1.0
TOTAL	620	100%

TECHNICIANS

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

EDUCATION/CENTER FOR OCCUPATIONAL EDUCATION

John K. Coster

American Psychological Association
American Vocational Education Research Association

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:

I assumed that 20 per cent of the membership in the American Vocational Education Research Association would qualify, and that 7 per cent of the members of American Psychological Association are industrial psychologists, and that of the industrial psychologists, 50 per cent would qualify.

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

Within tolerance of 20 per cent

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

Membership lists of the organizations do not indicate research interests or areas of competencies in quantitative work.

We have no idea of how many persons are interested in temporary positions as research associates or research assistants.

EDUCATION/CENTER FOR OCCUPATIONAL EDUCATION

John K. Coster

At present we do not draw our faculty from the smaller pool.

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%

School/Department: Education

Individual Completing Form: Dean Carl J. Dolce

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.

Coordinator - Curriculum Materials Center - Bachelor's degree in teacher education, public school teaching experience, master's degree in Library Science, doctorate in education preferred.
Assistant Coordinator - bachelor's degree, typing skills

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	NA	
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	NA	
White Female		
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL		100%

We have found no way to estimate the number of individuals who meet these requirements.

School/Department: Education

Individual Completing Form: Dean Carl J. Dolce

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:

Assistant Coordinator is drawn from a regional basis, primarily local (Wake County) since this is a part-time position.

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%

We have no valid way of estimating the number of people who meet these qualifications listed.

DATE: 1-15-74

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Division of Education

Individual Completing Form: Barbara M. Parramore

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.

The requirements are consistent with the School and University policies; that is for all positions an Ed.D., or Ph.D. is required. For particular ranks, see School of Education statement.

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	2,546	78.97
White Female	625	19.39
Black Male	38	1.19
Black Female	2	.04
Other Male	-	-
Other Female	-	-
TOTAL	3,211	99.60

School/Department: Division of Education

Individual Completing Form: Barbara M. Parramore

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

a. List sources of data:
U. S. Office of Education publications and Ford Foundation Report as cited in N. C. S. U. Instructions for completing this form, TABS A and G.

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:
154,111 all doctorates awarded in 1960-69, from AVAILABILITY DATA: MINORITIES AND WOMEN, HEW Reprot, June, 1973.
Assuming 1% of all doctorates awarded were to blacks (J. W. Bryant, Ford Foundation) then 1,541 doctorates were received by blacks 1960-69.
Assuming that 28 % of doctorates earned by blacks were in education field (J. W. Bryant) then 431 of the 1,541 degrees earned by blacks were in education.
Based on the above data and estimates, 431 degrees of the 26,370 degrees in education were awarded to blacks yielding a percentage of 1.63.

c. Evaluate the accuracy and/or completeness of the data you have used:
Based on J. W. Bryants 1968 survey 1,096 black men and women holding doctorates 313 (28.6%) were in education. Of these, 85 (27.2%) were female
Education doctorates held by blacks: Male--73.8 percent, 27.2 percent female.

d. Indicate particular problems encountered in trying to ascertain availability information:
Indicate particular problems encountered in trying to ascertain availability information: Only the frustration of not having accurate and up-to-date data in specific categories for both white/black, male/female.

School/Department: **Division of Education**

Individual Completing Form: **Barbara M. Parramore**

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		100%

School/Department: **Division of Education**

Individual Completing Form: **Barbara M. Parramore**

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:

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

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

School/Department: **Division of Education** Form No. 2, page one

Individual Completing Form: **Barbara M. Parramore**

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.

N/A

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%

DATE: January 16, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Guidance and Personnel Services

Individual Completing Form: W. E. Hopke

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.

Assistant -- Dr., experience in public school counseling, associate status in Graduate School

Associate -- Dr., experience in public school counseling, full status in Graduate School, experience in counselor education

Full -- Dr., experience in public school counseling and counselor education, full status in Graduate School. Achievement in research, teaching, professional activity, publications

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	2445	75.5
White Female	730	22.6
Black Male	25	0.8
Black Female	11	0.3
Other Male	13	0.4
Other Female	13	0.4
TOTAL	3237	100%

School/Department: Guidance & Personnel Services

Individual Completing Form: W. E. Hopke

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

a. List sources of data: U. S. Department of Health, Education, and Welfare. Earned Degrees Conferred: Bachelor's and Higher Degrees. Proportion of Doctorates earned by Women, Area and Field, 1960-69.

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:

Women -- The total number of doctorates earned in 1960-69 was increased by one half to account for all doctorates produced prior to 1960 and from 1969 to present. The percentages for women were derived from the table.
Blacks -- G. W. Bryant, study for the Ford Foundation on black doctorates in all fields. Figures for guidance personnel were computed by extropolation.

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

The addition of one half of the number of doctorates in the HEW study above is a very rough estimate of the present total population of doctorates in guidance.

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

To the best of my knowledge, there is no hard data on how many doctorates in guidance are now held by blacks and women.

School/Department: Guidance & Personnel Services

Individual Completing Form: W. E. Hopke

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:

NOT APPLICABLE

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		100%

School/Department: Guidance & Personnel Services

Individual Completing Form: W. E. Hopke

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%

Form No. 1, page one

Industrial and Technical Education

Durwin M. Hanson

basic

Professor	Assistant Professor	Instructor
Earned Doctorate	Earned Doctorate	Master's or BS +
T & I Teaching Experience - 3 yrs	T & I Teaching Exp. - 3 yrs	T & I Teaching Exp - 3 yrs
Voc. Ed Admin. - 3 yrs	Vocational Ed Adm. - 3 yrs	Recommendations
Previous College Teaching	Recommendations	Interest in Advanced
Evidence Research, Publications	Active in Prof. Orgs.	Graduate Study
Extension (field service)		Qualified for Admission
Recommendations		
National Recognition		

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

		Full & Associate Professor		Assistant Professor		Instructor	
TOTALS		Number	Percent	Number	Percent	Number	Percent
261 (78%)	White Male	58	78	116	80.5	87	76
12 (4%)	White Female	3	4	7	5	2	2
50 (15%)	Black Male	11	15	18	12.5	21	18
0 (0%)	Black Female	0	0	0	0	0	0
9 (3%)	Other Male	2	3	3	2	4	4
0 (0%)	Other Female	0	0	0	0	0	0
332 (100%)	TOTAL	74	100%	144	100%	114	100%

The shortages in Trade and Industrial Education are nationally known and recognized. Only in the past 15 years has serious thought/effort been given to staff colleges/universities in teacher education in T & I beyond providing "certification" for Trade teachers.

Term "Availability" does not mean all will move to North Carolina!

School Department: _____

Individual Completing Form: _____ Form No. 1, page two

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

a. List sources of data:

(1) 1973-74 Industrial Teacher Education Directory
(2) American Vocational Association Office, Washington, D. C.
Dr. Lowell Burkett, Executive Secretary
(3) U. S. Office of Education, Bureau of Adult, Vocational and Technical Education
Mr. William Dennis

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:

Based on count of T & I Education Listed in ITE Directory (Directory Covers the 50 states plus Puerto Rico, Canada) Plus estimating average of 3 per state qualified but not in teacher education

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

Fair to good compared to "guesstimate" from other sources. Excellent compared to data available from USOE, AVA and U. S. Department of Labor or we didn't find the person who knew the answers to number of available T & I educators.

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

Little evidence of anyone collecting data by color, sex, creed, religion since during 50's many states "required" no identification

In talking to Dr. L. Burkett, Norman Asbell and Don Rathburn they are planning a new membership and information gathering system in AVA Placement Office.
Telephone conversation with Dr. Burkett and AVA Staff 1/8/74
Telephone conversation with William Dennis, USOE 1/7/74

School/Department: _____

Individual Completing Form: _____ Form No. 1, page three

I trust all University openings will be nationwide.

4. If you customarily 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 your customarily use:

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		100%

School/Department: _____

Individual Completing Form: _____

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.

N/A

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%

DATE: January 15, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Industrial Arts Education

Individual Completing Form: Talmage B. Young

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.

Full Professor - Doctoral degree with specialization in Industrial Arts Education. Experience in directing graduate studies as Chairman of Advisory Committee. Experience in teaching graduate level courses. Publication of significant articles or of research in the field of education. National recognition as a leader in Industrial Arts Education.

Associate Professor - Doctoral degree with specialization in Industrial Arts Education. Experience in teaching upper level professional and technical courses and/or graduate level courses. Sufficient publication or research to qualify for membership on graduate faculty. Technical competency in at least two technical fields in the Industrial Arts. (Continued on next page)

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	530	98.5
White Female	2	.37%
Black Male	6	1.13%
Black Female	0	0
Other Male	0	0
Other Female	0	0
TOTAL	538	100%

*First three ranks 538 = total Instructors - 2,650 with percentages approximately the same as for first three ranks.

School/Department: _____

Individual Completing Form: _____ Form No. 1, page two

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

a. List sources of data: Proportion of Doctorates Earned by Women 1960-69 U. S. Department of Education and Welfare, Research and Development and National Center for Educational Research. U. S. Printing Office.

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:

Data was extrapolated to include the years 1940 to 1973, inclusive. Data for assistants assumed to be five Master's degrees for each doctoral degree awarded.

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

The data is probably right to the nearest 10%. Evaluated by checking against the number of degrees awarded from the various universities for one year. Source: National Directory of Industrial Arts and Vocational Education Institutions. Edited by Gus Wall, Stout State University, Menomonie, Wisconsin.

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

AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS
(continued)

Assistant Professor - Doctoral degree with strength in technical subject area and strong potential for developing into outstanding teacher. Experience in teaching in the public school and/or college.

Instructor - Experience in teaching at secondary school level. Stated intent of working toward doctoral degree. Proficiency in at least two technical areas.

DATE: January 15, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Mathematics and Science Education

Individual Completing Form: Herbert E. Speece

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.

Two years' experience teaching in public schools
Doctorate in Science/Mathematics Education with a strong component in science/mathematics completed or near completion

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	820	82%
White Female	100	10%
Black Male	50	5%
Black Female	4	.4%
Other Male	25	2.5%
Other Female	1	.1%
TOTAL	1000	100%

School/Department: Mathematics & Science Education

Individual Completing Form: Herbert E. Speece

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

a. List sources of data:

NSTA study of three years ago and consultation with faculty. Partly observation of those attending national and regional meetings who appear to be worth of consideration.

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:

See (a) above

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

Estimate subject to possible 30% error

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

There appears to be no recent reliable studies in the area of science education. Most tabulations do not distinguish between college science teachers and those concerned with the discipline of science education.

School/Department: Mathematics & Science Education

Individual Completing Form: Herbert E. Speece

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:

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

N. A.

	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 chart on page three.

a. List sources of data:

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:

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

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

School/Department: Mathematics & Science Education

Individual Completing Form: Herbert E. Speece

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.

NA

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%

DATE: January 15, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Psychology

Individual Completing Form: Dr. H. G. Miller

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.

Instructor - Masters degree in Psychology plus additional graduate work.

Assistant Professor - Ph.D. degree in Psychology meet NCSU criteria for promotion to Assistant Professor as described in Faculty Handbook (1971).

Associate Professor - Ph.D. degree in Psychology meet NCSU criteria for promotion to Associate Professor as described in Faculty Handbook (1971).

Full Professor - Ph.D. degree in Psychology meet NCSU criteria for promotion to Professor as described in Faculty Handbook (1971).

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	12,000	75.2
White Female	3,000	18.8
Black Male	130	0.8
Black Female	60	0.4
Other Male	625	3.9
Other Female	140	0.9
TOTAL	15,955	100%

School/Department: Psychology

Individual Completing Form: Dr. H. G. Miller

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

a. List sources of data: E.g., availability studies by professional organizations:
Figures represent totals white males, white females, black males, black females, other males, other females holding doctoral degrees in psychology. Data are based on a 1972 survey of members of the American Psychological Association which was conducted by the APA Office. A summary table of their findings categorized by ethnic/racial identity and sex was provided the Department of Psychology at NCSU by the APA Office.

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:
Used figures reported in the APA survey. The figures probably slightly underestimate the number of people holding the doctoral degree in each of the categories since not all members responded.

c. Evaluate the accuracy and/or completeness of the data you have used:
As far as I am aware the APA survey data are the most recent and complete information available on doctorates in psychology categorized by sex and race. I estimate that the percentage values for each category are accurate within 2%.

d. Indicate particular problems encountered in trying to ascertain availability information:
None. Received information from other universities and American Psychological Association.

School/Department: Psychology

Individual Completing Form: Dr. H. G. Miller

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:

Not applicable

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

Not applicable

	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 chart on page three.

a. List sources of data:

Not applicable.

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:

Not applicable.

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

Not applicable.

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

Not applicable.

School/Department: Psychology

Individual Completing Form: Dr. H. G. Miller

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%

DATE: 14 January 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: School of Education

Individual Completing Form: Carl J. Dolce, Dean

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.

1. Normally PhD or Ed.D for all positions, except that individuals nearing completion of doctorate are considered for instructorships.

2. In small departments (e.g., guidance) all appointees must be qualified to serve on graduate committees which means that the appointee must qualify as Assistant Professor and must have published in a refereed journal or equivalent.

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	46,181	84.8
White Female	6,667	12.1
Black Male	654	1.2
Black Female	246	0.5
Other Male	600*	1.1
Other Female	200*	0.3
TOTAL	54,448	100%

*Estimates includes orientals, Spanish Americans, American Indians and all other minorities.

School/Department: School of Education

Individual Completing Form: Carl J. Dolce, Dean

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

a. List sources of data:
U. S. Department of Health, Education and Welfare, National Center for Educational Statistics.

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:

To calculate totals we took the 26,369 figure reported by HEW; subtracted the 4,590 doctorates earned in fields not represented in this school to obtain 21,779 which was multiplied by a factor of 2.5 to estimate the total doctorates in education available. Using J. W. Bryants "A Survey of Black American Doctorates" we calculated that of the estimated 900 Black holders of relevant doctorates, 27.3 percent, or 246 would be Black females. Data for "others" are estimates.

c. Evaluate the accuracy and/or completeness of the data you have used:
The estimated margin of error in the HEW 26,369 figure is 5 percent. The estimated margins of error in the other figures will be ten percent. The percentages of Black availability are probably high, since Blacks earn less than one percent of the doctorates in all fields while our calculations show 1.7 percent. However more than one-fourth of all Blacks holding doctorates are in some field of Education.

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

Data on Blacks and other minorities are exceedingly difficult to find with respect to training at the doctoral level. We have been unable to ascertain the areas of concentration in Education of the Black doctorates.

School/Department: _____

Individual Completing Form: _____ 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		100%

School/Department: _____ Form No. 2, page one

Individual Completing Form: _____

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.

Data not available for all positions. However, for Data on Center for Occupational Education and Adult and Community College Education positions, see reports from those units.

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%

AFFIRMATIVE ACTION PLAN

FOR THE

SCHOOL OF ENGINEERING

June 15, 1973

REVISED JANUARY, 1974

Affirmative Action Plan
School of Engineering
North Carolina State University
Raleigh, North Carolina

The School of Engineering is committed to the concept that enrollment, employment and any other access to the School's facilities and resources shall be open to all regardless of race, sex or creed. Since engineering has in the past been a white man's world, this imposes an obligation on the School to be sure that women and blacks are given full consideration in our hiring and enrollment practices. The obligation is to do more than passively wait for applicants, but rather to seek out applicants at every opportunity. This we shall do without sacrificing the quality of our students, employees or faculty. This report, and the data attached to it, reflect the position of the School of Engineering as of June 15, 1973, and the goals of the School through the 1975-76 academic year.

Many of the activities described in this report are extension of things already underway or long done in the School. Joint undergraduate programs with predominantly black institutions were carried out for a period of more than five years (see page 8). Black technicians and secretaries have been with the School off and on for at least five years. But now the effort needs to be intensified.

This report concerns itself with the details with relation to the major groups within the School. The heads of the departments and divisions of the School of Engineering are those most frequently and most directly concerned with the employment of faculty, SPA and other personnel of the School. They are also the most frequent

representatives of the School in contacts with the public schools, engineering societies and the public in general. For this reason, that group constitutes the Affirmative Action Committee for the School with the associate dean for academic affairs serving as chairman. This report concerns itself with the following groups: 1) faculty, 2) other EPA employees, 3) SPA employees, 4) students. These groups differ from each other in terms of the availability of people and in terms of how one goes about generating contacts with them. In addition, a section specifically responding to items A through L of Order Number 4 has been added, though some of the material has been covered in earlier sections of the report.

The committee is agreed that when a position becomes available, a sincere effort will be made to find a qualified black person or a qualified woman to fill it. If no qualified black or woman can be found, then, and only then, will the position be filled by a qualified white male. In each case, an Affirmative Action Recruitment Report will be filed setting out the efforts that have been made to locate a black or a woman for the position. The School will carefully review salary increases and promotions to be sure that these are made without regard to race or sex. The policy is clear and will be adhered to.

At the present time and for the next few years, the School does not expect major growth in personnel. The reasons for this are several: 1) a decrease in the number of students who are selecting engineering as a field of study, 2) an increase, mandated by the legislature, in the student-faculty ratio and 3) the phasing out of

federal programs which have directly supported certain faculty and research positions within the School. It appears, therefore, that the number of positions open within the next five years will be largely determined by retirements and by turnover. Faculty turnover in the present climate of engineering education is not great. Projections for retirement and recent statistics on turnover provide the best evidence of the number of positions likely to become vacant during the next few years.

Faculty:

The proportion of doctorates earned by women in the United States during the period 1960-69 was 0.44%, or in terms of absolute numbers, 82, for all fields of engineering combined. (Appendix I, item No. 9.) Later figures show a slight increase, 0.69% or 25 in 1970-71, 1.09% or 39 in 1972-73. (Appendix I, item No. 24.) Again, these figures are the total for all fields of engineering, and these few must be divided among all of the approximately 225 schools of engineering in the United States.

The data on the availability of black Ph.D's are even more scanty and less reliable. One list indicates only 32 Ph.D.'s awarded in the physical sciences, including engineering, for the period 1960 through 1969. (Appendix I, item No. 12.) Later data indicate that of the Ph.D.'s conferred in 1970-71, 0.22% (8) were to U. S. negroes. This increased to 0.34% (12) in 1972-73. (Appendix I, item No. 24.) Again, these small numbers are for all fields of engineering and make up the total pool for all 225 schools of engineering.

Openings at this School of Engineering will be almost exclusively at the assistant professor level. When professors retire or leave for other reasons, there is a decided tendency to bring in new people at the assistant professor level in order to keep an appropriate balance among the academic ranks. Most women or blacks becoming available for academic positions are likely to be recent graduates eligible for initial appointment at the assistant professor level.

During the last several years, turnover (exclusive of retirement) has been at the rate of 4 to 6 per year. Seven retirements are scheduled by June 30, 1976. It should be noted, however, that professors often continue to teach on a year-to-year basis after the usual retirement age of 65 is reached. Thus, vacancies are estimated to be not more than eight per year (spread over ten departments) for the next few years. This is less than one per year per department.

There is a very small potential pool of applicants as indicated by the statistics cited above. There will also be a very small number of openings during the next few years, and it will, therefore, be important that each opening be filled very carefully. In view of these two considerations, the School would prefer <u>not</u> to set a goal in terms of numbers but pledges to search for qualified women or blacks every time a vacancy occurs. Since, however, <u>departmental</u> goals are <u>required</u>, appropriate forms for these are attached.

Other EPA Personnel:

This group includes professional personnel employed at the Minerals Research Laboratory, the Industrial Extension Service, the Nuclear Reactor Project and the Engineering Research Services Division. There are approximately 40 such individuals employed by the School of Engineering, both on-campus and off-campus. They are specialists in mining, mineral processing and mineral beneficiation, nuclear reactor operation, industrial plant layout, electron microscope operation, etc. Turnover in this group has averaged two per year. None are scheduled for retirement within the next five years. This University grants 85% of all the engineering BS degrees in the State of North Carolina and 100% of the degrees in many of the specialty areas referred to above (Appendix I, item No. 4). In the long term, therefore, we must expect to develop the personnel for most of these positions, but some might reasonably be filled with black graduates of other institutions. Therefore, in addition to a best effort pledge, the School sets as its goal the employment of one black engineer in the above areas by 1976. This translates into 2 1/2% by 1976, more than the proportinate number of degrees currently being granted to blacks in the State of North Carolina. There are even fewer women receiving bachelor's degrees in engineering in the State of North Carolina, but these will be sought out. We shall continue to document efforts to hire women and blacks whenever a vacancy becomes available. Detailed projections are included in the attached material.

SPA:

Virtually all of the 56 women employed by the School of Engineering are in clerical positions. Three of these are black. Other blacks have served from time to time in the past. Clerical positions are the area of greatest turnover for many of the jobs are filled by young women who tend to move as they are promoted or as they are married or as their husbands graduate. Retirement and turnover statistics indicate that in the next three years we can expect about five vacancies at the Steno or Secretary I level, 27 at the Steno or Secretary II level and 8 at the Steno or Secretary III level. Other positions are too few in number to lend themselves to good analysis. The University Personnel Office makes an effort to assist with filling these jobs and has been specifically requested to refer blacks whenever they are available. In addition, contacts will be sought through blacks now on the payroll to supplement those available from the central University office.

The School sets as a goal to have 9% of the group of clerical workers black by 1976 which will be five people. There seems to be no pressures to hire males for these jobs, nor does there seem to be a readily available supply, however, as an Equal Opportunity Employer, males will be given full consideration where appropriate.

The School has 39 males, 3 classified as supervisors (or managers), 24 as technicians, 10 as craftsmen, 1 a service worker and 1 semi-skilled operator. These positions are scattered throughout its laboratories, including the Engineering Research Services Division and the Minerals Research Laboratory. None are black.

Turnover among this group is much lower than among the SPA clerical force. Based on estimates of retirement and on statistics of recent turnover, we would expect to have three vacancies per year during the next three years. The technical institutes are graduating people with one year and two year certificates or degrees, some of which are appropriate to the skills and abilities needed by the School of Engineering (Appendix I, item No. 3). The School sets as its goal, for this entire group, three black people in this area by 1976. We do not see great pressures for employing women in these positions for many of the jobs are physically demanding; however, women will be given every consideration, though the technical institute data indicate that extremely low numbers of women select engineering technology fields.

Students:

The School of Engineering has 1.7% of its undergraduates as blacks, about the same percentage as for the University as a whole. The School has four black graduate students or 1.0%, whereas the University has 42 or 1.8%. These figures include both full and part-time students. Information is based on enrollment statistics reported by the University for compliance with Title VI of the Civil Rights Act of 1964.

Enrollment of blacks is not large enough either at the School or University level. Through release time funds made available by the Provost's office, a faculty member devoted part of his time during the spring 1973 semester to the recruiting of undergraduate black students.

Several departments are actively involved in the recruitment of black graduate students by direct contacts with North Carolina A & T and other predominantly black institutions throughout the South calling special attention to the availability of teaching assistantships, research assistantships and other financial support. In the long run, this will be the School's best source of black faculty members. Some of the black, graduate and undergraduate, students have been identified as willing to help with the recruiting.

For a period of approximately five years (1968-1972), the School has had a joint program with Shaw University. This was aimed at allowing students to combine engineering subjects at NCSU with liberal arts subjects at Shaw. At its high point, there were 22 students enrolled in the joint program. An NCSU fraternity provided one on one tutoring and counseling; Shaw University provided several times per day transportation between the campuses. The program declined in enrollment and was dropped when extensive administrative changes occurred at Shaw University.

In 1967 an arrangement was worked out to allow some St. Augustine College students to receive an engineering emphasis to their education. Four or five students per year participated for several years. No NCSU degree or transfer was involved. Enrollment was under the arrangement that allows students at one campus in Raleigh to take courses at another. The program dropped off through general lack of interest, though an occasional student still enrolls in one or more engineering courses.

At the undergraduate level, visits to high school counselors and to high schools with large black enrollments are made during

the spring. Arrangements have been made to obtain financing for an on-campus summer institute to which black potential undergraduate students can be invited. The out-of-pocket costs; that is, dormitory and food costs, will be approximately $1000 per one-week institute for about 30 students. Two such institutes will be held.

The School has an active and successful cooperative engineering program that also seeks to recruit black students. Industry is receptive to employing additional black students as part of the co-op program. Participation in the program furnishes valuable financial assistance to students as well as industrial experience. There are currently no black students or women enrolled in co-op, though there have been in the past. A proposal to a private foundation is in the works to seek funding expressly for attracting black students to the co-op program.

As an objective, we aim to double black undergraduate enrollment by 1976, using as a round figure 100 undergraduate students. Since the current undergraduate engineering enrollment at North Carolina A & T State University totals only 135 juniors and seniors, this may be an ambitious goal. However, it would still represent less than 5% of this School's enrollment. If the same magnitude of increase were used at the graduate level, the goal would be 8 graduate students by 1976.

An industry has announced a gift to be used especially to increase the number of women in engineering. Special literature is being provided for potential women students and to high school counselors. Efforts are being made to reduce the attrition of women already enrolled in engineering. An on-campus institute of two

or three days is planned for June of 1974.

Annual Reporting:

For several years now, the School has included in its Annual Report a section on the recruitment of black faculty. The same section appears in the departmental annual reports. This section, expanded to include SPA and students, will furnish an annual progress report on the School's move toward its goal of more completely involving all segments of American society.

Additional Information:

Attached to this report are the following appendices:

Appendix I - Affirmative Action Information Available in 232 Riddick

Appendix II - Responses to Required Components of Affirmative Action Plans: Order Number 4

Appendix III - Tables:

1. Faculty and other EPA, summary and by department
2. SPA - School table

For the Affirmative Action Committee
of the School of Engineering

R. G. Carson, Jr., Associate Dean

January 10, 1974

Appendix I
Affirmative Action Information Available
in 232 Riddick

1. Department of HEW. Letter to President W. C. Friday dated September 27, 1972.

2. Department of HEW. Memorandum to College and University Presidents. October 1, 1972.

3. N. C. Two-Year Institutions. Degree statistics by field, sex and race for 1971-72, all programs.

4. Number of Bachelor's Degrees Conferred by North Carolina Colleges and Universities by Institution, Sex and Field of Study, 1970-71, 1969-70, 1968-69.

5. Graduate degrees conferred in North Carolina by institution and field, 1970-71, 1969-70, 1968-69.

6. 1971 Work Force Estimates, State of North Carolina, by sex and white - minority breakdown.

7. Minority Employment in State Government, N. C. Human Relations Commission, April 1972.

8. IEEE - Committee on Professional Opportunities for Women, roster of women qualified for and interested in academic engineering positions, January, 1973.

9. Association of American Colleges - Project on the Status and Education of Women Statistics concerning Doctorates Awarded to Women by Area and Field, 1960-1969.

10. Society of Women Engineers - Report on Women Undergraduate Engineering Students - Biennial Survey, 1959-1972.

11. Women Want Equality in Higher Education, K. Patricia Cross - The Research Reporter Volume VII, Number 4, 1972. University of California, Berkeley.

12. Data on Availability of Negro Ph.D.'s by C. Jenkins. Summary of statistics from several sources.

13. Manpower Comments, Volume 9, No. 10, November 1972, pages 9-11. Comments re: Women and Minorities in the Sciences.

14. A Quick Reference to Federal Laws and Regulations concerning Sex Discrimination in Educational Institutions, October 1972.

15. Recommendations of the Minority Group Student Opportunities Committee of the Graduate School Administrative Board from Provost H. C. Kelly, February 6, 1973.

16. Report of Good Neighbor Council, "Racism in Employment at NCSU -- Patterns and Prospects", from H. C. Kelly, February 1, 1973.

17. Printout of EPA personnel in School of Engineering by rank, sex and race, January 1973.

18. Printout of SPA personnel in School of Engineering by sex and race, January 1973.

19. Enrollment by race, Fall 1972, NCSU.

20. Dartmouth College - Affirmative Action Plan - March 30, 1972.

21. Vice Manufacturing Division, Richardson-Merrell, Inc., Affirmative Action Program, July 1, 1971.

22. College Management article, "Affirmative Action You Must Take", February 1973.

23. Proceedings of an Engineering Foundation Conference, "Women in Engineering and Management," July 16-21, 1972.

24. Manpower Commission of Engineers Joint Council:

    a) Engineering and Technology Graduates - A Report for 1970-71.

    b) Preliminary Report in Newsletter for 1972-73 data.

APPENDIX II

REQUIRED COMPONENTS OF AFFIRMATIVE ACTION PLANS: ORDER NUMBER 4

A. Analyze: "Composition of the work force by minority group status and sex."

The composition of the work force has been referred to several times in earlier sections of the report but is detailed by department and by specific job category in the attached tables.

B. Analyze: "Composition of applicant flow by minority group status and sex."

The composition of the applicant flow by minority group status and sex is reported by means of an affirmative action recruitment report filed with the University Affirmative Action Officer and the School Affirmative Action Officer each time a position is filled. Every effort is made through contacts with current minority employees, with the University Personnel Office and through personal contacts with predominantly black institutions to seek out applications and sources of minority persons for consideration.

C. Analyze: "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 eliminates a significantly higher percentage of minorities or women than nonminorities or men."

Job descriptions do not reflect a bias of any type and have been carefully reviewed to include only those criteria necessary for performance of the job. No testing in the ordinary sense is used for faculty and EPA applicants, but selection is made through composite judgment of committees and administrative personnel, all of

whom are acutely aware of the responsibility of the University to give full consideration to minorities. At the School level, simple performance tests only are used for SPA employees. Such tests might consist of the ability to perform a task such as machining in the case of a technician or typing a letter in the case of a clerical employee. More objective and standardized tests, if any, are administered at the University level, not at the School or departmental level.

2. "Application and related pre-employment forms not in compliance with Federal legislation."

Application and related forms are handled at the University level.

3. "Position descriptions inaccurate in relation to actual functions and duties."

Faculty positions are specified in the Faculty Handbook published by the University and written with the assistance of the Faculty Senate. No bias is reflected in these job descriptions. Position descriptions for all other jobs are carefully reviewed each time a position is to be filled to be sure that they correctly reflect the needs of the job and that the requirements are not inflated.

4. "Tests and other selection techniques not validated as required by the OFCC Order on Employee Testing and other Selection Procedures."

No special tests are given at the School level other than outlined above in C 1.

5. "Referral ratio of minorities or women to the hiring supervisor or manager indicates a significantly higher percentage are being rejected as compared to nonminority and male applicants."

The ratio of minorities or women referred to the hiring supervisor has been reported by the University.

D. Analyze: "Transfer and promotion practices."

The University administration will respond to transfer and promotion practices as it applies to SPA employees. There are two EPA employees in the School of Engineering that fall in the minority category, both of these being women. Their situation has been repeatedly and carefully analyzed with regards to promotion and also with regards to possible transfer. Both have been accorded full consideration for promotion. Every possible consideration has been extended to these individuals and that the procedures per se do not operate to favor one group over another.

E. Analyze: "Facilities, company sponsored recreation and social events, and special programs such as education assistance."

The School does not have company sponsored recreation and social events. The School does have funds available for professional development. On an overall basis, the women professional employees have received more than prorata share of these funds during the past five years.

F. Analyze: "Seniority practices and seniority provision of union contracts."

There are no unions among faculty or SPA employees within the School of Engineering; ergo, there are no union contracts.

G. Analyze: "Apprenticeship programs."

There are no apprentice programs within the School of Engineering; therefore, this section does not apply.

H. Analyze: "All company training programs, formal and informal."

There are no formal training programs, but such informal training programs as exist are open to all on the same basis. Examples of informal training programs are the provision that employees may take one course while working full time. This policy is applied without regard to race or sex. For the faculty, a professional development fund is available upon application. The one woman faculty member has availed herself of this provision. Far less than 20% of the male faculty members have been funded through this program.

I. Analyze: Work force attitude."

The Affirmative Action Committee of the School of Engineering is composed of the department heads. These are the individuals who either do the hiring or who oversee the hiring done by others within their department of both EPA and SPA employees. Department heads are in accord with the objectives of the affirmative action plan and are conscientiously making an effort to incorporate minorities into the staff of the School. The School's Affirmative Action Officer contacts each of these people whenever any possible question arises concerning the employment or the filling of a new position.

J. Analyze: "Technical phases of compliance, such as poster and notification to labor unions, retention of applications, notification to subcontractors, etc."

1. "Posters not on display."

Appropriate posters are on display in each department indicating that the University is an equal opportunity employer.

2. "Purchase orders do not contain EEO clause."

Purchase orders are handled by the University administration.

3. "Labor unions and subcontractors are notified of their responsibilities."

There are no labor unions on the campus and notification of subcontractors is handled by the University administration.

K. In addition to the foregoing specific points which are treated correlatively in both section (a) and (b) of 60-2.23, the following miscellaneous "problems" are noted in 60-2.23 (b) which, if they exist, should receive corrective attention:

1. "No formal techniques established for evaluating effectiveness of EEO programs."

A formal program exists within the University for evaluating the effectiveness of EEO programs. Representatives from each school or unit are called together periodically for this purpose.

2. "Lack of access to suitable housing inhibits recruitment efforts and employment of qualified minorities."

Aid in housing is the responsibility of a central office of the University and that office gives considerable attention to equal opportunity housing.

3. "Lack of suitable transportation (public or private) to the work place inhibits minority employment."

The University administration is responding for this item on behalf of the entire University.

L. Various sections of the Revised Order No. 4, other than 60-2.23, and of the HEW Higher Education Guidelines treat "problem areas" which must be analyzed and which my require remedial action, they are treated here for purposes of comprehensive consideration of the total "self-analysis" exercise in which the institution must engage.

1. "Compliance of personnel policies and practices with the Sex Discrimination Guidelines of 41 CFR Part 60-20."

The University plan will contain information concerning this item.

2. "In hiring decisions, assignment to a particular title or rank may be discriminatory. For example, in many institutions women are more often assigned initially to lower academic ranks than are men."

The University plan will contain information concerning this item.

3. "Anti-nepotism policies."

The central plan will contain information concerning this item.

4. "Rights and Benefits-Salary."

Current groupings within the School are such that SPA employees follow University and State guidelines regardless of sex, color or race. There are two minority group EPA employees, one of whom makes significantly less than others carrying the same job title. This case has been repeatedly reviewed at several administrative levels, and those concerned are convinced that the differential is justified on a performance basis.

SCHOOL/DEPARTMENT School of Engineering
COMPLETED BY R. G. Carson, Jr.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

DATE January 9, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
as of June 15 & printout

	White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F
Department Head	9						9	
Professor	53				3		56	
Associate Professor	41	1			2		43	1
Assistant Professor	26				1		27	
Instructor	11						11	
Other	4						4	
SUB-TOTAL	144	1			6		150	1
*PERMANENT PART-TIME								
Professor	1						1	
Associate Professor	2						2	
Assistant Professor	1						1	
Instructor	1						1	
Lecturer	2						2	
Other	1						1	
SUB-TOTAL	8						8	
TOTAL	152	1			6		158	1

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

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
	9						9	
	55				3		58	
	40	1	2		3		45	1
	20	2	2				22	2
	8		1				9	
	2						2	
	134	3	5		6		145	3
	1						1	
	3						3	
	1						1	
	5						5	
	139	3	5		6		150	3

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Dean of Engineering
COMPLETED BY R. G. Carson, Jr.

DATE 12/21/73

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
as of June 15 + present

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head								
Professor								
Associate Professor	2						2	
Assistant Professor	2						2	
Instructor	5						5	
Senior Advisor	2						2	
SUB-TOTAL	11						11	
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer	1						1	
Visiting								
SUB-TOTAL	1						1	
TOTAL	12						12	

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
	2						2	
	2						2	
	4		1				5	
	2						2	
	10		1				11	
	1						1	
	1						1	
	11		1				12	

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Dean of Engineering DATE 12/21/73

COMPLETED BY R. G. Carson, Jr.

TABLE III
TOTAL FACULTY COMPLEMENT
(According to June 30 1973 Tabulation)
See Table I

	Availability Percentages (a)	Full Time No.	Full Time % (b)	Part Time No.	Part Time % (c)	Total No.	Total % (d)	See Note (c)
White Male	98.7	11	100	1	100	12	100	a-
White Female	1.0							
Black Male	0.3							
Black Female								
Other Male								
Other Female								
TOTAL	100.0	11	100%	1	100%	12	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	10	92	1	100	11	92
White Female						
Black Male	1	8			1	8
Black Female						
Other Male						
Other Female						
TOTAL	11	100%	1	100%	12	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.

SCHOOL/DEPARTMENT Chemical Engineering
COMPLETED BY J. K. Ferrell

AFFIRMATIVE ACTION PLAN
EPA FACULTY

DATE 12/19/73

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
as of June 15 + present

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

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

*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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT: Chemical Engineering DATE 12/19/73

COMPLETED BY J. K. Ferrell

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

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

	Availability Percentages (a)	Full Time No.	Full Time % (b)	Part Time No.	Part Time % (c)	Total No.	Total % (d)	See Note (e)	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	98.6	11	100			11	100	a-	10	91			10	91
White Female	1.0													
Black Male	0.4								1	9			1	9
Black Female														
Other Male														
Other Female														
TOTAL	100.0	11	100%		100%		100%	a-	11	100%		100%	11	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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Civil Engineering DATE 7 January 1974

COMPLETED BY D. L. Dean

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~October~~ June 15, 1973 Tabulation)
See Table I

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

	Availability Percentages (a)	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	99.34	25	92.59	1	100	26	92.86	—	23	88.46	2	100	25	89.29
White Female	0	0						±	0	0			0	0
Black Male	.03	0						—	1	3.85			1	3.57
Black Female	0	0						+ —	0	0			0	0
Other Male	.6	2	7.41			2	7.14	+	2	7.69			2	7.14
Other Female	.03	0						—	0	0			0	0
TOTAL	100.90	27	100%	1	100%	28	100%		26	100%	2	100%	28	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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Civil Engineering
COMPLETED BY D. L. Dean

DATE 7 January 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
June 15, 1973

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor	11				1		12	
Associate Professor	7				1		8	
Assistant Professor	4						4	
Instructor	1						1	
Research Assistant	1						1	
SUB-TOTAL	25				2		27	
*PERMANENT PART-TIME								
Professor								
Associate Professor	1							
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL	1							
TOTAL	26				2		28	

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor	11				1		12	
Associate Professor	6		1		1		8	
Assistant Professor	5						5	
Instructor								
Research Assistant								
SUB-TOTAL	23		1		2		26	
*PERMANENT PART-TIME								
Professor								
Associate Professor	2							
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL	2							
TOTAL	25		1		2		28	

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Electrical Engineering
COMPLETED BY G. B. Hoadley

DATE January 10, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
as of June 15 + printout

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	
FULL-TIME	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	1						1			1						1	
Professor	9						9			9						9	
Associate Professor	8						8			9						9	
Assistant Professor	7						7			5	1					5	1
Instructor	0						0			0							
Lecturer	0						0			0							
SUB-TOTAL	25						25			24	1					24	1
*PERMANENT PART-TIME																	
Professor																	
Associate Professor																	
Assistant Professor																	
Instructor																	
Lecturer																	
Visiting																	
SUB-TOTAL																	
TOTAL	25						25			24						24	

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Electrical Engineering DATE January 10, 1974

COMPLETED BY G. B. Hoadley

TABLE III
TOTAL FACULTY COMPLEMENT
(According to Supra 1973 Tabulation)
See Table I

	Availability Percentages (a)	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	98.37	25	100			25	100	
White Female	0.93							
Black Male	0.35							
Black Female	0							
Other Male	0.35							
Other Female	0							
Total	100.00	25	100%		100%	25	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	24	96			24	96
White Female	1	4			1	4
Black Male						
Black Female						
Other Male						
Other Female						
Total	25	100%		100%	25	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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Engineering Mechanics
COMPLETED BY [signature]

DATE January 10, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
June 15, 1973

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	
FULL-TIME	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	1						1			1						1	
Professor	2				1		3			2				1		3	
Associate Professor	4						4			5				1		6	
Assistant Professor	2				1		3			2						2	
Instructor	2						2			1						1	
Teach. Technician	1						1										
SUB-TOTAL	12				2		14			11				2		13	
*PERMANENT PART-TIME																	
Professor																	
Associate Professor																	
Assistant Professor																	
Instructor																	
Teach. Technician	1						1										
Visiting																	
SUB-TOTAL	1						1										
TOTAL	13				2		15	15		11				2		13	

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Engr. Mechanics

DATE January 10, 1974

COMPLETED BY [signature]

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~October~~ June 15 1973 Tabulation)
See Table I

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

	Availability Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	93.0	13	87					+	11	85			11	85
White Female	1.5	0						-						
Black Male	1.5	0						-						
Black Female	-	0												
Other Male	4.0	2	13					+	2	15			2	15
Other Female	-	0												
TOTAL	100	15	100%		100%		100%		13	100%		100%	13	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.

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Engr. Research Serv. Div. EPA FACULTY DATE January 8, 1974

COMPLETED BY R. F. Stoops

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
June 15, 1973

	White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F
Professor	3						3	
Assoc. Professor		1						1
Asst. Professor								
Research Associate								
Research Assistant								
Assistant Director								
SUB-TOTAL	3	1					3	1
*PERMANENT PART-TIME								
Research Associate								
Research Assistant								
SUB-TOTAL								
TOTAL	3	1					3	1

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

	White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F
Professor	3						3	
Assoc. Professor		1						1
Asst. Professor								
Research Associate								
Research Assistant								
Assistant Director								
SUB-TOTAL	3	1					3	1
*PERMANENT PART-TIME								
Research Associate								
Research Assistant								
SUB-TOTAL								
TOTAL	3	1					3	1

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Engr. Research Serv. Div. DATE January 8, 1974

COMPLETED BY R. F. Stoops

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~October 1972~~ June 15, 1973 Tabulation)
See Table I

	Availability Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	97.5	3	75	0		3	75	-
White Female	0.5	1	25	0		1	25	+
Black Male	0.2	0	0	0		0	0	
Black Female	0.1	0	0	0		0	0	
Other Male	1.5	0	0	0		0	0	
Other Female	0.2	0	0	0		0	0	
TOTAL	100.0	4	100%	0	100%	4	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	3	75	0		3	75
White Female	1	25	0		1	25
Black Male	0	0	0		0	0
Black Female	0	0	0		0	0
Other Male	0	0	0		0	0
Other Female	0	0	0		0	0
TOTAL	4	100%		100%	4	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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Industrial Engineering
COMPLETED BY W. A. Smith, Jr.

DATE JAN. 7, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
June 15, 1973

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor	3						3	
Associate Professor	6				1		7	
Assistant Professor	4						4	
Instructor	1						1	
Lecturer								
SUB-TOTAL	15				1		16	—
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL	—				-		—	—
TOTAL	15				1		16	—

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor	4						4	
Associate Professor	6				1		7	
Assistant Professor	2	1					2	1
Instructor	1						1	
Lecturer								
SUB-TOTAL	14	1			1		15	1
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL	.						—	—
TOTAL	14	1			1		15	1

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT INDUSTRIAL ENGINEERING DATE JAN. 7, 1974

COMPLETED BY W. A. SMITH, JR.

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

	Availability Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	96.0	15	93.7			15	93.7	—
White Female	1.2		—					—
Black Male	0.7		—					—
Black Female	—		—					—
Other Male	1.8	1	6.3			1	6.3	+
Other Female	.3		—					—
TOTAL	100.0	16	100%	—	100%	16	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	14	87.5			14	87.5
White Female	1	6.2			1	6.2
Black Male						
Black Female						
Other Male	1	6.3			1	6.3
Other Female						
TOTAL	16	100%		100%		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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Materials Engineering
COMPLETED BY M. K. Austin

DATE 1-7-74

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
as of June 15 + printout

	White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F
Department Head	1						1	
Professor	5						5	
Associate Professor	2						2	
Assistant Professor	1						1	
Instructor								
Lecturer								
SUB-TOTAL	9						9	
PERMANENT PART-TIME								
Professor	1						1	
Associate Professor	1						1	
Assistant Professor	1						1	
Instructor	1						1	
Lecturer	1						1	
Visiting								
SUB-TOTAL	5						5	
TOTAL	14						14	

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

	White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F
Department Head	1						1	
Professor	5						5	
Associate Professor	1		1				2	
Assistant Professor	1						1	
Instructor								
Lecturer								
SUB-TOTAL	8		1				9	
PERMANENT PART-TIME								
Professor								
Associate Professor	1						1	
Assistant Professor	1						1	
Instructor								
Lecturer								
Visiting								
SUB-TOTAL	*2						2	
TOTAL	10		1				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 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. *Attrition in part-time students due to curtailment of funds.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Materials Engineering DATE 1-7-74

COMPLETED BY N. N. Austin

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

	Availability (a) Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	98.0	9	100	5	100	14	100	a+2%
White Female	0.5	0	0	0	0	0	0	a+0.5
Black Male	0.5	0	0	0	0	0	0	a+0.5
Black Female	0.0	0	0	0	0	0	0	
Other Male	1.0	0	0	0	0	0	0	a+1.0
Other Female	0.0	0	0	0	0	0	0	
TOTAL	100.0	9	100%	5	100%	14	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	8	88.9	2	100	10	90.9
White Female	0	0	0	0	0	0
Black Male	1	11.1	0	0	1	9.1
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	9	100%	2	100%	11	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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Mech. & Aerospace Engr.
COMPLETED BY C. F. Zorowski

DATE January 3, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
June 15, 1973

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1							
Professor	12				1			
Associate Professor	5							
Assistant Professor	4							
Instructor	2							
Lecturer	—							
SUB-TOTAL	24				1			
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL	—							
TOTAL	24				1			

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor	12				1		13	
Associate Professor	4						4	
Assistant Professor	3		1				4	
Instructor	2						2	
Lecturer								
SUB-TOTAL	22		1		1		24	
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL								
TOTAL	22		1		1		24	

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Mechanical & Aerospace Engr. DATE January 3, 1974

COMPLETED BY C. F. Zorowski

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~June 13~~ 1973 Tabulation)
See Table I

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

	Availability Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	99.3%	24	96%	1	100%	25	96.2%	~~—~~	22	92%	0	0	22	92%
White Female	0.5%	0	0	0	0	0	0	—	0	0	0	0	0	0
Black Male	0.1%	0	0	0	0	0	0	—	1	4%	0	0	1	4%
Black Female	0%	0	0	0	0	0	0		0	0	0	0	0	0
Other Male	0.1%	1	4%	0	0	1	3.8%	+	1	4%	0	0	1	4%
Other Female	0	0	0	0	0	0	0		0	0	0	0	0	0
TOTAL	100%	25	100%		100%	26	100%		24	100%	0	100%		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.

School of Engineering AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Nuclear Engineering EPA FACULTY DATE January 2, 1974

COMPLETED BY T. S. Elleman/Beth Tolley

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ Tabulation)
June 15, 1973

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	0
Professor	4						4	0
Associate Professor	4						4	0
Assistant Professor								
Instructor								
Lecturer								
SUB-TOTAL	9						9	0
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL							0	0
TOTAL	9						9	0

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	0
Professor	5						5	0
Associate Professor	3						3	0
Assistant Professor								
Instructor								
Lecturer								
SUB-TOTAL	9						9	0
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL							0	0
TOTAL	9						9	0

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

School of Engineering
SCHOOL/DEPARTMENT Nuclear Engineering

DATE January 2, 1974

COMPLETED BY T. S. Elleman/Beth Tolley

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~October~~ January 1973 Tabulation)
See Table I

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

	Availability	Full Time		Part Time		Total		See	Full Time		Part Time		Total	
	Percentages	No.	%(b)	No.	%(c)	No.	%(d)	Note(e)	No.	%	No.	%	No.	%
White Male	~ 99	9	100			9	100	a +	9	100			9	100
White Female	0													
Black Male	~ 1							a -						
Black Female	~ 0													
Other Male	~ 0													
Other Female	~ 0													
TOTAL	100	9	100%		100%	9	100%		9	100%		100%	9	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.

SCHOOL/DEPARTMENT School of Engineering
COMPLETED BY R. G. Carson, Jr.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 9, 1974

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

	White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F
Officials & Managers	5						5	
Professionals	37	1					37	1
Technicians								
SUB-TOTAL	42	1					42	1
PERMANENT PART-TIME								
Officials & Managers								
Professionals	2	1					2	1
Technicians								
SUB-TOTAL	2	1					2	1
TOTAL	44	2					44	2

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

	White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F
Officials & Managers	5						5	
Professionals	44	1	1				45	1
Technicians								
SUB-TOTAL	49	1	1				50	1
PERMANENT PART-TIME								
Officials & Managers								
Professionals	2	1					2	1
Technicians								
SUB-TOTAL	2	1					2	1
TOTAL	51	2	1				52	2

SCHOOL/DEPARTMENT Dean of Engineering
COMPLETED BY R. G. Carson, Jr.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE 12/21/73

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

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

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

	White		Black		Other		Total		
	M	F	M	F	M	F	M	F	
	1						1		
	1						1		
	1						1		

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Dean of Engineering DATE 12/21/73

COMPLETED BY R. G. Carson, Jr.

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	92.3	1	100			1	100	a-	1	100			1	100
White Female	0.5													
Black Male	7.1													
Black Female	0.1													
Other Male														
Other Female														
TOTAL	100.0	1	100%		100%		100%		1	100%		100%	1	100%

SCHOOL/DEPARTMENT Engr. Research Serv. Div.
COMPLETED BY R. F. Stoops

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 8, 1974

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

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
(Assistant Director) Officials & Managers	1	0	0	0	0	0	1	0
Professionals								
Technicians								
Research Associates	2	0	0	0	0	0	2	0
Research Assistants	7	1	0	0	0	0	7	1
SUB-TOTAL	10	1					10	1
PERMANENT PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Research Associates	1	0	0	0	0	0	1	0
Research Assistants	0	1	0	0	0	0	0	1
SUB-TOTAL	1	1					1	1
TOTAL	11	2					11	2

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
	1	0	0	0	0	0	1	0
	2	0	0	0	0	0	2	0
	6	1	1	0	0	0	7	1
	9	1	1				10	1
	1	0	0	0	0	0	1	0
	0	1	0	0	0	0	0	1
							1	1
	10	1	1	0	0	0	11	2

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Engr. Res. Serv. Div.

DATE January 8, 1974

COMPLETED BY R. F. Stoops

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

	Availability Percentages	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	97.2	10	91	1	50	11	85
White Female	0.4	1	9	1	50	2	15
Black Male	0.7						
Black Female	0.0						
Other Male	1.5						
Other Female	0.2						
TOTAL	100.0	11	100%	2	100%	13	100%

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	9	82	1	50	10	77
White Female	1	9	1	50	2	15
Black Male	1	9			1	8
Black Female						
Other Male						
Other Female						
TOTAL	11	100%	2	100%	13	100%

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Engineering/Industrial Extension EPA NON-FACULTY DATE January 7, 1974

COMPLETED BY John R. Hart Service

TABLE V

PRESENT NON-FACULTY COMPLEMENT

(According to June 15, 1973 Tabulation)

	White		Black		Other		Total		
FULL-TIME	M	F	M	F	M	F	M	F	
Officials & Managers	3						3		
Professionals	17						17		
Technicians	0						0		
SUB-TOTAL	20						20		
PERMANENT PART-TIME									
Officials & Managers									
Professionals	1						1		
Technicians									
SUB-TOTAL	1						1		
TOTAL	21						21		

TABLE VI

PROJECTED NON-FACULTY COMPLEMENT

FOR ACADEMIC YEAR 1975-76

(Reflecting Anticipated Promotions and your Projected Hiring Goals)

	White		Black		Other		Total		
	M	F	M	F	M	F	M	F	
	3						3		
	20						20		
	0						0		
	23						23		
	1						1		
	1						1		
	24						24		

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Engineering/Industrial Extension Service DATE January 7, 1974

COMPLETED BY John R. Hart

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

Availability Percentages	Full Time		Part Time		Total			Full Time		Part Time		Total	
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
White Male 95.7	20	100	1	100	21	100		23	100	1	100	24	100
White Female 1.3													
Black Male 1.0													
Black Female ---													
Other Male 2.0													
Other Female ---													
TOTAL 100.0	20	100%	1	100%	21	100%		23	100%	1	100%	24	100%

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

Asheville, N. C. AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Minerals Research Lab EPA NON-FACULTY DATE 3 January 1974

COMPLETED BY W. T. McDaniel

JAN 2 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ~~October 1973~~ June 15, 1973 Tabulation)

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

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Chief Engineer	1								1						1	
Chemical Engineer	1								1		1				2	
Minerals Dress. Engr.	3								9						9	
Ore Dressing Engr.	2															
Senior Mnrl. Dr.Engr.									2						2	
SUB-TOTAL	7								13**		1**				14**	
*PERMANENT PART-TIME																
SUB-TOTAL	—								-		-				-	
TOTAL	7								13**		1**				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 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. **Increases contingent upon approval of federal legislation.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Asheville, N. C. Minerals Research Laboratory DATE 4 January 1974

COMPLETED BY W. T. McDaniel

TABLE III
TOTAL FACULTY COMPLEMENT
(According to ~~October 1973~~ June 75-73 Tabulation)
See Table I

	Availability Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	95.8	7	100			7	100	+
White Female	1.2							
Black Male	1.1							
Black Female	0.2							
Other Male	1.5							
Other Female	0.2							
TOTAL	100.0	7	100%		100%	7	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	13	93			13	93
White Female						
Black Male	1	7			1	7
Black Female						
Other Male						
Other Female						
TOTAL	14	100%		100%	14	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.

School of Engineering

SCHOOL/DEPARTMENT Nuclear Engineering

COMPLETED BY T. S. Elleman/Beth Tolley

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 2, 1974

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

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
	3						3	0
	3						3	0
							0	0
	3						3	0

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT School of Engineering
Nuclear Engineering

DATE January 2, 1974

COMPLETED BY T. S. Elleman/Beth Tolley

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

	Availability Percentages	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	~ 98.5	4	100			4	100
White Female	~ 0.5					0	
Black Male	~ 1					0	
Black Female	~ 0					0	
Other Male	~ 0					0	
Other Female	~ 0					0	
TOTAL	100	4	100%		100%	4	100%

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	3	100			3	100
White Female					0	
Black Male					0	
Black Female					0	
Other Male					0	
Other Female					0	
TOTAL	3	100%		100%	3	100%

SCHOOL School of Engineering

COMPLETED BY R. G. Carson, Jr.

DATE January 9, 1974

AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers	3						3	
Professionals								
Technicians	24						24	
Sales								
Clerical		52		3				55
Craftsman	10						10	
Operations (semi-skilled)	1	1					1	1
Laborers								
Service Workers	1						1	
SUB-TOTAL	39	53		3			39	56
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical		8						8
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL		8						8
TOTAL	39	61		3			39	64

TABLE II

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

WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
3						3	
24						24	
	51		4				55
10						10	
1	1					1	1
1						1	
39	52		4			39	56
	8						8
	8						8
39	60		4			39	64

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

SCHOOL School of Engineering
COMPLETED BY R. G. Carson, Jr.
DATE January 9, 1974

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 M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers	3						3		3						3	
Professionals																
Technicians	24						24		23		1				24	
Sales																
Clerical		52		3				55		50		5				55
Craftsman	10						10		10						10	
Operations (semi-skilled)	1	1					1	1	1	1					1	1
Laborers																
Service Workers	1						1		1						1	
SUB-TOTAL	39	53		3			39	56	38	51	1	5			39	56
*PART-TIME																
Officials & Managers																
Professionals																
Technicians																
Sales																
Clerical		8						8		7		1				8
Craftsman																
Operations (semi-skilled)																
Laborers																
Service Workers																
SUB-TOTAL		8						8		7		1				8
TOTAL	39	61		3			39	64	38	58	1	6			39	64

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

COMPLETED BY R. G. Carson, Jr.
DATE January 9, 1974

AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I
PRESENT SPA COMPLEMENT

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers	3						3	
Professionals								
Technicians	24						24	
Sales								
Clerical		52		3				55
Craftsman	10						10	
Operations (semi-skilled)	1	1					1	1
Laborers								
Service Workers	1						1	
SUB-TOTAL	39	53		3			39	56
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical		8						8
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL		8						8
TOTAL	39	61		3			39	64

TABLE II
PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR(S) ~~1973-76~~ 1975-76
(Reflecting Anticipated Promotions and your Projected Hiring Goals)

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers	3	0					3	0
Professionals								
Technicians	22	0	2	0			24	0
Sales								
Clerical		50	0	5				55
Craftsman	9		1				10	
Operations (semi-skilled)	1	1					1	1
Laborers								
Service Workers	1						1	
SUB-TOTAL	36	51	3	5			39	56
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical		7		1				8
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL		7		1				8
TOTAL	36	58	3	6			39	64

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

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: School of Engineering

Individual Completing Form: R. G. Carson, Jr.

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

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

*Assistant Professor Pool

	Number	Percent
White Male	17,242	98.52
White Female	156	0.90
Black Male	43	0.25
Black Female	1	-
Other Male	57	0.33
Other Female	1	-
TOTAL	17,500	100%

*Virtually all new appointments will be at the assistant professor level where the pool of protected groups is larger than at higher ranks.

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1.

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.

Term of Appointment:

—An Instructor shall be appointed for a period of one year. (For procedures concerning reappointment see ACADEMIC TENURE in Chapter VI.)

Assistant Professor

Criteria for Rank:

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

Term of Appointment:

—An Assistant Professor shall be appointed for a period of three years. (For procedures concerning reappointment see ACADEMIC TENURE in Chapter VI.)

Associate Professor

Criteria for Rank:

—Distinction and recognition as a teacher, or independent research scholar, or extension specialist.
—A doctor's degree, substantial progress toward the degree, or equivalent ence.
—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.

Term of Appointment:

—An Associate Professor promoted to that rank within his own institution shall have permanent tenure. One coming to that rank from outside the institution shall be appointed for an initial term of five years. (For procedures concerning reappointment see ACADEMIC TENURE in Chapter VI.)

School/Department: School of Engineering

Individual Completing Form: R. G. Carson, Jr.

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

a. List sources of data:

From the Manpower Commission of Engineers Joint Council. (Engineering and Technology Graduates - A Report for 1970-71 Data. Preliminary Newsletter Report for 1972-73 Data.)

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:

These figures were extrapolated to cover 5 years, the pool from which assistant professors would be drawn. The ratio of black females and "other" females was assumed to be the same as for all females.

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

The data on number of degrees granted is excellent.

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

Data available for some years, no breakdown of black females, no breakdown of females and blacks by curriculum.

School/Department: LRSD

Individual Completing Form: [illegible]

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.

Assistant director - engineering degree plus a basic knowledge of business and accounting three years of highly successful experience in both technical, applied research positions and ability to work with and to supervise people

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)

(Assistant Director)

OFFICIALS AND MANAGERS

	Number	Percent
White Male	1404	97.1
White Female	19	0.4
Black Male	15	0.8
Black Female	—	0.0
Other Male	29	1.5
Other Female	—	0.2
TOTAL	1467	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%

11/7/74

Form No. 2, page one

ool/Department: ERSD

idual Completing Form: R. F. Wood

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 Assistant - Degree in engineering with potential for success in 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	1404	97.1
White Female	19	0.4
Black Male	15	0.8
Black Female	-	0.0
Other Male	29	1.5
Other Female	-	0.2
TOTAL	1467	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%

11/7/74

School/Department: [illegible]

Form No. 2, page one

Individual Completing Form: [illegible]

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. [illegible] and demonstrated ability to conduct [illegible] research. If a person did this on his Ph.D. [illegible] research in an outstanding manner with [illegible] supervision, this would be accepted as demonstrating ability to conduct original 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	1185	97.5
White Female	15	0.5
Black Male	12	0.2
Black Female	—	0.1
Other Male	24	1.5
Other Female	—	0.2
TOTAL	1236	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%

1/7/74

School/Department: ERSD

Individual Completing Form: R. E. Pierce

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

a. List sources of data: Information was obtained from memorandum entitled "Affirmative Actions Data" dated 12/14/73 from Dean R. R. Larson. copy attached

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:

For Research Associate positions I used figures for Ph.D's from above memo and assumed that there would be no racial or sexual bias in meeting other requirements. For Assistant Director and Research Assistant positions I used figures for all bachelor degrees in each year. In both cases I used weighted averages.

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

I believe that the percentages used are reasonable

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

NORTH CAROLINA STATE UNIVERSITY
School of Engineering
Raleigh, North Carolina

Affirmative Action Data 12/14/73

These statistics may be useful as we struggle with the HEW plan and reports (Affirmative Action). Item No. 6 seems to be particularly useful. This memorandum was prepared from material accumulated from a number of sources. In a few cases, more detailed information is available in my office but, in general, all of the pertinent information is included below.

R. G. Carson, Jr.

1. 1969 Handbook on Women Workers (as quoted in Availability Data, H.E.W.):

   "Women remain a small part of many professions - 1% of engineers, 3% of lawyers, 7% of physicians. . ."

2. Women's Equity Action League: Proportion of Doctorates Earned by Women 1960-1969.

   Engineering degrees earned by women: 82 out of 18,572; 0.44%.

   (This same figure shows up in an HEW table; probably the source of the League's figure.)

3. Women holders of the Ph.D. - 1967-1969.

   Compiled by the Office of the Chancellor, University of Wisconsin from top degree granting schools:

	No.	% of Those in the Field
Agricultural Engineering	1	2.1
Chemical Engineering	3	0.7
Civil & Environmental Engineering	0	0
Electrical Engineering	4	0.6
Engineering Mechanics	0	0
Industrial Engineering	2	1.3
Mechanical Engineering	1	0.4
Nuclear Engineering	0	0

4. The National Research Council, Doctorate Records File, shows that the percentage of doctorates conferred on women since 1939 (those that make up the present work force) in engineering is 0.5. (Note from RGC: Though not stated, presumably, this extends through 1971 or 1972.) (Reported in a "Manpower Comments" monthly bulletin.)

5. Doctor's Degrees Conferred by all U. S. Institutions: 1961-62 through 1970-71 published January 1973 by U. S. Department of H.E.W.

	Total Engineering	Women Engineering	% Women
1961-62	1207	4	0.33
1962-63	1378	11	0.80
1963-64	1693	7	0.41
1964-65	2124	10	0.47
1965-66	2304	9	0.39
1966-67	2614	11	0.42
1967-68	2932	12	0.41
1968-69	3377	12	0.36
1969-70	2681	24	0.65
1970-71	3638	23	0.63

6. From the Manpower Commission of Engineers Joint Council. (Engineering and Technology Graduates - A Report for 1970-71 Data. Preliminary Newsletter Report for 1972-73 Data.)

Data shown for doctorates. Data is available for bachelor's and master's degrees, but not reproduced here.

Doctorate Degrees

Curriculum	1970-71 No.	%	1972-73 No.	%
Aerospace	198	5.4	181	5.0
Agricultural	53	1.5	68	1.9
Biomedical	29	.8	46	1.3
Ceramic	37	1.0	22	.6
Chemical	395	10.9	405	11.3
Civil	458	12.6	432	12.0
Computer	44	1.2	96	2.7
Electrical	899	24.7	820	22.9
Engineering, General/Unified	114	3.1	37	1.0
Engineering - Mathematics	31	.9		
Engineering Mechanics	154	4.2	109	3.0
Engineering Physics	35	1.0	74	2.1
Engineering Science	50	1.4		
Engineering Science/Math			124	3.5
Environmental Sanitary	37	1.0	51	1.4
Geological	17	.5	18	.5
Industrial Manufacturing	121	3.3	147	4.1
Management	6	.1		
Marine/Naval Arch./Ocean	17	.5	18	.5
Materials	89	2.4	125	3.5
Mechanical	479	13.2	411	11.5
Metallurgical	162	4.5	143	4.0
Mining/Mineral	8	--	13	0.4
Nuclear	115	3.1	115	3.2
Petroleum	19	.5	17	.5
Systems	71	2.0	72	2.0
Other & Not Specified			40	1.1
Total	3638	99.8	3584	100.0

Note: EJC did not use exactly the same curriculum listing each of the two years.

Degrees Granted in all U. S. Engineering Schools:

1970-71

	Bachelors	Masters	Engineer	Doctors
Total	43,167	15,889	494	3,640
Women	353	156	2	25
% of Total	0.82	0.99	0.41	0.69
U. S. Negroes	407	47	0	8
% of Total	0.94	0.30	0	0.22

1972-73

Total	43,429	16,718	434	3,587
Women	524	202	6	39
% of Total	1.21	1.21	1.38	1.09
U. S. Negroes	574	81	2	12
% of Total	1.32	0.48	0.46	0.34
*Other	757	108	2	12
% of Total	1.74	0.65	0.46	0.33

*American Indian and Spanish Surname

7. Graduate degrees in Engineering granted by all schools in N. C., by sex:

A. Master's Degrees:

	1968-69	1969-70	1970-71	1971-72
Men	157	154	186	161
Women	--	--	7	--
Total	157	154	193	161

B. Doctorates in Engineering granted by all schools in N. C. by sex:

Men	65	62
Women	1	--
Total	66	62

8. Number and percent of blacks in engineering - nationwide, 1960, reported as part of an American Bar Association Study:

Male Engineers 4,418 or 0.8%

Date: January 17, 1974

School/Department: Engineering/Industrial Extension Service

Individual Completing Form: John R. Hart

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. Degree in Engineering with 5 or more years of industrial experience in the industry to be served or the function to be fulfilled .
M.S. Degree in Engineering with 2 or more years of industrial experience in the industry to be served or the function to be filled.
Considerable desire and/or demonstrated capability to effectively carry out a braod range of educational, informational, referral and technical assistance service projects and programs for business and industry.

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	1,404	95.7
White Female	19	1.3
Black Male	15	1.0
Black Female	-	-
Other Male	29	2.0
Other Female	-	-
TOTAL	1,467	100%

PROFESSIONALS

	Number	Percent
White Male	14,037	95.74
White Female	185	1.26
Black Male	145	0.99
Black Female	2	0.01
Other Male	289	1.97
Other Female	4	0.03
TOTAL	14,662	100%

TECHNICIANS

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

*Based on past experience and present status - an estimated 10% of the professionals would be considered or desire to become managers.

School/Department: Engineering/Industrial Extension Service

Individual Completing Form: John R. Hart

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

a. List sources of data:

1. U. S. Dept. of Commerce, 1970 Census of Population - "General Social and Economic Characteristics - U. S. Summary", June, 1972.
2. U. S. Dept. of Commerce, "Special Studies" Persons in Engineering Scientific and Technical Occupations: 1970-1972", July, 1973.
3. U. S. Dept. of Commerce "Scientific Manpower Study", 1970.
4. School of Engineering, NCSU Affirmative Action Data, 12/14/73.

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 attached

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

Base national figure of 25,092 could have an estimated std. error of 1800 per description given. This error in numbers is reduced to 90 or approximately 7% in the final reported data when the same calculation procedure is followed.

In addition to the vast amount of data available from Dean Carson's office, a separate library search produced only supplemental data. Therefore, I must assume that this is the most readily available amount of data for this purpose.

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

None of the data had recorded the information in the 6 categories required on this form. Therefore, some latitude had to be taken in the expansion of this limited data into the categories listed. However, since the percentages for white female, black male and female and other male and female were so small - and consistently reported elsewhere - the margin of error in terms of numbers would also be small.

Recent information - later than 1970 census data or 1972 special reports (using some of the 1970 base numbers) - was not readily available for the U. S.

School/Department: Engineering/Industrial Extension Service

Individual Completing Form: John R. Hart

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:

Because of a variety of reasons (performance of previous candidates, relocation and related personal satisfaction, etc.),IES does not normally draw EPA non-faculty personnel from the southern states. According to nationwide data, this total pool is 25% (24.8%) of the total U. S. pool. (Applying the same reasoning as described before, the data supplied in item 6 below is based on obtaining 25% of all numbers supplied in item b on page 1.)

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

OFFICIALS AND MANAGERS

	Number	Percent
White Male	351	95.6
White Female	5	1.4
Black Male	4	1.1
Black Female		
Other Male	7	1.9
Other Female		
TOTAL	367	100%

PROFESSIONAL

	Number	Percent
White Male	3,509	95.7
White Female	46	1.3
Black Male	36	1.0
Black Female		
Other Male	72	2.0
Other Female	1	
TOTAL	3,664	100%

TECHNICIANS

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

School/Department: Engineering/Industrial Extension Service

Individual Completing Form: John R. Hart Form No. 2 page four

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

a. List sources of data:

1. U. S. Dept. of Commerce, 1970 Census of Population - "General Social and Economic Characteristics - U. S. Summary", June, 1972.
2. U. S. Dept. of Commerce, "Special Studies" Persons in Engineering Scientific and Technical Occupations: 1970-1972", July, 1973.
3. U. S. Dept. of Commerce "Scientific Manpower Study", 1970.
4. School of Engineering, NCSU Affirmative Action Data, 12/14/73.

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:

See attached calculations data for Part I

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

Base national figure of 25,092 could have an estimated std. error of 1800 per description given. This error in numbers is reduced to 90 or approximately 7% in the final reported data when the same calculation procedure is followed.

In addition to the vast amount of data available from Dean Carson's office, a separate library search produced only supplemental data. Therefore, I must assume that this is the most readily available amount of data for this purpose.

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

None of the data had recorded the information in the 6 categories required on this form. Therefore, some latitude had to be taken in the expansion of this limited data into the categories listed. However, since the percentages for white female, black male and female and other male and female were so small - and consistently reported elsewhere - the margin of error in terms of numbers would also be small.

Recent information - later than 1970 census data or 1972 special reports (using some of the 1970 base numbers) - was not readily available for the U. S.

Ref. U. S. Dept. of Commerce - 1970 Census of Population - "General Social and Economic Characteristics - U. S. Summary" June 1972

Calculations Form No. 2 (page 1 of 2)

1. (Table 91, page 392)

		Total	White	Black	Persons of Spanish Heritage (Other)
1970 U. S. Engineers		1,207,509	1,172,229	13,679	25,330
Table 133, page 455	%		97.06	1.13	2.09
1970 South		299,914	293,939	3,958	7,413
	%		98.01	1.3	2.5

2. Ref. U. S. Dept. of Commerce - Special Studies - "Persons in Engineering Scientific and Technical Occupations: 1970-1972" July, 1973.

Tables 1,2,3 & 4 - page 21

	Total	Status Report 1972 almost the same	
		Male	Female
1970 Experienced Engineering Labor Force	1,242,518	1,226,626	15,895
		98.7%	1.3%
Highest Degree Held in 1972			
Associate Degree	46,256(3.7)	45,876(3.7)	380(2.4)
Bachelors Degree	570,598(45.9)	564,940(46.1)	5,659(35.6)
Masters Degree	162,753(13.1)	160,912(13.1)	1,841(11.6)
Ph.D.	25,092(2.0)	24,934(2.0)	158(0.8)
Other	7,611(0.6)	7,478(0.6)	132(0.8)
Total	812,310(65.4)	804,140(65.6)	8,170(51.4)
No Degree	430,210(34.6)	422,486(34.4)	7,723(48.6)

Total U.S. 1,242,520 (Spread among 10 disciplines)

Calculation - Form No. 2

1. Since we seek one person (with a specific degree disciplines) at a time for a specific job, the total available is reduced by dividing the total experienced engineering force by the number of disciplines listed - in the case of engineers this is $\frac{1,242,518}{10} = 124,252$

2. Of this number, 59% (45.9 + 13.1) have Bachelor's or Master's degrees and thus meet educational requirements .˙. balance = 73,308.

3. It is estimated that 20% will meet other requirements or are seeking such employment .˙. balance = 14,662.

4. Based on nationwide data (see reference 2)
   of these 98.7% are male = 14,471 (a)
   1.3% are female = 191 (b)

5. Based on nationwide data (see reference 1) of the immediate above:

						%
$\frac{\%W}{97}$	x	$\frac{a}{14,471}$	=	while male	14,037	95.74
$\frac{\%W}{97}$	x	$\frac{b}{191}$	=	white female	185	1.26
$\frac{\%B}{1}$	x	$\frac{a}{14,471}$	=	black male	145	0.99
$\frac{\%B}{1}$	x	$\frac{b}{191}$	=	black female	2	0.01
$\frac{\%O}{2}$	x	$\frac{a}{14,471}$	=	other male	289	1.97
$\frac{\%O}{2}$	x	$\frac{b}{191}$	=	other female	4	0.03
				Total	14,662	100%

AFFIRMATIVE ACTION PLAN

FOR THE

SCHOOL OF FOREST RESOURCES

June 15, 1973

REVISED JANUARY, 1974

AFFIRMATIVE ACTION PLAN

for the

School of Forest Resources
North Carolina State University

Introduction

This document contains the Affirmative Action Plan for the School of Forest Resources which is composed of the Department of Forestry, Department of Recreation Resources Administration and Department of Wood and Paper Science. The statements and in particular the "availability data" are presented in reference to the professional areas for which the departments are responsible. These include: Forest Resources Management, Recreation and Parks Administration, Forest Recreation, Wood Science, and Pulp and Paper Science. Embodied in the School plan is a summary and distillation of pertinent facts from the individual departmental affirmative action plans which are available for reference if needed.

General Statement

The School of Forest Resources agrees to continue established policies that in terms of Executive Order 11246 "will not discriminate against any employee or applicant for employment because of race, color, religion, sex or national origin and that will provide affirmative action to ensure that applicants are employed and that employees are treated during employment without regard to these factors."

Although as shown later, it is not felt that women, blacks or other minority ethnic groups are underrepresented in the School on the basis of

availability of qualified candidates, a serious attempt has been made to establish goals and procedures that are positive and even innovative as well as realistic in dealing with the problem of equal employment opportunity.

It is recognized that the scarcity of individuals from minprity groups and females (in particular) in the professions represented in the School is in large measure the result of lack of interest and outright aversion by these groups because of the nature of the work associated with these areas. As a result, it is felt that some of the most profitable efforts in the future will be those directed toward rectifying past "image" problems and recruiting and training undergraduate, graduate and postdoctoral students even though results from these efforts will be more long term in nature. Hopefully, such activities will involve the professions at large as well as other Schools across the nation.

It is also recognized that recruitment of faculty by the School of Forest Resources is a highly competitive enterprise. Selection and appointment of an individual faculty member involves the process of identifying the best person possible for the needs of the School and the position available, consistent with the salary and resources that can be provided to support the individual. In this sense, appointment of a faculty member has requirements above and beyond attainment of the minimum specifications of a particular academic degree. These additional requirements include evaluations of: a) the quality of the individual's past performance in teaching and/or research, b) the potential of the individual to make contributions of the highest quality in the field identified, and c) evidence of leadership and effective participation

as a team member. Judgments by the individual's peers in the fields of his interests and activities are a necessary input to the evaluation process.

School Statistics and Availability Data

Faculty (EPA) Personnel

Of the 50 faculty positions covering the ranks of instructor (or equivalent) to professor in the School of Forest Resources, none is filled currently by a female or by a member of a minority group. However, this is not construed as underrepresentation of females or minorities in light of past and present availability data as presented below.

Meaningful availability data applicable to the School of Forest Resources are difficult to obtain for a variety of reasons such as past regulations that prohibited recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc. As a result it is only possible to provide data that are of value in obtaining a general overview of the situation.

In June of 1971, a report was published by the Council for University Women's Progress at the University of Minnesota indicating that only one (0.18%) of the 558 doctorates awarded in Forestry from 1960-69 was earned by a female; for the same period only four (13.3%) of 30 doctorates in Recreation were listed as earned by females.

As seen in Table 1, there has been a slow but steady increase from 1963 to 1970 in the number of females enrolled in doctoral programs in forestry schools. It should be recognized, however, that these data are somewhat misleading because a significant proportion of the females

Table 1. Undergraduate and graduate enrollment from 1960-70 for females in all schools of forestry[1/]

Year	Undergraduate Students		Graduate Students			
			Master		Doctor	
	Female (Total)	Female	Female (Total)	Female	Female (Total)	Female
	Number	%	Number	%	Number	%
1960	24 (8,439)	0.3	6 (604)	1.0	-- (312)	-
1961	26 (8,704)	0.3	4 (696)	0.6	-- (351)	-
1962	30 (8,757)	0.3	8 (714)	1.1	-- (392)	-
1963	41 (8,804)	0.5	12 (839)	1.4	3 (418)	0.7
1964	70 (9,412)	0.7	12 (988)	1.2	2 (443)	0.5
1965	105 (10,339)	1.0	12 (1,217)	1.0	4 (518)	0.8
1966	134 (11,118)	1.2	21 (1,320)	1.6	10 (645)	1.2
1967	199 (12,358)	1.6	34 (1,330)	2.6	12 (785)	1.5
1968	313 (13,312	2.4	33 (1,327)	4.0	11 (911)	1.2
1969	379 (13,480)	2.8	49 (1,351)	3.6	10 (907)	1.1
1970	696 (17,178)	4.1	115 (1,926)	6.0	24 (960)	2.5

[1/] Data were complied from the 1972 annual report by Gordon D. Marckworth as published in the Journal of Forestry (Vol. 70:628-629) and further supplemented in a special report to deans of all forestry schools.

are known to be foreign students (mainly Oriental) working in wood science (personal communication - D. R. Theo, Society of American Foresters).

The above trend in University enrollment is also being experienced in some society memberships in that females in the Society of American Foresters increased from 38 to 95 during the nineteen month period ending January 3, 1973. Even so, this amounts to less than one percent of the total membership of approximately 17,000 in this Society. In the Society of Wood Science and Technology six (1%) are females, while in TAPPI (Technical Association of the Pulp and Paper Industry), 113 (0.9%) of the 12,800 members are females with affiliate standing (librarians or subscribers) and 38 (0.3%) are women with associated or full membership.

As shown by the above statistics, there has been a definite lack of qualified females for faculty positions, and to our knowledge only one forestry school currently has a female appointed to a forestry type position. The one area that might appear to be an exception is recreation and parks administration where according to the August 1971 issue of "Parks and Recreation" 107 (18%) of the 596 faculty members in these curriculums were listed as female. However, because many of these women are involved in programs that deal with therapeutic recreation or face-to-face leadership (e.g., physical education) roles, it is felt that no more than six percent that obtain a doctorate degree would be qualified for positions in our recreation programs that emphasize concepts of management of recreation areas, facilities, personnel, programs, etc.

Statistics for blacks and other minority groups are more difficult to obtain than for females and the situation in general is even more discouraging. For example, according to Payne and Theo (Table 2) only 12 blacks out of

43,405 graduated from forestry programs between 1900-1970; only six (0.3%) of 2,258 graduate students in forestry in 1969-70 were black. Similarly, in a survey during the 1970-71 academic year, the National Recreation and Park Association found only 8 (3.1%) of 257 doctoral candidates in recreation were black.

Table 2. Minority group students (1969-70 academic year) and graduates (1900-1970) in forestry programs[1/]

Group	Student Enrollment (Academic Year 1969-70) Undergraduate		Graduate		Graduates of Forestry Programs (1900-70)	
	Minority (tot.)	%	Minority (Tot.)	%	Minority (Tot.)	%
Negro	18 (13,480)	0.13	6 (2,258)	0.27	12 (43,405)	0.03
Mexican American	27 (13,480)	0.20	5 (2,258)	0.22	20 (43,405)	0.05
American Indian	33 (13,480)	0.24	1 (2,258)	0.04	26 (43,405)	0.06
Oriental	14 (13,480)	0.10	37 (2,258)	1.64	45 (43,405)	0.10
TOTALS	92 (13,480)	0.68	49 (2,258)	2.17	103 (43,405)	0.24

[1/] Minority group data were obtained from the article "Black foresters needed--A professional concern" by B. R. Payne and D. R. Theo. Journal of Forestry 69(5):295-98. 1971.----------The enrollment and graduate totals were obtained from the 1972 report by Marckworth (see footnote for Table 1.

Beyond the student ranks, it is estimated by the national office of the Society of American Foresters that only five (0.03%) of 17,000 members are black. No blacks are known to be serving in faculty positions with traditional forest management responsibilities, while less than five percent of the faculty in recreation and parks programs were listed by "Parks and Recreation" (August 1971 issue) as black.

Along with the above data, our inability to successfully establish cooperative programs at N. C. State University with predominately black institutions indicates further how unattractive forestry and related areas have been to them. Since 1968, various types of transfer programs have been attempted with Tuskeegee, Shaw, St. Augustine and Fayetteville State Universities. To date we have had only two black students enroll in one of these programs. A further indication of the negative attitude blacks have toward traditional forestry, is the fact that students and faculty at Fayetteville State University did not even want to establish a transfer program in forestry, although they did choose to do so in other areas such as recreation and wood and paper science.

As expressed from several sources, a basic reason efforts such as ours have not succeeded is the fact that most blacks associate forestry with "slave labor" activities, such as pulpwood and timber cutting, and these are the very jobs they have struggled so hard the past 100 years to break from.

Additional information relevant to the availability of blacks with doctorate degrees can be found in the Ford Foundation report "Black American Doctorates" and a book entitled "Negroes in Science: National Science Doctorates, 1876-1969." Meaningful excerpts include:

--As of 1969, there were approximately 2,300 blacks with Ph.D.'s in the United States. This total represents less than one percent of the country's earned doctorates.

--About 650 blacks obtained natural science doctorates between 1876 and 1969. This represents less than one percent of the total doctorates awarded in natural science fields.

--Of the 1,096 black respondents to the Ford Foundation survey, more than half earned their degrees in Education or Social Science; 13 percent earned degrees in the Biological Sciences and 12 percent in the Physical Sciences.

--About 80% of the blacks with doctorates who are employed by colleges and universities are employed by institutions with predominately black enrollments.

On the basis of the above statistics, competition for qualified females and blacks by universities throughout the United States will obviously be keen for several years to come. This seems especially true for Schools such as ours because there are over 50 institutions with similar four year programs that employ more than 1150 faculty members (Walker, L. C. and D. R. Theo. 1973. Journal of Forestry 71(1):56-57); currently only one female (and no blacks) is known to be a member of one of these faculties.

Non-academic (SPA) Personnel

Thirty-three non-academic positions currently exist in the School (Table 3); of these 26 (79%) are held by females and 5 (15%) by blacks. In addition, the School is cooperating with a local high school by employing a black male student part time as a laboratory and field technician.

Of the 15 positions classified as research support staff (e.g., technicians), four are held by blacks (two female and two males) and 10 by females. The remaining 18 positions (basically secretarial positions) are filled by females, one of which is black. Although blacks do not hold top ranking positions in either of the two major categories, this is not the result of discriminatory practices. Rather, it is attributed to lack of seniority.

Figures for the percentage of blacks in non-academic positions in the School compare rather favorably with the percentage of blacks listed in the work force of the local community (Table 4). The area

Table 3. Non-academic (SPA) positions for the School of Forest Resources (1973)

Title	Grade	White Male	White Female	Black Male	Black Female	Other Male	Other Female	Vacancies	Total
Admin. Officer I	67								
Admin. Asst.	62								
Admin. Sec.	60		1						1
Secretary IV	60		1						1
Steno III	57		3						3
Steno II	54		7		1				8
Acct. Clerk II	56		1						1
Clerk IV	60		1						1
Computer Prog. I	64		1						1
Comp. Oper. II	63								
Keypunch Oper. II	54								
Dup.Equip.Oper.II	55		1						1
Ag. Res. Tech. II	68								
Ag. Res. Tech. I	64	1	1						2
Ag. Res. Asst.	54			1					1
Res. Tech. III	64	2	2						4
Res. Tech. II	62		3	1					4
Res. Tech. I	58		1		2				3
Res. Mechanic II	64	1							1
Res. Mechanic I	62								
Maint. Mechanic II	60	1							1
Main. Mechanic I	56								
Farm Foreman II	62								
Farm Foreman I	58								
Farm Worker	50								
Greenhouse Mgr. I	58								
Greenhouse Worker	53								
TOTAL		5	23	2	3				33

Table 4. Occupations of Wake County Labor Force* by Sex and Ethnic Classifications, 1972**
(1972 Census of Population - North Carolina Employment Security Commission)

	WHITE				BLACK				OTHER MINORITIES				
	Male		Female		Male		Female		Male		Female		
	N	%	N	%	N	%	N	%	N	%	N	%	TOTAL
Officials & Managers	10,188	81.3	1,748	14.0	407	3.2	133	1.1	31	0.2	18	0.1	12,525
Professionals	5,947	44.9	5,749	43.4	453	3.4	1,016	7.7	56	0.4	33	0.2	13,254
Technicans	9,186	76.3	2,201	18.3	301	2.5	246	2.0	87	0.7	12	0.1	12,033
Sales	6,922	66.0	3,126	29.8	168	1.6	273	2.6	6	0.1	0		10,495
Clerical	5,541	20.3	19,379	71.1	887	3.3	1,357	5.0	27	0.1	48	0.2	27,239
Craftsman	10,396	78.0	663	5.0	2,087	15.6	178	1.3	12	0.1	0		13,336
Operations (semi-skilled)	6,397	43.7	3,493	23.9	2,775	19.0	1,883	12.9	64	0.4	10	0.1	14,622
Laborers	1,954	43.2	260	5.7	2,067	45.7	183	4.0	60	1.3	0		4,524
Service Workers	5,489	27.2	4,722	23.4	3,548	17.6	6,357	31.5	57	0.3	144	0.1	20,196

*Figures include persons employed in 1972 and persons with experience but unemployed.
**Numbers are based on 1972 figures, percentages are based on 1970 census data.

	Total	Number of Blacks	% Blacks
Technicians	12,033	547	4.5
Clerical	27,239	2,244	8.2
	39,272	2,791	7.1

Entire Work Force
Blacks $= \frac{24,319}{128,224} = 19.0\%$

needing most immediate attention is that related to secretarial services.

Goals

Faculty (EPA) Personnel

Because of the extreme scarcity of qualified applicants, affirmative employment goals to increase females and minorities in the School of Forest Resources cannot be established realistically in a period less than five years in the future. However, to satisfy the time period designated, projections are listed for the three year interval ending in 1976.

Two new faculty positions are expected to be created in the next three years in the School, and these were added to changes in personnel expected as positions are vacated by retirement or resignation. A profile by department is provided in Table 5 which indicates 6 positions may need to be filled from 1973 to 1976.

Table 5. Anticipated positions to be filled and employment goals for faculty positions in the School of Forest Resources (1973-76)

Department	Positions to be Filled			Employment Goals	
	New	Retirements	Resignations	Females	Blacks
Forestry	1	1	1	0	0
Recreation Resources Administration	1	1	0	1 or	1
Wood and Paper Science		0	1	0	0
TOTALS	2	2	2	1 or	1

An attempt will be made to fill one of the 6 positions with either a female or a black. On the basis of anticipated availability of qualified professionals, this may be somewhat overly ambitious, but it is considered to be something worthy to strive for. Because of the extremely low availability of minority candidates for these positions, however, it is felt that the most effective approach will be to establish accelerated efforts to train and educate more minority people in these fields.

Non-academic (SPA) Personnel

One new non-academic position (clerical) is expected in the next three years, but none is scheduled to be vacated through retirement; the turnover resulting from resignations is anticipated to be seven. The School goal will be to fill two of the clerical positions with blacks.

Procedures

The School of Forest Resources will continue to use recruitment procedures that maintain the high quality standards already established for the successful performance of the School's education, research and extension functions. For example, the requirement of a doctorate will be maintained for all faculty positions. In addition, one of the degrees (i.e., B.S., M.S. or Ph.D.) held by the applicant must be in a professional area of the School (e.g., forestry, recreation, wood science, etc.). However, when an applicant possesses qualifications urgently needed, the doctoral requirement may be waived temporarily with the proviso it be completed in some specified time period. Similarly, extensive experience in a professional area may on rare occasions be considered as a substitute for having a degree in that particular field.

Because most our professions have been historically rather small in size and the number of universities offering professional degrees limited, past recruitment has been handled primarily through direct (word of mouth) contact. In the future, however, recruitment efforts will become more formalized.

Policies and procedures pertinent to the School's Affirmative Action Plan include the following:

(1) Descriptions of vacant faculty positions will be carefully prepared to define qualifications desired in applicants. These descriptions will be widely advertised through professional journals, communication media of professional societies or associations and direct contact with universities offering professional forestry or related curricula. Announcements will also be sent to appropriate institutions of predominantly black enrollments with which cooperating programs have been established. All recruiting advertisements will indicate the School is an "Equal Opportunity Employer."

(2) Records will be kept of the activities related to the handling and disposition of all faculty and non-academic applications (unsolicited as well as solicited). Special attention will be given to documenting the reasons why applicants (especially females or members of minority groups) were not selected.

(3) All departmental recruitment activities will be coordinated through the School's Equal Employment Opportunity Officer.

(4) For non-academic personnel, the School will continue to solicit qualified applicants through the University Personnel Office, the State Employment Office, and the Raleigh Community Good Neighbor Council.

Qualifications for these positions will continue to be those established by the North Carolina State Personnel Office.

(5) Because of the small number of non-academic personnel in the School and because there is no history of discrimination in advancement in the School, no special training programs are being planned for the near future.

(6) Special consideration will be given to new or additional efforts directed toward training postdoctoral students and attracting more females and minority students into School undergraduate and graduate programs. (It is recognized, however, that these programs and efforts cannot be supported by funds from the School's operating budget which is currently less than adequate for normal operations.) Examples of such efforts include:

a) Training in our specialized academic fields postdoctoral students from other support areas such as economics, chemistry, etc., that have no background in our professions.

b) Developing more ties and programs with institutions with predominately black enrollments. Established programs will be re-evaluated and strengthened if possible. Funds for scholarships and assistantships will also be sought.

c) Increasing recruitment efforts in general throughout the state and region to attract more females and minority students into the School curricula.

(7) The Extension Forest Resources EPA personnel hold joint appointments in the Agricultural Extension Service, a cooperative state-USDA Agency. Thus, members of the Extension Service will comply with the employment procedures of the Agricultral Extension Service as well as those outlined here.

(8) The Assistant Dean will serve as the School's Equal Employment Opportunity Officer to coordinate and oversee the above activities. In addition, the School's Administrative Council (Deans, Department Heads, and Faculty Senate Representative) will act as an advisory body to periodically evaluate progress, review procedures, handle grievance matters, etc.

L. C. Saylor
Assistant Dean

December 19, 1973

ADDENDUM

Identification of Problem Areas by Organizational Units and Job Classifications

A. Composition of the workforce by minority group status and sex [60-2.23(a)(1)]

Availability information for the national (EPA) and local (SPA) work force was determined from known surveys and publications on degrees awarded and positions available. Contact was also made with national offices of the various professional societies to obtain data on society membership, job placement, etc. Personal knowledge of department heads and other administrators was also used, especially in interpreting the survey data. Documentation of these sources is provided in the body of the plan and in the School file (Form 1 and supporting documents).

Results of the analysis show that females, blacks and other minorities are essentially non-existent (numbers are less than 1%) for most of the professional areas (EPA) in the School of Forest Resources. The one exception is in recreation where the availability figures for females, blacks and minorities qualified for faculty positions were determined to be 6.1% (33), 5.3% (29), and 2.2% (12).

For the nonacademic personnel (SPA), 94% of the School's employees are in the technician or clerical category. A breakdown of these two categories combined shows 16% of the positions filled by blacks and 84% by females. The combined availability figure for the local area (Wake County) is only 7.1%.

On the basis of availability data, no problem is felt to exist in either EPA or SPA staffing, with the possible exception in recreation for EPA females.

The School goal, therefore, is to hire one female faculty member in recreation by 1976. In addition an attempt will be made to fill two of the clerical positions with blacks as they are vacated. This will put us considerably over the local average, but will help offset our poor position with faculty members.

B. Composition of applicant flow by minority group status and sex. [60-2.23(a)(2)]

Faculty position descriptions are widely advertised in professional journals, communication media of professional societies and direct contact with comparable professional schools. Solicitation for non-academic personnel is through the University Personnel Office and the State Employment Office.

Results are such that the flow of applicants is considered to be consistent with the numbers available.

No problem exists and no remedial action is planned.

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. [60-2.23(a)(3)]

1. The selection process eliminates a significantly higher percentage of minorities as women than non-minorities or men. [60-23.3(b)(3)]

Information on minority status frequently is not available or known during initial screening of applicants (especially faculty),

so discrimination at that stage is not likely. Later interviews, reviews, tests (typing for clerks--seminars for faculty) are conducted and evaluated openly and in such a manner as to eliminate discrimination.

No problem is known to exist.

2. [60-2.23(b)(4)] See central administration report.

3. Position descriptions inaccurate in relation to actual functions and duties. [60-2.23(b)(5)]

All faculty positions have been described as completely as possible for advertising with relation to applicant qualifications and job responsibilities. Qualifications are basically those outlined in the NCSU Faculty Handbook. (See attachments.) Non-academic job descriptions follow closely the guidelines and criteria set up by the State Employment Office.

No problem is known to exist.

4. Tests and other selection techniques not validated as required by the OFCC Order on Employee Testing and Other Selection Procedures. [60-2.23(b)(6)]

The only test used in the School involves a short typing exercise for some of the clerical positions. This includes typing a brief letter, with the evaluation based on time and accuracy. Results are made a part of the total evaluation record and kept on file.

Although the results are not weighed heavily, they are considered important.

No problem is thought to exist.

5. [60-2.23(b)(8)] See central administration report.

D. Transfer and promotion practices [60-2.23(a)(41)]

No problem exists with EPA personnel because no females or minorities have ever held a faculty position.

Promotion practices for SPA personnel are based primarily on demonstrated ability and seniority.

No discrimination problems are known to exist. To illustrate this, a recent promotion to head departmental secretary can be cited for our single black secretary. When this position was vacated she was offered the position and a new white female hired.

E. Facilities, company sponsored recreation and social events, and special programs such as education assistance. [60-2.23(a)(5)]

All facilities, social events and special programs are open to all females and minorities, and they are actively using and participating in them.

No problem exists.

F. Seniority practices and seniority provisions of union contracts. [60-2.23(a)(6)]

Not applicable. See central administration report.

G. Apprenticeship programs. [60-2.23(a)(7)] See central administration report.

H. Company training programs, formal and informal. [60-2.23(a)(8)]

See central administration report.

I. Workforce attitude. [60-2.23(b)(12)]

Faculty members are screened and evaluated by senior faculty members, department head, and deans. Non-academic personnel are evaluated by supervisor or managers, department head and deans. Final decisions are made in the dean's office. All administrative personnel (i.e., department heads and deans) appear well qualified for personnel management.

No problem is thought to exist.

J. Technical phases of compliance, such as poster/notification to labor unions, retention of applications, notification to sub-contractors, etc. [60-2.23(a)(10)]

1. Poster displays [60-2.23(b)(19)]

All notices of vacancies (EPA and SPA) are posted on bulletin boards on each floor of Biltmore Hall. Appropriate notices are also circulated to the graduate student organization.

No problem exists.

2. Purchase orders...[60-2.23(b)(18)]. See central administration report.

3. Labor unions....[60-2.23(b)(17)]. See central administration report.

K. 1. No formal techniques established for evaluating effectiveness of EEO programs [60-2.23(b)(14)]

See central administration report.

2. Lack of suitable housing inhibits recruitment efforts and employment of qualified minorities. [60-2.23(b)(16)]

See central administration report.

3. Lack of suitable transportation inhibits minority employment. [60-2.23(b)(16)]

L. 1. Compliance of personnel policies and practices with the Sex Discrimination Guidelines of 41 CFR Parts 60-20. [60-2.23(13)(h)]

See central administration report.

2. In hiring decisions, assignment to a particular title or rank may be discriminatory.

Not applicable--See central administration report.

3. Anti-nepotism policies

See central administration report.

4. Rights and Benefits - Salary

An analysis of positions, years of service and salary, did not indicate any discriminatory practices exist.

L. 1. Compliance of personnel policies and practices with the Sex Discrimination Guidelines of 41 CFR Parts 60-20. [60-2.23(13)(h)]

See central administration report.

2. In hiring decisions, assignment to a particular title or rank may be discriminatory.

Not applicable--See central administration report.

3. Anti-nepotism policies

See central administration report.

4. Rights and Benefits - Salary

An analysis of positions, years of service and salary, did not indicate any discriminatory practices exist.

AFFIRMATIVE ACTION PLAN
EPA FACUL

SCHOOL/~~DEPARTMENT~~ Forest Resources
COMPLETED BY L. C. Saylor

DATE January 8, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to October 1973 Tabulation)

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	3						3	
Professor	14						14	
Associate Professor	16						16	
Assistant Professor	9						9	
Instructor	8						8	
Lecturer								
SUB-TOTAL	50						50	
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL								
TOTAL	50						50	

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	3						3	
Professor	15						15	
Associate Professor	15						15	
Assistant Professor	14	1					14	1
Instructor	4						4	
Lecturer								
SUB-TOTAL	51	1					51	1
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL								
TOTAL	51	1					51	1

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/~~DEPARTMENT~~ Forest Resources DATE January 8, 1974

COMPLETED BY L. C. Saylor

TABLE III
TOTAL FACULTY COMPLEMENT
(According to October 1973 Tabulation)
See Table I

	Availability Percentages (a)	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	97.3	50	100	-	-	50	100	+
White Female	1.4							
Black Male	0.9							
Black Female	0							
Other Male	0.4							
Other Female	0							
TOTAL	100		100%		100%	50	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	51	98.1			51	98.1
White Female	1	1.9			1	1.9
Black Male						
Black Female						
Other Male						
Other Female						
TOTAL	52	100%		0.00%	52	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.

SCHOOL/~~DEPARTMENT~~ Forest Resources
COMPLETED BY L. C. Saylor

AFFIRMATIVE ACTION PLAN
EPA[illegible]ON-FACULTY

DATE January 8, 197[illegible]

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

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

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

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
	5						5	
	5						5	
	5						5	

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/~~DEPARTMENT~~ Forest Resources DATE January 8, 1974

COMPLETED BY L. C. Saylor

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

	* Availability Percentages	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	97.3	5	100			5	100
White Female	1.4						
Black Male	0.9						
Black Female	0						
Other Male	0.4						
Other Female	0						
TOTAL	100	5	100%		100%	5	100%

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	5	100			5	100
White Female						
Black Male						
Black Female						
Other Male						
Other Female						
TOTAL	5	100%		100%	5	100%

*Same as EPA faculty because personnel obtained from the same basic manpower pool.

AFFIRMATIVE ACTION PLAN
EPA FACUL[illegible]

SCHOOL/[illegible] Forest Resources
COMPLETED BY L. C. Saylor

DATE January 8, 1974

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		1								
Associate Professor	1		1								
Assistant Professor	2	2	4	5	1					5	1
Instructor											
Lecturer											
SUB-TOTAL	4	2	6	5	1					5	1
TOTAL	A	B	C								I
PERMANENT PART TIME*											
Professor											
Associate Professor											
Assistant Professor											
Instructor											
Lecturer											
Visiting											
SUB-TOTAL											
TOTAL	A 4	B 2	C 6							6	I

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

SCHOOL/~~DEPARTMENT~~ School of Forest Resources EPA NON-FACULTY

COMPLETED BY L. C. Saylor DATE January 8, 1974

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)											
Professionals	1		1	1						1	
Technicians											
SUB-TOTAL	1	0	1	1						1	
TOTAL	A	B	C								

PERMANENT PART TIME*											
Officials & Managers											
Professionals											
Technicians											
SUB-TOTAL											
TOTAL	A 1	B 0	C 1							1	

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.

SCHOOL Forest Resources
COMPLETED BY I. C. Saylor
DATE January 8, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT
1973

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	3	7	2	2			5	9
Sales								
Clerical		16		1				17
Craftsman	1						1	
Operations (semi-skilled)		1						1
Laborers								
Service Workers								
SUB-TOTAL	4	24	2	3			6	27
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	4	24	2	3			6	27

TABLE II

PROJECTED SPA COMPLEMENT FOR
ACADEMIC YEAR(S) 1973-76
(Reflecting Anticipated Promotions and your Projected Hiring Goals)

WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
3	7	2	2			5	9
	15		3				18
1						1	
	1						1
4	23	2	5			6	28
4	23	2	5			6	28

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Forest Resources
COMPLETED BY L. C. Saylor

DATE January 8, 1974

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 (1973-1976)	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											
Professionals											
Technicians	3		3		3						3
Sales											
Clerical	4	1	5		3		2				5
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL	7	1	8		6		2				8
TOTAL											
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	7	1	8		6		2				8

Note: A + B = C
C = D

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

SCHOOL Forest Resources
COMPLETED BY L. C. Saylor
DATE January 8, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT
1973

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	3	7	2	2			5	9
Sales								
Clerical		16		1				17
Craftsman	1						1	
Operations (semi-skilled)		1						1
Laborers								
Service Workers								
SUB-TOTAL	4	24	2	3			6	27
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	4	24	2	3			6	27

TABLE II

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

	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	3	7	2	2			5	9
Sales								
Clerical		17		1				18
Craftsman	1						1	
Operations (semi-skilled)		1						1
Laborers								
Service Workers								
SUB-TOTAL	4	25	2	3			6	28
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	4	25	2	3			6	28

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Forest Resources
COMPLETED BY L. C. Saylor
DATE January 8, 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	1		1		1						1
Sales											
Clerical		1	1		1						1
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL	1	1	2		2						2
TOTAL											
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	1	1	2		2						2

Note: A + B = C
C = D

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

SCHOOL Forest Resources
COMPLETED BY L. C. Saylor
DATE January 8, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

1974

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	3	7	2	2			5	9
Sales								
Clerical		17		1				18
Craftsman	1						1	
Operations (semi-skilled)		1						1
Laborers								
Service Workers								
SUB-TOTAL	4	25	2	3			6	28
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	4	25	2	3			6	28

TABLE II

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

	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
	3	7	2	2			5	9
		16		2				18
	1						1	
		1						1
	4	24	2	4			6	28
	4	24	2	4			6	28

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Forest Resources
COMPLETED BY L. C. Saylor
DATE January 8, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant ~~(1973 - 197)~~ (1974-1975)	Estimated Number of Newly Created Positions ~~(1973 - 197)~~ (1974-75)	Total Positions to Be Filled ~~(1973-197)~~ (1974-75)	Projected Hiring Goals (based on the total positions to be filled) ~~(1973 - 197)~~ (1974-75)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Officials & Managers											
Professionals											
Technicians	1		1		1						1
Sales											
Clerical	2		2		1		1				2
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL	3		3		2		1				3
TOTAL											
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	3		3		2		1				3

Note: A + B = C
C = D

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

COMPLETED BY L. C. Saylor
DATE January 8, 1974

AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT
1975

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	3	7	2	2			5	9
Sales								
Clerical		16		2				18
Craftsman	1						1	
Operations (semi-skilled)		1						1
Laborers								
Service Workers								
SUB-TOTAL	4	24	2	4			6	28
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	4	24	2	4			6	28

TABLE II

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

	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	3	7	2	2			5	9
Sales								
Clerical		15		3				18
Craftsman	1						1	
Operations (semi-skilled)		1						1
Laborers								
Service Workers								
SUB-TOTAL	4	23	2	5			6	28
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	4	23	2	5			6	28

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Forest Resources
COMPLETED BY L. C. Saylor

DATE January 8, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant ~~(1973--197--)~~ (1975-76)	Estimated Number of Newly Created Positions ~~(1973--197--)~~ (1975-76)	Total Positions to Be Filled ~~(1973-197-)~~ (1975-76)	Projected Hiring Goals (based on the total positions to be filled) ~~(1973---197--)~~ (1975-76)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Officials & Managers											
Professionals											
Technicians	1		1		1						1
Sales											
Clerical	2		2		1		1				2
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL	3		3		2		1				3
TOTAL											
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	3		3		2		1				3

Note: A + B = C
C = D

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

AFFIRMATIVE ACTION PLAN
EPA FACUL

SCHOOL/DEPARTMENT Forestry
COMPLETED BY L. C. Saylor

DATE January 8, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to October 1973 Tabulation)

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor	8						8	
Associate Professor	5						5	
Assistant Professor	5						5	
Instructor	4*						4	
Lecturer								
SUB-TOTAL	23						23	
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL								
TOTAL	23						23	

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor	8						8	
Associate Professor	6						6	
Assistant Professor	6**						6**	
Instructor	3						3	
Lecturer								
SUB-TOTAL	24						24	
*PERMANENT PART-TIME								
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer								
Visiting								
SUB-TOTAL								
TOTAL	24						24	

*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.

* Includes one teaching technician position.
** Includes one anticipated new position.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

~~SCHOOL~~/DEPARTMENT Forestry

DATE January 8, 1974

COMPLETED BY L. C. Saylor

TABLE III
TOTAL FACULTY COMPLEMENT
(According to October 1973 Tabulation)
See Table I

	Availability Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	99.3	23	100	-	-	23	100	+
White Female	0.4							
Black Male	0.2							
Black Female	0							
Other Male	0.1							
Other Female	0							
TOTAL	100.0%	23	100%	-	100%	23	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	24	100	-	-	24	100
White Female						
Black Male						
Black Female						
Other Male						
Other Female						
TOTAL	24	100%	-	100%	24	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.

SCHOOL/DEPARTMENT Forestry

COMPLETED BY L. C. Saylor

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 8, 1974

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

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

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

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
	4						4	
	4						4	
	4						4	

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

~~SCHOOL/~~DEPARTMENT Forestry

DATE January 8, 1974

COMPLETED BY L. C. Saylor

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

	* Availability Percentages	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	99.3	4	100	-	-	4	100
White Female	0.4						
Black Male	0.2						
Black Female	0						
Other Male	0.1						
Other Female	0						
TOTAL	100%	4	100%		100%	4	100%

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	4	100			4	100
White Female						
Black Male						
Black Female						
Other Male						
Other Female						
TOTAL	4	100%		100%	4	100%

*Same as EPA faculty because personnel obtained from the same basic pool.

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Forestry — EPA FACULTY

COMPLETED BY L. C. Saylor — DATE January 8, 1974

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		1								
Associate Professor											
Assistant Professor	1	1	1	3						3	
Instructor											
Lecturer											
SUB-TOTAL	2	1	3*	3						3	
TOTAL	A	B	C							3	
PERMANENT PART TIME*											
Professor											
Associate Professor											
Assistant Professor											
Instructor											
Lecturer											
Visiting											
SUB-TOTAL											
TOTAL	A 2	B 1	C 3							3	

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.

*Includes one possible retirement, one possible resignation and one possible new position.

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Forestry EPA NON-FACULTY

COMPLETED BY L. C. Saylor DATE January 8, 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	
FULL-TIME				M	F	M	F	M	F	M	F
Officials & Managers (Do not include Dept. Heads)											
Professionals	1		1	1						1	
Technicians											
SUB-TOTAL	1		1	1						1	
TOTAL	A	B	C								
PERMANENT PART TIME*											
Officials & Managers											
Professionals											
Technicians											
SUB-TOTAL											
TOTAL	A 1	B	C 1	1						1	

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.

Dept. SCHOOL Forestry
COMPLETED BY L. C. Saylor
DATE January 8, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	1	5	2	2			3	7
Sales								
Clerical		7		1				8
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL	1	12	2	3			3	15
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	1	12	2	3			3	15

TABLE II

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR(S) 1973-76
(Reflecting Anticipated Promotions and your Projected Hiring Goals)

	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	1	5	2	2			3	7
Sales								
Clerical		6		2				8
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL	1	11	2	4			3	15
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	1	11	2	4			3	15

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

Dept.
~~SCHOOL~~ Forestry
COMPLETED BY L. C. Saylor

DATE January 8, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1973 - 197 6)	Estimated Number of Newly Created Positions (1973 - 1976)	Total Positions to Be Filled (1973-197)	Projected Hiring Goals (based on the total positions to be filled) (1973 - 197 6)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Officials & Managers											
Professionals											
Technicians	2		2		2						2
Sales											
Clerical	2		2		1		1				2
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL	4		4		3		1				4
TOTAL											
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	4		4		3		1				4

Note: A + B = C
C = D

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Recreation REsources Adm.
COMPLETED BY L. C. Saylor

DATE January 8, 1974

TABLE I

PRESENT FACULTY COMPLEMENT
(According to October 1973 Tabulation)

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

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1		1						1	
Professor	1						1		2						2	
Associate Professor	4						4		2						2	
Assistant Professor	0						0		*3	1					*3	1
Instructor	2						2		0						0	
Lecturer																
SUB-TOTAL	8						8		8	1					8	1
*PERMANENT PART-TIME																
Professor																
Associate Professor																
Assistant Professor																
Instructor																
Lecturer																
Visiting																
SUB-TOTAL																
TOTAL	8						8		8	1					8	1

*Includes one new position.

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Recreation Resources Administration DATE January 8, 1974

COMPLETED BY L. C. Saylor

TABLE III
TOTAL FACULTY COMPLEMENT
(According to October 1973 Tabulation)
See Table I

	Availability Percentages(a)	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	86.4	8	100	-	-	8	100	+
White Female	6.1							
Black Male	5.3							
Black Female	0							
Other Male	2.2							
Other Female	0							
TOTAL	100%	8	100%		100%	8	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	8	88.9			8	88.9
White Female	1	11.1			1	11.1
Black Male						
Black Female						
Other Male						
Other Female						
TOTAL	9	100%		100%	9	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.

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Recreation Resources Adm. EPA FACUL

COMPLETED BY L. C. Saylor DATE January 8, 1974

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		1								
Assistant Professor		1	1	1	1					1	1
Instructor											
Lecturer											
SUB-TOTAL	1	1	2	1	1					1	1
TOTAL	A	B	C								D
PERMANENT PART TIME*											
Professor											
Associate Professor											
Assistant Professor											
Instructor											
Lecturer											
Visiting											
SUB-TOTAL											
TOTAL	A 1	B 1	C 2							D 2	

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 or more.

Dept. SCHOOL Recreation Resources Administration
COMPLETED BY L. C. Saylor
DATE January 8, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

TABLE II

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR(S) 1973-76
(Reflecting Anticipated Promotions and your Projected Hiring Goals)

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

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

Dept. ~~SCHOOL~~ Recreation Resources Administration
COMPLETED BY L. C. Saylor

DATE January 8, 1974

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 (1973-1976)	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											
Professionals											
Technicians											
Sales											
Clerical	1		1		1						1
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL	1		1		1						1
TOTAL											
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	1		1		1						1

Note: A + B = C
C = D

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Wood and Paper Science — EPA FACULTY — DATE January 8, 1974

COMPLETED BY L. C. Saylor

TABLE I

PRESENT FACULTY COMPLEMENT
(According to October 1973 Tabulation)

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	
*FULL-TIME	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	1						1			1						1	
Professor	5						5			5						5	
Associate Professor	7						7			7						7	
Assistant Professor	4						4			5						5	
Instructor	2						2			1						1	
Lecturer																	
SUB-TOTAL	19						19			19						19	
*PERMANENT PART-TIME																	
Professor																	
Associate Professor																	
Assistant Professor																	
Instructor																	
Lecturer																	
Visiting																	
SUB-TOTAL	19						19			19						19	
TOTAL																	

*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.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

~~SCHOOL~~/DEPARTMENT Wood and Paper Science DATE January 8, 1974

COMPLETED BY L. C. Saylor

TABLE III
TOTAL FACULTY COMPLEMENT
(According to October 1973 Tabulation)
See Table I

	Availability Percentages (a)	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	99.3	19	100	-	-	19	100	+
White Female	0.7							
Black Male	0							
Black Female	0							
Other Male	0							
Other Female	0							
TOTAL	100%	19	100%		100%	19	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	19	100	-	-	19	100
White Female						
Black Male						
Black Female						
Other Male						
Other Female						
TOTAL	19	100%		100%	19	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.

~~SCHOOL~~/DEPARTMENT Wood and Paper Science
COMPLETED BY L. C. Saylor

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 8, 1974

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

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
	1						1	

*Research Associate.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Wood and Paper Science

DATE January 8, 1974

COMPLETED BY L. C. Saylor

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

	* Availability Percentages	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	99.3	1	100	-	-	1	100
White Female	0.7						
Black Male	0						
Black Female	0						
Other Male	0						
Other Female	0						
TOTAL	100	1	100%		100%	1	100%

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

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

*Same as EPA faculty because personnel obtained from the same basic manpower pool.

AFFIRMATIVE ACTION PLAN
EPA FACULT

~~DEPARTMENT~~ Wood and Paper Science
COMPLETED BY L. C. Saylor

DATE January 8, 1974

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			1						1	
Instructor											
Lecturer											
SUB-TOTAL	1	0	1	1						1	
TOTAL	A	B	C								D
PERMANENT PART TIME*											
Professor											
Associate Professor											
Assistant Professor											
Instructor											
Lecturer											
Visiting											
SUB-TOTAL											
TOTAL	A 1	B 0	C 1							1	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 NON-FACULTY

SCHOOL/DEPARTMENT Wood and Paper Science

COMPLETED BY L. C. Saylor

DATE January 8, 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	
FULL-TIME				M	F	M	F	M	F	M	F
Officials & Managers (Do not include Dept. Heads)											
Professionals	0	0	0								
Technicians											
SUB-TOTAL	0	0	0								
TOTAL		A	B	C							
PER ANENT PART TIME*											
Officials & Managers											
Professionals											
Technicians											
SUB-TOTAL		A	B	C							
TOTAL	0	0	0								

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.

Dept. SCHOOL Wood & Paper Science
COMPLETED BY L. C. Saylor
DATE January 8, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

FULL-TIME	WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
Officials & Managers								
Professionals								
Technicians	2	2					2	2
Sales								
Clerical		4						4
Craftsman	1						1	
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL	3	6					3	6
*PART-TIME								
Officials & Managers								
Professionals								
Technicians								
Sales								
Clerical								
Craftsman								
Operations (semi-skilled)								
Laborers								
Service Workers								
SUB-TOTAL								
TOTAL	3	6					3	6

TABLE II

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR(S) 1973-76
(Reflecting Anticipated Promotions and your Projected Hiring Goals)

WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
2	2					2	2
	3		1				4
1						1	
3	5		1			3	6
3	5		1			3	6

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

Dept. ~~SCHOOL~~ Wood and Paper Science

COMPLETED BY L. C. Saylor

DATE January 8, 1974

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 (1973-1976)	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											
Professionals											
Technicians	1		1		1						1
Sales											
Clerical	1		1				1				1
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL	2	0	2		1		1				2
TOTAL											
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	2	0	2		1		1				2

Note: A + B = C
C = D

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

Department of Recreation Resources Administration
School of Forest Resources
North Carolina State University
Raleigh, North Carolina

Faculty Vacancy

Position: Assistant or Associate Professor in Natural Resources Recreation Management with rank and salary appropriate to qualifications. A twelve-month position to begin July 1, 1974. Close-out date for receiving applications is March 1, 1974.

Responsibilities: (1) Teach undergraduate and graduate courses in natural resources recreation management. More specifically courses will involve land use planning and management for recreation, recreation resources inventory planning, and recreation resources development applied to federal, state, and private sectors rather than to municipalities. (2) Develop research activities aimed at solution of recreation problems related to natural resources management.

Qualifications: A recreation resource degree with emphasis on management of natural resources and/or education and experience in landscape architecture is preferred. Facility with statistical and computer analysis is desired. Experience with federal and/or state agencies and/or private enterprise would be advantageous. Applicants with a doctorate degree will have high priority.

Additional Information: The Department of Recreation Resources Administration is located in the School of Forest Resources. Other departments within the School are Forestry, and Wood and Paper Science. Approximately 350 undergraduates are recreation majors. An outstanding Department of Forest Extension provides cooperative assistance.

North Carolina State University has strong departments in related social and biological sciences which cooperate extensively in both undergraduate and graduate education. The School of Design houses a progressive Department of Landscape Architecture with which the Department cooperates. The division of Continuing Education cooperates with the Department of Recreation Resources Administration in conducting the Park and Recreation Maintenance-Management and Revenue Sources Schools.

North Carolina State University is an EQUAL OPPORTUNITY EMPLOYER. Applicants will be considered without discrimination because of race, religion, sex, age or national origin. Applications should be directed to:

Thomas I. Hines, Head
Department of Recreation Resources Administration
North Carolina State University
P. O. Box 5325
Raleigh, North Carolina 27607.

Department of Recreation Resources Administration
School of Forest Resources
North Carolina State University
Raleigh, North Carolina

Open Faculty Position

Position: Recreation Resource Planner. Assistant or Associate Professor with rank and salary appropriate to qualifications. Position to be filled prior to the beginning of the 1973-74 academic year. Services could begin June 1, 1973.

Responsibilities: Teach undergraduate and graduate courses in the area of park planning, maintenance and operation with major focus upon urban needs and associated problems. Develop a research program aimed at solution of problems related to resource planning (as distinct from program planning) as it relates to recreation use particularly on urban and urban fringe lands. To develop procedures for the assistance of municipalities and counties in recreation planning and community development.

Desirable Qualifications: Doctorate with experience in urban recreation planning and management. Teaching and/or research experiences are preferred. A recreation-related degree with emphasis on regional planning and community development resource management is preferred but equivalent qualifications will be considered.

Additional Information: The Department of Recreation Resources Administration is located in the School of Forest Resources. Other departments within the School are Forestry, and Wood and Paper Science. Approximately 350 undergraduates are recreation majors. An outstanding Department of Forest Extension provides cooperative assistance.

North Carolina State University has strong departments in related social and biological sciences which cooperate extensively in both undergraduate and graduate education. The School of Design houses a progressive Department of Landscape Architecture with which the Department cooperates. The division of Continuing Education cooperates with the Department of Recreation Resources Administration in conducting the Park and Recreation Maintenance-Management and Revenue Sources Schools.

North Carolina State University is an equal opportunity employer. Applicants will be considered without discrimination because of race, religion, sex, age or national origin. Applications should be directed to:

Thomas I. Hines, Head
Department of Recreation Resources Administration
North Carolina State University
P. O. Box 5325
Raleigh, North Carolina 27607

DATE: January 8, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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.

Attached.

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	471	86.4
White Female	33	6.1
Black Male	29	5.3
Black Female	0	
Other Male	12	2.2
Other Female	0	
TOTAL	545	100%

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. The availability data compiled for professorial positions for Form 1 and Table III are for all academic ranks from assistant to full professor. This is for two reasons: (1) It is essentially impossible to subdivide the national manpower pool to fit the individual criteria because differences are primarily related to experience and productivity which are very hard to measure. (2) Nearly all hiring is done at the assistant professor level.

Assistant Professor

- Ability or definite promise in teaching, research, extension, or another scholarly or germane creative activity
- Potential for directing teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience [1/]

Associate Professor

- Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

Professor

- Distinguished achievement in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- Established reputation in the individual's profession or field of scholarly or germane creative activity
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

[1/] One of the degrees (i.e., bachelors, masters or doctorate) must be in an appropriate professional area (i.e., forestry, recreation or wood and paper science) except in very special cases when professional experience may be considered as an equivalent.

School/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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

a.& b.List sources of data and how you arrived at figures:

1971 report published by the Council for University Progress at the University of Minnesota listed four (13.3%) of 30 doctorates were earned by females from 1960-69.

1971 (August) issue of "Parks and Recreation" and 1973 report by T. A. Stein (to be published in Parks and Recreation) indicating that of approximately 600 faculty positions that exist in recreation programs about 19% are held by females and less than five (5) percent by blacks (i.e.,24).(5 of 159 students currently enrolled in doctorate programs are black.)

Estimates by NCSU recreation faculty that the total manpower pool would consist of: (1) the 356 faculty members with doctorates currently holding positions in recreation programs; (2) 159 students currently in doctoral programs and soon to become available; and (3) 18 (5% of 356) individuals estimated to have doctorates that are not in academia (i.e., with national organizations, federal bureaus, etc.).

Estimation by recreation faculty that no more than six (6) percent of the persons with doctorates would be females qualified for a position in the types of programs administered at NCSU (i.e., development, management and administration of recreation areas, facilities, programs, personnel, etc.). It is known that most of the females earned degrees in programs that dealt with therapeutic recreation or face-to-face leadership (e.g., physical education) roles.

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

The data are as complete as could reasonably be achieved.

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

Meaningful data applicable to the School of Forest Resources are very difficult to obtain for a number of rather general reasons. For example, past regulations that prohibited the recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc., all have made it difficult to find published data for the areas we are concerned with.

In some instances the figures reported are far too comprehensive a field to be meaningful for our specialty areas. For example, many of the figures for recreation include physical education (PE) type programs which we are not concerned with. Likewise the forestry data often includes areas like range and wildlife management which are not a part of our School.

3. d. In other cases the figures reported are not complete enough for our purposes. As stated above, although a doctorate degree is required for all professional positions only one of the degrees (i.e., B.S. or M.S. or Ph.D.) need be in the specialty area (i.e., forestry, recreation or wood science). Thus data about doctoral graduates from forestry schools are incomplete because they do not include individuals that have appropriate undergraduate degrees with their doctorates in areas such as chemistry, economics, genetics, soils, statistics, etc.

DATE: January 8, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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.

Attached.

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	471	86.4
White Female	33	6.1
Black Male	29	5.3
Black Female	0	
Other Male	12	2.2
Other Female	0	
TOTAL	545	100%

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. The availability data compiled for professorial positions for Form 1 and Table III are for all academic ranks from assistant to full professor. This is for two reasons: (1) It is essentially impossible to subdivide the national manpower pool to fit the individual criteria because differences are primarily related to experience and productivity which are very hard to measure. (2) Nearly all hiring is done at the assistant professor level.

Assistant Professor

- Ability or definite promise in teaching, research, extension, or another scholarly or germane creative activity
- Potential for directing teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience [1/]

Associate Professor

- Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

Professor

- Distinguished achievement in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- Established reputation in the individual's profession or field of scholarly or germane creative activity
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

[1/] One of the degrees (i.e., bachelors, masters or doctorate) must be in an appropriate professional area (i.e., forestry, recreation or wood and paper science) except in very special cases when professional experience may be considered as an equivalent.

School/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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

a.& b.List sources of data and how you arrived at figures:

1971 report published by the Council for University Progress at the University of Minnesota listed four (13.3%) of 30 doctorates were earned by females from 1960-69.

1971 (August) issue of "Parks and Recreation" and 1973 report by T. A. Stein (to be published in Parks and Recreation) indicating that of approximately 600 faculty positions that exist in recreation programs about 19% are held by females and less than five (5) percent by blacks (i.e.,24).(5 of 159 students currently enrolled in doctorate programs are black.)

Estimates by NCSU recreation faculty that the total manpower pool would consist of: (1) the 356 faculty members with doctorates currently holding positions in recreation programs; (2) 159 students currently in doctoral programs and soon to become available; and (3) 18 (5% of 356) individuals estimated to have doctorates that are not in academia (i.e., with national organizations, federal bureaus, etc.).

Estimation by recreation faculty that no more than six (6) percent of the persons with doctorates would be females qualified for a position in the types of programs administered at NCSU (i.e., development, management and administration of recreation areas, facilities, programs, personnel, etc.). It is known that most of the females earned degrees in programs that dealt with therapeutic recreation or face-to-face leadership (e.g., physical education) roles.

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

The data are as complete as could reasonably be achieved.

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

Meaningful data applicable to the School of Forest Resources are very difficult to obtain for a number of rather general reasons. For example, past regulations that prohibited the recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc., all have made it difficult to find published data for the areas we are concerned with.

In some instances the figures reported are far too comprehensive a field to be meaningful for our specialty areas. For example, many of the figures for recreation include physical education (PE) type programs which we are not concerned with. Likewise the forestry data often includes areas like range and wildlife management which are not a part of our School.

3. d. In other cases the figures reported are not complete enough for our purposes. As stated above, although a doctorate degree is required for all professional positions only one of the degrees (i.e., B.S. or M.S. or Ph.D.) need be in the specialty area (i.e., forestry, recreation or wood science). Thus data about doctoral graduates from forestry schools are incomplete because they do not include individuals that have appropriate undergraduate degrees with their doctorates in areas such as chemistry, economics, genetics, soils, statistics, etc.

DATE: January 8, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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.

Attached.

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	471	86.4
White Female	33	6.1
Black Male	29	5.3
Black Female	0	
Other Male	12	2.2
Other Female	0	
TOTAL	545	100%

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. The availability data compiled for professorial positions for Form 1 and Table III are for all academic ranks from assistant to full professor. This is for two reasons: (1) It is essentially impossible to subdivide the national manpower pool to fit the individual criteria because differences are primarily related to experience and productivity which are very hard to measure. (2) Nearly all hiring is done at the assistant professor level.

Assistant Professor

- Ability or definite promise in teaching, research, extension, or another scholarly or germane creative activity
- Potential for directing teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience [1/]

Associate Professor

- Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

Professor

- Distinguished achievement in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- Established reputation in the individual's profession or field of scholarly or germane creative activity
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

[1/] One of the degrees (i.e., bachelors, masters or doctorate) must be in an appropriate professional area (i.e., forestry, recreation or wood and paper science) except in very special cases when professional experience may be considered as an equivalent.

School/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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

a.& b.List sources of data and how you arrived at figures:

1971 report published by the Council for University Progress at the University of Minnesota listed four (13.3%) of 30 doctorates were earned by females from 1960-69.

1971 (August) issue of "Parks and Recreation" and 1973 report by T. A. Stein (to be published in Parks and Recreation) indicating that of approximately 600 faculty positions that exist in recreation programs about 19% are held by females and less than five (5) percent by blacks (i.e.,24).(5 of 159 students currently enrolled in doctorate programs are black.)

Estimates by NCSU recreation faculty that the total manpower pool would consist of: (1) the 356 faculty members with doctorates currently holding positions in recreation programs; (2) 159 students currently in doctoral programs and soon to become available; and (3) 18 (5% of 356) individuals estimated to have doctorates that are not in academia (i.e., with national organizations, federal bureaus, etc.).

Estimation by recreation faculty that no more than six (6) percent of the persons with doctorates would be females qualified for a position in the types of programs administered at NCSU (i.e., development, management and administration of recreation areas, facilities, programs, personnel, etc.). It is known that most of the females earned degrees in programs that dealt with therapeutic recreation or face-to-face leadership (e.g., physical education) roles.

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

The data are as complete as could reasonably be achieved.

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

Meaningful data applicable to the School of Forest Resources are very difficult to obtain for a number of rather general reasons. For example, past regulations that prohibited the recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc., all have made it difficult to find published data for the areas we are concerned with.

In some instances the figures reported are far too comprehensive a field to be meaningful for our specialty areas. For example, many of the figures for recreation include physical education (PE) type programs which we are not concerned with. Likewise the forestry data often includes areas like range and wildlife management which are not a part of our School.

3. d. In other cases the figures reported are not complete enough for our purposes. As stated above, although a doctorate degree is required for all professional positions only one of the degrees (i.e., B.S. or M.S. or Ph.D.) need be in the specialty area (i.e., forestry, recreation or wood science). Thus data about doctoral graduates from forestry schools are incomplete because they do not include individuals that have appropriate undergraduate degrees with their doctorates in areas such as chemistry, economics, genetics, soils, statistics, etc.

DATE: January 8, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: ~~Recreation Resources Administration~~

Individual Completing Form: L. C. Saylor

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.

Attached.

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	471	86.4
White Female	33	6.1
Black Male	29	5.3
Black Female	0	
Other Male	12	2.2
Other Female	0	
TOTAL	545	100%

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. The availability data compiled for professorial positions for Form 1 and Table III are for all academic ranks from assistant to full professor. This is for two reasons: (1) It is essentially impossible to subdivide the national manpower pool to fit the individual criteria because differences are primarily related to experience and productivity which are very hard to measure. (2) Nearly all hiring is done at the assistant professor level.

Assistant Professor

- Ability or definite promise in teaching, research, extension, or another scholarly or germane creative activity
- Potential for directing teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience [1/]

Associate Professor

- Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

Professor

- Distinguished achievement in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- Established reputation in the individual's profession or field of scholarly or germane creative activity
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

[1/] One of the degrees (i.e., bachelors, masters or doctorate) must be in an appropriate professional area (i.e., forestry, recreation or wood and paper science) except in very special cases when professional experience may be considered as an equivalent.

School/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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

a.& b.List sources of data and how you arrived at figures:

1971 report published by the Council for University Progress at the University of Minnesota listed four (13.3%) of 30 doctorates were earned by females from 1960-69.

1971 (August) issue of "Parks and Recreation" and 1973 report by T. A. Stein (to be published in Parks and Recreation) indicating that of approximately 600 faculty positions that exist in recreation programs about 19% are held by females and less than five (5) percent by blacks (i.e.,24).(5 of 159 students currently enrolled in doctorate programs are black.)

Estimates by NCSU recreation faculty that the total manpower pool would consist of: (1) the 356 faculty members with doctorates currently holding positions in recreation programs; (2) 159 students currently in doctoral programs and soon to become available; and (3) 18 (5% of 356) individuals estimated to have doctorates that are not in academia (i.e., with national organizations, federal bureaus, etc.).

Estimation by recreation faculty that no more than six (6) percent of the persons with doctorates would be females qualified for a position in the types of programs administered at NCSU (i.e., development, management and administration of recreation areas, facilities, programs, personnel, etc.). It is known that most of the females earned degrees in programs that dealt with therapeutic recreation or face-to-face leadership (e.g., physical education) roles.

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

The data are as complete as could reasonably be achieved.

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

Meaningful data applicable to the School of Forest Resources are very difficult to obtain for a number of rather general reasons. For example, past regulations that prohibited the recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc., all have made it difficult to find published data for the areas we are concerned with.

In some instances the figures reported are far too comprehensive a field to be meaningful for our specialty areas. For example, many of the figures for recreation include physical education (PE) type programs which we are not concerned with. Likewise the forestry data often includes areas like range and wildlife management which are not a part of our School.

3. d. In other cases the figures reported are not complete enough for our purposes. As stated above, although a doctorate degree is required for all professional positions only one of the degrees (i.e., B.S. or M.S. or Ph.D.) need be in the specialty area (i.e., forestry, recreation or wood science). Thus data about doctoral graduates from forestry schools are incomplete because they do not include individuals that have appropriate undergraduate degrees with their doctorates in areas such as chemistry, economics, genetics, soils, statistics, etc.

DATE: January 8, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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.

Attached.

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	471	86.4
White Female	33	6.1
Black Male	29	5.3
Black Female	0	
Other Male	12	2.2
Other Female	0	
TOTAL	545	100%

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

1. The availability data compiled for professorial positions for Form 1 and Table III are for all academic ranks from assistant to full professor. This is for two reasons: (1) It is essentially impossible to subdivide the national manpower pool to fit the individual criteria because differences are primarily related to experience and productivity which are very hard to measure. (2) Nearly all hiring is done at the assistant professor level.

Assistant Professor

- Ability or definite promise in teaching, research, extension, or another scholarly or germane creative activity
- Potential for directing teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience [1/]

Associate Professor

- Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

Professor

- Distinguished achievement in teaching, independent research, extension, or another scholarly or germane creative activity
- Ability to direct teaching, research, graduate study, or extension activities
- Established reputation in the individual's profession or field of scholarly or germane creative activity
- Ability and willingness to participate in university affairs
- A doctor's degree, an equivalent degree, or equivalent professional experience[1/]

[1/] One of the degrees (i.e., bachelors, masters or doctorate) must be in an appropriate professional area (i.e., forestry, recreation or wood and paper science) except in very special cases when professional experience may be considered as an equivalent.

School/Department: Recreation Resources Administration

Individual Completing Form: L. C. Saylor

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

a.& b.List sources of data and how you arrived at figures:

1971 report published by the Council for University Progress at the University of Minnesota listed four (13.3%) of 30 doctorates were earned by females from 1960-69.

1971 (August) issue of "Parks and Recreation" and 1973 report by T. A. Stein (to be published in Parks and Recreation) indicating that of approximately 600 faculty positions that exist in recreation programs about 19% are held by females and less than five (5) percent by blacks (i.e.,24).(5 of 159 students currently enrolled in doctorate programs are black.)

Estimates by NCSU recreation faculty that the total manpower pool would consist of: (1) the 356 faculty members with doctorates currently holding positions in recreation programs; (2) 159 students currently in doctoral programs and soon to become available; and (3) 18 (5% of 356) individuals estimated to have doctorates that are not in academia (i.e., with national organizations, federal bureaus, etc.).

Estimation by recreation faculty that no more than six (6) percent of the persons with doctorates would be females qualified for a position in the types of programs administered at NCSU (i.e., development, management and administration of recreation areas, facilities, programs, personnel, etc.). It is known that most of the females earned degrees in programs that dealt with therapeutic recreation or face-to-face leadership (e.g., physical education) roles.

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

The data are as complete as could reasonably be achieved.

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

Meaningful data applicable to the School of Forest Resources are very difficult to obtain for a number of rather general reasons. For example, past regulations that prohibited the recording of race and sex, lack of systematic data recording and collection, incomplete responses to questionnaires that have been tried, etc., all have made it difficult to find published data for the areas we are concerned with.

In some instances the figures reported are far too comprehensive a field to be meaningful for our specialty areas. For example, many of the figures for recreation include physical education (PE) type programs which we are not concerned with. Likewise the forestry data often includes areas like range and wildlife management which are not a part of our School.

3. d. In other cases the figures reported are not complete enough for our purposes. As stated above, although a doctorate degree is required for all professional positions only one of the degrees (i.e., B.S. or M.S. or Ph.D.) need be in the specialty area (i.e., forestry, recreation or wood science). Thus data about doctoral graduates from forestry schools are incomplete because they do not include individuals that have appropriate undergraduate degrees with their doctorates in areas such as chemistry, economics, genetics, soils, statistics, etc.