

APPENDIX

Student Enrollment in School of Textiles

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973(S)</u>
Number					
Black	6	6	12	15	16
Female	27	29	35	39	46
White Male	671	716	662	602	576
Percent					
Black	0.8	0.8	1.7	2.3	2.5
Female	3.8	3.9	4.9	5.9	7.2
White Male	95.4	95.3	93.4	91.8	90.3

Undergraduate Scholarships Awarded

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973(S)</u>
Number					
Black	1	2	3	3	6
Female	3	6	7	6	14
White Male	88	94	87	90	101
Percent					
Black	16.7	33.3	25.0	20.0	37.5
Female	11.1	20.6	20.0	15.4	30.5
White Male	13.1	13.1	13.1	14.9	17.5

Graduate Student Enrollment in School of Textiles

	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973(S)</u>
Number					
Black	0	1	1	1	1
Female	5	5	7	6	6
White Male	<u>54</u>	<u>78</u>	<u>68</u>	<u>56</u>	<u>51</u>
	59	84	76	63	58
Percent					
Black	0	1.2	1.3	1.6	1.7
Female	8.5	6.0	9.2	9.5	10.3
White Male	91.5	92.8	89.5	88.9	88.0

Graduate Assistantships Awarded 1972

	<u>Number</u>		<u>Percent with Assistantships</u>
	<u>Grad. Students</u>	<u>Assistantships</u>	
Black	1	1	100
Female	6	6	100
White Male	50	41	82

Summary of Graduate Recruiting School of Textiles Faculty
December 1971 to Present

<u>Recruiter(s)</u>	<u>Institution</u>	<u>Contact(s)</u>	<u>Students Interviewed</u>			<u>Action: Offers made including financial support - Record of Acceptances</u>
			<u>B</u>	<u>F</u>	<u>M</u>	
Chaney, Rutherford	A&T State Univ.	W. I. Morris W. Sullivan	6			3 students, Miss Kelly, Miss Parker & Mr. Boone, visited here 2/14/72 at Burlington Ind. 's expense. No applications received afterwards.
Goldfinger	A&T State	Gilcrist & Hanghan	5 (2 of which were female)			One black enrolled and graduated from M.S. program
Chaney, Rutherford	UNC-G	Schaeffer				Visited Director of Placement who planned to inform students of School of Textiles programs
Cuculo, Rutherford	UNC-G	Puterbaugh				Follow-up on 2 potential students revealed that one went to Wis. and other to Duke with assistantship.
Hamby, Rutherford	UNC-C	English	1		1	Graduate assistantship offered and accepted by J. J. Hendley (black) - NCTF \$300 month. Other student dropped out after 1 semester.
Hamby	Fayette- ville State	Knuckles, Fields		2		Presentation made to students in Science Dept. Application forms mailed to Miss Morant and Miss Mack who showed interest. Miss Morant admitted later on provisional basis - then dropped out. Miss Mack did not apply.
Hamby	Gaston C.	Dean Cline	2		1	Sent application forms to blacks although records seemed weak. Later sent letters to students on Dean's List. No results.
Hamby	UNC-Ch	*			1	*Talked to 2 classes. One boy given an Enka assistantship. He withdrew after 2 weeks. *One or 2 students presently in 4-1 program may have enrolled here as a result of this visit.

Students Interviewed

Record of Acceptances

<u>Recruiter</u>	<u>Institution</u>	<u>Contact(s)</u>	<u>Students Interviewed</u>			<u>Action: Offers made including financial support -</u>
			<u>B</u>	<u>F</u>	<u>M</u>	
Rutherford, Cuculo	Duke	Quin and P. Smith				Set up to give a seminar to the 100+ students (including some black) in the Chemistry Dept. <u>No one</u> showed up.
Cates	Wake F.	J. Reed			2	Discussed graduate programs with 2 students (one oriental). Neither applied.
Goldfinger	Appalachian	Gram, Randall				Talked with Placement Director and Chairman of Math Dept. who will inform students of programs
Hamby, Rutherford	UNC- Wilm.	Crews				Talked with group. Two male students applied and are enrolled in School now. Mr. Crews could recommend no one when contacted this year.
Hamby	PCTS	Partridge		3 (1 black)	6	Interviewed each separately. Files contain summary of comments. Black female encouraged to discuss further the possibility of entering School's MTT program; female Vietnamese has already submitted an application; suggested to third female that she discuss MTT program with Dr. Cooper here during holidays; assistantship offered to male with "A" average; will forward application form to another male with high average; no encouragement given to two foreign nor 1 American whose grades were low.

Fields of Training of Textile Technology Faculty

Graduates of textile colleges or programs:

<u>Field</u>	<u>Faculty</u>
Textile Engineering	Bogdan Bradford
Textile Technology	Hutchison Klibbe Middleton Mohamed Moser Pardue Porter Smith Stuckey Lynch
Textile, Fiber & Polymer Science	Brown Grady Tucker
Textile Physics	Gupta
Physical Chemistry	Hersh
Law	Powell
Education	Robinson
Home Ec., Tex. & Clothing	Massey
Mechanical Engineering	El-Shiekh

Faculty with textile experience at time of recruitment:

Mechanical Engineering	Lord
Physics	George
Economics & Industrial Engineering	Cooper
Microscopy	Rochow

Fields of Training of Textile Technology Faculty (Cont.)

<u>Field</u>	<u>Faculty</u>
Faculty with no textile experience at time of recruitment:	
Physics	Fornes

Fields of Training of Textile Chemistry Faculty

Faculty with practical textile experience at time of recruiting:

Organic Chemistry	H. A. Rutherford J. A. Cuculo
Textile Chemistry	K. S. Campbell R. McGregor
Textile Chemistry & Education	C. D. Livengood
Physical Organic Chemistry	T. H. Guion
Physical Chemistry	D. M. Gates
Chemistry	R. W. Work

Faculty with applicable polymer experience:

Polymer Chemistry	R. D. Gilbert M. H. Theil
Organic Chemistry	C. E. Bryan
Physical Chemistry	G. Goldfinger
Chemical Engineering	W. K. Walsh

SPA POSITIONS IN SCHOOL OF TEXTILES

<u>Position No.</u>	<u>Classification</u>	<u>No. Turnovers 7/1/67 to 12/31/72</u>	<u>Turnover Total</u>
44499	Steno III	3	
44500	Secretary IV	0	
44506	Secretary III	0	
44518	Steno III	0	
44528	Steno III	3	
44504	Steno III	0	6
44520	Steno II	3	
44534	Steno II	7	
44536	Steno II (Established 12/1/70)	2	
45530	Steno II	4 (1 retired)	
44530	Steno II	5	21
44550	Typist III	3	3
44560	Typist I (Established 2/1/70)	5	5
44800	Tex. Lab. Mech.	0	
44804	Tex. Lab. Mech.	0	
44807	Tex. Lab. Mech.	0	
44802	Tex. Lab. Mech.	1 (Retired)	1
44870	Tex. Res. Tech. (Est. 8/28/70)	0	0
45453	Res. Tech.	0	0
44776	Instr. Maker II	1	1
44784	Instr. Maker I	0	0
44620	Stock Clerk	0	0
44792	Maintenance Mech.	1	1
44790	Res. Mech. II (Est. 8/2/71)	0	0
44450	Accounting Clerk III	0	0
44464	Accounting Clerk II	1 (Death)	1

<u>Position No.</u>	<u>Classification</u>	<u>No. Turnovers 7/1/67 to 12/31/72</u>	<u>Turnover Total</u>
44480	Library Assistant	3	3
45770	Public Infor. Specialist	3	3
45750	Graphic Arts Specialist (Est. 2/1/72)	0	0
45230	Tex. Dyer & Finisher	0	0
45230	Tex. Lab. Tech. III	0	0
44936	Tex. Lab. Tech. III	0	0
Total No. Positions - 32 (2 blacks, 30 whites)		45	45

Addendum to Affirmative Action Plan

School of Textiles

April 1973

Implementation

The School of Textiles recognizes that the establishment of goals alone will not bring about the solution to problems of imbalance of employment among white males, females and blacks. Responsibilities for continuing action must be assigned to individuals who will plan specific actions and see that they are followed through.

Accordingly the School has established an Affirmative Action Committee. The initial composition of the committee is as follows:

J. F. Bogdan, Chairman
H. A. Rutherford
W. E. Smith

This committee will have ad hoc advisers who will be chosen according to the needs of the committee. Various minority groups will be represented by an adviser to be elected by each group. All permanent committee members, selected temporary committee members and some ad hoc advisers will each be assigned some aspect of the overall plan of implementation as their individual responsibility for action or coordination as required.

The permanent committee as presently constituted will:

- (1) Identify and classify the component parts of the affirmative action plan.
- (2) Develop a plan of implementation.
- (3) Determine the composition of the permanent committee and, together with advisers, the assignments of the component parts of the plan to individuals.
- (4) Establish methods of recordkeeping and a repository for records.
- (5) Receive grievances and recommend to the appropriate administrators what kind of consideration should be given to them.

TABLE I

PRESENT FACULTY COMPLEMENT
 (According to ^{June} 1973 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1973-75
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	White		Black		Other		Total		//////////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	2						2		//////////	2							2
Professor	7						7		//////////	9							9
Associate Professor	17						17		//////////	16	1					1	16
Assistant Professor	9	1					9	1	//////////	6	2					2	6
Instructor	1						1		//////////			1					1
Lecturer	1						1		//////////	1							1
RESEARCH ASSOCIATE	3	1					3	1	//////////	3	1					1	3
SUB-TOTAL	40	2					40	2	//////////	37	4	1				1	38
*PERMANENT PART-TIME									//////////								
Professor									//////////								
Associate Professor									//////////								
Assistant Professor									//////////								
Instructor									//////////								
Lecturer									//////////								
Visiting									//////////								
RESEARCH ASSOCIATE		1						1	//////////		1						1
SUB-TOTAL		1						1	//////////		1						1
TOTAL	40	3					40	3	//////////	37	5	1				1	38

*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.

TABLE I

PRESENT FACULTY COMPLEMENT
(According to ^{June 12} 1973 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1973-75
(Reflecting Anticipated Changes
and your Projected Hiring Goals)

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

*PERMANENT PART-TIME - Individuals working less than full-time and being paid accordingly but under 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.

TABLE I

PRESENT FACULTY COMPLEMENT
(According to June 1973 1973 Tabulation)
73/74

TABLE II

PROJECTED FACULTY COMPLEMENT
FOR ACADEMIC YEAR 1973-75
(Reflecting Anticipated Projections
and your Projected Hiring Goals)

	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Department Head	1						1			1							1
Professor	3						3			5							5
Associate Professor	12						12			11	1						11
Assistant Professor	8	1					8	1		6	1						6
Instructor	1						1					1					1
Lecturer	1						1			1							1
RESEARCH ASSOCIATES	2	1					2	1		2	1						2
SUB-TOTAL	28	2					28	2		26	3	1					27
*PERMANENT PART-TIME																	
Professor																	
Associate Professor																	
Assistant Professor																	
Instructor																	
Lecturer																	
Visiting																	
SUB-TOTAL																	
TOTAL	28	2					28	2		26	3	1					27

*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.

SCHOOL TEXTILES
 COMPLETED BY J. F. BOGDAN
 DATE JAN 11, 1974

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

TABLE II
 PROJECTED SPA COMPLEMENT FOR
 ACADEMIC YEAR(S) 73/74
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians	7	2					7	2		7	2						
Sales																	
Clerical		13	1	2			1	15			13	1	2			1	15
Craftsman	3						3			3						3	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL	10	15	1	2			11	17		10	15	1	2			11	17
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical		2					2				2						2
Craftsman																	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL		2					2				2						2
TOTAL	10	17	1	2			11	17		10	17	1	2			11	19

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

SCHOOL TEXTILES
 COMPLETED BY JF BOGDAN
 DATE JAN 11, 1974

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

TABLE II
 PROJECTED SPA COMPLEMENT FOR
 ACADEMIC YEAR(S) 74/75
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians	7	2					7	2		7	2					7	2
Sales																	
Clerical		13	1	2			1	15		12	1	3			1	15	
Craftsman	3						3			3					3		
Operations (semiskilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL	10	15	1	2			11	17		10	14	1	3			11	17
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical		2					2			2						2	
Craftsman																	
Operations (semiskilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL		2					2			2						2	
TOTAL	10	17	1	2			11	19		10	16	1	3			11	19

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

SCHOOL TEXTILES
 COMPLETED BY J.F. BOGDAN
 DATE JAN 11, 1974

N.C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

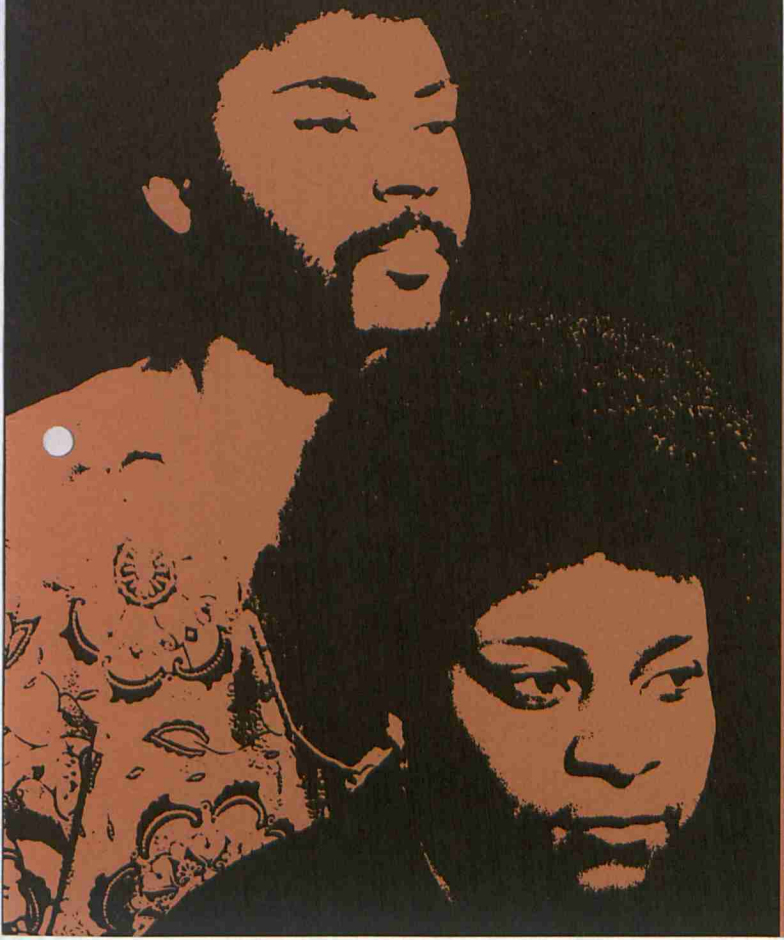
TABLE II
 PROJECTED SPA COMPLEMENT FOR
 ACADEMIC YEAR(S) 75/76
 (Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians	7	2					7	2		7	2					7	2
Sales																	
Clerical		13	1	2			1	15			10	1	5			1	15
Craftsman	3						3			3						3	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL	10	15	1	2			11	17		10	12	1	5			11	17
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical		2					2			2							2
Craftsman																	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL		2					2			2							2
TOTAL	10	17	1	2			11	19		10	14	1	5			11	19

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

Blacks in Textiles

School of Textiles, North Carolina State University
at Raleigh





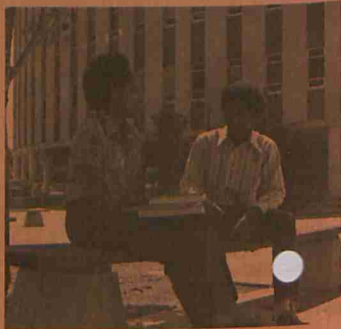
Blacks have contributed to the field of textiles for years in areas of picking and processing cotton in the 1700-1800's and working within factories during 1900's. Now many Blacks have the opportunity to participate in the fields of management, design, and research in textiles.

Martha Manuel
Class '75

As I view the Textile industry, large numbers of blacks are being hired into low skilled jobs, with an increase in the number being placed into skilled jobs and a very small number in management positions.

I have found N.C.S.U. to be representative of society. People at State are basically no better or worse than people I have met outside of the university community. As far as academics are concerned, you get what you put into it.

Tommie Garner, Jr.
Class '73



The textile industry for so long has been strictly white in the management or other high positions. Today there is a vigorous recruitment of blacks for these jobs. Although opportunity has expanded greatly for blacks in the past few years, the industry still has a long way to go.



Blacks in Textile World

This brochure has been produced by the School of Textiles at North Carolina State University. We feel that this type of brochure is necessary to answer, from a Black perspective, some of the questions Black students may have about North Carolina State University and to make these students aware of the opportunities available to them in the textile industry.

When a Black student enters a predominately white institution, he is confronted with problems of relating and adjusting to his new surroundings. The Black students at North Carolina State University have formed a social and political organization, Society of Afro-American Culture (SAAC) to help the students make this adjustment while keeping their ties with the Black community.

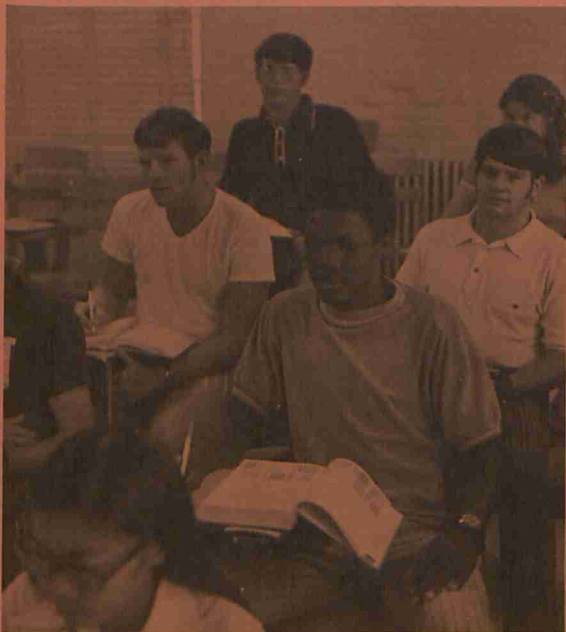
SAAC plays an important role in the life of the Black student while he or she is at North Carolina State. The organization is regarded as "the voice" of the Black student at State. Even though the culture gap in the university's social and educational programming is far from being bridged, SAAC along with other organizations (Alpha Phi Alpha and Black Students Board) are working to increase the programs that are of interest to the Black student. Some events geared towards this goal are the annual Pan-African Festival, lectures, films, and social gatherings. The Black students have control of facilities to be used as a Black Student Union. "The Ghetto" is used by SAAC and other groups for such events as meetings, discussions and parties.

Opportunities in Textiles

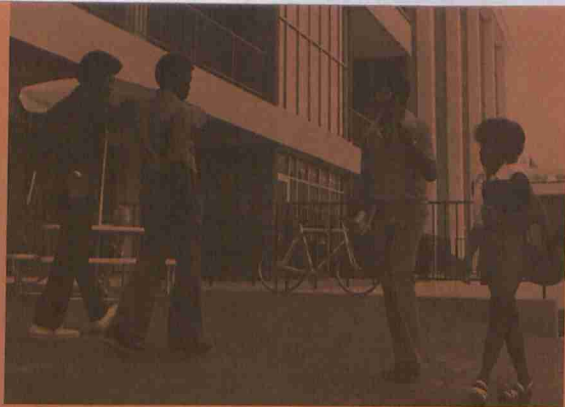
Blacks make up about 14 percent of the total work force in the textile industry compared with an average of 10 percent for all manufacturing. However, there are very few Blacks working in the "management decision making aspects of the industry" (approximately 1 percent). With this in mind, the industry is diligently searching for the Black college graduates in a technical field, and even more diligently for the Black textile graduate.

The average starting salary for textile graduates is about \$9700 per year and will rise to about \$21,500 at the end of 20 years, which is approximately \$5000 per year higher than the salary for engineering graduates after 20 years.





The predominate white campus is representative of the world we live in and therefore is a microcosm of society as far as a Black student may be concerned. Although racial discrimination is not condoned by the university, it does exist, (SAAC will see that any reported incidents will be brought to the attention of the proper authority and something done to prevent that type of incident from reoccurring). In the classroom one may be the only Black student and most likely his instructor will be white. This may sound discouraging, but this brochure is not to discourage you or to build State up as a "dream world". The purpose of the brochure is to make the Black student aware of the opportunities available and reveal how State is viewed from a Black perspective.



Financial Aid

Financial aid is given in the form of loans, grants, scholarships, and/or work study. To be considered for aid a student must obtain a Parent's Confidential Statement from his high school guidance counselor and return it to the College Scholarship Service, Princeton, New Jersey.

The School of Textiles maintains its own Financial Aid program; it is closely coordinated with the University's Financial Aid office. Students in the School of Textiles will be considered for financial aid available in the school and/or the university.

Admissions

Persons of *all* racial backgrounds are encouraged to apply for admission. The freshmen applicants must take the Scholastic Aptitude Test (SAT) and have the scores submitted to the Office of Admissions by the College Entrance Examination Board.





Blacks here at State feel a togetherness which is unique in itself. This feeling is not one obtained by someone brainwashing us on black unity, but more so a natural feeling that occurs once in this environment. Although our numbers are small, we are an established group and our influence is felt throughout the university.

Cornell Whitley
Class '74

If you want a good education this is one of the best schools in the country. However, if you want 75% of your time for socializing and 25% for study, you will find out immediately that you are at the wrong place!

The School of Textiles is a very personal school. The administration and faculty take an interest in you not only as a student but as an individual as well.

Crosby Brown
Class '73

There exist infinite opportunities for advancement, travel, and satisfaction within this industry.

The School of Textiles at N.C.S.U. takes sincere interest when dealing with its students. There is a close bond between faculty and students and between advisors and students. The entire department works with the students, not against them.

Janice Artis
Class '75

I find Textiles an interesting and diversified field, while State inspires you to get your mind together and let the "man" see why you are proud of being Black.

Norman D. Campbell
Class '75

Textiles

Righ' On!

and write to . . .

**School of Textiles
N. C. State University
Raleigh, N. C. 27607**

JANUARY 17, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: TEXTILE TECHNOLOGYIndividual Completing Form: JF BAGGAN

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.

PLEASE REFER TO FACULTY HANDBOOK

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	1004	96
White Female	6	0.5
Black Male	6	0.5
Black Female	0	0
Other Male	31	3
Other Female	0	0
TOTAL	1047	100%

School/Department: TEXTILE TECHNOLOGY

Individual Completing Form: V F BOGDAN

Form No. 1, page two

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

a. List sources of data:

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES
(UNIVERSITY OF NORTH CAROLINA)

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:

THERE ARE NO TEXTILE ENGINEERS OR TECHNOLOGISTS LISTED IN ANY OF THESE REPORTS.

10% OF THE MECHANICAL ENGINEERS WAS TAKEN AS A POOL TO BE STUDIED FOR AVAILABILITY OF PROFESSIONAL NEEDS OF THE DEPARTMENT.

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

THE DATA IS AN ESTIMATE BASED ON AN ASSUMED FRACTION OF A POOL

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

LISTINGS DO NOT SHOW TEXTILE TECHNOLOGISTS.

AVAILABILITY FOR EMPLOYMENT CANNOT BE ASCERTAINED WITHOUT THOROUGH SEARCH WHEN NEED ARISES.

FACULTY MEMBERS IN SCHOOLS OF TEXTILES DO NOT FREQUENTLY CHANGE EMPLOYERS.

School/Department: TEXTILE TECHNOLOGY

Individual Completing Form: J F BOGDAN

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:

DEPARTMENT DRAWS FROM THE U.S AND FROM FOREIGN COUNTRIES FOR ITS FACULTY

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%

NOT APPLICABLE

School/Department: TEXTILE TECHNOLOGY

Individual Completing Form: J.F. BOGDAN

Form No. 1, page four

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: TEXTILE TECHNOLOGY

Form No. 2, page one

Individual Completing Form: J.F. BOGDAN

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
THERE ARE NO EPA NON-FACULTY POSITIONS
IN THE DEPT OF TEXTILE TECHNOLOGY

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%

NOT APPLICABLE

School/Department: TEXTILE TECHNOLOGY

Individual Completing Form: J.F. BOGDAN

Form No. 2, page two

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

a. List sources of data:

NOT APPLICABLE

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:

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: TEXTILE TECHNOLOGY

Individual Completing Form: JFBORDAN Form No. 2, page three

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

a. Describe the pool by functional category:

NOT APPLICABLE

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

OFFICIALS AND MANAGERS

PROFESSIONAL

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

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

TECHNICIANS

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

NOT APPLICABLE

PART I, 4

4. (a) Not applicable

(b) Not applicable

5. (a) Not applicable

(b) Not applicable

(c) Not applicable

(d) Not applicable

PART II. (All parts of Part II - Not applicable)

1. Not applicable. ~~There~~ There are no EPA non-faculty positions in the Dept. of Textile Chemistry.

- (d) It might be added that the interest level on the part of textile chemists for a change of employer is apparently at a very low level. Evidence for this is as follows: The School of Textiles placed an advertisement for a textile chemist at the professional level in the September, 1973, issue of the Textile Chemist and Colorist, the journal published by the American Association of Textile Chemists and Colorists. The code number of the ad was # 389. This journal is circulated to the approximately 9700 professional and non-professional chemists in the country. There were only 10 responses. Five of these were U.S. citizens (all white males), two were Egyptian and three were Indians (India). In view of this experience it appears that the only reliable way to ascertain availability of people for our positions (when they occur) is through personal contact.

textile

PART I, 3.

(b)

(2) It was assumed that people with graduate degrees and members of the AATCC would qualify ~~as~~

else

- (a) for instructors - MS degrees
- (b) for all other academic ranks - PhD degrees

(3) No information was available from the AATCC membership list (i.e., textile chemists) to indicate race. It was assumed that the ratio of whites to blacks in the AATCC membership would be the same as the ratio of white to black chemists (both male and female) as that reported as professional chemists on page 19 of the University of North Carolina's report -- Statistical Package for the Social Sciences - National Recruiting Area, dated January 3, 1974. These ratios were as follows:

$$\frac{\text{Black Male Professional Chemist}}{\text{White Male Professional Chemist}} = \frac{2400}{64,700} = 0.037$$

$$\frac{\text{Black Female Professional Chemist}}{\text{White Female Professional Chemist}} = \frac{350}{8250} = 0.042$$

It is believed however that the number of blacks will be less than indicated by these ratios because of the past history of the employment of blacks in the textile industry.

(4) There is no possible way without a personal knowledge of the individuals involved at the PhD level to determine their qualifications for the academic ranks higher than instructor.

(c) Sources of data are believed to be as accurate and complete as any available. As a matter of fact, no source of data for Textile Chemists other than the one cited is known.

(d) Availability for employment can not be ascertained. Past experience would indicate that, of those employed in the professional ranks, no more than 10% would be available for employment in the Dept. of Textile Chemistry at NCSU. This is particularly true at the higher academic ranks where our salaries are considerably below those of industry.

Dept of Textile Chemistry
Prep by Henry A Rutherford, Head

PART I - Available Pool of Prospective Faculty Members

1. See Faculty Handbook

- Essential points: (a) instructor - minimum Master's degree
(b) all higher academic ranks - minimum PhD degree

2. For Instructor -

TEXTILE CHEMISTS
WITH MS

	Number	Percent
White Male	446	78%
White Female	100	18%
Black Male	17	3%
Black Female	4	0.7%

For all other academic ranks

TEXTILE CHEMISTS
WITH PH D^s

	Number	Percent
White Male	417	88.6%
White Female	36	7.6%
Black Male	16	3.4%
Black Female	2	0.4%

3. (a) List sources of data:

- (1) 1973 Membership Directory^y - American Association of Textile Chemist and Colorists (approx 9700 members)
Box 12215, Research Triangle Park, N.C. 27709
- (2) The University of North Carolina's - Statistical Package for the Social Sciences - National Recruiting Area: Managers, Professionals, Technicians, compiled by the University of North Carolina at Chapel Hill, Version 4.01, dated January 3, 1974.

(b) The data in the charts on page 1 were arrived at by using the following assumptions:

- (1) Future employees (during the next 5 - 8 years) must have had either academic training ^{or} experience in the field of Textile Chemistry.

AFFIRMATIVE ACTION PLAN
FOR THE
DIVISION OF STUDENT AFFAIRS

June 15, 1973

REVISED JANUARY, 1974

AFFIRMATIVE ACTION PLAN
DIVISION OF STUDENT AFFAIRS
NORTH CAROLINA STATE UNIVERSITY

- I. Preamble. The Division of Student Affairs at North Carolina State University is committed to the concept of equal employment opportunity and affirmative action. The following plan has been designed to eliminate any existing discriminatory conditions, whether purposeful or inadvertent, and to require units within the Division to make additional efforts to recruit, employ, and promote qualified members of groups formerly excluded - even if that exclusion cannot be traced to particular discriminatory actions on the part of the Division.
- II. Reaffirmation of Equal Employment Opportunity Principles. The Division commitment to non-discriminatory policies and practices and to increasing employment opportunity is outlined in I above and in the introduction to the University plan.
- III. Publicizing the Equal Employment Opportunity Policy. The Division Affirmative Action Plan and annual summaries of progress will be disseminated among employees of the Division.
- IV. Responsibility for Implementation of the Plan. Overall responsibility for implementation of the Division Plan is assumed by the Dean of Student Affairs. Associate deans and department heads are responsible for implementation of the plan within their departments, and the Department of Student Affairs Research is responsible for monitoring of progress and preparing annual summaries of progress.
- V. Identification of Problems.
 - A. Utilization and Availability Analysis and Goals and Time Tables
 1. Analysis of Workforce Profile by Race and Sex. The Division of Student Affairs is composed of employees in two categories, EPA Non-Faculty and SPA. The June, 1973 profile of EPA Non-Faculty and the October, 1973 profile of SPA employees is presented below.
 - a. EPA Non-Faculty. Appendix A includes an analysis of EPA Non-Faculty by Department.

- b. SPA. Appendix B includes an analysis of SPA employees by occupational category. This analysis indicates the following proportions of females and blacks within each occupational category.

	<u>Females</u> <u>% of total</u>	<u>Blacks</u> <u>% of total</u>
Officials and managers	0.0	0
Professional	100.0	10.0
Technician	66.7	0.0
Sales	33.3	33.3
Clerical	96.7	10.0
Craftsman	0.0	0.0
Operations	100.0	0.0
Service workers	60.8	39.1
TOTAL	76.0	29.2

2. Utilization and Availability Analysis.

- a. EPA Non-Faculty. Availability analysis for EPA Non-Faculty was conducted for each department within the Division of Student Affairs. Results of the analysis and a description of methods used are shown in Appendix C. The analysis indicated that females were being under-utilized in some areas and blacks in some areas. Goals to correct under-utilization are discussed in the following section.
- b. SPA. Availability analysis for SPA employees was conducted by compiling manpower data by occupational category for Wake County, North Carolina, the primary recruiting area for SPA employees. This analysis, shown in Appendix D, indicates that females and blacks are under-utilized in the officials and managers category; blacks in the technician category; and females, in the craftsman category.

3. Establishment of Goals and Timetables.

- a. EPA Non-Faculty. Analyses of availability and utilization and estimated turnover and new positions were used to establish goals (Analyses of estimated turnover and new positions are not included in this plan but are available in the Division Affirmative Action files). Projected goals for the 1975-76 academic year are shown in Appendix A and are summarized below.

Category	June, 1973	Projected '75-'76
Female	24.6 %	30.1 %
Black	7.0	10.6

- b. SPA. Analyses of availability and utilization and estimated turnover of new positions were used to establish goals. (Analyses of estimated turnover and new positions are not included in this plan but are available in the Division Affirmative Action files). Projected goals for each academic year through 1975-76 are shown in Appendix E and are summarized below:

Occupational Category	Projected					
	June '74		June '75		June '76	
	Female	Black	Female	Black	Female	Black
Officials & Managers	0 %	0 %	0 %	0 %	0 %	0 %
Professionals	100.0	10.0	100.0	20.0	100.0	30.0
Technicians	66.7	0	66.7	0	66.7	0
Sales	33.3	33.3	33.3	33.3	33.3	33.3
Clerical	96.7	11.7	96.7	13.3	96.7	15.0
Craftsman	0	33.3	0	33.3	0	33.3
Operations	100.0	0	100.0	0	100.0	0
Service Workers	60.8	65.2	60.8	65.2	60.8	65.2
TOTAL	76.6	29.9	76.6	31.4	76.6	32.8

- B. Composition of Applicant flow by minority, group status and sex.
1. EPA Non-Faculty. Recruitment of applicants for vacant or newly created EPA Non-Faculty positions is the responsibility of department heads in which the vacancy occurs. An analysis of recruitment techniques indicates that, although procedures vary, department heads and associate deans generally seek qualified persons initially from within the Division. Positions are next advertised through professional publications and/or channels of communications. The analysis indicated that applications from qualified blacks generally under-represent their availability unless extra efforts are made to seek them out. In addition, detailed records of applicant flow by minority group and sex had not been maintained within every department.

2. SPA. As with EPA positions, department heads and associate deans are responsible for recruiting applicants for unfilled SPA positions. Applications for SPA positions throughout the university are coordinated by the University Division of Personnel Services. When a SPA position becomes vacant or is newly created, the department head normally reviews the qualifications of persons already employed within the Division, then reviews applications on file at Personnel Services and then if necessary recruits applicants through other channels. Analysis of applicant flow within this category indicates that minority groups applications approximate the number of minority persons within the primary recruiting area for the University.
- C. Analysis of total selection process.
1. EPA. The selection process for EPA positions involves the following: The position is described and the title identified; requirements including degrees and experience are specified. The position is advertised in appropriate professional communications or at professional organizational meetings. Applications are reviewed and two or three persons are selected for interviews. After completion of interviews, the Department Head makes the final selection with approval by the Associate Dean and Dean of Student Affairs. This selection process does not eliminate a significantly higher percentage of minorities or women than non-minorities or men. In addition, position descriptions accurately describe functions and duties.
 2. SPA. The selection process for SPA positions is similar to that for EPA positions except that all applications are coordinated by the Division of Personnel Services. All SPA positions are classified by the State Personnel Department, but position descriptions are written by the Department Head in which the position is located. Analysis of the selection process for SPA positions does not indicate elimination of a significantly higher percentage of minorities or women than non-minorities or men nor position descriptions which inaccurately describe functions and duties.

- D. Analysis of Transfer and Promotion Practices.
 - 1. EPA - Promotion and transfer are based on evaluation of performance by department heads, associate deans and the Dean of Student Affairs. This analysis does not indicate the lateral and/or vertical movement of minority or female employees occurs at a lesser rate than that of non-minority or male employees.
 - 2. SPA. Analysis of promotion and transfer of SPA employees provided results similar to those for EPA employees.
 - E. Analysis of facilities, University sponsored recreational and social events, and special programs such as educational assistance. For both EPA and SPA employees, analysis in this area indicates that minorities and women are included and participate in university sponsored recreational and social events and in programs of educational assistance. In addition, de facto segregation does not exist at any facilities.
 - F. Workforce Attitude. All personnel involved in recruiting, screening, selection, promotion, disciplinary, and related processes have been notified about bias in personnel actions. Their personnel actions will be continuously reviewed to insure the absence of bias.
 - G. Analysis of technical phases of compliance. "Equal Opportunity Employee" posters have been provided by the University and have been placed in conspicuous places throughout the Division.
 - H. Rights and Benefits - Salary. For both EPA and SPA positions, analysis of compensation patterns indicates that differentials between men and women doing the same work is the result of differentials in longevity and/or judged performance between individuals and not discrimination on the basis of sex.
- VI. Development and Execution of Corrective and Remedial Programs. In the preceding section analyses of employment patterns, policies, and procedures have identified several problem areas in which corrective action is needed. Under-utilization of females and blacks in some areas has resulted in establishment of goals and time tables to correct these problems. Goals and timetables have been covered in Section V.3. Responsibility for implementation of these goals will be assumed by department heads, associate deans, and the Dean of Student Affairs. Goals will be accomplished by adding female and black members to the Division as existing positions become vacant through normal

turnover or as new positions are established. Recruitment efforts in areas of under-utilization will give special emphasis to attracting female and/or black applications. Final selection of personnel for positions will not be approved until satisfactory evidence is submitted to indicate that additional efforts have been made to recruit under-utilized groups. Finally, recruitment efforts will include channels of communication which will maximize the number of female and black candidates who might be attracted to the position.

- VII. Internal Audit and Reporting Systems. The Department of Student Affairs Research will be responsible for data collection and analysis of affirmative action progress within the Division of Student Affairs. This office will conduct an annual summary of progress toward established goals.

APPENDIX A

Present (June, 1973) and Projected EPA-Non-Faculty
Complement, Division of Student Affairs

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

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

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers	16	1	0	0	0	0	16	1		15	2	0	0	0	0	15	2
Professionals	24	9	2	1	0	0	26	10		21	11	3	3	0	0	24	14
Technicians																	
SUB-TOTAL	40	10	2	1	0	0	42	11		36	13	3	3	0	0	39	16
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals	1	2	0	1	0	0	1	3		1	1	0	0	0	0	1	1
Technicians																	
SUB-TOTAL	1	2	0	1	0	0	1	3		1	1	0	0	0	0	1	1
TOTAL	41	12	2	2	0	0	43	14		37	14	3	3	0	0	40	17

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

TOTAL
SCHOOL/DEPARTMENT Division of Student Affairs
COMPLETED BY Thomas H. Stafford, Jr.

DATE January 10, 1974

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	NA	40	75.5	1	25.0	41	71.9		36	65.5	1	50.0	37	64.9
White Female	NA	10	18.9	2	50.0	12	21.1		13	23.6	1	50.0	14	24.6
Black Male	NA	2	3.8	0	0	2	3.5		3	5.5	0	0	3	5.3
Black Female	NA	1	1.9	1	25.0	2	3.5		3	5.5	0	0	3	5.3
Other Male	NA	0	0	0	0	0	0		0	0	0	0	0	0
Other Female	NA	0	0	0	0	0	0		0	0	0	0	0	0
TOTAL		53	100%	4	100%	57	100%		55	100%	2	100%	57	100%

SCHOOL/DEPARTMENT Admissions
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Admissions

DATE January 8, 1974

COMPLETED BY Thomas H. Stafford, 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	44.6	2	50.0			2	50.0	1	25.0			1	25.0
White Female	51.9	1	25.0			1	25.0	2	50.0			2	50.0
Black Male	2.1	0	0			0	0	1	25.0			1	25.0
Black Female	.8	1	25.0			1	25.0	0	0			0	0
Other Male	.4	0	0			0	0	0	0			0	0
Other Female	.2	0	0			0	0	0	0			0	0
TOTAL	100.0	4	100%		100%	4	100%	4	100%		100%	4	100%

SCHOOL/DEPARTMENT Career Planning and Placement
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Career Planning and Placement

DATE January 4, 1974

COMPLETED BY Thomas H. Stafford, 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.	%	No.	%
White Male	44.6	2	66.7			2	66.7			2	50.0			2	50.0
White Female	51.9	1	33.3			1	33.3			1	25.0			1	25.0
Black Male	2.1	0	0			0	0			0	0			0	0
Black Female	.8	0	0			0	0			1	25.0			1	25.0
Other Male	.4	0	0			0	0			0	0			0	0
Other Female	.2	0	0			0	0			0	0			0	0
TOTAL	100.0	3	100%		100%	3	100%			4	100%		100%	4	100%

SCHOOL/DEPARTMENT Counseling
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
FULL-TIME								
Officials & Managers	1	0	0	0	0	0	1	0
Professionals	6	1	0	0	0	0	6	1
Technicians								
SUB-TOTAL	7	1	0	0	0	0	7	1
PERMANENT PART-TIME								
Officials & Managers								
Professionals	0	1	0	0	0	0	0	1
Technicians								
SUB-TOTAL	0	1	0	0	0	0	0	1
TOTAL	7	2	0	0	0	0	7	2

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
FULL-TIME								
Officials & Managers	1	0	0	0	0	0	1	0
Professionals	5	1	0	1	0	0	5	2
Technicians								
SUB-TOTAL	6	1	0	1	0	0	6	2
PERMANENT PART-TIME								
Officials & Managers								
Professionals	0	1	0	0	0	0	0	1
Technicians								
SUB-TOTAL	0	1	0	0	0	0	0	1
TOTAL	6	2	0	1	0	0	6	3

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Counseling Department - Student Affairs DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, 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	48.4	7	87.5	0	0	7	77.8	6	75.0	0	0	6	66.7
White Female	48.1	1	12.5	1	100.0	2	22.2	1	12.5	1	100.0	2	22.2
Black Male	2.1	0	0	0	0	0	0	0	0	0	0	0	0
Black Female	.8	0	0	0	0	0	0	1	12.5	0	0	1	11.1
Other Male	.4	0	0	0	0	0	0	0	0	0	0	0	0
Other Female	.2	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	100.0	8	100%	1	100%	9	100%	8	100%	1	100%	9	100%

SCHOOL/DEPARTMENT Financial Aid
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
OFFICIAL-TIME								
Officials & Managers	1	0	0	0	0	0	1	0
Professionals	1	1	0	0	0	0	1	1
Technicians								
SUB-TOTAL	2	1	0	0	0	0	2	1
PERMANENT PART-TIME								
Officials & Managers								
Professionals	0	0	0	1	0	0	0	1
Technicians								
SUB-TOTAL	0	0	0	1	0	0	0	1
TOTAL	2	1	0	1	0	0	2	2

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
Officials & Managers	1	0	0	0	0	0	1	0
Professionals	1	1	0	1	0	0	1	2
Technicians								
SUB-TOTAL	2	1	0	1	0	0	2	2
PERMANENT PART-TIME								
Officials & Managers								
Professionals	0	0	0	0	0	0	0	0
Technicians								
SUB-TOTAL	0	0	0	0	0	0	0	0
TOTAL	2	1	0	1	0	0	2	2

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Financial Aid

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, 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	44.6	2	66.7	0	0	2	50.0					2	50.0
White Female	51.9	1	33.3	0	0	1	25.0					1	25.0
Black Male	2.1	0	0	0	0	0	0					0	0
Black Female	.8	0	0	1	100.0	1	25.0					1	25.0
Other Male	.4	0	0	0	0	0	0					0	0
Other Female	.2	0	0	0	0	0	0					0	0
TOTAL	100.0	3	100%	1	100%	4	100%					4	100%

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Music Department - Student Affairs

DATE 1-9-74

COMPLETED BY Thomas H. Stafford, 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	53.4	5	100.0			5	100.0	4	80.0			4	80.0
White Female	43.2	0	0			0	0	1	20.0			1	20.0
Black Male	1.9	0	0			0	0	0	0			0	0
Black Female	.9	0	0			0	0	0	0			0	0
Other Male	.4	0	0			0	0	0	0			0	0
Other Female	.2	0	0			0	0	0	0			0	0
TOTAL	100.0	5	100%		100%	5	100%	5	100%		100%	5	100%

SCHOOL/DEPARTMENT Registration and Records
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Registration and Records

DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, 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	44.6	4	100.0		4	100.0	3	75.0			3	75.0
White Female	51.9	0	0		0	0	1	25.0			1	25.0
Black Male	2.1	0	0		0	0	0	0			0	0
Black Female	.8	0	0		0	0	0	0			0	0
Other Male	.4	0	0		0	0	0	0			0	0
Other Female	.2	0	0		0	0	0	0			0	0
TOTAL	100.0	4	100%	100%	4	100%	4	100%	100%	4	100%	

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Religious Affairs
COMPLETED BY Thomas H. Stafford, Jr.

DATE January 10, 1974

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	96.5	1	100.0			1	100.0	1	100.0			1	100.0
White Female	1.9	0	0			0	0	0	0			0	0
Black Male	0.8	0	0			0	0	0	0			0	0
Black Female	0.2	0	0			0	0	0	0			0	0
Other Male	0.4	0	0			0	0	0	0			0	0
Other Female	0.2	0	0			0	0	0	0			0	0
TOTAL	100.0	1	100%		100%	1	100%	1	100%		100%	1	100%

SCHOOL/DEPARTMENT Residence Facilities
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Residence Facilities
COMPLETED BY Thomas H. Stafford, Jr.

DATE January 10, 1974

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	44.6	1	100.0		1	100.0		1	100.0			1	100.0
White Female	51.9	0	0		0	0		0	0			0	0
Black Male	2.1	0	0		0	0		0	0			0	0
Black Female	.8	0	0		0	0		0	0			0	0
Other Male	.4	0	0		0	0		0	0			0	0
Other Female	.2	0	0		0	0		0	0			0	0
TOTAL	100.0	1	100%	100%	1	100%		1	100%		100%	1	100%

SCHOOL/DEPARTMENT Residence Life
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Residence Life

DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, 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.	%	No.	%		
White Male	44.6		2	40.0			2	40.0			3	50.0			3	50.0
White Female	51.9		2	40.0			2	40.0			2	33.3			2	33.3
Black Male	2.1		1	20.0			1	20.0			1	16.7			1	16.7
Black Female	.8		0	0			0	0			0	0			0	0
Other Male	.4		0	0			0	0			0	0			0	0
Other Female	.2		0	0			0	0			0	0			0	0
TOTAL	100.0		5	100%			5	100%			6	100%			6	100%

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Activities

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, 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	44.6	0	0			0	0					0	0
White Female	51.9	1	100.0			1	100.0					1	100.0
Black Male	2.1	0	0			0	0					0	0
Black Female	.8	0	0			0	0					0	0
Other Male	.4	0	0			0	0					0	0
Other Female	.2	0	0			0	0					0	0
TOTAL	100.0	1	100%		100%	1	100%		1	100%		1	100%

SCHOOL/DEPARTMENT Student Affairs Research
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Affairs Research

DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, 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	44.6	1	100.0			1	100.0		1	100.0			1	100.0
White Female	51.9	0	0			0	0		0	0			0	0
Black Male	2.1	0	0			0	0		0	0			0	0
Black Female	.8	0	0			0	0		0	0			0	0
Other Male	.4	0	0			0	0		0	0			0	0
Other Female	.2	0	0			0	0		0	0			0	0
TOTAL	100.0	1	100%		100%	1	100%		1	100%		100%	1	100%

SCHOOL/DEPARTMENT Student Development
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Development

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, 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	44.6	3	100.0			3	100.0			2	100.0			2	100.0
White Female	51.9	0	0			0	0			0	0			0	0
Black Male	2.1	0	0			0	0			0	0			0	0
Black Female	.8	0	0			0	0			0	0			0	0
Other Male	.4	0	0			0	0			0	0			0	0
Other Female	.2	0	0			0	0			0	0			0	0
TOTAL	100.0	3	100%		100%	3	100%			2	100%		100%	2	100%

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Health Service

DATE January 8, 1974

COMPLETED BY Thomas H. Stafford, 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.	%	No.	%
White Male	90.6		2	100.0	1	50.0	3	75.0	2	66.7	1	100.0	3	75.0
White Female	7.7		0	0	1	50.0	1	25.0	1	33.3	0	0	1	25.0
Black Male	1.2		0	0	0	0	0	0	0	0	0	0	0	0
Black Female	0.1		0	0	0	0	0	0	0	0	0	0	0	0
Other Male	0.4		0	0	0	0	0	0	0	0	0	0	0	0
Other Female	0.0		0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	100.0		2	100%	2	100%	4	100%	3	100%	1	100%	4	100%

SCHOOL/DEPARTMENT University Student Center
 COMPLETED BY Thomas H. Stafford, Jr.

AFFIRMATIVE ACTION PLAN
 * EPA NON-FACULTY

DATE January 7, 1974

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

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

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers	4	0	0	0	0	0	4	0		4	0	0	0	0	0	4	0
Professionals	4	3	1	0	0	0	5	3		4	2	1	0	0	0	5	2
Technicians																	
SUB-TOTAL	8	3	1	0	0	0	9	3		8	2	1	0	0	0	9	2
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL																	
TOTAL	8	3	1	0	0	0	9	3		8	2	1	0	0	0	9	2

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT University Student Center

DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, 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	44.6	8	66.7			8	66.7		8	72.7			8	72.7
White Female	51.9	3	25.0			3	25.0		2	18.2			2	18.2
Black Male	2.1	1	8.3			1	8.3		1	9.1			1	9.1
Black Female	.8	0	0			0	0		0	0			0	0
Other Male	.4	0	0			0	0		0	0			0	0
Other Female	.2	0	0			0	0		0	0			0	0
TOTAL	100.0	12	100%		100%	12	100%		11	100%		100%	11	100%

APPENDIX B

DIVISION OF STUDENT AFFAIRS SPA PERSONNEL, BY RACE AND SEX

	TOTAL	White				Black				Other			
		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%
Officials & Managers	2	2	100.0	0	-	0	-	0	-	0	-	0	-
Professional	10	0	-	9	90.0	0	-	1	10.0	0	-	0	-
Technician	6	2	33.3	4	66.7	0	-	0	-	0	-	0	-
Sales	3	2	66.7	0	-	0	-	1	33.3	0	-	0	-
Clerical	60	2	3.3	52	86.7	0	-	6	10.0	0	-	0	-
Craftsman	6	4	66.7	0	-	2	33.3	0	-	0	-	0	-
Operations (Semi-skilled)	4	0	-	4	100.0	0	-	0	-	0	-	0	-
Service workers	46	6	13.0	10	21.7	12	26.1	18	39.1	0	-	0	-
TOTAL	137	18	13.1	79	57.7	14	10.2	26	19.0	0	-	0	-

APPENDIX C

EPA-Non-Faculty Availability Analysis

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree in education

Experience in college admissions

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Admissions

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as a sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree in Education.

Experience in university placement and/or in career planning.

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates; Ford Foundation

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:

1969-70 Masters and Doctorates in Education were used as a sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.
Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree or higher in Counseling and Guidance

Experience as college counselor

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		48.4
White Female		48.1
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		48.4
White Female		48.1
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Counseling Department - Student Affairs

Individual Completing Form: Thomas H. Stafford, Jr. Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates conferred in Counseling and Guidance were used as sample to determine proportions. Assumed that one percent of doctorates conferred to blacks Assumed that three percent of masters conferred to blacks.

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree in education.

Experience in university financial aid.

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Financial Aid

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities

Individual Completing Form: Thomas H. Stafford, Jr.

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.

At least a Master's degree in music

Successful previous teaching experience in music.

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		53.4
White Female		43.2
Black Male		1.9
Black Female		.9
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		53.4
White Female		43.2
Black Male		1.9
Black Female		.9
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Music Department - Student Affairs

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Status, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Music Education and Music Fine Arts were used as sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree in Education

Experience in university registration and records

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Registration & Records

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as sample to determine proportions.

Assumed that one percent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Bachelor of Divinity or equivalent degree

Experience in supervision of college chaplains.

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		96.5
White Female		1.9
Black Male		.8
Black Female		.2
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Religious Affairs

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 First-professional degrees in Theology were used as sample to determine proportions.

Assumed that one percent of such degrees were conferred to blacks.

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

Moderately Accurate

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

Degrees conferred data not available for blacks or other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters or Doctorate in Education

Experience in supervision of residence hall facilities.

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Residence Facilities

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.
Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks or other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree in Education

Experience in Residence Hall Administration

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Residence Life

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as a sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters Degree in Education

Experience with college student activities and organizations.

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Student Activities

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as a sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.
Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters or Doctorate in Education

Experience as researcher in higher education.

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Student Affairs Research

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70
Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as sample to determine proportions.

Assumed that one per cent of doctorates conferred to blacks.
Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks or other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree in Education

Experience with college student organizations.

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: Student Development

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates in Education were used as a sample to determine proportions.

Assumed one per cent of doctorates conferred to blacks.
Assumed three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

M. D.

Experience as practicing physician

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	312,252	90.6
White Female	26,490	7.7
Black Male	4,266	1.2
Black Female	490	0.1
Other Male	1,271	0.4
Other Female	54	0.0
TOTAL	344,823	100%

PROFESSIONALS

	Number	Percent
White Male	312,252	90.6
White Female	26,490	7.7
Black Male	4,266	1.2
Black Female	490	0.1
Other Male	1,271	0.4
Other Female	54	0.0
TOTAL	344,823	100%

TECHNICIANS

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

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

a. List sources of data:

Profile of Medical Practice
Center for Health Services Research
American Medical Association
1972 Edition, p. 104

American Bar Association
Section of Individual Rights and
Responsibilities
Survey of Black Law School Enrollment

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:

Data taken from documents outlined in (a) above

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

Moderately accurate

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

Data sources did not include "other minorities" which had to be estimated.

Available data was for different years.

Individual Completing Form: Thomas H. Stafford, Jr.

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.

Masters degree in education

Experience in university union programs

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		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

PROFESSIONALS

	Number	Percent
White Male		44.6
White Female		51.9
Black Male		2.1
Black Female		.8
Other Male		.4
Other Female		.2
TOTAL		100%

TECHNICIANS

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

School/Department: University Student Center

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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:

1969-70 Masters and Doctorates Conferred in Education were used as sample to determine proportions

Assumed that one per cent of doctorates conferred to blacks.
Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

APPENDIX D

OCCUPATIONS OF WAKE COUNTY LABOR FORCE* BY SEX AND ETHNIC CLASSIFICATIONS, 1972†

	WHITE				BLACK				OTHER MINORITIES				TOTAL
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		
	N	%	N	%	N	%	N	%	N	%	N	%	
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
Technicians	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	23	0.1	20,196
TOTAL	62,020	48.4	41,341	32.2	12,693	9.9	11,626	9.1	400	0.3	144	0.1	128,224

*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.

APPENDIX E

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR 1975-76

	TOTAL	White				Black				Other			
		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%
Officials & Managers	2	2	100.0	0	-	0	-	0	-	0	-	0	-
Professional	10	0	-	7	70.0	0	-	3	30.0	0	-	0	-
Technician	6	2	33.3	4	66.7	0	-	0	-	0	-	0	-
Sales	3	2	66.7	0	-	0	-	1	33.3	0	-	0	-
Clerical	60	2	33.3	49	81.7	0	-	9	15.0	0	-	0	-
Craftsman	6	4	66.7	0	-	2	33.3	0	-	0	-	0	-
Operations	4	0	-	4	100.0	0	-	0	-	0	-	0	-
Service Workers	46	6	13.0	10	21.7	12	26.1	18	39.1	0	-	0	-
TOTAL	137	18	13.1	74	54.0	14	10.2	31	22.6	0	-	0	-

APPENDIX E

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR 1973-74

	TOTAL	White				Black				Other			
		Male		Female		Male		Female		Male		Female	
		N	%	N	%	N	%	N	%	N	%	N	%
Officials & Managers	2	2	100.0	0	-	0	-	0	-	0	-	0	-
Professional	10	0	-	9	90.0	0	-	1	10.0	0	-	0	-
Technician	6	2	33.3	4	66.7	0	-	0	-	0	-	0	-
Sales	3	2	66.7	0	-	0	-	1	33.3	0	-	0	-
Clerical	60	2	33.3	51	85.0	0	-	7	11.7	0	-	0	-
Craftsman	6	4	66.7	0	-	2	33.3	0	-	0	-	0	-
Operations	4	0	-	4	100.0	0	-	0	-	0	-	0	-
Service Workers	46	6	13.0	10	21.7	12	26.1	18	39.1	0	-	0	-
TOTAL	137	18	13.1	78	56.9	14	10.2	27	19.7	0	-	0	-

APPENDIX E

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR 1974-75

	TOTAL	White		Black		Other	
		Male	Female	Male	Female	Male	Female
		N %	N %	N %	N %	N %	N %
Officials & Managers	2	2 100.0	0 -	0 -	0 -	0 -	0 -
Professional	10	0 -	8 80.0	0 -	2 20.0	0 -	0 -
Technician	6	2 33.3	4 66.7	0 -	0 -	0 -	0 -
Sales	3	2 66.7	0 -	0 -	1 33.3	0 -	0 -
Clerical	60	2 33.3	50 83.3	0 -	8 13.3	0 -	0 -
Craftsman	6	4 66.7	0 -	2 33.3	0 -	0 -	0 -
Operations	4	0 -	4 100.0	0 -	0 -	0 -	0 -
Service Workers	46	6 13.0	10 21.7	12 26.1	18 39.1	0 -	0 -
TOTAL	137	18 13.1	76 55.5	14 10.2	29 21.2	0 -	0 -

AFFIRMATIVE ACTION PLAN
FOR THE
D. H. HILL LIBRARY

June 15, 1973

REVISED JANUARY, 1974

8

AFFIRMATIVE ACTION PLAN
FOR
THE D. H. HILL LIBRARY
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

March 9, 1973

PREFACE

The Affirmative Action Plan for the D. H. Hill Library is in three parts.

Part one is the original Affirmative Action Plan that was prepared March 9, 1973. It continues to be a valid statement of the historical record and the Commitment and goals for the D. H. Hill Library. Some of the statistical information is not current, but it is included as a part of the record of that time.

Part two of the report, Supplement I, contains revised availability figures and updated information on employment projections for the next three years in both SPA and EPA non-faculty categories.

Part three of the report, Supplement II, contains information specifically requested in Revised Order No. 4 prepared by the Secretary of Labor (Title 41 CFR Part 60-2 Affirmative Action Programs.) that is not contained in the basic document that was prepared in March of 1973.

These three parts taken together provide the Affirmative Action Plan for the D. H. Hill Library.

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I. THE HISTORICAL RECORD

Minority Groups

In the late 1950's and early 1960's the D. H. Hill Library began to employ blacks for the first time. Although the first steps could only be described as tentative, they were significant because they resulted not from outside pressure, but from the Library administration's belief that blacks should be hired. The first black student assistant was employed around 1960. Mr. Edward Walker was the first full-time black hired by the Library. He was hired as a Clerk I and became the Library's first Mail Clerk in 1962, but he has been upgraded several times and now holds the position of Stack Supervisor which is classified Library Assistant II, the highest SPA level in the Library. Mrs. Doretha Blalock joined the staff in 1964 as a Typist II. She was the first black to be hired by the Library above the clerk classification and was possibly the first black to hold a clerical position on campus. Mrs. Blalock was later promoted to Library Assistant II. A third black, Mrs. Verna L. Lee, accepted a full-time Typist II position with the Library in September 1965. A listing of other blacks who have served in para-professional and clerical positions is shown in Appendix A. Although the list is not long, it does indicate an early and lasting commitment to increasing the black presence on the Library staff.

The only black professional librarian to serve on the staff was Mr. William V. Frazier, a Reference Librarian from July of 1970 until December of 1971. He left to accept a position as Head of Reference in the Wake County system at a substantial increase in salary.

Student assistants are vital to the operation of an academic library. They perform a variety of tasks such as shelving books, typing orders and filing catalog cards. Since the early 1960's sixteen black students have served as student assistants.

In 1969 the Library participated in the New Careers Program and had six trainees, all black women, working in the library for various periods of time. Unfortunately, the project was not a success in that none of the trainees completed the program. But the Library staff made a sincere effort to give the participants good training and to furnish them with a congenial working environment.

Women

Traditionally the library profession has attracted a greater number of women than men. Only in the last twenty to twenty-five years have a large number of men chosen librarianship as a career. In 1962 there were three male professionals on the staff of the D. H. Hill Library. At present there are 9 males and 15 female professional librarians with academic status. Of the nine male professionals, all but one are department heads or assistant directors. Eight of the fifteen female professionals are department heads. Thus, even though a higher percentage of the male professionals hold administrative positions, the numbers of male and female professionals occupying administrative positions remain almost equal.

At the clerical and para-professional levels, most of the positions have been filled by women, and only rarely by men. Men have not been consciously excluded from the recruiting process, but salaries at the SPA level have not attracted a large number of qualified men who usually have the major responsibility for supporting families.

II. THE SITUATION NOW

Minority Groups

At the para-professional and clerical levels there are presently 11 1/2 blacks out of a total of 73 full-time equivalent SPA employees.

The following table gives the breakdown by position classification:

	<u>Caucasian</u> <u>Male</u>	<u>Caucasian</u> <u>Female</u>	<u>Black</u> <u>Male</u>	<u>Black</u> <u>Female</u>	<u>Other</u> <u>Male</u>	<u>Other</u> <u>Female</u>	<u>TOTAL</u>
Clerk I	0	0	1	0	0	0	1
Typist I	0	2	0	2	0	1 (Indian)	5
Intermediate Clerk	1	2	0	0	0	0	3
Mail Clerk	0	0	0	1	0	0	1
Steno II	0	0	0	1	0	0	1
Typist II	0	4	0	0	0	0	4
Library Asst. I	1	15 1/2	0	3 1/2	1 (Syrian)	0	21
Typist III	0	3	0	0	0	0	3
Clerk III	0	1	0	0	0	0	1
Library Asst. II	0	29	1	2	0	0	32
Clerk IV	0	1	0	0	0	0	1
TOTAL	2	57 1/2	2	9 1/2	1	1	73

This indicates that the Library has been successful in employing blacks at the SPA level. Of the FTE employees, 11 1/2, or 16%, are blacks. An Employment Security Commission report of January 22, 1973 shows a total work force in Wake County of 118,170. 22,660, or 19% of this total, are black. This indicates that the library is only 3% below the 19%.

A breakdown by division and department showing the location of minority employees follows:

<u>NUMBER OF SPA POSITIONS BY LOCATION</u>	<u>NUMBER OF BLACKS IN SPA POSITIONS</u>	<u>NUMBER OF BLACKS WHO HAVE BEEN IN THOSE POSITIONS IN PAST</u>
<u>ADMINISTRATIVE OFFICES</u>		
3 Full Time	0	0
<u>DIVISION OF GENERAL SERVICES</u>		
<u>Circulation</u>		
13 Full time; 5 part time	5 Full time; 0 PT	12 (5 Full time; 7 Student Asst.)
<u>Photocopy</u>		
4 Full time	0	1
<u>Reserve</u>		
1 Full time; 5 Part time	1 Part time; 0 FT	0
<u>Mail Room</u>		
2 Full time	2	1 Full time
<u>DIVISION OF REFERENCE SERVICES</u>		
<u>Reference</u>		
2 Full time	0	0
<u>Documents</u>		
3 Full time	0	1 Student Asst.
<u>Interlibrary Center</u>		
2 Full time	0	0
<u>Technical Information Center</u>		
1 Full time	0	0
<u>DIVISION OF COLLECTION DEVELOPMENT AND ORGANIZATION</u>		
1 Full time	1	0
<u>Acquisitions</u>		
11 Full time; 2 Part time	2 Full time	8 (3 Full time; 5 Student Asst.)
<u>Cataloging</u>		
8 Full time	2 Full time	1 Student Asst.
<u>Marking</u>		
2 Full time	0	0
<u>Serials</u>		
6 Full time	0	3 (1 Full time; 2 Student Asst.)
<u>Periodical Service Center</u>		
4 Full time	0	0
<u>Design</u>		
1 Full time; 2 Part time	0	0
<u>Textiles</u>		
1 Full time	0	0
<u>Forest Resources</u>		
2 Full time	0	0

At the academic level there are no blacks on the staff at this time.

Women

A breakdown by department, position, and sex is given in the following table:

<u>POSITION</u>	<u>SEX</u>
<u>ADMINISTRATION</u>	
1 Director (EPA)	Male
1 Systems Librarian (EPA)	Male
2 Typist III (SPA)	Female
1 Library Assistant II (SPA)	Female
<u>DIVISION OF GENERAL SERVICES</u>	
1 Assistant Director (EPA)	Male
1 General Service Librarian (EPA)	Female
<u>Circulation</u>	
2 Library Assistant II (SPA)	1 Male
	1 Female
9 Library Assistant I (SPA)	1 Male
	3 Female
5 Part-time Library Assistant I (SPA)	Female
2 Part-time Intermediate Clerk (SPA)	Male
<u>Photocopy</u>	
1 Typist III (SPA)	Female
1 Typist II (SPA)	Female
1 Intermediate Clerk (SPA)	Female
1 Clerk I (SPA)	Female
<u>Mail Room</u>	
1 Mail Clerk (SPA)	Female
1 Clerk I (SPA)	Male
<u>Reserve Room</u>	
1 Library Assistant II (SPA)	Female
5 Library Assistant I (Part-time) (SPA)	Female
<u>DIVISION OF REFERENCE SERVICE</u>	
1 Assistant Director (EPA)	Male
<u>Reference</u>	
1 Department Head (EPA)	Male

POSITIONSEX

2 Reference Librarians (EPA)	Female
1 Reference Librarian (EPA)	Male
1 Library Assistant II (SPA)	Female
1 Typist I (SPA)	Female

Documents

1 Department Head (EPA)	Female
1 Librarian (EPA)	Female
1 Library Assistant II (SPA)	Female
2 Library Assistant I (SPA)	1 Male 1 Female

Interlibrary Center

1 Department Head (EPA)	Female
2 Library Assistant II (SPA)	Female

Technical Information Center

1 Department Head (EPA)	Male
1 Library Assistant II (SPA)	Female

DIVISION OF COLLECTION DEVELOPMENT AND ORGANIZATION

1 Assistant Director (EPA)	Male
1 Steno II (SPA)	Female

Acquisitions

1 Department Head (EPA)	Female
7 Library Assistants II (SPA)	Female
2 Part-time Library Assistant II (SPA)	Female
1 Clerk III (SPA)	Female
1 Typist II (SPA)	Female
2 Typist I (SPA)	Female

Chief Bibliographer

1 (EPA)	Female
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Marking

1 Library Assistant II (SPA)	Female
1 Library Assistant I (SPA)	Female

Cataloging

1 Department Head (EPA)	Female
4 Catalogers (EPA)	Female
5 Library Assistant II (SPA)	Female
3 Typist I (SPA)	Female

POSITIONSEXSerials

1 Department Head (EPA)	Female
4 Library Assistants II (SPA)	Female
2 Library Assistants I (SPA)	Female

Periodical Service Center

1 Clerk IV (SPA)	Female
1 Library Assistant II (SPA)	Female
2 Library Assistant I (SPA)	Female

Design

1 Department Head (EPA)	Female
1 Library Assistant II (SPA)	Female
2 Part-time Library Assistant II (SPA)	Female

Textiles

1 Department Head (EPA)	Male
1 Library Assistant II (SPA)	Female

Forest Resources Library

1 Library Assistant II (SPA)	Female
1 Typist II (SPA)	Female

III. AVAILABILITY OF MINORITY GROUPS AND WOMEN FOR LIBRARY POSITIONS

A considerable amount of research has been done to determine the availability of women and members of minority groups for library positions at both para-professional and professional levels.

Non-Academic PositionsMinority Groups

Non-academic library personnel are generally recruited from among the work force of Wake County, including graduates of local colleges and wives of faculty members and students. A letter from the Employment Security Commission dated January 22, 1973 (attached as Appendix D) provides information on the number of blacks and other minority groups in the Wake County work force. The 22,660 blacks in the Wake County work force as of January 22, 1973 represents 19% of the total work force. There is an ample supply of blacks in the area with qualifications

needed for SPA positions which require generally high school graduation, or in some cases, one or more years of college.

Women

Likewise, there is an ample supply of women in the Wake County work force (49,150 out of 118,170) for SPA positions. The Library has no problems in recruiting women for non-academic positions.

Academic Positions

Minority Groups

The difficulties in finding and recruiting members of minority groups for professional library positions center around the shortage of black and other minority group library school graduates, not only in North Carolina but nationally. One writer concludes that minorities represent only a "Trickle" of library school graduates. As a result, there is a severe national shortage of minority librarians. The two key reasons for this shortage are as follows: "First, comparatively few minority group students are enrolled in colleges and universities; second, highly motivated blacks and Latin Americans head first for law, medicine, college teaching, or business--rather than to a profession which has status problems of its own. "(quoted from "Minority L.S. Grads Still a Trickle;" Library Journal, February 15, 1970, p. 616).

The October 1972 issue of Library Journal provides the following report: "A survey recently completed by AIA's Library Education Division and the Office for Recruitment reveals a limited increase in minority representation in 36 accredited library education programs throughout the U. S. For example, 310 black students were reported as enrolled in the Spring of 1972 compared to 156 in 1969. Mexican-American enrollment rose from 9 to 17...the number of Puerto Rican students dropped from 9 to 1."

On the state level, library science programs have produced few black librarians. The Admissions Office at UNC at Chapel Hill, which has the only AIA accredited library science program in the state, reports that since 1931 (the date of establishment) approximately 12 blacks have graduated from the library school. In the Class of 1972 there was only one black, and in the Class of 1973, none. Out of 123 graduates in the Library Education program at UNC - Greensboro since 1964, eight have been black. The UNC-G library science program is designed for school librarians and not for college and university libraries.

The library school at North Carolina Central University in Durham which is not an AIA accredited library school, but is a predominantly black institution, has graduated 96 black librarians since 1965, averaging about 12 per year.

The statistics cited bear out the shortage of librarians on the national as well as the state level, which explains to some extent why so few applications are

received from black librarians even after our best efforts at recruitment. This is explained further by the fact that a large group of the few black librarians who do receive M.L.S. degrees from library schools are trained for work in secondary and elementary schools rather than in college and university libraries.

Women

Traditionally librarianship has attracted a substantially greater number of women than men. Appendix C contains tables showing the number of men and women receiving Library Science Degrees in the U. S. and in North Carolina. Taking 1965-70 as a typical year, about 5/6 of those receiving Library Science Degrees in the U. S. and in North Carolina are women. During this year, 5,436 women received Master's Degrees in Library Science, of whom 124 were from library schools in North Carolina.

The Library recruits professional librarians nationally, not from just library science schools in North Carolina. There is no problem in recruiting caucasian women and the library has traditionally hired a greater number of women librarians than men. The difficulties arise in finding and recruiting black professional candidates of either sex.

IV. THE COMMITMENT AND GOALS

The employment policy of the D. H. Hill Library is nondiscriminatory. Appointments, promotions and conditions of employment are and will be made without regard to race, color, sex or national origin. The Director has had, and continues to have, a strong commitment to increasing the black presence on the staff, and he has communicated this commitment to assistant directors and department heads who recruit and employ new staff. Likewise, the Director, assistant directors, and the department heads are committed to utilizing women at all levels and in all areas of the library.

Goals for Minority Groups

- (1) A major goal of the D. H. Hill Library is to increase the number and percentage of blacks and members of other minority groups on the staff through concerted efforts to identify and recruit qualified candidates at all SPA and EPA levels. It is the aim of the Library to increase the percentage of black SPA employees from the present 16% to as high a level as possible. There are no upper limits on the percentage or number of blacks that we hope to have on the staff. However, we hope that within the next six months we might be able to recruit enough qualified blacks so that the percentage of SPA blacks on the library staff is at least equal to the percentage of blacks in the Wake County work force which is now 19%. We are very near this goal at the present time.

- (2) The Library will continue its policy of providing all employees, regardless of race, the opportunity for upward mobility within the constraints imposed by position classification requirements.
- (3) The problems of finding and recruiting blacks for professional positions is extremely difficult because of the factors previously cited. In spite of the most concerted efforts at recruitment of black professionals, few applications from blacks are received. A major goal of the library is to increase even further its efforts in recruitment of qualified black professional candidates. If the academic staff continues at its present level of 24, the goal will be to have one to two blacks in professional positions within the next six months.
- (4) As in the case of SPA employees, future black EPA staff members will be provided opportunities for promotion commensurate with their qualifications and abilities.

Goals for Women

- (1) Numerically, women are in the majority on the library staff. The library will continue to recruit women for positions from the highest administrative levels down through the system. It may very well develop that some of the positions usually filled by women, especially on the SPA level, will be filled by men and this in itself may tend to upgrade salary levels for both men and women.
- (2) In the past, the Library has provided women with challenging career opportunities and it has and will continue to afford them the opportunity to move into supervisory and administrative positions.

V. PROPOSED ACTION TO IMPLEMENT COMMITMENT AND REALIZE GOALS

Minority Groups

Non Academic

Para-professional and clerical staff are recruited from Wake County. It has been our experience that an adequate pool of qualified personnel, black and white, is available.

Department heads are responsible for recruiting, interviewing, and employing the para-professional and clerical personnel for their respective departments. In order to comply with and implement the aforementioned commitment and goals of the library, the following practices will be instituted:

- (1) A letter will be sent to the Personnel Office and all appropriate employment agencies stating that library department heads desire to interview qualified applicants regardless of race, religion, sex, or nationality. We want it known by all those responsible for making referrals that the library is anxious to interview and hire minorities.
- (2) As long as the Personnel Department can refer qualified black applicants, no position will be filled by a department head until both qualified black and white applicants have been interviewed. Department heads will maintain records to show that blacks have been interviewed and considered for position vacancies. Our intention is to make sure that department heads do not overlook blacks in the recruiting and interviewing process.
- (3) It is only natural that many positions are filled through the "grape vine"-- i.e., some staff member in a department tells a friend about a position vacancy. This has been an effective though informal recruiting device for the library as well as for other departments on campus and an impossible one to control. Until blacks become a more substantial part of the "grape vine," however, it tends to exclude blacks. Therefore, it should be used by department heads in conjunction with other recruiting devices to assure blacks equal opportunities in interviewing and consideration for vacancies.
- (4) Applicants for para-professional and clerical positions frequently have higher qualifications for vacant positions than required by position classifications. This is due in part to the large number of student wives who find the library a convenient and desirable place to work. A student wife who is a college graduate is sometimes willing and even anxious to work for two or three years in a library position that is classified and described as "minimum qualification, high school graduate." As an employer interested in hiring the best staff possible, this situation has proved advantageous for the library. But, as David H. Rosenbloom points out in a recent article in Personnel Administration and Public Personnel Review, the principle that the "best qualified" should always be appointed and promoted over all others becomes discriminatory in a society in which there has been widespread inequality of opportunity to become the "best qualified." To avoid this kind of discrimination, it may be necessary to hire, at least some of the time, those who meet minimum qualifications for the position rather than the "best qualified" who are frequently over qualified.

- (5) Blacks as well as whites on the staff are given the opportunity to upgrade themselves by applying for higher level job openings in the library. At least three blacks who are presently on the staff have been promoted to higher job classifications. This practice will be continued.

Academic

Finding black professional librarians is far more difficult than finding black para-professionals. All predominately white institutions are now seeking black professional librarians. This sudden demand in an extremely scarce market makes our goal of hiring at least two black professionals a difficult one to meet. However, the effort will be made and the following procedures will be followed:

- (1) Professional job vacancies are being listed with library schools including Atlanta University, the only predominantly black ALA accredited library school in the country. They have also been listed with non-ALA accredited predominantly black library schools.
- (2) Positions will also be advertised in newspapers with nationwide distribution having primarily Black readership (e.g. the Daily Challenge and the Courier) and in newspapers with readership of other minority groups.
- (3) Descriptions of position vacancies will be sent to the libraries of major black institutions in the country with the request that they be posted or circulated to the staff.
- (4) The Director has arranged with the Dean of the School of Library Science at North Carolina Central University for visits to the campus for interviews with students.
- (5) The Director has extended an invitation to the Dean of the School of Library Science at North Carolina Central to bring classes to our campus to tour the Library. The invitation has been accepted and such tours should interest students in the D. H. Hill Library as a possible place of employment.
- (6) The Librarians at Shaw and St. Augustine have been notified of the Library's recruiting program and asked to refer to us any extra black applicants they might interview.
- (7) Black professionals will be actively recruited at professional library meetings.
- (8) It has been previously mentioned that student assistants working part-time are vital to the operation of the library. Black students have served the D. H. Hill Library in the capacity since the 1960's. Special efforts will be made to recruit black student assistants since student assistants frequently

become interested in librarianship as a profession. This continues to be one of the best ways of attracting students to the profession, and we hope to encourage some black students to go to library school and thereby increase the number of black professional librarians in the market.

- (9) Position descriptions of vacant positions that are circulated to schools and colleges and that are listed in newspapers and professional journals will continue to have the notation. "Equal Opportunity Employer."

Women

The Library will continue to recruit women for professional library positions. The number of men entering librarianship has been increasing, and this trend is reflected in the number of men holding professional positions at the D. H. Hill Library. Even so, women still outnumber men and probably will continue to do so. Women have been promoted from within and will continue to have the same opportunities for advancement as men. Salaries and responsibilities will be regulated by ability and not by sex.

The nepotism rule of the university has been waived on occasion to allow the library to offer professional positions to the wives of men holding faculty positions in academic departments. It is understood that the nepotism rule will be further relaxed in the future to enable women to pursue their professions without this artificial encumbrance. This will hold for both EPA and SPA positions. The library will welcome this change since the policy has at times been a handicap in recruiting.

VI. REPORTING PROCEDURES TO MEASURE PROGRESS

The commitment and goals discussed above indicate that the library has had and continues to have the desire to offer full and fair employment opportunities at all levels to minority groups and women. It is also recognized that the finest commitment in this area may fall short of realization through "benign neglect" resulting from the overwhelming daily activities involved in managing a library. For this reason it will be necessary to have procedures for measuring the efforts made and progress achieved. The following will help:

- (1) All position vacancies will be reported to the Director's Office as is presently done. Positions will be reported to the campus Personnel Office and in Personnel Notes before the job is offered to any applicant other than a present staff member. This provides the opportunity for upward mobility to campus employees.
- (2) Those department heads needing to fill a vacancy shall submit to the Director a summary of the recruiting and interviewing processes followed in filling each position.

Included will be information on the number of people interviewed and the race and sex of each.

- (3) Department heads shall include in their annual reports statements describing the efforts that have been made during the year to employ and upgrade minorities and women.

VII. RESPONSIBILITY

The ultimate responsibility for implementing this Affirmative Action Plan lies with the Director of Libraries. Of necessity, the Director must delegate certain duties to Assistant Directors and Department Heads, one such duty being the recruiting and hiring of professional and paraprofessional staff. By accepting this responsibility, Assistant Directors, Department Heads and all others who interview, hire, and supervise personnel for the library must in turn accept the responsibility for implementing this policy as they accept the responsibility for implementing other policies of the library and the university.

To help the library administration meet its responsibility in this area, an Affirmative Action Committee has been appointed. This committee composed of EPA and SPA, male and female, black and white, staff will serve in an advisory capacity to the Director to assure his awareness of the library's progress in fulfilling its Affirmative Action Plan. The chairman of this committee will also serve as the Equal Opportunity Officer for the library. Once each quarter the Committee will report to the Director making those recommendations that seem appropriate for furthering the implementation of the University's Affirmative Action Plan.

APPENDIX A

BLACK EMPLOYEES
PRESENTLY ON STAFF

<u>CLASSIFICATION</u>	<u>NAME</u>	<u>DATE</u>
SPA	Blalock, Doretha J.	<u>6/8/64 to 6/30/70</u> 5/24/71 to present
SPA	Buffaloe, Annie M.	5/20/70 to present
SPA	Chavis, Marva M.	11/27/72 to present
SPA	Forney, Claudette S.	11/10/69 to present
SPA	Hunter, Yvonne	8/24/72 to present
SPA	Hyman, Betty E.	10/1/70 to present
SPA	McCullers, Gloria H.	12/19/70 to present
SPA	McCullers, Hilda C.	12/28/70 to present
SPA	Medlin, Francis G.	3/13/ 72 to present
SPA	Rogers, Dorthelia R.	5/29/72 to present
SPA	Walker, Edward	11/15/62 to present
SPA	White, Evelyn S.	2/1/70 to present

APPENDIX B

FORMER BLACK EMPLOYEES

<u>CLASSIFICATION</u>	<u>NAME</u>	<u>DATE</u>
EPA (Professional Reference Librarian)	Frazier, William V.	7/1/70 to 12/31/71
SPA	Harkley, Gladys H.	6/8/71 to 5/31/72
SPA	Hines, Jesse L. (temp.)	1/16/67 to 6/1/68 7/1/68 to 7/24/70
SPA	Holden, Doris P.	5/6/68 to 6/28/68
SPA	Hunter, James H., Jr.	2/1/70 to 9/8/70
SPA	Jernigan, Celestine W.	6/1/68 to 2/24/72
SPA	Long, Barbara H.	4/4/72 to 7/31/72
SPA (PT transferred to FT)	Nelson, Michele T. (Part) (Full)	9/1/70 to 4/30/71 5/1/71 to 8/31/71
SPA	Riddick, Delores P.	7/30/68 to 5/31/70
SPA	Lee, Verna L.	9/7/65 to 6/2/67

APPENDIX C

Hooper, Mary Evans. Higher Education. Earned Degrees Conferred 1969-1970. National Center for Educational Statistics, Office of Education of the U.S. Department of Health, Education and Welfare.

I. DEGREES CONFERRED IN LIBRARY SCIENCE, AGGREGATE FOR THE U.S., 1969-1970

	<u>TOTAL</u>	<u>MEN</u>	<u>WOMEN</u>
Bachelors (4-5 years)	1,054	86	968
Masters	6,544	1,108	5,436
Doctors	40	24	16

II. DEGREES CONFERRED IN LIBRARY SCIENCE, N.C., 1969-1970

	<u>BACHELORS</u>			<u>MASTERS</u>			<u>DOCTORS</u>		
	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>
Appalachian	12	1	11	16	6	10	---	---	---
E. C. U.	15	4	11	14	2	12	---	---	---
N.C. Central	---	---	---	12	---	12	---	---	---
U.N.C. - CH	---	---	---	93	16	77	---	---	---
U.N.C.-G	---	---	---	14	1	13	---	---	---
TOTAL	27	5	22	149	25	124	0	0	0

EMPLOYMENT SECURITY COMMISSION

BUREAU OF EMPLOYMENT
SECURITY RESEARCHOF
NORTH CAROLINAP. O. BOX 25903
RALEIGH, NORTH CAROLINA 27611

January 22, 1973

COMMISSIONERS
HENRY E. RENDALL, CHAIRMAN
WILEY G. HEARTLEY
ALEX L. HURLEY
P. R. LATTA
WALTER A. ORRELL, SR.
H. ARCHIE PARRER
SAMUEL P. TEAGUE

Mr. John C. Brooks
Personnel Services
Post Office Box 5067
North Carolina State University
Raleigh, North Carolina 27607

Dear Mr. Brooks:

As requested on January 19, 1973, we are showing below tables for Wake and Johnston counties listing 1970 census of population figures and 1971 annual average work force estimates from our publication "North Carolina Work Force Estimates by County, Area, and State," with sex and race broken out according to 1970 census proportions.

Wake County

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>"Other Minority"</u>
Population	228,453	112,351	116,102	176,754	50,562	1,137
Civilian Work Force	118,170	69,020	49,150	95,020	22,660	480
Employment	115,320	67,810	47,510	93,290	21,560	460
Unemployment	2,850	1,210	1,640	1,730	1,100	20
Unemployment Rate	2.5	1.8	3.5	1.9	5.1	4.3

Johnston County

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>White</u>	<u>Black</u>	<u>"Other Minority"</u>
Population	61,737	29,786	31,951	48,615	13,071	51
Civilian Work Force	24,590	15,000	9,590	20,090	4,500	0
Employment	23,550	14,670	8,880	19,570	3,980	0
Unemployment	1,040	330	710	520	520	0
Unemployment Rate	4.4	2.2	8.0	2.7	13.1	--

We hope this information will be useful to you. If we may be of further assistance, please let us know.

Sincerely,

Donald A. Brande
Director

8

SUPPLEMENT I

Liceo scientifico A. Einstein

see

Liceo Einstein di Milano.

LIBRARY OF CONGRESS REFERENCE

Users of depository catalogs should note that references may be to Library of Congress secondary entries which do not appear as headings in depository catalogs.

X 69-29584

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

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

The basic educational requirements for a beginning professional position are an AB or BS degree and a Master's Degree in Library Science. Many library positions require additional academic training in relevant subject or language fields. For example, a school librarian might need to be a subject specialist in Textiles or Architecture and Design. A Cataloger of scientific books or serials might need special knowledge of one or more foreign languages as well as a subject specialty in science.

Experiential requirements range from none for entry-level positions to several years of relevant working experience for supervisory positions.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

	Number	Percent
White Male	20,181	17
White Female	91,685	75
Black Male	1,201	1
Black Female	6,735	5.5
Other Male	619	.5
Other Female	1,431	1
TOTAL	121,852	100%

TECHNICIANS

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

School/Department: Chancellor/Library

Individual Completing Form: Cyrus B. King

Form No. 2, page two

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

a. List sources of data:

U. S. Bureau of the Census. 1970 Census of Population:
Detailed Characteristics: United States Summary, Table 223,
"Detailed Occupation of Employed Persons by Race and Sex."

(a copy of Table 223 is 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:

The source cited reports the number of persons employed in 1970 as librarians in the U.S., and provides male/female breakdowns under three categories: "Negro," "Persons of Spanish Heritage," and "Total." The first two categories were used for the "Black" and "Other" data and the "White" data was derived by subtracting these two from the "Total."

c. Evaluate the accuracy and/or completeness of the data you have used: The data are based on employment in all types of libraries and therefore overstate the available pool of librarians qualified for positions in college and university libraries. However, it is the only data found that provides a breakdown by sex as well as by race. A recent survey conducted by the American Library Association's office for Library Personnel Resources is attached. It provides a racial breakdown and a level of education breakdown, but it does not provide data by race and sex as herein requested. Furthermore, the sample used to acquire data is quite small. A second survey, also prepared by the American Library Association and attached as a part of this report, shows minority enrollment by race (con't)

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

See "C" above

PART II, No. 3-C Continued:

(but not sex/race) in the various types of library training. The 5th year accredited program is the appropriate concern for this report.

Ethnic and Sexual Composition
of Professional Library Employees: 1973

In May 1973, the ALA Office for Library Personnel Resources sent questionnaires to libraries throughout the United States in an effort to collect information about the ethnic composition of the professional labor force.

The sample consisted of 2775 institutions drawn from the NCES Education Directory: Higher Education 1970-1971, NCES Statistics of Public Libraries Serving Areas With at Least 25,000 Inhabitants 1968, and a directory of school library system supervisors compiled by the American Association of School Librarians. These three sources represented a total population of approximately 4800 academic and public libraries and public school systems. A total of 782 institutions returned useable responses. This is a response rate of 28.2% and is 16.2% of the total population represented by the three listings. These institutions employed 9684 professional employees (as defined by each institution and possessing at least some library science education) on the survey date of May 1, 1973.

Institutions were asked to identify in total numbers the ethnic breakdown of their staffs in five categories: American Indian, Black, Oriental, Spanish Surnamed, and Other (defined as including Caucasians and all minorities not specified). They were also asked to provide data on the total numbers of men and women.

Although information was obtained for all levels of employment, only data for professional employees are presented here because of the national scope of the labor market. Within this classification, information was broken down into three categories based upon level of professional education, i.e. some library science education, a masters degree in library science, or a Ph.D. in library science.

Figures presented represent the percentage of each labor force made up by each ethnic group. Totals in the vertical columns represent the percentages of each minority within each educational classification; e.g., 3.7% of the librarians in the sample who possessed a masters degree in library science (but not a doctorate) were Oriental. The "Total all Employers" column is the percentage of the absolute numbers represented in the horizontal rows. It is not the average of the percentages. The bottom portion of the table contains a breakdown of all employees (not just minorities) by sex.

Example: Of all Public Library employees in the sample, with some library science education (but not a masters degree), 0.2% were American Indians, 4.5% were Black, 0.5% were Oriental, 1.2% were Spanish surnamed, and the remaining 93.6% were either Caucasian or some other minority. Of the same group, 88.5% were women and 11.5% were men.

The reader is cautioned that this is only a survey of the libraries listed in the sources cited above. It does not include private schools, government agencies, or special and institutional libraries. It should also be noted that the response rate is less than that normally desired on such a survey.

AMERICAN LIBRARY ASSOCIATION

50 EAST HURON STREET · CHICAGO, ILLINOIS 60611 · (312) 944-6780

Minority Enrollment Survey - 1973¹

In the spring of 1969 and 1972 the American Library Association (ALA) surveyed the minority enrollment in ALA accredited schools in the United States. The results of these two surveys are as follows:

	1969	1972
American Indian	0	1
Negro	156	310
Oriental	98 ²	92
Spanish Surnamed	32	48

In 1973, the Office for Library Personnel Resources expanded two earlier ALA surveys to determine minority enrollment in all library education programs listed in the North American Library Education Directory and Statistics, 1969-1971.

The chart on the following page tabulates for each HEW identified minority group the number of persons enrolled in the Spring of 1973 and the number of degrees expected in 1973. Institutions were asked to omit students in the United States on a student visa (F-1 visa) and to include all students without reference as to whether they were full time or part time students.

The types of programs were broken down into fifth year ALA accredited and fifth year non-accredited programs, sixth year certificate programs, doctoral programs, library technical assistant programs and undergraduate major and minor programs. A second chart at the bottom of the page reports the number of minority persons on faculties of all library education departments - full time and part time.

The Office for Library Personnel Resources plans to repeat this survey in Spring, 1974. At that time we hope to be able to calculate what percentage minority enrollment is of the university of library education students and to ascertain the number of degrees granted to minority students in 1973.

¹Minority group categories are those required by HEW and other agencies in reports of affirmative action programs for equal employment and educational opportunities.

²There was not complete information on how many of the Orientals were foreign students.

MINORITY ENROLLMENT SURVEY SUMMARY - 1973*

ALA/OLPR

TYPE OF PROGRAM	NEGRO		SPANISH SURNAMED		AMERICAN INDIAN		ORIENTAL	
	Number Enrolled Spring 1973	No. of Degrees Expected 1973	Number Enrolled Spring 1973	No. of Degrees Expected 1973	Number Enrolled Spring 1973	No. of Degrees Expected 1973	Number Enrolled Spring 1973	No. of Degrees Expected 1973
5th Year Accredited Programs (U. S. Schools only) 47 responses	428	277	93	51	2	1	259	136
5th Year Non-Accredited 30 responses	108	47	20	5	0	0	23	9
6th Year Certificate 20 responses	16	3	8	0	0	0	9	0
PhD Programs 17 responses	24	5	0	0	2	0	7	0
Library Technical Assistants 33 responses	74	13	46	10	5	2	2	0
BA, BS or Undergraduate minor 96 responses	257	41	57	6	34	4	28	3
TOTAL	907	386	224	72	43	7	328	148

FACULTY - from all programs reported	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
		33	27	4	6	3	1	10

*The minority group categories are those required by HEW and other agencies in reports of affirmative action programs for equal employment opportunity.

School/Department: Chancellor/Library

Individual Completing Form: Cyrus B. King

Form No. 2, page three

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

a. Describe the pool by functional category:

N/A

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

OFFICIALS AND MANAGERS

N/A

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

PROFESSIONAL

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

TECHNICIANS

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

AFFIRMATIVE ACTION PLAN

SCHOOL DEPARTMENT Chancellor/Library
COMPILED BY Cyrus B. King

EPA NON-FR. 17

DATE January 14, 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)	2	1	3	0	0	0	2	0	1	0	3
Professionals											
Technicians											
SUB-TOTAL	2	1	3	0	0	0	2	0	1	0	3
TOTAL				0	0	0	2	0	1	0	3
////////////////////////////////////											
PERMANENT PART TIME*											
Officials & Managers											
Professionals	0	0	0	0	0	0	0	0	0	0	0
Technicians											
SUB-TOTAL	0	0	0	0	0	0	0	0	0	0	0
TOTAL	2	1	3	0	0	0	2	0	1	0	3

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 acc-

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

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

FULL-TIME	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers	*																
Professionals	8	14	0	0	0	0	8	14		8	14	0	2	0	1	8	17
Technicians																	
SUB-TOTAL																	
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
SUB-TOTAL																	
TOTAL	8	14	0	0	0	0	8	14		8	14	0	2	0	1	8	17

*Director of Library reported under Administration and is not included in this report.

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Chancellor/Library

DATE January 14, 1974

COMPLETED BY Cyrus B. King

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	17%	8	36%	0	0	8	36%	8	32	0		8	32
White Female	75%	14	64%	0	0	14	64%	14	56	0		14	56
Black Male	1%	0	0	0	0	0	0	0	0	0		0	0
Black Female	5.5%	0	0	0	0	0	0	2	8	0		2	8
Other Male	.5%	0	0	0	0	0	0	0	0	0		0	0
Other Female	1%	0	0	0	0	0	0	1	4	0		1	4
TOTAL	100%	22	100%	0	100%	22	100%	25	100%	0	100%	25	100%

ORTH CAROLINA STATE UNIVERSITY AT RALEIGH

DIVISION OF PERSONNEL SERVICES
Box 5067 Zip 27607

OFFICE OF BUSINESS AFFAIRS

January 7, 1974

MEMORANDUM

TO: Mr. William H. Simpson
Dr. F. J. Hassler
Professor Roger H. Clark
Dean Carl J. Dolce
Dr. Robert G. Carson, Jr.
Dr. LeRoy C. Saylor
Dr. Odell Uzzell
Dr. Jasper D. Memory

Dr. John F. Bogdan
Mr. Cyrus B. King ✓
Dean Banks C. Talley, Jr.
Dr. R. A. Mabry
Dr. Albert Carnesale

FROM: William R. Calloway

SUBJECT: Wake County Employment Data for Affirmative Action Planning
(SPA Personnel)

The enclosed table summarizes available data on the work force in Wake County, North Carolina. Data used to compile the table were taken from "Raleigh Standard Metropolitan Statistical Area (Wake County) - Manpower Information for Affirmative Action Programs - 1973" prepared by the Employment Security Commission of North Carolina. Labor force figures shown in the table include both the employed work-force and unemployed persons who are experienced in each of the occupational categories. The employment figures are based on 1972 data, however, proportions used for classification into occupational categories are based on 1970 census data.

These figures represent the most proper and reasonable data that we have been able to accumulate from existing availability figures. You may use these percentages in determining goals and timetables for employment of minority group members and females in the various categories shown.

Please call if you have further questions.

WRC:mbo

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 - 1976) (2)															
				WHITE		BLACK		OTHER		TOTAL									
				M	F	M	F	M	F	M	F								
Officials & Managers																			
Professionals																			
Technicians																			
Sales																			
Clerical	14	2	16																
Craftsman																			
Operations (semi-skilled)																			
Laborers																			
Service Workers																			
SUB-TOTAL	14	2	16																
TOTAL																			
*PERMANENT PART-TIME																			
Officials & Managers																			
Professionals																			
Technicians																			
Sales																			
Clerical	10	0	10																
Craftsman																			
Operations (semi-skilled)																			
Laborers																			
Service Workers																			
SUB-TOTAL	10	0	10																
TOTAL	24 (1)	2	26																

Note: A + B = C
 C = D

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

- (1) Based on 29.6% estimate of turn over. (supplied by University Personnel Office)
- (2) Since the library more than meets goals that might be based on availability, the library will have as its goal the maintenance of its present balance.

TABLE I
 PRESENT SPA COMPLEMENT

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

FULL-TIME	WHITE		BLACK		OTHER		TOTAL			WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers									////								
Professionals									////								
Technicians									////								
Sales									////								
Clerical	4	48	1	13	0	0	5	61	////	5	48	1	14	0	0	6	62
Craftsman									////								
Operations (semi skilled)									////								
Laborers									////								
Service Workers									////								
SUB-TOTAL	4	48	1	13	0	0	5	61	////	5	48	1	14	0	0	6	62
*PART-TIME																	
Officials & Managers									////								
Professionals									////								
Technicians									////								
Sales									////								
Clerical	0	15	0	0	0	0	0	15	////	1	14	0	1	0	0	1	15
Craftsman									////								
Operations (semi skilled)									////								
Laborers									////								
Service Workers									////								
SUB-TOTAL	0	15	0	0	0	0	0	15	////	1	14	0	1	0	0	1	15
TOTAL	4	63	1	13	0	0	5	76	////	6	62	1	15	0	0	7	77

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

SCHOOL Chancellor/Library
 COMPLETED BY Cyrus B. King
 DATE January 14, 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		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers									//////								
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical	4	48	1	13	0	0	5	61	//////	5	48	1	14	0	0	6	62
Craftsman									//////								
Operations (semi skilled)									//////								
Laborers									//////								
Service Workers									//////								
SUB-TOTAL	4	48	1	13	0	0	5	61	//////	5	48	1	14	0	0	6	62
*PART-TIME																	
Officials & Managers									//////								
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical	0	15	0	0	0	0	0	15	//////	1	14	0	1	0	0	1	15
Craftsman									//////								
Operations (semi skilled)									//////								
Laborers									//////								
Service Workers									//////								
SUB-TOTAL	0	15	0	0	0	0	0	15	//////	1	14	0	1	0	0	1	15
TOTAL	4	63	1	13	0	0	5	76	//////	6	62	1	15	0	0	7	77

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

SCHOOL Chancellor/Library
 COMPLETED BY Cyrus B. King
 DATE January 14, 1974

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

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

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers									//////								
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical	4	48	1	13	0	0	5	61	//////	5	48	1	14	0	0	6	62
Craftsman									//////								
Operations (semi-skilled)									//////								
Laborers									//////								
Service Workers									//////								
SUB-TOTAL	4	48	1	13	0	0	5	61	//////	5	48	1	14	0	0	6	62
*PART-TIME									//////								
Officials & Managers									//////								
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical	0	15	0	0	0	0	0	15	//////	1	14	0	1	0	0	1	15
Craftsman									//////								
Operations (semi-skilled)									//////								
Laborers									//////								
Service Workers									//////								
SUB-TOTAL	0	15	0	0	0	0	0	15	//////	1	14	0	1	0	0	1	15
TOTAL	4	63	1	13	0	0	5	76	//////	6	62	1	15	0	0	7	77

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

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FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical	4	48	1	13	0	0	5	61		5	48	1	14	0	0	6	62
Craftsman																	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL	4	48	1	13	0	0	5	61		5	48	1	14	0	0	6	62
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical	0	15	0	0	0	0	0	15		1	14	0	1	0	0	1	15
Craftsman																	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL	0	15	0	0	0	0	0	15		1	14	0	1	0	0	1	15
TOTAL	4	63	1	13	0	0	5	76		6	62	1	15	0	0	7	77

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

OCCUPATIONS OF WAKE COUNTY LABOR FORCE* BY SEX AND ETHNIC CLASSIFICATIONS, 1972†

	WHITE				BLACK				OTHER MINORITIES				TOTAL
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		
	N	%	N	%	N	%	N	%	N	%	N	%	
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
Technicians	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	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	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	0	4,524
Service workers	5,489	27.2	4,722	23.4	3,548	17.6	6,357	31.5	57	0.3	23	0.1	20,196
TOTAL	62,020	48.4	41,341	32.2	12,693	9.9	11,626	9.1	400	0.3	144	0.1	128,224

*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.

AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL/DEPARTMENT Chancellor/ Library

DATE January 14, 1974

COMPLETED BY Cyrus B. King

TABLE III
TOTAL SPA CLERICAL COMPLEMENT
(According to ~~October 1, 1973~~ *June 15, 1973* Tabulation)

	Availability Percentages	Full Time		Part Time		Total	
		No.	%	No.	%	No.	%
White Male	20.3	4	6.0	0	0	4	4.9
White Female	71.1	48	72.8	15	100	63	77.8
Black Male	3.3	1	1.5	0	0	1	1.2
Black Female	5.0	13	19.7	0	0	13	16.1
Other Male	0.1	0	0.0	0	0	0	0.0
Other Female	0.2	0	0.0	0	0	0	0.0
TOTAL	100%	66	100%	15	100%	81	100%