SCHOOL/DEPARTMENT A & LS/ED Ad. & Com. Coll. Ed.
COMPLETED BY _____

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 9, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Agriculture & Life Sci./Education
Adult & Community College Ed. DATE January 9, 1974

COMPLETED BY E. J. Boone

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

	Availability Percentages	Full Time		Part Time		Total	
		No.	%	No.	%	No.	%
White Male	75	-	-			-	-
White Female	15	1	100			1	100
Black Male	7	-	-			-	-
Black Female	3	-	-			-	-
Other Male							
Other Female							
TOTAL		1	100%		100%	1	100%

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

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

A & LS/ED

School/Department: Adult & Com. Coll. Education

Individual Completing Form: E. J. Boone

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

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

N/A

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: A & LS/ED
Adult & Community College Ed.

Individual Completing Form: E. J. Boone

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

   a. Describe the pool by functional category:

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

SCHOOL/DEPARTMENT Ag. Ext Home Ec
COMPLETED BY E. Cubell

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE 1-14-74

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

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
		/						
		/						

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Ag. Ext. Home Ec DATE 1-14-74

COMPLETED BY E. COFER

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 No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %		Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	23													
White Female	66	1	100			1	100		1	100			1	100
Black Male	1													
Black Female	10													
Other Male														
Other Female														
TOTAL	100	1	100%		100%	1	100%		1	100%		100%	1	100%

School/Department: Home Economics (Extension)

Individual Completing Form: Eloise Cofer

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.

Pool from which appointments for EPA non-faculty positions are the same as for faculty positions. See Form One.

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%

School/Department: Home Economics (Extension)

Individual Completing Form: Eloise Cofer

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

a. List sources of data: Estimate for 1961-1971. There are no data available by race. Data estimates are based on earned doctorates - 1960-1969 and projections for 1972-1981 - U. S. Department of Health, Education and Welfare data by sex and Futures Market for Doctoral Graduates in Home Economics - Gay Nan Evans - AAHE Research Project.

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:

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

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

SCHOOL/DEPARTMENT Animal Science
COMPLETED BY I. D. Porterfield

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 7, 1974

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	0	0	0	0	0	0	0	0
Professionals	1	0	0	0	0	0	1	0
Technicians	0	0	0	0	0	0	0	0
SUB-TOTAL	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

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
	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Animal Science DATE January 7, 1974

COMPLETED BY I. D. Porterfield

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

Availability Percentages	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	Not Available	1	100	0	0	1	100
White Female	"	0	0	0	0	0	0
Black Male	"	0	0	0	0	0	0
Black Female	"	0	0	0	0	0	0
Other Male	"	0	0	0	0	0	0
Other Female	"	0	0	0	0	0	0
TOTAL		1	100%	0	100%	1	100%

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	1	50	0	0	1	50
White Female	1	50	0	0	1	50
Black Male	0	0	0	0	0	0
Black Female	0	0	0	0	0	0
Other Male	0	0	0	0	0	0
Other Female	0	0	0	0	0	0
TOTAL	2	100%	0	100%	2	100%

School/Department: Animal Science

Individual Completing Form: I. D. Porterfield

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.

Candidates must possess either a B. S. or M. S. or Ph.D. degree with a G.P.A. of not less than 3.0 (4.0 = A) in the major field (Animal Science), and have a working knowledge of beef cattle or dairy cattle or horses or swine, and have an interest and experience in either Agricultural Extension Service or Agricultural Experiment Station work.

General requirements for people in this category at North Carolina State University as stated in Faculty Handbook, p. V-1.

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	54.4	100% 100.0

TECHNICIANS

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

School/Department: Animal Science

Individual Completing Form: I. D. Porterfield

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

a. List sources of data:

American Society of Animal Science - Membership List, August 1973. p. 3

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 above reference listed 3,238 professional members, 545 student affiliate members. The student affiliate members are simply given as a total number. Most students (graduate) who are majoring in either Animal Science or Dairy Science belong to this society. This is the only data available.

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

I would assume that this sample represents approximately 75% of those pursuing an advanced degree in either Animal or Dairy Science.

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

There is a paucity of information available relating to requested data in the areas of Animal or Dairy Science.

School/Department: Animal Science

Individual Completing Form: I. D. Porterfield

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?

N/A

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

SCHOOL/DEPARTMENT Biochemistry
COMPLETED BY Gennard Matrone

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 9, 1974

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

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
	1	2			1	1	2	3
	1	2			1	1	2	3
	1	2			1	1	2	3

AFFIRMATIVE ACTION PLAN
EEA NON-FACULTY

SCHOOL/DEPARTMENT Biochemistry DATE January 9, 1974

COMPLETED BY Gennard Matrone

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

	Availability Percentages	Full Time		Part Time		Total			Full Time		Part Time		Total	
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
White Male	81.7	0	0			0	0		1	20			1	20
White Female	9.2	2	67			2	67		2	40			2	40
Black Male	0.8	0	0			0	0		0	0			0	0
Black Female	0	0	0			0	0		0	0			0	0
Other Male	8.1	0	0			0	0		1	20			1	20
Other Female	0.2	1	33			1	33		1	20			1	20
TOTAL	100	3	100%		100%	3	100%		5	100%		100%	5	100%

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

School/Department: Biochemistry

Individual Completing Form: Gennard Matrone

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

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

Research Associates or Postdoctorals: Ph.D. degree in Biochemistry.

Technicians: A. B. or B. S. degree in Chemistry or Biology or 2 years of college chemistry with one year of technical experience.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS (Research Associates)

	Number	Percent
White Male	750	81.7
White Female	85	9.2
Black Male	7	0.8
Black Female	0	0
Other Male	75	8.1
Other Female	2	0.2
TOTAL	919	100%

TECHNICIANS

	Number	Percent
White Male	12,000	71.3
White Female	3,500	20.3
Black Male	700	4.1
Black Female	70	0.4
Other Male	600	3.5
Other Female	30	0.2
TOTAL	16,900	100%

School/Department: Biochemistry

Individual Completing Form: Gennard Matrone

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

a. List sources of data:

1. U. S. Department of Commerce/Bureau of the Census Population Characteristics, Series P-20, No. 194, Feb. 19, 1970.
2. Data compiled by the American Chemical Society concerning numbers of graduates with A. B. and B. S. degrees in chemistry.
3. Data from the American Society of Biological Chemists.

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

For the number of potential technicians, the value for the number of A. B. and B. S. degrees in Chemistry (from data of A. C. S.) was multiplied by a factor of 2 to obtain the number of recent graduates in Chemistry and Biology (i.e., assumed that there are equal numbers of graduates in these fields).

For the number of professionals, the number is based on data from the American Society of Biological Chemists for the number of recent graduates with Ph.D. degrees.

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

Data for number of Ph.D. graduates in Biochemistry should be quite accurate. Data for the number of persons qualified for technical positions is a best estimate.

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

Firm data on number of graduates in Chemistry are available; this is not true for the number of graduates in Biology.

School/Department: Biochemistry

Individual Completing Form: Gennard Matrone

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

a. Describe the pool by functional category:

The professional pool is drawn from the entire United States.

The technical pool size used herein was for the entire United States although in fact the majority in our Department are citizens of North Carolina.

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

SCHOOL/DEPARTMENT Biol. & Agr'l Engr.
COMPLETED BY F. J. Hassler

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 8, 1974

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

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
	4				1		5	
	1						1	
	5				1		6	
	5				1		6	

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Biol. & Agr'l Engr. DATE January 8, 1974

COMPLETED BY F. J. Hassler

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

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

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

School/Department: Biological and Agricultural Engineering

Individual Completing Form: F. J. Hassler

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

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

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Biological and Agricultural Engineering

Individual Completing Form: F. J. Hassler

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

a. Describe the pool by functional category:

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

School/Department: Biological and Agricultural Engineering

Individual Completing Form: F. J. Hassler

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

a. List sources of data:

List of graduate students

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

Same as (a)

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

Accurate and complete

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

None

SCHOOL/DEPARTMENT CROP SCIENCE
COMPLETED BY Paul H. Harvey

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 9, 1974

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

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Officials & Managers								
Professionals	4	1	1				5	1
Technicians								

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT CROP SCIENCE DATE January 9, 1974

COMPLETED BY Paul H. Harvey

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

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

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

[1] With these small numbers percentages have very little meaning.

School/Department: CROP SCIENCE

Individual Completing Form: Paul H. Harvey

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

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

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: CROP SCIENCE

Individual Completing Form: Paul H. Harvey

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

a. List sources of data:

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

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

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

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

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

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

School/Department: CROP SCIENCE

Individual Completing Form: Paul H. Harvey

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

a. Describe the pool by functional category:

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

School/Department: CROP SCIENCE

Individual Completing Form: Paul H. Harvey

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

a. List sources of data:

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

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

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

Estimates based on past experience.

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

Lack of information on sex and race in published lists.

SCHOOL/DEPARTMENT SALS - Economics

COMPLETED BY Toussaint

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE 1-4-74

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS - Economics DATE 1-4-74

COMPLETED BY Toussaint

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

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

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

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

School/Department: Economics - SALS

Individual Completing Form: Toussaint

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

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

We have one position (½ SALS and ½ LA) who is scheduling officer and assistant to the Department Head. Must be well organized, understand operations of a university and get along well with faculty and students.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

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

School/Department: Economics - SALS

Individual Completing Form: Toussaint

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

NA

a. Describe the pool by functional category:

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

SCHOOL/DEPARTMENT SALS/Entomology
COMPLETED BY K. L. Knight

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 7, 1974

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

FULL-TIME	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Officials & Managers								
Professionals								
Technicians								
Research Associates	10							10
Research Assistants	5							5
SUB-TOTAL	15							15
PERMANENT PART-TIME								
Officials & Managers								
Professionals								
Technicians								
SUB-TOTAL								
TOTAL								

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Officials & Managers								
Professionals								
Technicians								
Research Associates	8	1					8	1
Research Assistants	3						3	
SUB-TOTAL	11	1					11	1
PERMANENT PART-TIME								
Officials & Managers								
Professionals								
Technicians								
SUB-TOTAL								
TOTAL								

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS/Entomology DATE 1/7/74

COMPLETED BY K. L. Knight

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

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

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

School/Department: SALS/Entomology

Individual Completing Form: K. L. Knight

Not applicable. No personnel in this category.

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

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: SALS/Entomology

Individual Completing Form: K. L. Knight

Not applicable

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:

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

SCHOOL/DEPARTMENT SALS - Food Science
COMPLETED BY T. N. Blumer - W. M. Roberts

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 9, 1974

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								
Res. Assoc.		1						1
REs. Asst.	2	3					2	3
SUB-TOTAL	2	4					2	4
PERMANENT PART-TIME								
Officials & Managers								
Professionals								
Technicians								
SUB-TOTAL								
TOTAL	2	4					2	4

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

	White		Black		Other		Total	
	M	F	M	F	M	F	M	F
		1						1
	2	3					2	3
	2	4					2	4
	2	4					2	4

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS - Food Science DATE January 9, 1974

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

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

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

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

	Full Time		Part Time		Total	
	No.	%	No.	%	No.	%
White Male	2	33.3			2	33.3
White Female	4	66.7			4	66.7
Black Male						
Black Female						
Other Male						
Other Female						
TOTAL	6	100%		100%	6	100%

School/Department: SALS - Department of Food Science

Individual Completing Form: Dr. T. N. Blumer - Dr. W. M. Roberts

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

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

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

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

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: SALS - Food Science

Individual Completing Form: T. N. Blumer - W. M. Roberts

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

a. List sources of data:

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

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

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

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

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

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

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

School/Department: SALS - Food Science

Individual Completing Form: T. N. Blumer - W. M. Roberts 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:

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

School/Department: SALS - Food Science

Individual Completing Form: T. N. Blumer - W. M. Roberts Form No. 2, page 2

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

a. List sources of data:

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

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

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

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

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

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

No specific information could be obtained except that listed above.

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

* Terminated August 1973

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT A & LS - Genetics

DATE January 7, 1974

COMPLETED BY D. F. Matzinger

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

School/Department: A & LS - Genetics

Individual Completing Form: D. F. Matzinger

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

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

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: A & LS - Genetics

Individual Completing Form: D. F. Matzinger

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

a. Describe the pool by functional category:

N/A

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT NCSU, SALS, Hort. Science EPA NON-FACULTY DATE January 9, 1974

COMPLETED BY Albert A. Banadyga

NOT APPLICABLE

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT NCSU, SALS, Hort. Science DATE January 9, 1974

COMPLETED BY Albert A. Banadyga

NOT APPLICABLE

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

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

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
		100%		100%		100%

SCHOOL/DEPARTMENT Microbiology

COMPLETED BY J. B. Evans

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE 12/21/73

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

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
							0	0
							0	0
							0	0

AFFIRMATIVE ACTION PLAN
EAP NON-FACULTY

SCHOOL/DEPARTMENT Plant Pathology, Agr & Life Sciences DATE January 9, 1974
COMPLETED BY Robert Aycock, Head

NOT APPLICABLE

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Plant Pathology, Agr & Life Sciences DATE January 9, 1974

COMPLETED BY Robert Aycock, Head

NOT APPLICABLE

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

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

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

	Full Time		Part Time		Total	
	No.	%	No.	%	No.	%
		100%		100%		100%

School/Department: Plant Pathology Department, A & LS

Form No. 2, page one
Not Applicable to this Department

Individual Completing Form: Robert Aycock, Head

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

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

Not Applicable

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Plant Pathology Department, A & LS

Individual Completing Form: Robert Aycock, Head

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

a. Describe the pool by functional category:

N/A

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

School/Department: Department of Poultry Science

Individual Completing Form: R. E. Cook, Head

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

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

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

SCHOOL/DEPARTMENT SALS/Soil Science
COMPLETED BY C. B. McCants

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 3, 1974

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

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
	5	1	1	0	1	0	7	1
	4	1	1	0	0	0	5	1
	9	2	2	0	1	0	12	2
	None							
	None							
	9	2	2	0	1	0	12	2

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS/Soil Science DATE January 3, 1974

COMPLETED BY C. B. McCants

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

	Availability Percentages 1/	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	97	10	100	0	0	0	100
White Female	1	0	0	0	0	0	0
Black Male	1	0	0	0	0	0	0
Black Female	0	0	0	0	0	0	0
Other Male	1	0	0	0	0	0	0
Other Female	0	0	0	0	0	0	0
TOTAL	100	10	100%	0	100%	0	100%

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

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

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

School/Department: Soil Science, SALS

Individual Completing Form: C. B. McCants

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

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

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

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

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

XXXXXXXXXXXXXXXXXXXXXX
Research Associate

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

XXXXXXXXXXXXX
Research Assistant

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

TECHNICIANS

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

School/Department: Soil Science, SALS

Individual Completing Form: C. B. McCants

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

a. List sources of data:

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

See attachment for procedure for estimating "Faculty" distribution.

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

See attachment

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

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

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

No data published applicable to Soil Science.

School/Department: Soil Science, SALS

Individual Completing Form: C. B. McCants

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

a. Describe the pool by functional category:

Not applicable.
Non-faculty are recruited nationally.

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

Not applicable

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

SCHOOL/DEPARTMENT Dept. Veterinary Science
COMPLETED BY T. M. Curtin

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 9, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Dept. Veterinary Science DATE January 9, 1974

COMPLETED BY T. M. Curtin

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

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

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

School/Department: Dept. Veterinary Science

Individual Completing Form: T. M. Curtin

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

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

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

Professionals - do not anticipate using this category.

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Dept. Veterinary Science

Individual Completing Form: T. M. Curtin

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

a. List sources of data:

U. S. Bureau of Census

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

N/A

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

N/A

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

N/A

School/Department: Dept. Veterinary Science

Individual Completing Form: T. M. Curtin

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

a. Describe the pool by functional category:

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

School/Department: Dept. Veterinary Science

Individual Completing Form: T. M. Curtin

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

a. List sources of data:

U. S. Census Bureau

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

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

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

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

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

See 5 b & c

SCHOOL/DEPARTMENT SALS/Zoology
COMPLETED BY D. E. Davis

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE 1/14/74

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

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

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
	2	1					2	1
	2	1					2	1
	2	1					2	1

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT SALS/Zoology DATE 1/14/74

COMPLETED BY D. E. Davis

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

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

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

School/Department: SALS/Zoology

Individual Completing Form: D. E. Davis

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

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

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

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

See form 1 page 1

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

TECHNICIANS

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

AFFIRMATIVE ACTION PLAN FOR THE SCHOOL OF DESIGN

10 January 1974

AFFIRMATIVE ACTION PLAN FOR THE SCHOOL OF DESIGN

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

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

I. UTILIZATION AND AVAILABILITY ANALYSES AND GOALS AND TIMETABLES

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

XXXXXX/DEPARTMENT of Architecture
COMPLETED BY Roger H. Clark

DATE January 7, 1974

TABLE I

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

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

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

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

3-1

AFFIRMATIVE ACTION PLAN
EPA FACULTY

XXXXXX/DEPARTMENT of Architecture
COMPILED BY Roger H. Clark
DATE January 7, 1974

WORK SHEET FOR TABLE II

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

Mod[illegible] A [illegible] B = C
C = D

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

*Combines 2 part-time into 1 full-time position
**Instructor position filled by visiting position

AFFIRMATIVE ACTION PLAN
EPA FACULTY

XXXXXXX DEPARTMENT of Architecture DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

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

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

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

~~SCHOOL~~/DEPARTMENT of Architecture

COMPLETED BY Roger H. Clark

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	
FULL-TIME	M	F	M	F	M	F	M	F
Officials & Managers							0	0
Professionals							0	0
Technicians							0	0
SUB-TOTAL								
PERMANENT PART-TIME								
Officials & Managers							0	0
Professionals							0	0
Technicians							0	0
SUB-TOTAL								
TOTAL							0	0

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
							0	0
							0	0
							0	0
							0	0
							0	0
							0	0
							0	0

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

xxxxx DEPARTMENT of Architecture
COMPLETED BY Roger H. Clark
DATE January 7, 1974

WORK SHEET FOR TABLE VI

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

Note: A + B = C
C = D

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

~~SCHOOL~~/DEPARTMENT of Architecture DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

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

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
	0	100%	0	100%	0	100%

AFFIRMATIVE ACTION PLAN

XXXXXX/DEPARTMENT of Landscape Architecture — EPA FACULTY — DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE I

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

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

	White		Black		Other		Total			White		Black		Other		Total	
FULL-TIME	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Department Head	1						1			1						1	
Professor	1						1										
Associate Professor	1						1			1						1	
Assistant Professor	3						3			4	1					4	1
Instructor	0						0										
Lecturer	0						0										
Visiting	1						1										
SUB-TOTAL	7						7			6	1					6	1
*PERMANENT PART-TIME																	
Professor																	
Associate Professor																	
Assistant Professor																	
Instructor																	
Lecturer																	
Visiting																	
SUB-TOTAL																	
TOTAL	7						7			6	1					6	1

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

~~SCHOOL~~/DEPARTMENT of Landscape Architecture

COMPLETED BY Roger H. Clark DATE January 7, 1974

WORK SHEET FOR TABLE II

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

Note: A + B = C
C = D

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

*Professor filled with Assistant Professor

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT of Landscape Architecture DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

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

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

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

SCHOOL/DEPARTMENT of Landscape Architecture
COMPLETED BY Roger H. Clark

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN

XXXXXXX/DEPARTMENT of Landscape Architecture EPA NON-FACULTY

COMPLETED BY Roger H. Clark DATE January 7, 1974

WORK SHEET FOR TABLE VI

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

A + B = C

C = D

*Individuals working less than full time and being paid according[illegible] but hired for a term of 12 months or more or for a stated term of one aca-

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT of Landscape Architecture DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

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

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

SCHOOL/DEPARTMENT of Product Design EPA FACULTY DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE I

PRESENT FACULTY COMPLEMENT
(According to [illegible] 1973 Tabulation)
June

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

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

	White M	White F	Black M	Black F	Other M	Other F	Total M	Total F
Department Head	1						1	
Professor								
Associate Professor	3						3	
Assistant Professor		1						1
Instructor	1						1	
Lecturer								
Visiting		1						1
SUB-TOTAL	5	2					5	2
TOTAL	5	2					5	2

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

XXXXXX DEPARTMENT of Product Design
COMPLETED BY Roger H. Clark
DATE January 7, 1974

WORK SHEET FOR TABLE II

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

Note: A + B = C
C = D

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT of Product Design DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

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

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	5	71.4	0		5	71.4
White Female	2	28.6	0		2	28.6
Black Male	0		0		0	
Black Female	0		0		0	
Other Male	0		0		0	
Other Female	0		0		0	
TOTAL	7	100%	0	100%	7	100%

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

SCHOOL/DEPARTMENT of Product Design

COMPLETED BY Roger H. Clark

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN

XXXXXXXXX DEPARTMENT of Product Design — EPA NON-FACULTY

COMPLETED BY Roger H. Clark — DATE January 7, 1974

WORK SHEET FOR TABLE VI

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

Note: A + B = C

C = D

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT of Product Design

DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

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

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

	Full Time		Part Time		Total	
	No.	%	No.	%	No.	%
	0	100%	0	100%	0	100%

SCHOOL/~~DEPARTMENT~~ OF DESIGN — EPA FACULTY — DATE January 7, 1974

COMPLETED BY Roger H. Clark

TABLE I

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

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

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

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

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

AFFIRMATIVE ACTION PLAN

SCHOOL/[redacted] OF DESIGN — EPA FACULTY

COMPLETED BY Roger H. Clark — DATE January 7, 1974

WORK SHEET FOR TABLE II

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

Note: A + B = C
C = D

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/~~DEPARTMENT~~ OF DESIGN DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

	Availability Percentages	Full Time No.	Full Time %(b)	Part Time No.	Part Time %(c)	Total No.	Total %(d)	See Note(e)
White Male	88.5	28	90.3	4	100	32	91.4	+
White Female	8.5	2	6.5	-	-	2	5.7	-
Black Male	3.0	1	3.2	-	-	1	2.9	-
Black Female		-	-	-	-	-	-	
Other Male								
Other Female								
TOTAL	100	31	100%	4	100%	35	100%	

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
White Male	25	78.1	2	100	27	79.4
White Female	5	15.6	-	--	5	14.7
Black Male	2	6.3	-	--	2	5.9
Black Female	-	-	-	-	-	-
Other Male						
Other Female						
TOTAL	32	100%	2	100%	34	100%

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

SCHOOL/~~DEPARTMENT~~ OF DESIGN
COMPLETED BY Roger H. Clark

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN

SCHOOL/ XXXXXXXXXX OF DESIGN — EPA NON-FACULTY

COMPLETED BY Roger H. Clark — DATE January 7, 1974

WORK SHEET FOR TABLE VI

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

Note: A + B = C

C = D

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT OF DESIGN

DATE January 7, 1974

COMPLETED BY Roger H. Clark

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

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

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

	Full Time No.	Full Time %	Part Time No.	Part Time %	Total No.	Total %
	0	100%	0	100%	0	100%

OOL Design
PLETED BY R. H. Clark
E January 7, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

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

TABLE II

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

WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
2						2	
	7						7
2	7					2	7
2	7					2	7

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Design
COMPLETED BY R. H. Clark
DATE January 7, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1973 - 1974)	Estimated Number of Newly Created Positions (1973 - 197 4)	Total Positions to Be Filled (1973-1974)	Projected Hiring Goals (based on the total positions to be filled) (1973 - 1974)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	0	0	0							0	0
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	0	0	0							0	0

Note: A + B = C
C = D

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

HOOL Design
PLETED BY R. H. Clark
TE January 7, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

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

TABLE II

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

WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
2						2	
	7						7
2	7					2	7
2	7					2	7

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Design
COMPLETED BY R. H. Clark

DATE January 7, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1974 - 1975)	Estimated Number of Newly Created Positions (1974 1975)	Total Positions to Be Filled (1974-1975)	Projected Hiring Goals (based on the total positions to be filled) (1974 - 197 5)							
				WHITE		BLACK		OTHER		TOTAL	
				M	F	M	F	M	F	M	F
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	0	0	0							0	0
*PERMANENT PART-TIME											
Officials & Managers											
Professionals											
Technicians											
Sales											
Clerical											
Craftsman											
Operations (semi-skilled)											
Laborers											
Service Workers											
SUB-TOTAL											
TOTAL	0	0	0							0	0

Note: A + B = C
C = D

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

HOOL Design
PLETED BY R. H. Clark
TE January 7, 1974

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

TABLE I

PRESENT SPA COMPLEMENT

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

TABLE II

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

WHITE M	WHITE F	BLACK M	BLACK F	OTHER M	OTHER F	TOTAL M	TOTAL F
2						2	
	7						7
2	7					2	7
2	7					2	7

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

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Design
COMPLETED BY R. H. Clark

DATE January 7, 1974

WORK SHEET FOR TABLE II

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

Note: A + B = C
C = D

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

II. IDENTIFICATION OF ADDITIONAL PROBLEM AREAS

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

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

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

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

Architecture

Sources of information:

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

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

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

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

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

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

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

Landscape Architecture

Source of information:
1) American Society of Landscape Architects (ASLA)

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

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

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

Product Design:

Source of information:
1) Industrial Designers Society of America (IDSA)

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

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

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

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

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

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

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

1. The selection process as a discriminatory act is not a problem. Our difficulties rest in not having available a large pool from which to recruit and not being very successful in tapping the pool. When a Black or woman is identified and qualified for a position, the person has an equal opportunity of being hired.

2. The general campus submission addresses this point.

3. Our examination of position descriptions indicates accuracy to actual functions and duties. In order to effect uniformity, the

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

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

5. The general campus submission addresses this point.

D. TRANSFER AND PROMOTION PRACTICES

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

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

1. The women and Black on the faculty are not excluded from any of facilities, recreation and social programs, or special programs of the School of Design. One of the women was given special funding last summer to attend a computer workshop at M.I.T. The women and Black have also had available to them travel funds to aid their education on an equal basis to other faculty members.

2. There is no evidence of de-facto segregation in School of Design facilities.

F. SENIORITY PRACTICES AND SENIORITY PROVISIONS OF UNION CONTRACTS

Not applicable.

G. APPRENTICESHIP PROGRAMS

The general campus submission addresses this point.

H. ALL COMPANY TRAINING PROGRAMS, FORMAL AND INFORMAL

The general campus submission addresses this point.

I. WORKFORCE ATTITUDE

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

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

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

1. Posters announcing position openings and that the University is an Equal Opportunity Employer are posted in one central place within the School of Design.

2. The general campus submission addresses this point.

3. The general campus submission addresses this point.

K. MISCELLANEOUS PROBLEMS

1. The general campus submission addresses this point.

2. The general campus submission addresses this point.

3. The general campus submission addresses this point.

L. PROBLEM AREAS

1. The general campus submission addresses this point.

2. The general campus submission addresses this point.

3. The general campus submission addresses this point.

4. The general campus submission addresses this point.

DATE: January 7, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: Architecture

Individual Completing Form: Roger Clark

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

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

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

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

PART I

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

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

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

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

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

~~School~~/Department: Architecture

Individual Completing Form: Roger Clark

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

a. List sources of data:

Professional organizations related to architecture:
1. American Institute of Architects (AIA)
2. Association of Collegiate Schools of Architecture (ACSA)
3. National Council of Architectural Registration Boards (NCARB)

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

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

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

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

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

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

~~School~~/Department: Architecture

Individual Completing Form: Roger Clark

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

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

N/A

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

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

~~School~~/Department: Architecture

Individual Completing Form: School of Design

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

~~School~~/Department: Architecture

Individual Completing Form: Roger Clark

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

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

This department has no EPA non-faculty positions.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

~~School~~/Department: Architecture

Individual Completing Form: Roger Clark

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

~~School~~/Department: Architecture

Individual Completing Form: Roger Clark

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

a. Describe the pool by functional category:

N/A

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

~~School~~/Department: Architecture

Individual Completing Form: Roger Clark Form No. 2, page four

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

DATE: January 7, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: Product Design

Individual Completing Form: Roger Clark

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

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

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

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

PART I

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

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

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

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

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

~~School~~/Department: Product Design

Individual Completing Form: Roger Clark

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

a. List sources of data:

Professional organization related to industrial design:
1. Industrial Design Society of America (IDSA)

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

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

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

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

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

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

School/Department: Product Design

Individual Completing Form: Roger Clark

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

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

N/A

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

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

School/Department: Product Design

Individual Completing Form: Roger Clark

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

[redacted]l/Department: Product Design

Individual Completing Form: Roger Clark

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

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

This department has no EPA non-faculty positions.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Product Design

Individual Completing Form: Roger Clark

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

~~School~~/Department: Product Design

Individual Completing Form: Roger Clark

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

a. Describe the pool by functional category:

N/A

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

[redacted]l/Department: Product Design

Individual Completing Form: Roger Clark Form No. 2, page four

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

DATE: January 7, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

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

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

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

PART I

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

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

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

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

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

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark

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

a. List sources of data:

Professional organization related to landscape architecture:
1. American Society of Landscape Architects

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

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

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

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

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

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

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark

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

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

N/A

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

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

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark

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

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

This department has no EPA non-faculty positions.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark Form No. 2, page three

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

a. Describe the pool by functional category:

N/A

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

OFFICIALS AND MANAGERS

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

PROFESSIONAL

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

TECHNICIANS

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

~~School~~/Department: Landscape Architecture

Individual Completing Form: Roger Clark

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

a. List sources of data:

N/A

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

N/A

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

N/A

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

N/A