

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

Faculty Vacancy

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

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

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

Additional Information:

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

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

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

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

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School of Forest Resources
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Open Faculty Position

- Position: Recreation Resource Planner. Assistant or Associate Professor with rank and salary appropriate to qualifications. Position to be filled prior to the beginning of the 1973-74 academic year. Services could begin June 1, 1973.
- Responsibilities: Teach undergraduate and graduate courses in the area of park planning, maintenance and operation with major focus upon urban needs and associated problems. Develop a research program aimed at solution of problems related to resource planning (as distinct from program planning) as it relates to recreation use particularly on urban and urban fringe lands. To develop procedures for the assistance of municipalities and counties in recreation planning and community development.

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

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DATE: January 8, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Wood and Paper Science

Individual Completing Form: L. C. Saylor

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Attached.

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

	Number	Percent
White Male	1,570	99.3
White Female	11	0.7
Black Male	0	
Black Female	0	
Other Male	0	
Other Female	0	
TOTAL	1,581	100%

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

Assistant Professor

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

Associate Professor

- Recognized ability and potential for distinction in teaching, independent research, extension, or another scholarly or germane creative activity
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Professor

- Distinguished achievement in teaching, independent research, extension, or another scholarly or germane creative activity
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- Established reputation in the individual's profession or field of scholarly or germane creative activity
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Figures are considered reasonably accurate.

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PARTIAL SUMMARY OF DATA ON DOCTORATE DEGREES USED IN DEVELOPING AFFIRMATIVE ACTION PLAN FOR SCHOOL OF FOREST RESOURCES (1974)

Table 1. Doctorates Awarded by Specialized Fields (Wood Science, Forestry, and All Others^{1/})

	1969			1970			1971		
	WST	FOR ^{2/}	OTHER	WST	FOR ^{2/}	OTHER	WST	FOR ^{2/}	OTHER
	7	81	66	18	68	60	17	92	102
% WST	4.5			12.3			8.8		
% FOR	52.3			46.6			43.6		

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Table 2. Number of Doctorate Degrees Awarded at Schools of Forestry

	Marckworth ^{1/}	Calculated Numbers ^{3/}	
	Total No. Degrees	FOR	WST
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1940-49	93	46	9
1950-59	352	176	35
1960-69	945	472	95
1970-71	371	185	37
1972-73 (estimated)	<u>375</u>	<u>187</u>	<u>37</u>
	2,136	1,094	213
		(1,422) ^{4/}	(277) ^{4/}

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- A doctor's degree, an equivalent degree, or equivalent professional experience^{1/}

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

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

a. List sources of data:

See Table in Department of Forestry report and reference to Marckworth Survey.

Folger, J. K. 1972. Article in Wood and Fiber 4:120.

Memo from Dr. I. S. Goldstein (January 4, 1974) presenting data on society memberships and interpretation of available pool of personnel.

Letter from D. R. Theo (January 24, 1973) regarding high percentage of female doctoral students in forestry schools being foreign students in wood science.

b. Describe the method(s) used for arriving at the figures recorded in the chart.

Method of arriving at figures recorded in the chart involved use of data from above references along with personal knowledge of society memberships.

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

Figures are considered reasonably accurate.

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

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

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

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

PARTIAL SUMMARY OF DATA ON DOCTORATE DEGREES USED IN DEVELOPING AFFIRMATIVE ACTION PLAN FOR SCHOOL OF FOREST RESOURCES (1974)

Table 1. Doctorates Awarded by Specialized Fields (Wood Science, Forestry, and All Others^{1/})

	1969			1970			1971		
	WST	FOR ^{2/}	OTHER	WST	FOR ^{2/}	OTHER	WST	FOR ^{2/}	OTHER
	7	81	66	18	68	60	17	92	102
% WST	4.5			12.3			8.8		
% FOR	52.3			46.6			43.6		

^{1/}Data summarized annually by Dr. Gordon D. Marckworth, Dean Emeritus of the College of Forest Resources at the University of Washington, and distributed to forestry schools through the National Office of the Society of American Foresters.

^{2/}Does not include range management, wildlife management or recreation because these areas not included in the Department of Forestry at NCSU.

Table 2. Number of Doctorate Degrees Awarded at Schools of Forestry

	Marckworth ^{1/}	Calculated Numbers ^{3/}	
	Total No. Degrees	FOR	WST
1932-39	56	28	
1940-49	93	46	9
1950-59	352	176	35
1960-69	945	472	95
1970-71	371	185	37
1972-73 (estimated)	<u>375</u>	<u>187</u>	<u>37</u>
	2,136	1,094	213
		(1,422) ^{4/}	(277) ^{4/}

^{1/}Data summarized annually by Dr. Gordon D. Marckworth, Dean Emeritus of the College of Forest Resources at the University of Washington, and distributed to forestry schools through the National Office of the Society of American Foresters.

^{3/}Using percentages calculated from 1969-71 data, the following average percentages were used to determine the number of doctorates awarded in previous years: (1) WST 10% of the total; (2) FOR 50% of the total.

^{4/}Numbers obtained from Marckworth surveys were increased by 30% to accommodate individuals with B.S. degrees in forestry and wood technology who obtained Ph.D.s in areas such as genetics, soils, statistics, chemistry, etc.

Affirmative Action Plan:

School of Liberal Arts of North Carolina State University

The School of Liberal Arts of North Carolina State University offers equal opportunities to all employees, and to applicants for employment on the basis of merit and without regard to race, sex, creed, or national origin. This policy applies to recruitment, hiring, promotions, demotions, terminations, and salary increases. The School adheres to this policy both because of legal requirements and because of the moral and humanitarian principles involved.

The goal of equal employment opportunity and the implementation of this goal are the essential elements of the School's Affirmative Action Plan. Hence, it is a positive plan designed to guarantee equal opportunity and nondiscrimination with respect to minority groups and women and to look toward their increased utilization in all areas of School activity.

I. RESPONSIBILITY FOR IMPLEMENTATION

A. Dean of the School of Liberal Arts

1. The Dean has the responsibility to see that department heads and supervisors are familiar with the Plan and that the policies and requirements set forth in the Plan are carried out.

B. Department Heads and Supervisors

1. Each Department Head and supervisor charged with the responsibility for recruiting and interviewing applicants for employment must maintain a record of these activities and report them to the Dean on a periodic basis. The Dean must in turn keep the Faculty Review Committee informed.

C. Faculty Review Committee

1. The Faculty Review Committee performs two major functions. First, it consults with appropriate University officials if a situation seems to involve discrimination in recruitment or employment conditions. Second, it serves in an advisory capacity to the Dean concerning recruitment and hiring to guarantee that there is no discrimination, intentional or unintentional.

At least one-half of the membership of the Faculty Review Committee will be made up of women and minority faculty members.

D. Staff and Service Review Committee

1. The Staff and Service Review Committee performs for SPA personnel the same functions that the Faculty Review Committee performs for EPA personnel. At least one-half the membership of the Staff and Service Committee will be made up of women and minority SPA personnel.

II. UTILIZATION ANALYSIS OF PRESENT EMPLOYMENT

A. Minority Employees

1. An analysis of the job categories listed in the 1972-73 EEO-1 Report shows underutilization of minorities in the following categories:

Academic Personnel
Non-academic Personnel

2. Underutilization is due to a number of causes which will be discussed in this section.

Academic Personnel

Of the some 224 full-time faculty members in the eight departments, six, or 2.7 per cent, are Blacks (five) and Spanish-surnamed Americans (1). Data on the number of minorities with doctorates are not current and conclusive. (Here, minority refers to American Indians, Blacks, Spanish-surnamed Americans, and American Orientals.) Of the 1,096 Black respondents to a Ford Foundation survey, 29 per cent earned their doctorates in Education, 26 per cent in the social sciences, 13 per cent in the Biological sciences, 12 per cent in Physical Science, 12 per cent in the Humanities, and 8 per cent in other fields.¹ A recent American Council on Education survey revealed that of 827,000 graduate students in 1968, 22,330, or 2.7 per cent, were Black. Of these, 424, or approximately 1.9 per cent, sought the Ph.D. degree.² Of candidates for other doctorates, 6.3 per cent were Black.² If the Ford Foundation survey can be used as a crude index of the distribution of Black doctorates by academic disciplines (26 per cent in the Social Sciences and 12 per cent in the Humanities), it can be estimated, then, that of the 424 Blacks who sought the Ph.D. degree in 1968, 161, or 38 per cent, were in the Social Sciences and the Humanities. If it is assumed that about one-fourth of these completed their doctorates in the course of the year, it is apparent that only about 40 new Black Ph.D.'s entered the labor market in 1968 in all disciplines of liberal arts.

It is noted that both of these studies referred to Blacks, not to minority groups in general. It is further noted that the data are incomplete. However, to the extent that patterns emerge from the inconclusive data, it seems clear that there is a severe shortage of Blacks with doctorates. Thus, to a great extent the under-representation of minorities in liberal arts is due to a dearth of available talent.

In addition, the School did not expend the extra effort needed to seek out suitable minority candidates in the past. However, in more recent years, this pattern has changed in most departments.

1. Bryant, James W., A Survey of Black American Doctorates. New York: The Ford Foundation, 1970.

2. Creager, John A., The American Graduate Student: A Normative Description, Vol. 6, No. 5, October, 1971. Ace Research Reports, Office of Research, American Council on Education.

Non-Academic Personnel

Of the 33 employees in non-Academic positions, 8, or 24.2 per cent are Black. Of eight departments, all but two have at least one Black SPA employee, and one department (Physical Education) has four. Thus, there is clearly no underutilization of minorities in this category, though it is nevertheless the goal of the School eventually to place at least one Black secretary in each of the two departments, not employing a member of a minority group at this time.

B. Female Employees

1. An analysis of the job categories listed in the 1972-73 EEO-1 Report indicates an underutilization of females in the category of academic personnel.
2. The identifiable deficiencies in the above category are due to a variety of reasons which will be discussed below.

Academic Personnel

Of the some 224 full-time employees in academic positions, 34, or approximately 15.2 per cent are women. On a national basis, the percentage of women holding doctorates is over 20 per cent in such academic areas as English, Romance Languages, Physical Education, and Anthropology. The percentages are lower in other areas. These include Philosophy with 10.2 per cent, Economics with 5.6 per cent, Government with 8.8 per cent and Sociology with 17.07 per cent.⁴ In this connection, parity is reflected in the utilization of women in several areas. In others, the utilization is relatively low. (See appended department reports)

These data suggest that there is not a serious shortage of women available for faculty positions in some areas. The modest under-utilization of women in this School is attributable to a number of factors including:

- (a) the extra effort necessary to identify and hire qualified women has not always been expended in the past;
- (b) the tendency of some women not to consider the School of Liberal Arts as an employment possibility because of the male tradition which has characterized North Carolina State University in the past;
- (c) the lack of availability of women with the specific academic training needed to fill a particular vacancy at a given time;
- (d) the immobility of some qualified women; and
- (e) the policy on nepotism has sometimes made it difficult to hire qualified women whose husbands are trained and employed in a similar or related field.

3. The analysis of non-Academic job categories in the 1972-73 EEO-1 Report inadvertently listed 45 instead of 38 positions which reflected an underutilization of Blacks. The corrected number of positions, 38, does not reflect underutilization.

4. Data prepared by the Council for University Women's Progress at the University of Minnesota, June, 1971.

Non-Academic Personnel

A total of 33 persons are employed in non-Academic positions in the School. Of the total employed, 84.8 per cent are women. Thus, there is not an underutilization of women in this category, though there are indications that a conventional classification system has evolved that designates certain jobs by categories such as "male," "female," "Black," or "White."

- C. Goals, Timetables, and Affirmative Action Commitments for Corrections of Deficiencies Noted Under Utilization Analysis

Academic Personnel

Underutilization in this category is generally balanced among the eight departments.

<u>Goals</u>	<u>Timetable</u>
<u>To increase</u> the utilization of minorities to 10 per cent ⁵	Implementation of recruitment procedures, August 1973 5 per cent goal August 31, 1975 10 per cent goal August 31, 1978 ⁶
<u>To increase</u> the utilization of women to 20 per cent	Implementation of recruitment procedures, August 31, 1973 16 per cent goal, August 31, 1975 20 per cent goal, August 31, 1978

5. See Appendix I.

6. This timetable is based on the assumptions that the School's growth will be limited over the next five years, that few new positions will become available, that most hiring will therefore be the result of normal attrition, and that present attrition rates will continue. If these assumptions do not hold, it will be necessary to adjust the timetables.

7. See Appendix II.

<u>Affirmative Actions</u>	<u>Responsibility</u>	<u>Target Date</u>
1. Initiate and/or expand recruitment relations to include universities with large minority and/or female enrollments	Department Heads	Immediate and continuing
2. Initiate contacts with professional associations maintaining registers of available minorities and women ⁸	Department Heads	Immediate and continuing
3. Encourage employees in academic positions to refer qualified minority and women applicants	Department Heads	Immediate and continuing
4. Interview marginally qualified minorities and women ⁹	Department Heads	August 1973 and continuing
5. Actively recruit from the faculties of predominantly Black institutions	Department Heads	August 1973 and continuing
6. Include in all advertisements of open positions the statement: "An Equal Opportunity Employer M/F"	Department Heads	August 1973 and continuing
7. Maintain detailed records of all correspondence with applicants, including information on sex and race	Department Heads	Immediate and continuing
8. Maintain detailed records of assessments made of the qualifications of those minorities and women who are hired and those who are not hired and report these periodically to the Dean, who will in turn consult with the Faculty Review Committee	Department Heads	Immediate and continuing
9. Periodically review promotion procedures, salary, and faculty ranks to guarantee non-discrimination	Dean, Department Heads	Immediate and continuing

8. See Appendix III.

9. In cases where a female or minority applicant seems only marginally qualified on paper, but in the view of the Faculty Review Committee should be considered more carefully, the Dean will provide funds to bring her/him to the campus for an interview.

Non-Academic Personnel

Minority utilization is sought in all departments. The "conventional" job classification pattern should be eliminated in all possible areas.

<u>Goals</u>	<u>Timetable</u>
<u>To expand</u> the utilization of minorities to all departments	May 1975 ¹⁰
<u>To expand</u> recruiting procedures in an effort to seek out larger numbers of minority applicants	Immediate and continuing
<u>To achieve</u> salary equity between male and female employees in each category which is filled by both male and female employees	Immediate and continuing
<u>To alleviate</u> any current inequities in job placement which result from a "conventional" classification system of jobs	Immediate and continuing

<u>Affirmative Actions</u>	<u>Responsibility</u>	<u>Target Date</u>
1. Reaffirm with all department heads and supervisors the need to increase employment of minority group members in office and clerical positions by direct employment and upgrade	Personnel Officer	Immediate and continuing
2. Interview marginally qualified minorities and women	Personnel Officer, Department Heads, Supervisors	Immediate and continuing
3. Initiate a training program for employees now classified as Clerk Typist for promotions to stenographic and secretarial classifications	Personnel Officer	Immediate and continuing
4. Encourage employees in these positions to refer qualified minority candidates	Personnel Officer, Department Heads, Supervisors	Immediate and continuing

10. In the two departments presently not employing minority secretaries the turnover of SPA personnel has been very slow. Thus, assuming no new positions, it may take as long as two years to integrate the departments.

Goals -

90

Timetable

5 years, not 3

III. SUPPORTIVE PLANS FOR IMPROVING THE AVAILABILITY OF MINORITY PROFESSIONALS

- A. It seems very unlikely that the availability of minority professionals will improve appreciably in the future without systematic supportive efforts. The following suggestions are therefore made, though their execution is beyond the scope of the activities of the School.

1. Regional Consortium of Universities

- a. A consortium of universities should be established on a regional basis for the purpose of creating a pool of available and qualified minorities and women.

(1) At a minimum universities should exchange information on available talent in a routinized and systematic manner.

(2) Funding agencies might be approached to support training programs for minorities and women, with a provision that the cost of their education would be written off if graduates chose to take employment in the region.

2. Individual Universities

- a. Individually, universities might make special commitments, if only on a limited basis pending resources available, to recruit and provide program assistance for minority graduate students. These students might later be used as Teaching Assistants to introduce them to the profession.

3. Faculty Development Programs

- a. Some serious consideration should be given to making offers at the instructor level to minority members without the usual academic credentials but who otherwise seem promising. These faculty members might be given a trial period of several years to upgrade their skills and/or prove their worth in the classroom.
- b. In connection with the above, the University might establish programs permitting non-qualified Ph.D. minority and female faculty to teach part-time while pursuing the doctorate at one of the Triangle area institutions.

Checklist on "Required Components of Affirmative Action Plans: Order Number 4"
for The School of Liberal Arts, NCSU

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

A general problem pervading this entire area is the scarcity--indeed the total absence--of reliable data on the race and sex of the workforce. Inquiries often produce no responses at all or, on occasion, a reply (sometimes indignantly worded) informing us that such information is not considered to be appropriate in record keeping. Our departments have expended great time and effort to analyze the nature of the workforce, but we recognize that our analysis is no better than our data--and these are very soft.

Within the limitations of the data, it seems that the departments and programs in this school can be rank-ordered in the following manner in terms of the availability of females: languages, physical education, English, sociology, anthropology, philosophy, history, political science, economics, and religion. Percentages of the total workforce appear to vary greatly from some 30 per cent (languages) to less than 4 per cent (religion). Blacks are far more scarce. No department has identified a potential male employee pool larger than 4 per cent (physical education), and several estimates approach 0. Black females in the labor force are even more rare. Only one department (physical education) estimates a pool larger than 1 per cent of the total labor force.

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

As well as we can discern (we do not request information on race or sex) the number of applications received reflect the availability discussed above. The one exception may be English, where recently we seem to be receiving more inquiries from Blacks than might otherwise be expected.

C. Analyze: "The total selection process including position descriptions, position titles, worker specifications, application forms, interview procedures, test administration, test validity, referral procedures, final selection process, and similar factors."

1. Our selection process does not eliminate a significantly higher percentage of minorities or women than non-minorities or men.

2. We do not have applications or related pre-employment forms which are not in compliance with federal legislation.

3. Our position descriptions are not inaccurate in relation to actual functions and duties.

4. Selection procedures are such that no techniques of measurement are used which could be adapted to serving a conscious discriminatory purpose and none have built-in factors which have the affect of disadvantaging females or minority group members.

5. Not applicable.

D. Analyze: "Transfer and promotion practices."

There are few opportunities for transfers of faculty members due to the specialized nature of the work. Promotions are based on established criteria (teaching performance, scholarly productivity, and other contributions to the profession and the university). Race and sex are not considered in any manner.

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

There are no school-sponsored recreational or social events. The State of North Carolina does not provide educational assistance to children of faculty members. Employees of the University are permitted to take a limited number of courses free of charge, and this is extended to all persons. There are no segregated school facilities except for male and female rest rooms.

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

Not applicable.

G. Analyze: "Apprenticeship programs."

Not applicable.

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

Not applicable.

I. Analyze: "Workforce attitude."

Personnel involved in the recruiting, screening, selection, promotion, disciplinary, and related processes have been carefully selected and trained to insure elimination of bias in all personnel actions.

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

1. Posters affirming that NCSU is an Equal Employment Opportunity Employer are on display in the School of Liberal Arts.

2. Not applicable.

3. Not applicable.

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

Not applicable.

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

1. Not applicable.

2. Not applicable.

3. Not applicable.

4. In the School of Liberal Arts there is no violation of the "equal pay for equal work" concept.

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts
COMPLETED BY Dean Robert O. Tilman

DATE January 16, 1974

TABLE I
PRESENT FACULTY COMPLEMENT
(According to October 1973 Tabulation)
JUNE

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

	White		Black		Other		Total		//////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Department Head	7	0	0	0	1	0	8	0	//////	7	0	0	0	1	0	8	0
Professor	26	1	0	0	0	0	26	1	//////	37	3	1	0	0	0	38	3
Associate Professor	48	2	1	0	0	0	49	2	//////	63	7	3	0	0	0	66	7
Assistant Professor	62	16	1	0	0	0	63	16	//////	57	19	3	1	0	1	60	21
Instructor	42	14	2	1	0	0	44	15	//////	18	12	2	3	0	1	20	16
Lecturer	0	0	0	0	0	0	0	0	//////	0	0	0	0	0	0	0	0
SUB-TOTAL	185	33	4	1	1		190	34	//////	182	41	9	4	1	2	192	47
PERMANENT PART-TIME									//////								
Professor	1	0	0	0	0	0	1	0	//////	0	0	0	0	0	0	0	0
Associate Professor	2	0	0	0	0	0	2	0	//////	3	0	0	0	0	0	3	0
Assistant Professor	2	0	0	0	0	0	2	0	//////	1	1	0	0	0	0	1	1
Instructor	10	5	1	0	0	0	11	5	//////	0	3	0	0	0	0	0	3
Lecturer	0	0	1	0	0	0	1	0	//////	0	0	0	0	0	0	0	0
Visiting	0	0	0	0	0	0	0	0	//////	0	0	0	0	0	0	0	0
SUB-TOTAL	15	5	2	0	0	0	17	5	//////	4	4	0	0	0	0	4	4
TOTAL	200	38	6	1	1	0	207	39	//////	186	45	9	4	1	2	196	51

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

AFFIRMATIVE ACTION PLAN

 SCHOOL/DEPARTMENT Liberal Arts
 COMPLETED BY Dean Robert O. Tilman

EPA FACULTY

DATE January 16, 1974

WORK SHEET FOR TABLE II

FULL TIME	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1975-1976)	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	0	0	0	0	0	0	0	0	0	0	0	
Professor	1	0	1	2	0	2	0	0	0	4	0	
Associate Professor	8	4	12	4	7	1	1	0	0	5	8	
Assistant Professor	15	4	19	9	3	1	2	0	1	9	6	
Instructor	0	0	0	0	0	0	0	0	0	0	0	
Lecturer	0	0	0	0	0	0	0	0	0	0	0	
SUB-TOTAL	25	8	33	15	10	4	3	0	1	18	14	
XXXXX		A	B	C								
////////////////////												
PERMANENT PART TIME*												
Professor	1	0	0	0	0	0	0	0	0	0	0	
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	
Assistant Professor	0	0	1	0	1	0	0	0	0	0	1	
Instructor	1	0	1	0	1	0	0	0	0	0	1	
Lecturer	0	0	0	0	0	0	0	0	0	0	0	
Visiting	0	0	0	0	0	0	0	0	0	0	0	
SUB-TOTAL	2	0	2	0	2	0	0	0	0	0	2	
TOTAL	27	A	B	C	15	12	4	3	0	1	19	16

 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.

EPA Non-Faculty

The School of Liberal Arts shares one EPA non-faculty person with the School of Agriculture in the Department of Economics. This is the only such position in the School. No new positions are contemplated. No resignation or termination is expected. This position is reported in the Affirmative Action Plan of the School of Agriculture and Life Sciences.

SCHOOL Liberal Arts
 COMPLETED BY Dean Robert O. Tilman
 DATE January 17, 1974

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

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

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers		1						1	//////		1						1
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical	2	21		5			2	26	//////	2	21		5			2	26
Craftsman									//////								
Operations (semi-skilled)				3				3	//////				3				3
Laborers									//////								
Service Workers									//////								
SUB-TOTAL	2	22	3	5			5	27	//////	2	22	3	5			5	27
*PART-TIME																	
Officials & Managers									//////								
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical		1						1	//////		1						1
Craftsman									//////								
Operations (semi-skilled)									//////								
Laborers									//////								
Service Workers									//////								
SUB-TOTAL									//////								
TOTAL	2	23	3	5			5	28	//////	2	23	3	5			5	28

PA Individuals working at least 1/2-time in a permanently established position.

N. C. STATE UNIVERSITY
AFFIRMATIVE ACTION PLAN
SPA PERSONNEL

SCHOOL Liberal Arts
COMPLETED BY Dean Robert O. Tilman

DATE January 17, 1974

WORK SHEET FOR TABLE II

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

Note: A + B = C
C = D

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

TABLE I
 PRESENT SPA COMPLEMENT

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

FULL-TIME	WHITE		BLACK		OTHER		TOTAL			WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers		1						1			1						1
Professionals																	
Technicians																	
Sales																	
Clerical	2	21		5			2	26		2	22		5			2	27
Craftsman																	
Operations (semi skilled)				3				3					3				3
Laborers																	
Service Workers																	
SUB-TOTAL	2	22	3	5			5	27		2	23	3	5			5	28
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical				1				1					1				1
Craftsman																	
Operations (semi skilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL																	
TOTAL	2	23	3	5			5	28		2	24	3	5			5	29

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

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

SCHOOL Liberal Arts
 COMPLETED BY Dean Robert O. Tilman

DATE January 17, 1974

WORK SHEET FOR TABLE II

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

Note: A + B = C
 C = D

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

SCHOOL Liberal Arts
 COMPLETED BY Dean Robert O. Tilman
 DATE January 17, 1974

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

TABLE I
 PRESENT SPA COMPLEMENT

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

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers		1						1	//////		1						1
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical	2	21		5			2	26	//////	2	22		5			2	27
Craftsman									//////								
Operations (semi skilled)				3				3	//////				3				3
Laborers									//////								
Service Workers									//////								
SUB-TOTAL	2	22	3	5			5	27	//////	2	23	3	5			5	28
*PART-TIME																	
Officials & Managers									//////								
Professionals									//////								
Technicians									//////								
Sales									//////								
Clerical		1						1	//////		1						1
Craftsman									//////								
Operations (semi skilled)									//////								
Laborers									//////								
Service Workers									//////								
SUB-TOTAL									//////								
TOTAL	2	23	3	5			5	28	//////	2	24	3	5			5	29

PA Individuals working at least 1/2-time in a permanently established position.

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

SCHOOL Liberal Arts
 COMPLETED BY Dean Robert O. Tilman

DATE January 17, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1973 - 1976)	Estimated Number of Newly Created Positions (1973 - 1976)	Total Positions to Be Filled (1973-1976)	Projected Hiring Goals (based on the total positions to be filled) (1973 - 1976)															
				WHITE		BLACK		OTHER		TOTAL									
				M	F	M	F	M	F	M	F								
Officials & Managers																			
Professionals																			
Technicians																			
Sales																			
Clerical																			
Craftsman	Unknown	Unknown (0?)	Unknown																
Operations (semi-skilled)																			
Laborers																			
Service Workers																			
SUB-TOTAL																			
TOTAL																			
*PERMANENT PART-TIME																			
Officials & Managers																			
Professionals																			
Technicians																			
Sales																			
Clerical																			
Craftsman	Unknown	Unknown (0?)	Unknown																
Operations (semi-skilled)																			
Laborers																			
Service Workers																			
SUB-TOTAL																			
TOTAL																			

Note: A + B = C
 C = D

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

N. C. STATE UNIVERSITY
 AFFIRMATIVE ACTION PLAN
 SPA PERSONNEL

SUMMARY

SCHOOL Liberal Arts
 COMPLETED BY Dean Robert O. Tilman

DATE January 17, 1974

WORK SHEET FOR TABLE II

FULL-TIME	Estimated Number of Positions Expected to Become Vacant (1973 - 1976)	Estimated Number of Newly Created Positions (1973 - 1976)	Total Positions to Be Filled (1973-1976)	Projected Hiring Goals (based on the total positions to be filled) (1973 - 1976)										
				WHITE		BLACK		OTHER		TOTAL				
				M	F	M	F	M	F	M	F			
Officials & Managers														
Professionals														
Technicians														
Sales														
Clerical														
Craftsman	Unknown	Unknown (0?)	Unknown											
Operations (semi-skilled)														
Laborers														
Service Workers														
SUB-TOTAL														
TOTAL														
*PERMANENT PART-TIME														
Officials & Managers														
Professionals														
Technicians														
Sales														
Clerical														
Craftsman	Unknown	Unknown (0?)	Unknown											
Operations (semi-skilled)														
Laborers														
Service Workers														
SUB-TOTAL														
TOTAL														

Note: A + B = C
 C = D

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

TABLE I
 PRESENT SPA COMPLEMENT

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

FULL-TIME	WHITE		BLACK		OTHER		TOTAL		//////	WHITE		BLACK		OTHER		TOTAL	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
Officials & Managers		1						1			1						1
Professionals																	
Technicians																	
Sales																	
Clerical	2	21		5			2	26		2	22		5			2	27
Craftsman																	
Operations (semiskilled)				3				3					3				3
Laborers																	
Service Workers																	
SUB-TOTAL	2	22	3	5			5	27		2	23	3	5			5	28
*PART-TIME																	
Officials & Managers																	
Professionals																	
Technicians																	
Sales																	
Clerical			1					1				1					1
Craftsman																	
Operations (semiskilled)																	
Laborers																	
Service Workers																	
SUB-TOTAL																	
TOTAL	2	23	3	5			5	28		2	24	3	5			5	29

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

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	0	0	0										
Professor	0	0	0										
Associate Professor	0	0	0										
Assistant Professor	1	0	1		1								1
Instructor	9	0	9	7	2							7	2
Lecturer	0	0	0										
SUB-TOTAL	10	0	10	7	3							7	3
TOTAL	A	B	C	10								10	3
////////////////////													
PERMANENT PART TIME*													
Professor	1	0	0										
Associate Professor	0	0	0										
Assistant Professor	0	0	1		1								1
Instructor	0	0	0										
Lecturer	0	0	0										
Visiting	0	0	0										
SUB-TOTAL													
TOTAL	A	B	C	11								11	

Note: A + B = C
 C = D

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts - Economics

DATE 1-4-74

COMPLETED BY W. D. Toussaint

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

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

Availability Percentages	Full Time ^a		Part Time ^b		Total ^c		See Note(c)	Full Time		Part Time		Total		
	No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%	
White Male	94	31	97	2	100	33	97	+	28	88	1	50	29	86
White Female	5	1	3			1	3	-	4	12	1	50	5	14
Black Male	1	0	0			0	0	-	0	0				
Black Female														
Other Male														
Other Female														
TOTAL	100	32	100%	2	100%	34	100%		32	100%	2	100%	34	100%

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

SCHOOL/DEPARTMENT Liberal Arts- Economics
 COMPLETED BY W. D. 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		Black		Other		Total	
	M	F	M	F	M	F	M	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 New Professor Hiring Goals)

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Liberal Arts - Economics

DATE 1-4-74

COMPLETED BY W. D. Toussaint

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

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

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Liberal Arts - Economics

EPA NON-FACULTY

COMPLETED BY W. D. Toussaint

DATE 1-4-74

WORK SHEET FOR TABLE VI

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

Note: A + B = C

*Individuals working less than full time and being paid accordingly but

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Liberal Arts - EconomicsIndividual Completing Form: W. D. Toussaint

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Ph.D. (or DBA) degree in economics or business administration (possibly agricultural economics). Ability in research and teaching and potential for scholarly activity.

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	14,000	94
White Female	800	5
Black Male	200	1
Black Female	negligible	-
Other Male	"	-
Other Female	"	-
TOTAL	15,000	100%

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

a. List sources of data:

1. Faculty Personnel, American Assn. of Collegiate Schools of Business, 1970.
2. 1969 Handbook of the American Economic Association.
3. Listings of Ph.D. candidates from graduate schools.
4. Proportion of Doctorates Earned by Women, 1960-1969, U. S. Dept. of HEW, Bureau of Educational Research and Development.

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

I made an estimate of total personnel from membership in the business administration and economic associations and from several sources above came up with a composite estimate of 5 percent female and 1 percent black. Professor Bernard Anderson of the Black Caucus says there are fewer than 100 economics Ph.D.'s in the country. I estimated there might be that many in business administration.

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

I have a reasonably good estimate of total personnel. Since we have economics, accounting and business administration in one department, percentages of women and blacks are further complicated. I would estimate that my numbers are within 20 percent or less of the correct numbers.

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

The lists of present Ph.D.'s sent to me by the schools usually do not indicate sex or race. Where they do, the numbers are confounded in that foreign nationals are included in the "minority" classification.

School/Department: Liberal Arts - Economics

Individual Completing Form: W. D. Toussaint

Form No. 1, page three

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

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

We customarily employ people completing Ph.D.'s at NCSU, UNC-CH and Duke for one- or two-year positions as instructors. We have about eight to ten such positions each year.

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

	Number	Percent
White Male	47	94
White Female	3	6
Black Male		
Black Female		
Other Male		
Other Female		
TOTAL	50	100%

School/Department: Liberal Arts - Economics

Individual Completing Form: W. D. Toussaint

Form No. 1, page four

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

a. List sources of data:

There are about 15 students per year at each of the three institutions.
There have been few women and almost no blacks.

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:

NA

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

This is quite accurate, since it is a simple counting of who is available.

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

NA

Individual Completing Form: W. D. Toussaint

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

1. Outline below the basic educational and experiential requirements for appointment to your EPA non-faculty positions by functional category. We have one position ($\frac{1}{2}$ SALS and $\frac{1}{2}$ LA) who is scheduling officer and assistant to the Department Head. Must be well organized, understand operations of a university and get along well with faculty and students.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

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

School/Department: Liberal Arts - Economics

Individual Completing Form: Toussaint

Form No. 2, page two

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

NA a. List sources of data:

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:

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:

NA

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

OFFICIALS AND MANAGERS

PROFESSIONAL

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

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

TECHNICIANS

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

School/Department: Liberal Arts - Economics

Individual Completing Form: Toussaint

Form No. 2, page four

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

NA

a. List sources of data:

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

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

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Department of English (including EPA FACULTY)
 COMPLETED BY Larry S. Champion, Head (speech)

DATE December 21, 1973

WORK SHEET FOR TABLE II

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

NOT APPLICABLE

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 Department of English (including speech)
COMPLETED BY Larry S. Champion, Head

DATE December 21, 1973

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

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

	Availability Percentages	Full Time		Part Time		Total		Sec Note (e)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	71.47%	42	77.78%	1	50%	43	77.79%	+	40	70.18%	0	0	40	70.18%
White Female	26.05%	11	20.37%			11	20.37%	-	13	22.81%	0	0	13	22.81%
Black Male	1.16%			1	50%	1	1.79%	+	2	3.51%	0	0	2	3.51%
Black Female	.39%	1	1.79%			1	1.79%	+	2	3.51%	0	0	2	3.51%
Other Male	.62%													
Other Female	.31%													
TOTAL	100%	54	100%	2	100%	56	100%		57	100%	0	0.00%	57	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 Department of English (including speech) NON-FACULTY
 COMPLETED BY Larry S. Champion, Head

DATE December 21, 1973

WORK SHEET FOR TABLE VI

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

Notes: A = 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.

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Department of EnglishIndividual Completing Form: Larry S. Champion, Head

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.

For full and specific information on requirements for each rank, see the Faculty Handbook, North Carolina State University, V-1-2.

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	23,050	71.47%
White Female	8,400	26.05%
Black Male	375	1.16%
Black Female	125	.39%
Other Male	200	.62%
Other Female	100	.31%
TOTAL	32,250	100%

Note that these are figures based on the total population in the United States of individuals holding the advanced graduate degree in English. For establishing percentages describing an "availability pool," I am assuming that these are the proper figures to provide. Presumably, also, the relative ethnic and racial proportions of those receiving the Ph.D. in English in any given year (ca. 1,200-1,500) would be similar.

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

a. List sources of data:

1. The Fact Book on Higher Education, USOE, American Council on Education.
2. UNC-CH "Report to the Faculty Council by the Committee on the Role and Status of Women" (7 March 1973). See especially the data in Table B drawn from the University of Wisconsin survey.
3. HEW Availability Data (June 1973).
4. Berkeley Graduate Assembly's "Preliminary Report on the Status of Graduate Women" (30 March 1973).
5. Affirmative Action for Women in 1971: "A Report of the Modern Language Association Commission on the Status of Women in the Profession," PMLA, 87 (May 1972), 530-540.
6. James W. Bryant, "A Survey of Black American Doctorates" (Ford Foundation--Through 1969).

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 documents cited above provide, not a representative sample, but national figures. In compiling these figures I have had the assistance of the Office of the Graduate School at North Carolina State University, the Office of the Graduate School at the University of North Carolina-Chapel Hill, and the chairman of the Department of English at Chapel Hill. Specifically, the "other" male and female figures are based on extrapolations of the UNC *English* graduate population in the last five years.

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

Data of this sort are obviously incomplete at this time. As additional documents or studies become available and as professional directories are compiled, they will be used for refined figures which will be submitted at a later date.

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

Since the Department of English at North Carolina State University is an equal opportunity employer, we have not requested and normally have not received information concerning the sex or the race of prospective applicants. Similarly, graduate schools for several years have not requested such information on application forms. Consequently, graduate schools are not always in a position to provide the information for compiling these figures. Moreover, the documents and studies which do exist are relatively fragmentary. Not all members of the profession belong to organizations, and not all correspondents cooperate in surveys. Until more accurate directories are available, estimates to some extent will inevitably be based on recollection, analysis of names, and other guess work.

School/Department: Department of English

Individual Completing Form: Larry S. Champion, Head

Form No. 1, page three

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

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

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

NOT APPLICABLE

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

School/Department: Department of English

Individual Completing Form: Larry S. Champion, Head

Form No. 1, page four

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

a. List sources of data:

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

NOT APPLICABLE

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

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

Individual Completing Form: Larry S. Champion, 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.

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%

NOT APPLICABLE

TECHNICIANS

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

School/Department: Department of English

Individual Completing Form: Larry S. Champion, Head

Form No. 2, page two

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

a. List sources of data:

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

NOT APPLICABLE

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

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

School/Department: Department of English

Individual Completing Form: Larry S. Champion, Head

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:

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

OFFICIALS AND MANAGERS

PROFESSIONAL

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

NOT APPLICABLE

	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 English

Individual Completing Form: Larry S. Champion, Head

Form No. 2, page four

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

a. List sources of data:

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

NOT APPLICABLE

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

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

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

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

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

~~NOT APPLICABLE~~

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Department of English

DATE December 21, 1973

COMPLETED BY Larry S. Champion, Head

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

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

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

NOT APPLICABLE

TABLE I
 PRESENT FACULTY COMPLEMENT
 (According to October 1973 Tabulation)

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

	White		Black		Other		Total		/////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Department Head	1									1							1
Professor	5	1								6	1						6 1
Associate Professor	5	1								8	1						8 1
Assistant Professor	5	1								6	2						6 2
Instructor	4	1								0	2						0 2
Lecturer																	
SUB-TOTAL	20	4								21	6						21 6
*PERMANENT PART-TIME																	
Professor																	
Associate Professor	1									1							1
Assistant Professor	1																
Instructor	8	5									2						2
Lecturer																	
Visiting																	
SUB-TOTAL	10	5								1	2						
TOTAL	30	9								22	8						22 8

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

WORK SHEET FOR TABLE II

FULL TIME	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1975-1976)	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	0		0										
Professor	0		0										
Associate Professor	0		0										
Assistant Professor	2	1	3	2	1						2	1	
Instructor	2	0	2	0	2						2	0	
Lecturer	0	0	0										
SUB-TOTAL				2	3						4	1	
TOTAL	4	A	1	B	5	C					5	1	
////////////////////													
PERMANENT PART TIME*													
Professor													
Associate Professor													
Assistant Professor													
Instructor	2	0	2	2							2		
Lecturer													
Visiting													
SUB-TOTAL							2					2	
TOTAL		A		B	7	C	2				2		

*A + C
 = D

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

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: LA/HISTORYIndividual Completing Form: Bernard W. Wisby, Dept. Head

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Professor: Ph.D.; two books or one and several good articles (distinguished editing can also count); 5-6 years of teaching; generally gifted.

Associate: Ph.D; one book or at least two good articles and a book almost finished; 3-5 years of teaching; generally gifted.

Assistant: Ph.D. good publishable scholarship; 1-2 years of teaching; generally gifted.

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

PROFESSOR

	Number	Percent
White Male	271	83.90%
White Female	36	11.16%
Black Male	9	2.79%
Black Female	1	.30%
Other Male	5	1.55%
Other Female	1	.30%
TOTAL	323	100%

DATE: December 20, 1973.

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: LA/HISTORY

Individual Completing Form: B.W.Wishy, Dept. Head

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.

ASSOCIATE: Ph.D.; one book, or at least two good articles and a book almost finished; 3-5 years of teaching; generally gifted.

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

ASSOCIATE PROFESSOR

	Number	Percent
White Male	188	82.81%
White Female	27	11.89%
Black Male	6	2.65%
Black Female	2	.88%
Other Male	3	1.33%
Other Female	1	.44%
TOTAL	227	100%

DATE: December 20, 1973

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: LA/HISTORY

Individual Completing Form: B.W.Wishy, Dept. Head

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

ASSISTANT: Ph.D. good publishable scholarship; 1-2 years of teaching; generally gifted.

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

ASSISTANT PROFESSOR

	Number	Percent
White Male	180	83.33%
White Female	24	11.11%
Black Male	6	2.78%
Black Female	2	.93%
Other Male	3	1.39%
Other Female	1	.46%
TOTAL	216	100%

School/Department: SLA/HISTORY

Individual Completing Form: Bernard W. Wishy, Dept. Head Form No. 1, page two

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

a. List sources of data:

SEE ATTACHED - "SOURCES OF DATA"

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

SEE ATTACHED - "METHODS OF COMPUTATION"

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

SEE ATTACHED - "ACCURACY OF DATA"

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

SEE ATTACHED - "PROBLEMS OF AVAILABILITY INFORMATION"

Sources of Data

1. Higher Education: Earned Degrees Conferred, 1970-71, 1969-70.
2. National Research Council, Summary Report 1972: Doctorate Recipients from U.S. Universities.
3. Department of Health Education and Welfare, Digest of Educational Statistics (1972 ed.)
4. Allan Cartter, An Assessment of Quality in Graduate Education, Washington, 1966.
5. Dexter Perkins and John L. Snell, The Education of Historians in the United States, 1962.

b. Methods of Computation

Government reports on Ph.D's in history give little specific or reliable information for all affirmative action categories, especially race. Nevertheless, we tried to deduce first when nationally candidates now with Ph.D's at each professorial level would have received their degrees. This first national pool was then reduced to a percentage and numbers of interest to us, i.e. applicants from the 25 leading graduate schools broken down into male and female groups by percentage. Applying these percentages to each of our three ranks in the first, national pool gave us our national males and females but only with Ph.D's, no other qualification.

Studies indicated to us that about 75% of Ph.D's publish something, with outstanding worth, as in any occupation, being rare. It is also alleged and we assume that men and women Ph.D's produce equally well in writing and teaching. Thus if we posited that about one out of five publishing Ph.D's do work that would attract us and apply that ratio equally for men and women to our 75% of the total Ph.D's publishing something, we arrive at a figure of 15% of the "good school", men and women with doctorates, as interesting to us (a very flattering estimate considering the modest talents of "top candidates" just reviewed by us for two jobs by the most prestigious graduate schools).

To break down this figure by race and other minorities was much more difficult. We used national estimates by race of those already teaching in "colleges and universities" (2700 schools!) and tried to adjust by spot-checks of acknowledged leading schools known to have awarded Ph.D's to or recruited widely and successfully for blacks and other minorities as teachers. Thus the crude national estimate of percentage of blacks now teaching was adjusted to a figure of "likely to be coming into Ph.D's and/or good jobs and thus worthwhile looking at. These percentage figures were applied against overall national the 15% of our good school, male-female Ph.D's.

c - Accuracy of Data

1. Nothing fully reliable on women since A.H.A., AAUW and other "rosters" are voluntary, incomplete and have little or no breakdown by race or academic ranks.

2. Race-rosters are even less complete. Inquiries by us are often unanswered.

3. Breakdowns by our real recruiting specialties, e.g. "American colonial religion", when very rarely obtainable, swing widely. For example, there seem to be far fewer blacks, male or female, in European history than in American and within the latter there is a tendency for blacks to choose to emphasize blacks in history.

d. Problems of Availability Information

Simply not enough data and what there is - by sex, race, national origin, with or without Ph.D, age and rank, publishing or not etc., - does not as statistics, mean "available" for NCSU. Do we want any one person, for a variety of reasons? Does he or she want us, again for a variety of reasons. A black bachelor PhD recently rejected NCSU because of what he assumed his social life would be like in Raleigh. A white woman, single, and a white male homosexual did the same. These are the final, massive, baffling factors that add up both to "availability" and chances of fulfilling "goals".

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT L.A./Modern Languages EPA FACULTY
 COMPLETED BY Man A. Gonzalez

DATE Dec 21, 1973

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	0	0											
Professor	0	0			1								
Associate Professor	0	0			1							1	
Assistant Professor	1	0	1		1								1
Instructor	2	2	4		1		1		1				3
Lecturer													
SUB-TOTAL													
TOTAL	3	2	5	A	B	C	3	1	1			5	
////////////////////													
PERMANENT PART TIME*	<i>not</i>	<i>applicable</i>											
Professor													
Associate Professor													
Assistant Professor													
Instructor													
Lecturer													
Visiting													
SUB-TOTAL				A	B	C							
TOTAL													

Note: A + 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 L.A./Modern Languages

DATE Dec 21, 1973

COMPLETED BY Man A. Gonzalez

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

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

	Availability Percentages	Full Time		Part Time		Total		See Note(c)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	65.5	13	62					-	11	48			11	48
White Female	30.0	7	33					+	8	35			8	35
Black Male	0.5							-						
Black Female	0.5							-	1	4.2			1	4.2
Other Male	2.5	1	5					+	1	4.2			1	4.2
Other Female	1.0							-	2	8.6			2	8.6
TOTAL		21	100%		100%		100%		23	100%		100%		100%

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

DATE: December 21, 1973

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Liberal Arts - Modern Languages

Individual Completing Form: Alan A. Gonzalez

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Instructor: M.A. plus evidence of active pursuit of Ph.D. and some teaching experience.

Assistant Professor and up: Ph.D., plus proven teaching effectiveness, plus publications.

It is impossible to state difference in requirements by rank beyond that of Assistant Professor. Appointments are based on qualitative appraisal of each individual's record by the departmental executive committee, subject to the approval of the Dean.

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	2821	65.5
White Female	1292	30.0
Black Male	22	0.5
Black Female	22	0.5
Other Male	107	2.5
Other Female	43	1.0
TOTAL	4307	100%

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

a. List sources of data:

A Fact Book of Higher Education. 1970, 1971, 1972

Bulletin of the Association of Departments of Foreign Languages. Vol. IV, Nos. 2 & 3.

The Ph.D. in English and Foreign Languages: A Conference Report, published by A.D.F.L., June 1973.

James W. Bryant. A Survey of Black American Doctorates. New York, 1970.

Modern Language Association Doctoral Survey, 1972; data provided over the telephone by Professor Richard Brod, M.L.A., New York.

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 of 4307 reflects the number of higher degrees in one year, on the assumption that the available candidates reflect the number of trained professionals without jobs. I assume that when we draw someone from another institution, that position will be filled by one of the unemployed. It seems to me, therefore, that the real number of available candidates is close to the number of degrees awarded. Percentages were established after comparing figures provided by the M.L.A. with data available in our files and the statement of the Ford Foundation study. The ratio of males to females among our applicants is 73 to 27. I have preferred to use the 68.5 to 31.5 male-female ratio in the M.L.A. study and to follow the findings of the Ford study on arriving at minority percentages.

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

There are no complete data available. Supposedly, USOE and MLA provide the most complete, and it is hard to reconcile the discrepancies between the two. USOE cites 758 as the number of earned doctorates for 1970-71 (Fact Book, 1972); the MLA survey gives 451 (ADFL Bulletin, March 1973), i.e. 60% of the USOE figures. I have averaged the difference and taken 80% of 5384, the USOE's combined M.A. and Ph.D's for 1970-71, as being closer to reality.

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

Besides the unreliability of statistics discussed in 3c, differences in departmental organization. It is difficult to know how many degrees reported separately as Spanish, for instance, are listed also as Romance, Modern or Foreign Languages, or how many of the Modern Foreign Language degrees refer to languages other than those taught in this department. A particular source of difficulty is the absence of any reliable breakdown into minority groups; I suspect as do some of my colleagues, that many sources report as members of minorities individuals who should not be rightly classified as such. This applies particularly to persons with Spanish surnames.

School/Department: Liberal Arts / Modern Languages

Individual Completing Form: Alan A. Gonzalez

Form No. 1, page three

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

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

not applicable

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

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

School/Department: Liberal Arts / Modern Languages

Individual Completing Form: Alan A. Gonzalez

Form No. 1, page four

Not applicable.

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

a. List sources of data:

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

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

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

Individual Completing Form: Man A. Gonzalez

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

Not applicable

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: Liberal Arts/ Modern Languages

Individual Completing Form: Alan A. Gonzalez Form No. 2, page two

not applicable.

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

a. List sources of data:

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: Liberal Arts/ Modern Languages

Individual Completing Form: Man Gonzalez 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:

Page not applicable

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: Liberal Arts / Modern Languages

Individual Completing Form: Man A. Gonzalez

Form No. 2, page four

Not applicable.

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

a. List sources of data:

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

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

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Liberal Arts/Philosophy
COMPLETED BY Robert S. Bryan

EPA FACULTY

DATE January 3, 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	0	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	A	0	B	0	C	0	0	0	0	0	0
////////////////////////////////////												
PERMANENT PART TIME*												
Professor	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0
Visiting	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	A	0	B	0	C	0	0	0	0	0	0

Note: A + 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 Liberal Arts/Philosophy

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

INSTRUCTOR

	Availability Percentages	Full Time ^a		Part Time ^b		Total ^c		See Note(e)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	71.03	3	100	0	0	3	100	+						
White Female	23.98	0	0	0	0	0	0	-						
Black Male	.87	0	0	0	0	0	0	-						
Black Female	.37	0	0	0	0	0	0	-						
Other Male	2.50	0	0	0	0	0	0	-						
Other Female	1.25	0	0	0	0	0	0	-						
TOTAL	100.00	3	100%	0	100%	3	100%			100%		100%		100%

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts/Philosophy

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

**ASSISTANT
PROFESSOR**

	Availability Percentages		Full Time		Part Time		Total		See Note(e)	Full Time		Part Time		Total	
	No.	%	No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	84.49		3	100	0	0	3	100	+						
White Female	11.18		0	0	0	0	0	0	-						
Black Male	.56		0	0	0	0	0	0	-						
Black Female	.22		0	0	0	0	0	0	-						
Other Male	2.48		0	0	0	0	0	0	-						
Other Female	1.07		0	0	0	0	0	0	-						
TOTAL	100.00		3	100%	0	100%	3	100%			100%		100%		100%

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts/Philosophy

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

**ASSOCIATE
PROFESSOR**

	Availability Percentages	Full Time		Part Time		Total		See Note(c)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	94.94	2	100	0	0	2	100	+						
White Female	5.41	0	0	0	0	0	0	-						
Black Male	0.00	0	0	0	0	0	0	-						
Black Female	0.00	0	0	0	0	0	0	-						
Other Male	..55	0	0	0	0	0	0	-						
Other Female	0.00	0	0	0	0	0	0	-						
TOTAL	100.00	2	100%	0	100%	2	100%			100%		100%		100%

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts/Philosophy

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

**FULL
PROFESSOR**

	Availability Percentages	Full Time		Part Time		Total		See Note(s)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	97.05	2	100	0	0	2	100	+						
White Female	2.11	0	0	0	0	0	0	-						
Black Male	0.00	0	0	0	0	0	0	-						
Black Female	0.00	0	0	0	0	0	0	-						
Other Male	.84	0	0	0	0	0	0	-						
Other Female	0.00	0	0	0	0	0	0	-						
TOTAL	100.00	2	100%	0	100%	2	100%			100%		100%		100%

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Liberal Arts/Philosophy
 COMPLETED BY Robert S. Bryan, Head

EPA NON-FACULTY

DATE January 3, 1973

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		
	NOT APPLICABLE												
Officials & Managers (Do not include Dept. Heads) Professionals													
Technicians													
SUB-TOTAL													
TOTAL	A	E	C										
////////////////////////////////////													
PERMANENT PART TIME*													
Officials & Managers													
Professionals													
Technicians													
SUB-TOTAL													
TOTAL	A	E	C										

Not A + C = D

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

DATE: January 3, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Liberal Arts, Philosophy

Individual Completing Form: Robert S. Bryan, Head

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Instructor:

The completion of all graduate work except the dissertation in a leading graduate department.

Highly recommended by distinguished philosophers.

Showing promise as a teacher and research philosopher.

Assistant Professor:

Ph.D. or an equivalent degree from a leading graduate department.

Highly recommended by distinguished philosophers.

Recognized ability and potential for distinction in teaching and research in philosophy.

Associate Professor:

Ph.D. or its equivalent from a leading graduate department.

Highly recommended by distinguished philosophers.

Teaching excellence.

Significant publications in recognized philosophical journals.

Professor:

Ph.D. or its equivalent from a leading graduate department.

Highly recommended by distinguished philosophers.

Distinguished achievement in teaching and professional research.

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

<u>Instructor:</u>	Number	Percent
White Male	125.00	71.03
White Female	42.20	23.98
Black Male	1.54	.87
Black Female	.66	.37
Other Male	4.40	2.50
Other Female	2.20	1.25
TOTAL	176.00	100.00

Assistant Professor:

	Number	Percent
White Male	375.00	84.49
White Female	49.6	11.18
Black Male	2.5	.56
Black Female	1.	.22
Other Male	11.	2.48
Other Female	4.75	1.07
TOTAL	443.85	100.00

Associate Professor:

	Number	Percent
White Male	169.5	94.04
White Female	9.75	5.41
Black Male	0.00	0.00
Black Female	0.00	0.00
Other Male	1.00	.55
Other Female	0.00	0.00
TOTAL	180.25	100.00

Full Professor:

	Number	Percent
White Male	172.75	97.05
White Female	3.75	2.11
Black Male	0.00	0.00
Black Female	0.00	0.00
Other Male	1.5	.84
Other Female	0.00	0.00
TOTAL	178.00	100.00

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

a. List sources of data:

The data on which this report is based have been drawn from the AVAILABILITY STUDY REPORTING FORM completed by Professor W. D. Falk, Chairman of the Department of Philosophy at the University of North Carolina at Chapel Hill, dated November 30, 1973.

The sources of data upon which that report was based and which bear upon this report are the following:

A Rating of Graduate Programs, American Council of Education, 1970.
 American Philosophical Association Departmental Questionnaires, 1973.
 Department of Philosophy, Massachusetts Institute of Technology,
 1971-72 Study of Forty Graduate Schools.

- 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:

INSTRUCTOR

Based on our experience evaluating applications for appointment to positions in philosophy in this department over the past five years, it is our judgment that about 20% of all applications constitutes the pool of candidates who meet the conditions of appointment to the rank of instructor of philosophy in this department. Therefore, to compute the figures which are recorded on the chart on page one for the rank of instructor, we took the figures given in the M.I.T. Study of the 1971-72 Enrollment in Forty Graduate Programs in Philosophy of students in their third, fourth, and fifth year and beyond as the general job pool for the rank of instructor. We then took 20% of these figures and recorded them in the appropriate chart. (See appendix one for the results of the M.I.T. Study done in 1971-72) We also assumed that the ratio of males to females in minority groups in our pool is the same as the ratio of males to females among white people in our pool. Females constitute about 30% of the pool.

ASSISTANT PROFESSOR

For the rank of assistant professor we assumed that our pool would be drawn from those people who had received Ph.D. degrees in philosophy within the past five years. Again, based upon our assessment of applications which we have received over the past five years, we assumed that 50% of those people who had received Ph.D.'s in philosophy from the top fifteen graduate departments would meet our requirements and that 20% of those people who received Ph.D degrees from the rest of the graduate programs in philosophy in the United States would meet our requirements. (See appendix two for ranking of graduate philosophy departments given in the American Council of Education report of 1970) Our information concerning the number of males and the number of females receiving degrees over a five year period was drawn from the Chapel Hill report, which in turn was drawn from Earned Degrees Conferred, 1970-71, 1968-69, 1967-68, 1966-67, 1965-66. The compilers of the Chapel Hill report were unable to get the figures for 1969-70 and therefore added the figures for 1965-66. (See appendix three)

To determine the number of persons in minority groups other than women comprising our pool, we assumed the same representation of these groups in the number of degrees conferred during our five year period as the representation of these groups in the fifth year and beyond in the top forty graduate departments for 1971-72. We further assumed that one-half of these are in the top fifteen graduate departments and that one-half of these were in the remaining departments offering Ph.D. degrees in philosophy. We therefore simply multiplied by five the 1971-72 enrollment figures

for minority groups other than women in their fifth year and beyond.

ASSOCIATE PROFESSOR

For the rank of associate professor we assumed that our pool would be drawn from those persons presently holding the degree of assistant and associate professor at philosophy departments throughout the nation. Since we had figures on only the twenty-five departments given in the M.I.T. study, we had to assume that faculty at these departments constitute the general pool. (See appendix four)

We then assumed that 75% of these people would meet the conditions of appointment at the rank of associate professor in this department.

PROFESSOR

For the rank of full professor we assumed that our pool would be drawn from those people presently holding the rank of associate and full professor at the twenty-five departments given in appendix four. Again, we assumed that 75% of these people would meet the conditions of appointment to the rank of full professor in this department.

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

The accuracy of our figures depends upon the accuracy of the figures in the Chapel Hill report and upon our assumptions. I think, however, that our assumptions are for the most part quite liberal. Our estimates of the available pool for the ranks of associate and full professor, however, are very conservative, since they are based on only twenty-five departments. It also needs to be noted that the Board of Directors of the American Philosophical Association adopted a resolution in October 1973 to the effect that the study of the Subcommittee on the Status of Blacks in The Profession yielded inconclusive data. The Association therefore did not release the data.

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

See c. above. In addition to the difficulties cited in c, it must be pointed out that the request for these data came two days before this University virtually closed down for the Christmas holidays out of deference to the energy crisis and that this report was requested by the end of the second week in January 1974.

APPENDIX ONE

1971-72 Enrollment in 40 Graduate Programs in Philosophy

	<u>1st yr.</u>	<u>2nd yr.</u>	<u>3rd yr.</u>	<u>4th yr.</u>	<u>5th yr. & beyond</u>	<u>Total</u>
No. of Students Enrolled	476	444	396	313	271	1846
Women	112 (24%)	89 (20%)	105 (27%)	60 (19%)	46 (17%)	412 (22%)
Blacks	17 (4%)	13 (3%)	6 (1.5%)	3 (1%)	2 (0.7%)	41 (2.2%)
Oriental	10 (2%)	9 (2%)	9 (2%)	8 (2.5%)	7 (2.6%)	43 (2.3%)
Spanish American	9 (2%)	10 (2%)	4 (1%)	3 (1%)	2 (0.7%)	28 (1.5%)
American Indian	0	0	1	0	0	1

Results of M.I.T. study done in 1971-72.

APPENDIX TWO

Ranking of Graduate Philosophy Departments

- | | |
|---------------|-------------------|
| 1. Princeton | 11. Brown |
| 2. Harvard | 12. M.I.T. |
| 3. Michigan | 13. Stanford |
| 4. Pittsburgh | 14. Texas |
| 5. Cornell | 15. Winsconsin |
| 6. Berkeley | 16. Johns Hopkins |
| 7. Yale | 17. Rochester |
| 8. U.C.L.A. | 18. Illinois |
| 9. Chicago | 19. Minnesota |
| 10. Columbia | |

A Rating of Graduate Programs, Kenneth D. Rouse and Charles J. Niderson, American Council of Education, 1970.

APPENDIX THREE (a)

Earned Degrees Conferred

Philosophy

Ph.D. Totals

	<u>Men</u>	<u>Women</u>	<u>Total</u>
1970-71	358	36	394
1968-69	248	39	287
1967-68	237	24	261
1966-67	197	23	220
1965-66	166	19	185

APPENDIX THREE (b)

Ph.D. Degrees Granted by Institutions

	1970-71		1968-69		1967-68	
	Men	Women	Men	Women	Men	Women
Princeton	4	-	6	1	6	-
Harvard	9	-	5	4	5	2
Michigan	11	2	10	1	9	-
Pittsburgh	5	1	2	-	4	-
Cornell	5	1	7	1	3	2
Berkeley	2	-	7	-	6	-
Yale	13	1	12	1	16	1
U.C.L.A.	2	-	3	-	4	-
Chicago	21	2	4	-	5	-
Columbia	15	1	11	3	12	1
Brown	11	1	6	-	2	-
M.I.T.	?	?	4	-	?	?
Stanford	7	-	7	1	5	2
Texas	14	2	3	1	2	-
Wisconsin	7	-	5	-	4	-
Johns Hopkins	8	2	6	-	10	-
Rochester	3	1	2	1	5	-
Illinois	2	-	3	-	4	-
Minnesota	7	-	5	-	5	-
	<u>146</u>	<u>14</u>	<u>108</u>	<u>14</u>	<u>107</u>	<u>8</u>
	160		122		115	

APPENDIX THREE (c)

	1966-67		1965-66	
	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Princeton	5	-	3	-
Harvard	6	2	7	-
Michigan	3	-	2	1
Pittsburgh	2	-	-	-
Cornell	3	-	2	-
Berkeley	6	-	9	1
Yale	15	1	15	1
U.C.L.A.	3	1	5	-
Chicago	8	-	8	-
Columbia	18	4	17	1
Brown	3	-	1	-
M.I.T.	?	?	1	-
Stanford	8	-	2	-
Texas	5	-	2	-
Wisconsin	1	-	2	-
Johns Hopkins	1	1	2	1
Rochester	5	1	2	1
Illinois	-	-	1	-
Minnesota	1	-	-	-
	<u>93</u>	<u>10</u>	<u>81</u>	<u>6</u>
	103		87	

Source: Directory of American Philosophers 1972-73

<u>Institution</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>
Princeton	11	4 1 woman	4
Yale	8 1 woman	5	12 1 woman
Stanford	11	2	5
Univ. of California Los Angeles	10	3	6 1 woman
Univ. of Washington	5	2	5
New York University	5	6	7 2 women
Univ. of North Carolina Chapel Hill	5	7	2
Univ. of California Berkeley	12	6 1 Spanish (male)	3
Brown	5	3	4
Cornell	6	3	4
Columbia	10	1	1
Univ. of Chicago	10	2	3
Johns Hopkins	6	0	4
Univ. of Pittsburgh	11	3	9 2 women
Univ. of Michigan	6 1 Oriental (male)	7	8 1 woman (pt. time)
Univ. of Indiana Bloomington	5	5	5
Univ. of Wisconsin Madison	6	8	6 2 women
Univ. of Minnesota	5 1 woman	7	3
M.I.T.	8 1 woman	0	6
Univ. of Illinois Urbana	6	2	8
Univ. of Illinois Chicago Circle	4	2 1 woman	9 2 women
Univ. of Texas Austin	14	2	13
Univ. of Massachusetts Amherst	6	4	6 1 woman
Rockefeller University	4	5	2
Harvard	<u>10</u>	<u>--</u>	<u>2</u>
TOTAL	188 3W, 10r.	89 2W, 1S	137 11W
GRAND TOTAL:	414; 16 women (3.9%)		

TABLE I

PRESENT FACULTY COMPLEMENT
 (According to October 1973 Tabulation)

TABLE II

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

	White		Black		Other		Total		//////////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Department Head	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Associate Professor	2	0	0	0	0	0	2	0		2	0	0	0	0	0	0	0
Assistant Professor	1	0	0	0	0	0	1	0		2	0	0	0	0	0	0	0
Instructor	1	0	0	0	0	0	1	0		0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
SUB-TOTAL	4	0	0	0	0	0	4	0		4	0	0	0	0	0	4	0
PERMANENT PART-TIME																	
Professor	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0		1	0	0	0	0	0	1	0
Instructor	1	0	0	0	0	0	1	0		0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Visiting	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
SUB-TOTAL	1	0	0	0	0	0	1	0		1	0	0	0	0	0	1	0
TOTAL	5	0	0	0	0	0	5	0		5	0	0	0	0	0	5	0

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Liberal Arts/Religion
 COMPLETED BY Robert S. Bryan

EPA FACULTY

DATE January 3, 1974

WORK SHEET FOR TABLE II

TIME TYPE	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		
Department Head	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	1	0	1	0	0	1	0	0	0	1	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	1	0	1	0	0	1	0	0	0	1	0
TOTAL	1	A	0	B	1	C	0	0	1	0	0
////////////////////////////////////											
PERMANENT PART TIME*	0	0	0	0	0	0	0	0	0	0	0
Professor	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0	0	0	0
Visiting	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	A	0	B	0	C	0	0	0	0	0

Notes: A + B = C
 C = E

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts/Religion

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

INSTRUCTOR

	Availability		Full Time ^a		Part Time ^b		Total ^c		See Note(e)	Full Time		Part Time		Total	
	Percentages		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	93.85		1	100	1	0	2	100	+						
White Female	3.45		0	0	0	0	0	0	-						
Black Male	.40		0	0	0	0	0	0	-						
Black Female	.35		0	0	0	0	0	0	-						
Other Male	1.90		0	0	0	0	0	0	-						
Other Female	.04		0	0	0	0	0	0	-						
TOTAL	100.00		1	100%	1	100%	2	100%			100%		100%		100%

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts/Religion

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

**ASSISTANT
PROFESSOR**

	Availability Percentages		Full Time		Part Time		Total		See Note(c)	Full Time		Part Time		Total	
	No.	%	No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	94.22		1	100	0	0	1	100	+						
White Female	3.26		0	0	0	0	0	0	-						
Black Male	.37		0	0	0	0	0	0	-						
Black Female	.32		0	0	0	0	0	0	-						
Other Male	1.79		0	0	0	0	0	0	-						
Other Female	.04		0	0	0	0	0	0	-						
TOTAL	100.00		1	100%	0	100%	1	100%			100%		100%		100%

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts/Religion

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

**ASSOCIATE
PROFESSOR**

	Availability Percentages	Full Time		Part Time		Total		See Note(e)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	92.92	2	100	0	0	2	100	+						
White Female	5.31	0	0	0	0	0	0	-						
Black Male	1.77	0	0	0	0	0	0	-						
Black Female	0.00	0	0	0	0	0	0	-						
Other Male	0.00	0	0	0	0	0	0	-						
Other Female	0.00	0	0	0	0	0	0	-						
TOTAL	100.00	2	100%	0	100%	2	100%		100%		100%		100%	

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Liberal Arts/Religion

DATE January 3, 1974

COMPLETED BY Robert S. Bryan

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

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

**FULL
PROFESSOR**

	Availability Percentages	Full Time		Part Time		Total		Sec Note(c)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	97.50	0	0	0	0	0	0	-						
White Female	1.50	0	0	0	0	0	0	-						
Black Male	1.00	0	0	0	0	0	0	-						
Black Female	0.00	0	0	0	0	0	0	-						
Other Male	0.00	0	0	0	0	0	0	-						
Other Female	0.00	0	0	0	0	0	0	-						
TOTAL	100.00	0	100%	0	100%	0	100%			100%		100%		100%

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

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Liberal Arts/Religion
 COMPLETED BY Robert S. Bryan

EPA NON-FACULTY

DATE January 3, 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		
	NOT APPLICABLE												
Officials & Managers (Do not include Dept. Heads)													
Professionals													
Technicians													
SUB-TOTAL													
TOTAL													
////////////////////													
PERMANENT PART TIME*													
Officials & Managers													
Professionals													
Technicians													
SUB-TOTAL													
TOTAL													

Note: A + B = C
 C = D

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

DATE: January 3, 1974

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Liberal Arts, Religion

Individual Completing Form: Robert S. Bryan, Head

PART I - AVAILABLE POOL OF PROSPECTIVE FACULTY MEMBERS

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

Instructor:

The completion of all graduate work except the dissertation in a leading graduate department.

Highly recommended by distinguished theologians.

Showing promise as a teacher and research theologian.

Assistant Professor:

Ph.D. or an equivalent degree from a leading graduate department.

Highly recommended by distinguished theologians.

Recognized ability and potential for distinction in teaching and research in religion.

Associate Professor:

Ph.D. or its equivalent from a leading graduate department.

Highly recommended by distinguished theologians.

Teaching excellence.

Significant publications in recognized theological journals.

Professor:

Ph.D. or its equivalent from a leading graduate department.

Highly recommended by distinguished theologians.

Distinguished achievement in teaching and professional research.

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

Instructor:

	Number	Percent
White Male	170.50	93.85
White Female	6.28	3.46
Black Male	.73	.40
Black Female	.63	.35
Other Male	3.45	1.90
Other Female	.08	.04
TOTAL	181.67	100.00

Assistant Professor:

	Number	Percent
White Male	343.33	94.22
White Female	11.87	3.26
Black Male	1.37	.37
Black Female	1.17	.32
Other Male	6.52	1.79
Other Female	.14	.04
TOTAL	364.40	100.00

Associate Professor:

	Number	Percent
White Male	52.5	92.92
White Female	3.0	5.31
Black Male	1.0	1.77
Black Female	0.00	0.00
Other Male	0.00	0.00
Other Female	0.00	0.00
TOTAL	56.50	100.00

Full Professor:

	Number	Percent
White Male	97.5	97.50
White Female	1.5	1.50
Black Male	1.0	1.00
Black Female	0.00	0.00
Other Male	0.00	0.00
Other Female	0.00	0.00
TOTAL	100.00	100.00

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

a. List sources of data:

AVAILABILITY DATA: MINORITIES AND WOMEN, published by the U.S. Department of Health, Education, and Welfare, June 1973.

Earned Degrees Conferred, 1968-69, 1969-70, 1970-71.

Bayer, Alan E., College and University Faculty: A Statistical Description. American Council on Education Research Report, Volume 5, Number 5, 1970, page 12.

A Guide to Graduate Study: Programs Leading to the Ph.D. Degree, fourth edition. American Council on Education, 1969.

Welch, Claude, Graduate Education in Religion: A Critical Appraisal. University of Montana Press, 1971.

Graduate Catalogs of Chicago, Columbia, Duke, Harvard, Princeton, Vanderbilt, Yale Universities. (See Appendix five for specific years of these catalogs and specific units of these universities)

- 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:

INSTRUCTOR:

We took as the general job pool for the rank of instructor of religion those students, both full and part-time, beyond their first year of graduate study in the seven leading departments of religion or theology throughout the country. According to the Welch Report, there are only seven first-rank graduate departments of religion. (See Appendix one for ranking of departments of religion) We determined the number of students beyond their first year of study by consulting the fourth edition of A Guide to Graduate Study published by the American Council on Education in 1969. These are the most recent figures that we have, but they are very similar to the figures given in the 1965 guide, the third edition, and therefore seem to be a reliable estimate of the number of students currently enrolled in graduate departments of religion at the seven leading institutions.

Having totaled the number of students enrolled in the seven departments, we then calculated the number of white women in this group by taking 3.46% of our total. This is the percentage of women who took doctoral degrees in theology in the ten year period from 1960-1969 as reported in AVAILABILITY DATA: MINORITIES AND WOMEN, published by the U. S. Department of Health, Education, and Welfare. (See Appendix two) To compute the number of black men and black women and the number of men and women in other minority groups in our pool, we drew upon a study by Alan E. Bayer "College and University Faculty: A Statistical Description," American Council on Education Research Report, Volume 5, Number 5, 1970, page 12. (See Appendix three) We based our computations on the figures which we had already determined for white men and white women, using the percentages in the Bayer study. We chose the Bayer study to compute the number of persons in minority groups because we believe that American Council on Education Research Reports are reliable and because the Bayer report is the only instrument which we have been able to locate by which to compute the number of persons in minority groups in our availability pool.

Finally, based on our experience evaluating applications for appointment to positions in religion in this department over the past five years, we judge that about 30% of the students from the leading universities meet the conditions for appointment to the rank of instructor in this department. We therefore divided our final figures by three.

ASSISTANT PROFESSOR:

For the rank of assistant professor we assumed that our pool will be drawn from those people who had received Ph.D. degrees in religion within the past five years. We drew our information concerning the number of males and the number of females receiving degrees over

a five-year period from Earned Degrees Conferred for 1970-71, 1969-70, 1968-69. Information concerning Earned Degrees Conferred in 1966-67 and 1967-68 were not available to us. We therefore took an average of the three years which we had for men and multiplied by five. (See Appendix four)

We then drew upon AVAILABILITY DATA: MINORITIES AND WOMEN, published by the U. S. Department of Health, Education, and Welfare, to determine the number of degrees awarded in theology for the ten years 1960 to 1969. The percentage of doctorates in theology earned by women during this period was 3.46%. (See Appendix two) We assumed that this percentage of women taking degrees in theology is more accurate than the percentage of women taking degrees in the last three years.

To compute the number of black men and black women and the number of other minority men and women in our pool, we drew upon a study by Alan E. Bayer "College and University Faculty: A Statistical Description," American Council on Education Research Report, Volume 5, Number 5, 1970, page 12. (See Appendix three) We based our computations on the figures which we had already determined for white men and white women, using the percentages in the Bayer study.

Finally, based upon our experience evaluating applications for appointment to positions in religion in this department over the past five years, it is our judgment that about 30% of all applications constitutes the pool of candidates who meet the conditions of appointment to the rank of assistant professor of religion in this department. We therefore divided all of our figures by three.

ASSOCIATE PROFESSOR:

Although the general pool from which persons qualified for appointment at the rank of associate professor in this department is larger than the pool of assistant and associate professors in the seven leading departments across the country, we have figures only on the leading seven, and it is difficult both to estimate the number of persons who might be qualified from the remainder of the religion departments throughout the country and to estimate the percentages of persons in minority groups in these other departments. Therefore, we determined the number of persons who meet the conditions for appointment to the rank of associate professor of religion in this department from the number of persons at the rank of assistant and associate professors in the seven leading departments of religion, assuming that 75% of these people would meet our conditions of appointment. (See Appendix five) On the assumption that we would be cognizant of the existence of leading black theologians, our figures concerning black professors in both the associate professor pool and the full professor pool is based on our own personal knowledge.

PROFESSOR:

For the rank of full professor we assumed that our pool would be

drawn from those persons presently holding the rank of associate and full professor at the seven departments given in Appendix five. Again we assumed that 75% of these people would meet the conditions of appointment to the rank of full professor of religion in this department.

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

The data gleaned from Earned Degrees Conferred are of course very accurate. We are also confident that our estimates of the number of students currently enrolled in the seven leading graduate departments of religion are also reasonably accurate. We are not at all confident, however, concerning our estimates of the number of persons in minority groups who meet the conditions of appointment in this department. At the same time, we had no choice but to use the instruments of computation at our disposal. Our estimates of the available pool for the ranks of associate and full professor are, of course, very conservative, since they are based on only seven departments.

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

It is exceedingly difficult to determine the number of persons in minority groups who constitute the available pool of prospective faculty members. The American Academy of Religion, which is the leading professional organization in religion, was able to give us no information at all. We are not familiar with any study devoted to identifying minority groups in the field of religion. Finally, severe constraints in the time available to us to prepare this report precluded any possible study of our own of minority groups in the profession.

APPENDIX ONE

Rankings of Programs in Religion According to Study Made by
Claude Welch, Graduate Education in Religion: A Critical
Appraisal. University of Montana Press, 1971. Page 90.

Chicago

Columbia, and Union Seminary (New York)

Duke

Harvard

Princeton Seminary

Vanderbilt

Yale

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

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

	Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969		Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969
Agriculture, Total	4462	79	1.77	Health Education	88	26	29.55
Agriculture, General	115	1	.87	Recreation	30	4	13.33
Agronomy, Field Crops	966	5	.52	Education of the Mentally Retarded	118	36	30.51
Animal Science	872	21	2.41	Education of the Deaf (1964-1969 only)	6	4	66.67
Dairy Science	262	4	1.53	(1964-1969 only) ⁹			
Farm Management	13	0	.00	Speech and Hearing Impaired	339	67	19.76
Fish, Game or Wildlife Management (1961-1969) ¹	209	2	.96	Education of the Visually Handicapped (1964-1969 only) ¹⁰	3	1	33.33
Food Science	385	16	4.16	Education of the Emotionally Disturbed (1965-1969 only) ¹¹	24	6	25.00
Horticulture	539	11	2.40	Administration of Special Education (1963-1969 only) ¹²	14	4	28.57
Ornamental Horticulture	14	0	.00	Education of Other Exceptional Children ¹³	391	126	32.23
Poultry Science	211	7	3.32	Agricultural Education	228	2	.88
Soil Science	568	2	.35	Art Education	194	52	26.80
Agriculture, All other fields	308	10	3.25	Business or Commercial Education	300	89	29.67
Architecture	50	4	8.00	Distributive Education, Retail Selling	28	6	21.43
Biological Sciences, Total	17,708	2,448	13.82	Home Economics Education	124	123	99.19
Premedical, Pre dental and Preveterinary Sciences	25	2	8.00	Industrial Arts Education, Nonvocational	224	1	.45
Biology, General	1949	395	20.27	Music Education	548	75	13.69
Botany, General	1653	186	11.25	Trade or Industrial Education, Vocational	181	8	4.42
Zoology, General	2262	318	14.06	Specialized Teaching Fields, All other	756	261	34.52
Anatomy and Histology	633	116	18.33	Nursery or Kindergarten Education	14	12	85.71
Bacteriology, etc. ²	2096	355	16.94	Early Childhood Education	22	20	90.91
Biochemistry	2695	471	17.48	Elementary Education	1199	459	38.28
Biophysics	429	32	7.46	Secondary Education	966	154	15.94
Cytology	30	9	30.00	Combined Elementary and Secondary Education	21	4	19.05
Ecology (1961-1969 only)	37	2	5.41	Adult Education	303	46	15.18
Embryology	45	11	24.44	General Teaching Fields, All other	445	97	21.80
Entomology	1097	46	4.19	Education Administration, Supervision	7242	931	12.86
Genetics	672	61	9.08	Finance ¹⁴			
Molecular Biology (1968-1969 only) ³	32	6	18.75	Counseling and Guidance	2357	488	20.70
Nutrition (1961-1969 only)	156	45	28.85	Rehabilitation and Counselor Training (1964-1969 only)	80	14	17.50
Pathology	271	15	5.54	History of Education, etc. (1964-1969 only) ¹⁵	488	99	20.29
Pharmacology	783	87	11.11	Education, General	6286	1183	18.82
Physiology	1145	168	14.67	Educational, Psychology (1964-1969 only)	875	224	25.60
Plant Pathology	692	19	2.75	Physical Education, Nonteaching (1964-1969 only)	36	9	25.00
Plant Physiology	203	12	5.91	Education, All other fields ¹⁶	1296	286	22.07
Biological Sciences, All other fields	803	92	11.46	Engineering, Total ¹⁷	18,572	82	.44
Business and Commerce, Total	3046	86	2.82	English and Journalism, Total	6471	1541	23.81
Business and Commerce, General	1372	33	2.41	English and Literature	6322	1523	24.09
Accounting	268	18	6.72	Journalism	149	18	12.08
Finance, Banking (1967-1969 only) ⁴	53	1	1.89	Fine Arts and Applied Arts, Total	4035	678	16.80
Marketing (1967-1969 only) ⁵	66	1	1.52	Art General	99	18	18.18
Real Estate, Insurance (1967-1969 only) ⁶	2	0	.00	Music, Sacred Music	1473	199	13.51
Transportation (1967-1969 only)	7	0	.00	Speech and Dramatic Arts	1978	314	15.87
Business and Commerce, All other fields	1278	33	2.58	Fine and Applied Arts, All other fields	485	147	30.31
City Planning (1966-1969 only)⁷	44	2	4.55	Folklore (1965-1969 only)	29	8	27.59
Computer Science and Systems Analysis, Total (1964-1969 only)⁸	158	4	2.53				
Computer Science	99	3	3.03				
Systems Analysis	22	1	4.55				
Computer Science and Systems Analysis, All other fields	37	0	.00				
Education, Total	26,369	5,230	19.83				
Physical Education	1143	313	27.38				

	Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969		Total Number of Doctorates Earned 1960-1969	Total Number of Doctorates Earned by Women 1960-1969	Percentage of Doctorates Earned by Women 1960-1969
Foreign Languages and Literature, Total	4158	1186	28.52	Metallurgy	213	0	.00
Linguistics	551	133	24.14	Meteorology	245	2	.82
Latin, Classical Greek	506	128	25.30	Pharmaceutical Chemistry (1951-1969 only)	289	13	.50
French	768	311	40.49	Physics	8415	168	2.00
Italian	47	17	36.17	Geology	2143	53	2.47
Portuguese	14	3	21.43	Geophysics	203	3	1.48
Spanish	668	217	32.49	Oceanography	222	4	1.80
Philology and Literature of Romance Languages	380	93	24.47	Earth Sciences, All other fields ¹⁸	170	2	1.18
German	678	171	25.22	Physical Science, All other fields	359	18	5.01
Other German Languages	27	5	18.52	Psychology, Total	9135	1845	20.20
Philology and Literature of Germanic Languages	52	9	17.31	General Psychology	7071	1365	19.30
Arabic	5	1	20.00	Clinical Psychology (1951-1969 only)	651	163	25.04
Chinese	14	2	14.29	Counseling and Guidance	138	33	23.91
Hebrew	23	1	4.35	Social Psychology (1951-1969 only)	309	68	22.01
Hindi, Urdu (1961-1969 only)	2	0	0.00	Rehabilitation Counselor Training (1964-1969 only)	36	8	22.22
Japanese	12	2	16.67	Educational Psychology (1964-1969 only)	137	37	27.01
Russian	116	28	24.14	Psychology, All other fields (1964-1969 only)	793	171	21.56
Other Slavic Languages	68	20	29.41	Religion, Total	2825	141	4.99
Foreign Language and Literature, All other fields	227	45	19.82	Religious Education, Bible	368	49	13.32
*Forestry	558	1	.18	Theology	1417	49	3.46
Geography	663	37	5.58	Religion, Liberal Arts Curriculum	860	39	4.54
Health Professions, Total	1831	168	9.18	Religion, All other fields	180	4	2.22
Hospital Administration	20	1	.50	Social Sciences, Total	18,662	2072	11.10
Medical Technology	2	0	.00	Social Sciences, General	281	27	10.34
Nursing, Public Health Nursing	18	17	94.44	American Studies, Civilization, Culture	257	41	15.95
Optometry	16	1	6.25	Anthropology	942	202	21.44
Pharmacy	563	24	4.26	Area or Regional Studies	384	46	11.98
Physical Therapy, Physiotherapy	1	0	.00	Economics	3898	219	5.62
Public Health	418	62	14.83	History	4943	579	11.71
Radiologic Technology	3	0	.00	International Relations	425	33	7.76
Clinical Dental Services	24	4	16.77	Political Science or Government	2876	253	8.80
Clinical Medical Services	302	31	10.26	Sociology	2361	403	17.07
Clinical Veterinary Services	250	4	1.60	Agricultural Economics	1165	12	1.03
Health Professions, All other fields	214	24	11.21	Foreign Service Programs	11	1	9.09
Home Economics, Total	514	392	76.26	Industrial Relations	98	4	4.17
Home Economics, General	104	101	97.12	Public Administration	283	23	8.13
Child Development, Family Relations	174	87	50.00	Social Work, Social Administration	480	174	36.25
Clothing and Textiles	53	52	98.11	Social Science, All other fields	280	55	19.64
Foods and Nutrition	134	108	80.60	Trade or Industrial Training	84	0	.00
Institution Management or Administration	6	6	100.00	Broad General Curriculums and Miscellaneous Total	726	107	14.74
Home Economics, All other fields	43	38	88.37	Arts, General Programs	39	9	23.08
Law	268	12	4.48	Sciences, General Programs	84	9	10.71
Library Science	140	38	27.14	Arts and Sciences, General Programs	40	5	12.50
Mathematical Sciences, Total	6166	401	6.50	Teaching of English as a Foreign Language	27	10	37.04
Mathematics	5538	348	6.46	All Other Fields of Study ¹⁹	536	74	13.81
Statistics	781	53	6.79	Total All Fields (areas) reported:	154,111	17,929	11.63
Philosophy, Total	1701	188	11.05				
Philosophy	1520	155	10.20				
Scholastic Philosophy	181	33	18.23				
Physical Sciences, Total	25,736	1179	4.59				
Physical Sciences, General	93	3	3.23				
Astronomy	421	29	6.89				
Chemistry	12,003	884	7.36				

1. When information was available from 1961-1969 this field was not given as a separate category in 1960-1961, proportions were computed based on information available. If the field was not listed as a separate category for more years than 1960-1961, the information was included in the residual category. Exceptions are noted.

2. Includes bacteriology, virology, mycology, parasitology and microbiology.

3. The status of this data prior to 1965, when it was considered separately, is not clear.

4, 5, and 6. As in 3, the same observation applies.

7 and 8. These entire areas are new.

9, 10, 11, and 12. Subsumed under other categories in earlier years.

13. Includes Special Learning Disability, Education of the Crippled, Education of the Multiple Handicapped.

14. Includes Curriculum Instruction as well. These fields were separated for all but year 1953-1954, so it was necessary to combine them.

15. Includes History, Philosophy and Theory of Education.

16. Includes the recently listed field of Education Supervisor.

17. A breakdown on Emphasis was omitted from *Granted Degrees Conferred: Bachelor's and Higher Degrees for the four academic years 1960 through 1964*. Other sources investigated provided breakdown by field but not by sex.

18. Includes recent field, "Earth Science, General."

19. Includes recent field "Interarea Fields of Study."

Table VIII. American College Faculty, By Sex and By Race, 1969
(Percentage Distribution)

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

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

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

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

In 1970 Ford Foundation survey supports the general assumption "that less than 1 percent of America's earned doctoral degrees are held by Negroes. . . . 85.4 percent of which are employed in colleges and universities, according to the report."* Again, a 1971 report by James M. Jay estimates "that approximately 650 American Negroes obtained doctoral degrees in the natural sciences between 1876 and 1969." His report, Negroes in Science, provides data on 587

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

APPENDIX FOUR

Earned Degrees Conferred

		<u>Men</u>	<u>Women</u>
1968-69		176	7
1969-70	Theology	197	3
1970-71	Theological professions, general	246	3

APPENDIX FIVE

GRADUATE CATALOGS

The University of Chicago Announcements: The Divinity School, 1969-71.

Columbia University Bulletin: The Graduate School of Arts and Sciences, 1971-72.

Duke University Bulletin, The Divinity School, 1972-73.

Harvard University: The Divinity School, 1972-73.

The Princeton Seminary Bulletin, Catalog Issue, 1973-74.

Union Theological Seminary Catalog, 1971-72.

Vanderbilt University: The Divinity School, 1973-74.

Yale University Bulletin: Graduate School, 1973-74.

<u>Institution</u>	<u>Professor</u>		<u>Associate Professor</u>		<u>Assistant Professor</u>	
Chicago	20	1 black	7		8	
Columbia-Union Theological Seminary	19		8	2 women	8	2 women
Duke	5		7		4	
Harvard	15		1		2	
Princeton	4		2		4	
Vanderbilt	12		8		5	
Yale	<u>14</u>		<u>11</u>		<u> </u>	
TOTAL	89	1B	44	2W	31	2W

TABLE I

PRESENT FACULTY COMPLEMENT
 (According to October 1973 Tabulation)

TABLE II

PROJECTED FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1974-75
 (Reflecting Anticipated Enrollments
 and your Projected Hiring Intentions)

	Basic		Black		Other		Total		Notes
	M	F	M	F	M	F	M	F	
FULL-TIME									
Department Head	1								SAME AS TABLE I
Professor	1								
Associate Professor	5								STEADY STATE PLANNING
Assistant Professor	7	1							CALLS FOR ZERO GROWTH
Instructor	7	3	2						NO FACULTY
Lecturer	-								
SUB-TOTAL	20	4	2						
*PERMANENT PART-TIME									
Professor									NONE
Associate Professor									
Assistant Professor									
Instructor									
Lecturer									
Visiting									
SUB-TOTAL									
TOTAL									

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

WORK SHEET FOR TABLE II

TITLE	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	NONE												
Professor	NONE												
Associate Professor	NONE	STEADY STATE	PLANNING										
Assistant Professor	NONE	CALLS FOR	ZERO GROWTH										
Instructor	NONE	IN FACULTY											
Lecturer													
SUB-TOTAL													
TOTAL		A	B	C									
////////////////////													
PERMANENT PART TIME*													
Professor	NONE												
Associate Professor													
Assistant Professor													
Instructor													
Lecturer													
Visiting													
SUB-TOTAL													
TOTAL		A	B	C									

*C = A + B
 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.

WORK SHEET FOR TABLE VI

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

No. A = C
 C = D

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

DATE JANUARY 7, 1974

SCHOOL/DEPARTMENT LIBERAL ARTS/PHYSICAL EDUCATION

COMPLETED BY F. R. DREWS

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

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

	Availability Percentages		Full Time		Part Time		Total		See Note(e)	Full Time		Part Time		Total	
	No.	% (b)	No.	% (c)	No.	% (d)	No.	%		No.	%	No.	%		
White Male	61.4	20	76.9			20	76.9	+	Same as Table III						
White Female	27.6	4	15.4	NONE		4	15.4	-	STEADY STATE PLANNING						
Black Male	4.1	2	7.7			2	7.7	+	CALLS FOR ZERO GROWTH						
Black Female	1.8	0	-			0	-	-	IN FACULTY						
Other Male	3.4	0	-			0	-	-							
Other Female	1.5	0	-			0	-	-							
TOTAL	99.8	26	100%		100%	26	100%		100%		100%		100%		100%

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

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

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

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

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Liberal Arts/Physical EducationIndividual Completing Form: F. R. Drews

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.

Instructors - Masters degree with or without experience.

Assistant Professor	} Earned doctorate if hired at these ranks.
Associate Professor	
Professor	

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	2708	61.4
White Female	1217	27.6
Black Male	182	4.1
Black Female	82	1.8
Other Male	152	3.4
Other Female	68	1.5
TOTAL	4409	100% 99.8

School/Department: Liberal Arts/Physical Education

Individual Completing Form: F. R. Drews

Form No. 1, page two

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

a. List sources of data:

See Attachment #1

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

See Attachment #2

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

See Attachment #3

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

Unusual amount of time given to development of the data.
University of N. C. at Chapel Hill was particularly helpful.

School/Department: Liberal Arts/Physical Education

Individual Completing Form: F. R. Drews

Form No. 1, page three

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

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

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

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

School/Department: Liberal Arts/Physical Education

Individual Completing Form: F. R. Drews

Form No. 1, page four

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

a. List sources of data:

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

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

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

Individual Completing Form: F. R. Drews

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.

Non-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: Liberal Arts/Physical Education

Individual Completing Form: F. R. Drews

Form No. 2, page two

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

a. List sources of data:

Non-applicable

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

Non-applicable

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

Non-applicable

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

Non-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:

Non-applicable

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%

T-
12

School/Department: Liberal Arts/Physical Education

Individual Completing Form: F. R. Drews

Form No. 2, page four

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

a. List sources of data:

Non-applicable

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:

Non-applicable

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

Non-applicable

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

Non-applicable

Attachment #1: BIBLIOGRAPHY

United States Bureau of the Census. 1970 census of population and housing. Employment profiles of selected low-income areas: United States summary--urban areas. Washington, D.C., G.P.O. (C3.223/17: 970/1)

*United States Department of Health, Education and Welfare. Availability data: minorities and women. Washington, D.C., G.P.O., 1973. (HE1.2: M66)

*Earned degrees conferred 1970-71. Washington, D.C., G.P.O., 1973. (HE5.92/5:970-71)

*Racial and ethnic enrollment data from institutions of higher education, fall, 1970. Washington, D.C., G.P.O., 1972. (HE1.2: R11/970)

*Selected statistics on educational personnel. Washington, D.C., G.P.O., 1970. (HE5.258: 58041)

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Facts on women workers of minority races. Washington, D.C., G.P.O., 1971. (L36.102: M66)

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*Summary report 1972 doctorate recipients from U.S. universities (NA2.2:R297)

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United States Women's Bureau. Handbook on women workers, 1969. Washington, D.C., G.P.O., 1970. (L13.3: 294)

*Calvert, Robert, Jr. Equal employment opportunity for minority group college graduates: locating, recruiting, employing, Maryland, Garrett Park Press, 1972. (HF5549.5/.M5/C35)

*Ford Foundation. A survey of black American doctorates. New York, Ford Foundation, n.a. (LB2386/.F6)

*ED 068 008 Foxley, Cecelia H. Recruiting women and minority faculty: an information handbook. 1972. Includes statistics on percent of women doctorates in various fields: minority enrollment in graduate schools, etc.

*ED 067 035 U.S. Dept. of Labor. Women's Bureau. A Guide to sources of data on women and women workers for the U.S. and for regions, states and local areas. 1972.

*Sources Cited.

*Availability of Qualified Women and Minorities for Academic Positions
(compiled by the General Administration of the University of North Carolina)

Report of the Committee on Recruitment of Black Faculty (when completed)

Availability Data - Minorities and Women (compiled by the U.S. Department of Health, Education, and Welfare)

A Resource Document for Implementing Recruitment of Minorities and Women
(Compiled by Florida State University)

United States Bureau of the Census. Changing characteristics of the Negro population, Washington, D.C., G.P.O., 1969, (a 1960 census monograph) (E185.86/.P7)

United States Bureau of the Census. Current population reports. P-20 series (population characteristics). Washington, D.C., G.P.O. (C3-186: P-20/nos.)

- 194 Educational attainment: March 1969
- 220 Ethnic origin and educational attainment: November 1969.
- 221 Characteristics of the population by ethnic origin: November 1969.
- 247 School enrollment in the United States: 1972.

*United States Bureau of the Census. Current population reports. P-23 series (special studies). Washington, D.C., G.P.O. (C3.186: P-23/nos.)

- 38 The social and economic status of Negroes in the United States: 970.
- 42 The social and economic status of the Black population in the United States: 1971.

*United States Bureau of the Census. 1970 census of population. Subject reports. Washington, D.C., G.P.O. (C3.223/10: 970/v.2/pts.)

- 5A School enrollment.
- 5B Educational attainment.
- 6A Employment status and work experience.
- 7C Occupation by industry.

*United States Bureau of the Census. 1970 census of population. Supplement reports. Washington, D.C., G.P.O. (C3.223/12: 970/nos.)

- 2 Negro population in selected places and selected counties: 1971.
- 11 Race of the population of the United States: 1970.

*Sources Cited.

Attachment #1 - page 3.

- *ED 070 384 Harmon, Linda, comp. Status of women in higher education: 1963-72.
A selected bibliography.
- ED 056 630 A compilation of data on faculty women and women enrolled at Michigan State University.
Most of the report consists of statistics data, reports, etc.
- ED 056 635 Women faculty in the University of Pennsylvania. 1971.
Supporting statistical data appears in appendices.
- *ED 048 523 Robinson, Lora H. The Status of Academic Women. 1971.

*Sources Cited.

Explanation of Charts 1-A and 1-B:

1. 4,410 total masters degrees were awarded in physical education 1970-71. Of these, 3,032 were awarded to men and 1,378 were awarded to women. Table 8 - Bachelor, Master and Doctorate Attained in Physical Education. Hooper, Mary Evans, Earned Degrees Conferred: 1970-71, U.S. Department of Health, Education, Welfare, D.H.E.W. Publication (NO-OE) 73-11412, p. 244.
2. 231,486 total number of masters degrees awarded 1970-71. Table 1. Bachelors and Higher Degrees Conferred in Institutions of Higher Education, By Level of Degree and Sex of Student: Aggregate United States, 1965-66 to 1970-71. p. 1.

Same as #1. Hooper, Mary Evans, Earned Degrees Conferred: 1970-71. U.S. Department of Health, Education, Welfare, DHEW Publication (NO-OE) 73-11412, p. 244.

3. 15,667 total graduate school enrollment of blacks 1970-71. Source: Table: Total Graduate School Enrollment of Negroes and Other Minorities: Office for Civil Rights and The Chronicle of Higher Education, April 12, 1971.

15,667 divided by 231,486 = 6%.

4. 10,604 total other minorities enrolled for higher degree 1970-71. See source in 3 above. 10,604 divided by 231,486 = 5%.

5. Total masters in physical education 1970-71 = 4,410 (3,032 men, 1,378 women). All sex all color. Total % of degrees awarded going to physical education = 1.9%. This 1.9% was arrived at by dividing total masters into total physical education masters.

3,032 Men = 69% males
1,378 Women = 31% female
4,410 Total

6. 6% of total masters in physical education were earned by blacks (providing all who were enrolled graduated).

6% of 4,410 total masters degree awarded - 264. 264 being the number of blacks - male and female.
69% of 264 gives 182 black males. 31% of 264 gives 83 black females.
The 69% and 31% ratio was that established for all physical education masters degrees for the year 1970-71.

The same procedure was followed in regard to other minorities.

Then, 4,409 (total of P.E. masters degrees awarded in 1970-71 was divided into the number arrived at for each category in the chart to obtain the working percentage to use in the longitudinal study of 6 years.

Attachment #3

The data is complete using the present statistical resources available. These figures are fairly complete but they have been selected from several sources, as composite and cumulative data by sex, race, and degree are presently unavailable. The sample approximates may be higher than the true statistics as a review of the Directory of Minority College Graduates 1971-1972 published by the U.S. Department of Labor shows one female black who holds the doctorate (p. 468) and a total of 142 male and female holders of the Masters Degree for the years '71 and '72 (p. 465-468). An itemization of these 142 Masters Degree holders shows 31 are females and 111 are males.

Attachment #4

1. Statistics for graduate degrees awarded in physical education are not isolated by sex and race and minorities.
2. Statistics for graduate degrees awarded are usually combined with and included in the larger heading of education, or
3. They are combined as health, physical education and recreation and not listed separately.
4. No aggregate total exists in physical education on the total number of graduate degrees nor does a cumulative total exist on graduate degrees awarded listed as health, physical education, and recreation by sex and race.
5. . . . standard data is not available on the number of Blacks earning the doctorate since data by race has not been included in the U.S. Office of Education Collection. (Source: Availability of Qualified Women and Minorities for Academic Positions; compiled by the general administration of the University of North Carolina, p. 21.
6. "Many schools keep no records on the number of graduate student applications they have in a year; some do not make any breakdown as to sex. Many departments do not keep extensive faculty work records." (Source: Women Faculty in the University of Pennsylvania. 1971, p. 4. ERIC 056 635.)
7. . . . "there are women with appropriate educational training and background in most fields. The problem of locating these women is a real one, however. (Source: Foxley, Cecelia H. Recruiting Women and Minority Faculty: An Information Handbook. 1972. p. 7. ERIC Card 068 008.
8. No cumulative totals exist which show the total graduate school enrollment, divided by sex, of Negroes and other minorities. (Source

Attachment #4, page 2.

Office For Civil Rights and The Chronicle of Higher Education. April 12, 1971.)

9. Collection errors may occur due to the variety of sources which are utilized and the assumptions which have to be made, based on the best available date, or the lack of this data.

NOTE:

The American Association for Health, Physical and Recreation is a large national professional organization with an organized placement office. Please note the attached letter from the Association indicating that files are not maintained on a racial or ethnic basis.



American Association for Health, Physical Education, and Recreation

A NATIONAL AFFILIATE OF THE NATIONAL EDUCATION ASSOCIATION • 1201 16TH STREET NW, WASHINGTON, D.C. 20036
WILLIS J. BAUGHMAN, President • CARL A. TRÖESTER, JR., Executive Secretary • TELEPHONE 833-4000

December 21, 1973

Dr. Fred Drews
1012 Cedarhurst Drive
Raleigh, North Carolina 27609

Dear Fred:

The AAHPER does not maintain statistical records of the number of graduate degrees in Physical Education. Furthermore, our Placement Office does not at this time identify applicants on a racial or ethnic basis.

Sincerely yours,

Roswell D. Merrick
Roswell D. Merrick
Assistant Executive Secretary

AFFIRMATIVE ACTION PLAN

SCHOOL/DEPARTMENT Liberal Arts/Politics
 COMPLETED BY W. J. Block

EPA FACULTY

DATE 14 January 1974

WORK SHEET FOR TABLE II

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

Note: + B
 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 Liberal Arts/Politics

DATE 14 January 1974

COMPLETED BY W. J. Block

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

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

	Availability Percentages	Full Time		Part Time		Total		See Note(e)	Full Time		Part Time		Total	
		No.	% (b)	No.	% (c)	No.	% (d)		No.	%	No.	%	No.	%
White Male	80	15	94			15	94	+	16	80				
White Female	10.7	1	6			1	6	-	3	15				
Black Male	2							-	1	5				
Black Female	.3							-						
Other Male	7							-						
Other Female	0							-						
TOTAL	100% -	16	100%		100%	16	100%		20	100%		100%		100%

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

Form no. 1, page one.

PART I

1. Instructor: Must have completed preliminary examination for doctorate and have made substantial progress on the dissertation. Evidence of potential in teaching and research.

Assistant Professor: Must hold an earned doctorate and give evidence of definite promise as a teacher and researcher.

Associate Professor: Must hold an earned doctorate and be recognized as an excellent teacher and research scholar.

Professor: Must hold an earned doctorate and an outstanding reputation as a teacher and independent research scholar.

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Liberal Arts, PoliticsIndividual Completing Form: William J. Block, Dept. Head

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 sheet

2. How many people in the United States meet the requirements in #1? (Complete the chart below for each type of appointment described above. Responses on the chart are only for the positions of Instructor and Assistant Professor. Availability for the position of Associate Professor and Professor cannot be determined from the data.

	Number	Percent
White Male	11229	80.0
White Female	1502	10.7
Black Male	281	2.0
Black Female	42	0.3
Other Male 1	983	7.0
Other Female	0	0
TOTAL 2	14036	100

1. Spanish surname and ~~birth~~ foreign birth.
2. Cell totals do not total N due to rounding errors, ^{equal}

School/Department: Liberal Arts/Politics

Individual Completing Form: W. J. Block

Form No. 1, page two

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

a. List sources of data:

- 1) American Political Science Assn., 1973 Biographical Directory
- 2) Directory of Black American Doctorates in Political Science (1969)

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:

Random sample from APSA 1973 Biographical Directory. ~~Risks = ±.05~~
Accuracy = ±.06, Risk = ±.05, Sample N = 267, Population N = 14,036.
Listings without academic affiliation omitted.

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

Data did not include racial information so that black male and female, other male and female could be identified. Had to use base percentages from other sources for black male and female and surnames and foreign birth for other male and female.

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

The data were drawn from several sources, most of which were not comparable as to the time period and categorization. We found no current aggregate data for the discipline which included the categories requested.

Appendix 1

TABLE I

PRESENT FACULTY COMPLEMENT
 (According to October 1973 Tabulation)
 June

TABLE II

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

	White		Black		Other		Total		//////	White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Department Head	(1)						(1)				(1)						(1)
Professor	5						5		7	1	1						8 1
Associate Professor	7		1				8		11	1	1						12 1
Assistant Professor	13	4	1				14 4		13	4							13 4
Instructor	7	1					7 1		-	-							- -
Lecturer																	
SUB-TOTAL	32	5	2				34 5		31	6	2						33 6
*PERMANENT PART-TIME																	
Professor																	
Associate Professor	1						1		1								1
Assistant Professor																	
Instructor	1						1		1								1
Lecturer																	
Visiting																	
SUB-TOTAL	2						2		1	1							1 1
TOTAL	34	5	2				36 5		32	7	2						34 7

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

WORK SHEET FOR TABLE II

	Estimated Number of Positions Expected to Become Vacant (1973-1976)	Estimated Number of Newly Created Positions (1973-1976)	Total Positions to be filled (1973-76)	Projected Hiring Goals (based on the total positions to be filled) (1973-1976)									
				WHITE		BLACK		OTHER		TOTAL			
				M	F	M	F	M	F	M	F		
FULL TIME													
Department Head													
Professor													
Associate Professor													
Assistant Professor	2		5	3	2						3	2	
Instructor	3												
Lecturer													
SUB-TOTAL													
TOTAL	5	A	0	B	5	C	5				5	1	
////////////////////////////////////													
PERMANENT PART TIME*													
Professor													
Associate Professor													
Assistant Professor													
Instructor	1		1		1							1	
Lecturer													
Visiting													
SUB-TOTAL	1		1		1		1					1	
TOTAL	6	A	0	B	6	C	6				6	1	

Note: A + B = C
 C = D

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

AFFIRMATIVE ACTION PLAN
EPA FACULTY

SCHOOL/DEPARTMENT Sociology and Anthropology, DATE January 1974
School of Liberal Arts and School of Agriculture and Life Sciences
 COMPLETED BY Selz C. Mayo

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

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

	Availability		Full Time		Part Time		Total		See Note(c)	Full Time		Part Time		Total	
	Percentages	No.	% (b)	No.	% (c)	No.	% (d)	No.		%	No.	%	No.	%	
White Male	77.3	32	82.1	2	100	34	82.9	+	31	79.5	1	50.0	32	78.0	
White Female	19.5	5	12.8			5	12.2	-	6	15.4	1	50.0	7	17.1	
Black Male	2.1	2	5.1			2	4.9	+	2	5.1			2	4.9	
Black Female	.4							-							
Other Male	.6							-							
Other Female	.1							-							
TOTAL	100%	39	100%	2	100%	41	100%		39	100%	2	100%	41	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.

AVAILABILITY STUDY REPORTING FORMS

Form No. 1, page one

School/Department: Sociology and Anthropology--School of Liberal Arts and
School of Agriculture and Life Sciences

Individual Completing Form: Selz C. Mayo

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.

Entry level of Assistant Professor requires completion of the doctorate, Ph.D. for Sociology and Anthropology. (In the past, some exceptions have been made provided all work for the doctorate had been completed except the dissertation.) For Social Work the M.S.W. is required--the pool with the doctorate is small. See pp. V-1, V-6 of Official Handbook for criteria for advancement in rank.

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

Sociology

	Number	Percent
White Male	5,412	77.3
White Female	1,365	19.5
Black Male	148	2.1
Black Female	25	.4
Other Male	40	.6
Other Female	10	.1
TOTAL	7,000	100%

For additional information concerning the supply of sociologists, anthropologists and social workers, see the attachments.

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

a. List sources of data:

1. Letter from the Executive Officer of the American Sociological Association.
2. American Science Manpower Report for 1970--Sociology and Anthropology.
3. For Anthropology, see attached memorandum from Prof. Nickerson.
4. American Sociologist, Vol. 8, No. 3, August, 1973. Footnotes, Dec. 1973.
5. Telephone call to the National Association of Social Workers, Washington, D. C.

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

Data for sociologists were obtained from the Executive Officer of the American Sociological Association.

Attachments show data for anthropology and sources of data are cited; and the data relative to social workers came via a telephone call to the National Office.

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

Data presented on p. 1 and in the attachments are the very best available from any source. These data for Sociologists and Anthropologists are relatively complete and accurate--a few percentage points in either direction. The data for Social Workers are less complete as one study shows that 25-35% of the social workers are not NASW members.

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

The detailed data requested are not a part of the "social bookkeeping" system of the professional associations in sociology, anthropology, and social work. Each association maintains a directory of members but some professionals are not members of the national associations. The data presented are the very best available at this time.

January 4, 1974

Selz C. Mayo
Department of Sociology and Anthropology
Box 5428
North Carolina State University
Raleigh, North Carolina 27607

Dear Professor Mayo:

You raise some challenging questions in your letter of December 20. Unfortunately, our social bookkeeping is not yet organized to a point where we can provide precise answers. The best I can do at present is to give you some estimates and refer you to some supplementary material that may or may not be of some help.

I first confronted a similar problem when I arrived on this job last year. This led to my writing an article entitled "How Many Are We?" which appeared in the October, 1972 AMERICAN SOCIOLOGIST, p. 8. (It was still in tabloid form at that time.) A more current set of data bearing on your questions can be found in the December 1973 FOOTNOTES, where Maurice Jackson reports data on minorities and women in our graduate departments in an article entitled, "Affirmative Action--Affirmative Results?" The figures on minorities indicate that there are very few persons in the pipeline. That, of course, is what has led the ASA to secure a Minority Fellowship Program that you have undoubtedly heard about. We are all hopeful that this will ultimately be a big factor in translating affirmative action into affirmative results.

The best that I can do with regard to the basic data that you inquired about is to provide some estimates concerning our membership. This, of course, does not represent the entire pool of PhD sociologists in the United States, but it probably represents the bulk of them. (Frankly, I am not sure how we can discover the others, but as you will see in one article forthcoming in the January, 1974 FOOTNOTES -- an article about sociologists working in AID in the State Department -- we are making an effort to locate sociologists in non-academic settings.)

The 1973-74 DIRECTORY OF MEMBERS is now available. While the information is now on computer tapes, we have not yet had time to make some of the runs that would answer some of your questions precisely. These data include, sex, degree, etc., but they do not include minority status.

Selz C. Mayo
January 4, 1974
Page Two

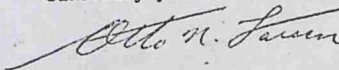
Of the approximately 15,000 members of the ASA, we estimate that about 7,000 of these are PhD holders. Filling out your table, our guess is that these would be distributed about as follows:

White Male:	5,412
White Female:	1,365
Black Male:	148
Black Female:	25
Other Male:	40
Other Female:	10

The figures on black sociologists were estimated on the basis of a roster compiled by James Conyers of the Black Caucus. The other figures are approximations that we hope to sharpen up later.

I would hate to certify the accuracy of the above, but I hope the information may be of some use.

Sincerely yours,



Otto N. Larsen
Executive Officer

ONL:nsb

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SCHOOL OF LIBERAL ARTS

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
5535 Zip 27607

January 4, 1974

M E M O R A N D U M

TO: Dr. Selz C. Mayo, Head

FROM: Gifford S. Nickerson *GSN*

RE: Affirmative Action Guideline Information

Recently I talked with Dr. Harriet J. Kupferer, Chairman of the Department of Anthropology, UNC-G, with respect to the information which you requested shortly before the holidays. The frequencies and percentages below are derived, with certain necessary extrapolations, from her breakdowns.

AMERICAN ANTHROPOLOGISTS WITH THE PH.D

	<u>Number</u>	<u>Per Cent</u>
White Males	1,463	77.12
White Females	312	16.44
Black Males	24	1.27
Black Females	12	.63
Other Males	69	3.64
Other Females	17	.9
Total		
	1,897	100.0

Dr. Kupferer obtained her information from three sources:

- Dr. Stanley A. Freed (Dept. of Anthropology, American Museum of Natural History), who undertook a data analysis of Guide to Departments of Anthropology, 1973-74, edited by Nathalie F.S. Woodbury (Washington: American Anthropological Association, September, 1973).
- Dr. Thomas Weaver (Dept. of Anthropology, University of Arizona), who is Chairman of the Committee on Minorities and Anthropology, American Anthropological Association.
- Dr. Edward J. Lehman, Executive Director, American Anthropological Association.

It must be noted that certain assumptions had to be made in order to arrive at these figures. For example, the total number of anthropologists with the Ph.D. corresponds with the number of domestic Fellows of the American Anthropological Association. The reason for using domestic Fellows as a baseline is the fact that, with very few exceptions, individuals must possess the Ph.D. prior to their being elected as Fellows of the AAA. Conversely, there are very few Ph.D.'s who are not nominated to, and ultimately accorded, Fellow status in the Association.

Another assumption which I made was in connection with the figures on minorities, specifically with minorities in the "other" category. From figures supplied by Dr. Weaver, there was an indication that there were 86 Ph.D.'s in the latter category, but no breakdown by sex. Since Dr. Freed found that 20% of the anthropologists listed in the Guide to Departments of Anthropology, 1973-74 were women, I have used this percentage for the "other" category (therefore arriving at 69 males and 17 females who are American Indian, Chicano or Oriental). Dr. Weaver included figures on Blacks and other minorities in a report to the American Anthropological Association at the annual meeting in New Orleans in November, 1973.

I trust that the figures in the above table will meet your needs; if there is something further that you feel needs to be done on this, I will be glad to take a stab at it.

The American Science Manpower report for 1970 shows the following for Sociology:

<u>Sociology</u>	<u>Total</u>	<u>M</u>	<u>F</u>
Total registrants	7,658	5,929	1,729
Ph.D. holders	3,690	3,169	521

The same source shows the following for Anthropology:

<u>Anthropology</u>	<u>Total</u>	<u>M</u>	<u>F</u>
Total registrants	1,325	1,068	257
Ph.D. holders	1,260	1,019	241

Social Work

During a telephone call in January of 1974 to the National Association of Social Workers, we received the following information:

1. 40% of the NASW membership -- male
60% of the NASW membership -- female
2. 90% of the membership -- white
10% other of which 7% are black