

APPENDIX A

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

TOTAL

SCHOOL/DEPARTMENT Division of Student Affairs

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total				Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	NA	40	75.5	1	25.0	41	71.9			36	65.5	1	50.0	37	64.9
White Female	NA	10	18.9	2	50.0	12	21.1			13	23.6	1	50.0	14	24.6
Black Male	NA	2	3.8	0	0	2	3.5			3	5.5	0	0	3	5.3
Black Female	NA	1	1.9	1	25.0	2	3.5			3	5.5	0	0	3	5.3
Other Male	NA	0	0	0	0	0	0			0	0	0	0	0	0
Other Female	NA	0	0	0	0	0	0			0	0	0	0	0	0
TOTAL		53	100%	4	100%	57	100%			55	100%	2	100%	57	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Admissions

DATE January 8, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total				Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	44.6	2	50.0			2	50.0			1	25.0			1	25.0
White Female	51.9	1	25.0			1	25.0			2	50.0			2	50.0
Black Male	2.1	0	0			0	0			1	25.0			1	25.0
Black Female	.8	1	25.0			1	25.0			0	0			0	0
Other Male	.4	0	0			0	0			0	0			0	0
Other Female	.2	0	0			0	0			0	0			0	0
TOTAL	100.0	4	100%		100%	4	100%			4	100%		100%	4	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Career Planning and Placement

DATE January 4, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total				Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	44.6	2	66.7			2	66.7			2	50.0			2	50.0
White Female	51.9	1	33.3			1	33.3			1	25.0			1	25.0
Black Male	2.1	0	0			0	0			0	0			0	0
Black Female	.8	0	0			0	0			1	25.0			1	25.0
Other Male	.4	0	0			0	0			0	0			0	0
Other Female	.2	0	0			0	0			0	0			0	0
TOTAL	100.0	3	100%		100%	3	100%			4	100%		100%	4	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

TABLE VI
 PROJECTED NON-FACULTY COMPLEMENT
 FOR ACADEMIC YEAR 1975-76

(Reflecting Anticipated Promotions
 and your Projected Hiring Goals)

	White		Black		Other		Total			White		Black		Other		Total	
	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F
FULL-TIME																	
Officials & Managers	1	0	0	0	0	0	1	0		1	0	0	0	0	0	1	0
Professionals	6	1	0	0	0	0	6	1		5	1	0	1	0	0	5	2
Technicians																	
SUB-TOTAL	7	1	0	0	0	0	7	1		6	1	0	1	0	0	6	2
PERMANENT PART-TIME																	
Officials & Managers																	
Professionals	0	1	0	0	0	0	0	1		0	1	0	0	0	0	0	1
Technicians																	
SUB-TOTAL	0	1	0	0	0	0	0	1		0	1	0	0	0	0	0	1
TOTAL	7	2	0	0	0	0	7	2		6	2	0	1	0	0	6	3

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

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

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	48.4	7	87.5	0	0	7	77.8	6	75.0	0	0	6	66.7
White Female	48.1	1	12.5	1	100.0	2	22.2	1	12.5	1	100.0	2	22.2
Black Male	2.1	0	0	0	0	0	0	0	0	0	0	0	0
Black Female	.8	0	0	0	0	0	0	1	12.5	0	0	1	11.1
Other Male	.4	0	0	0	0	0	0	0	0	0	0	0	0
Other Female	.2	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	100.0	8	100%	1	100%	9	100%	8	100%	1	100%	9	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Financial Aid

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	44.6	2	66.7	0	0	2	50.0	2	50.0			2	50.0
White Female	51.9	1	33.3	0	0	1	25.0	1	25.0			1	25.0
Black Male	2.1	0	0	0	0	0	0	0	0			0	0
Black Female	.8	0	0	1	100.0	1	25.0	1	25.0			1	25.0
Other Male	.4	0	0	0	0	0	0	0	0			0	0
Other Female	.2	0	0	0	0	0	0	0	0			0	0
TOTAL	100.0	3	100%	1	100%	4	100%	4	100%		100%	4	100%

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Music Department - Student Affairs

DATE 1-9-74

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages		Full Time		Part Time		Total		Full Time		Part Time		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
White Male	53.4		5	100.0			5	100.0			4	80.0			4	80.0
White Female	43.2		0	0			0	0			1	20.0			1	20.0
Black Male	1.9		0	0			0	0			0	0			0	0
Black Female	.9		0	0			0	0			0	0			0	0
Other Male	.4		0	0			0	0			0	0			0	0
Other Female	.2		0	0			0	0			0	0			0	0
TOTAL	100.0		5	100%		100%	5	100%			5	100%		100%	5	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Registration and Records

DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages		Full Time		Part Time		Total		Full Time		Part Time		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
White Male	44.6		4	100.0			4	100.0			3	75.0			3	75.0
White Female	51.9		0	0			0	0			1	25.0			1	25.0
Black Male	2.1		0	0			0	0			0	0			0	0
Black Female	.8		0	0			0	0			0	0			0	0
Other Male	.4		0	0			0	0			0	0			0	0
Other Female	.2		0	0			0	0			0	0			0	0
TOTAL	100.0		4	100%		100%	4	100%			4	100%		100%	4	100%

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Religious Affairs

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
White Male	96.5	1	100.0			1	100.0			1	100.0			
White Female	1.9	0	0			0	0			0	0			
Black Male	0.8	0	0			0	0			0	0			
Black Female	0.2	0	0			0	0			0	0			
Other Male	0.4	0	0			0	0			0	0			
Other Female	0.2	0	0			0	0			0	0			
TOTAL	100.0	1	100%		100%	1	100%		1	100%		100%	1	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 10, 1974

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

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

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

Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
44.6	1	100.0			1	100.0	1	100.0			1	100.0
51.9	0	0			0	0	0	0			0	0
White Male												
White Female												
2.1	0	0			0	0	0	0			0	0
Black Male												
Black Female												
.8	0	0			0	0	0	0			0	0
Other Male												
Black Female												
.4	0	0			0	0	0	0			0	0
Other Female												
Other Male												
Other Female												
.2	0	0			0	0	0	0			0	0
TOTAL	100.0	1	100%	100%	1	100%	1	100%		100%	1	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

DATE January 9, 1974

SCHOOL/DEPARTMENT Residence Life

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	44.6	2	40.0			2	40.0	3	50.0			3	50.0
White Female	51.9	2	40.0			2	40.0	2	33.3			2	33.3
Black Male	2.1	1	20.0			1	20.0	1	16.7			1	16.7
Black Female	.8	0	0			0	0	0	0			0	0
Other Male	.4	0	0			0	0	0	0			0	0
Other Female	.2	0	0			0	0	0	0			0	0
TOTAL	100.0	5	100%		100%	5	100%	6	100%		100%	6	100%

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Activities

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total		Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	44.6	0	0			0	0	0	0			0	0
White Female	51.9	1	100.0			1	100.0	1	100.0			1	100.0
Black Male	2.1	0	0			0	0	0	0			0	0
Black Female	.8	0	0			0	0	0	0			0	0
Other Male	.4	0	0			0	0	0	0			0	0
Other Female	.2	0	0			0	0	0	0			0	0
TOTAL	100.0	1	100%		100%	1	100%	1	100%		100%	1	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Affairs Research

DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages		Full Time		Part Time		Total				Full Time		Part Time		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	44.6		1	100.0			1	100.0			1	100.0			1	100.0
White Female	51.9		0	0			0	0			0	0			0	0
Black Male	2.1		0	0			0	0			0	0			0	0
Black Female	.8		0	0			0	0			0	0			0	0
Other Male	.4		0	0			0	0			0	0			0	0
Other Female	.2		0	0			0	0			0	0			0	0
TOTAL	100.0		1	100%		100%	1	100%			1	100%		100%	1	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Development

DATE January 10, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total				Full Time		Part Time		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
White Male	44.6	3	100.0			3	100.0			2	100.0			2	100.0
White Female	51.9	0	0			0	0			0	0			0	0
Black Male	2.1	0	0			0	0			0	0			0	0
Black Female	.8	0	0			0	0			0	0			0	0
Other Male	.4	0	0			0	0			0	0			0	0
Other Female	.2	0	0			0	0			0	0			0	0
TOTAL	100.0	3	100%		100%	3	100%			2	100%		100%	2	100%

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

AFFIRMATIVE ACTION PLAN
 EPA NON-FACULTY

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT Student Health Service

DATE January 8, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total			Full Time		Part Time		Total	
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
White Male	90.6	2	100.0	1	50.0	3	75.0		2	66.7	1	100.0	3	75.0
White Female	7.7	0	0	1	50.0	1	25.0		1	33.3	0	0	1	25.0
Black Male	1.2	0	0	0	0	0	0		0	0	0	0	0	0
Black Female	0.1	0	0	0	0	0	0		0	0	0	0	0	0
Other Male	0.4	0	0	0	0	0	0		0	0	0	0	0	0
Other Female	0.0	0	0	0	0	0	0		0	0	0	0	0	0
TOTAL	100.0	2	100%	2	100%	4	100%		3	100%	1	100%	4	100%

DATE January 7, 1974

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

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

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

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

AFFIRMATIVE ACTION PLAN
EPA NON-FACULTY

SCHOOL/DEPARTMENT University Student Center

DATE January 9, 1974

COMPLETED BY Thomas H. Stafford, Jr.

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

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

	Availability Percentages	Full Time		Part Time		Total			Full Time		Part Time		Total	
		No.	%	No.	%	No.	%		No.	%	No.	%	No.	%
White Male	44.6	8	66.7			8	66.7		8	72.7			8	72.7
White Female	51.9	3	25.0			3	25.0		2	18.2			2	18.2
Black Male	2.1	1	8.3			1	8.3		1	9.1			1	9.1
Black Female	.8	0	0			0	0		0	0			0	0
Other Male	.4	0	0			0	0		0	0			0	0
Other Female	.2	0	0			0	0		0	0			0	0
TOTAL	100.0	12	100%		100%	12	100%		11	100%		100%	11	100%

APPENDIX B

DIVISION OF STUDENT AFFAIRS SPA PERSONNEL, BY RACE AND SEX

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

APPENDIX C

EPA-Non-Faculty Availability Analysis

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree in education

Experience in college admissions

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Admissions

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

Assumed that one per cent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree in Education.

Experience in university placement and/or in career planning.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree or higher in Counseling and Guidance

Experience as college counselor

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Counseling Department - Student Affairs

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree in education.

Experience in university financial aid.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Financial Aid

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

At least a Master's degree in music

Successful previous teaching experience in music.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

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

a. List sources of data:

Digest of Educational Status, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

Assumed that one per cent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree in Education

Experience in university registration and records

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Registration & Records

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

Assumed that one percent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Bachelor of Divinity or equivalent degree

Experience in supervision of college chaplains.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Religious Affairs

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

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

Moderately Accurate

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

Degrees conferred data not available for blacks or other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters or Doctorate in Education

Experience in supervision of residence hall facilities.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Residence Facilities

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred, 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

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

Moderately accurate.

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

Degrees conferred data not available for blacks or other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree in Education

Experience in Residence Hall Administration

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Residence Life

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters Degree in Education

Experience with college student activities and organizations.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Student Activities

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters or Doctorate in Education

Experience as researcher in higher education.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Student Affairs Research

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

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

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

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

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

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

Moderately accurate.

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

Degrees conferred data not available for blacks or other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree in Education

Experience with college student organizations.

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: Student Development

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

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

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

M. D.

Experience as practicing physician

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

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

a. List sources of data:

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

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

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

Data taken from documents outlined in (a) above

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

Moderately accurate

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

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

Available data was for different years.

Individual Completing Form: Thomas H. Stafford, Jr.

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

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

Masters degree in education

Experience in university union programs

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

OFFICIALS AND MANAGERS

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

PROFESSIONALS

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

TECHNICIANS

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

School/Department: University Student Center

Individual Completing Form: Thomas H. Stafford, Jr.

Form No. 2, page two

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

a. List sources of data:

Digest of Educational Statistics, Degrees Conferred 1969-70

Survey of Black American Doctorates, Ford Foundation

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

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

Assumed that one per cent of doctorates conferred to blacks.

Assumed that three per cent of masters conferred to blacks.

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

Moderately accurate.

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

Degrees conferred data not available for blacks and other minorities.

APPENDIX D

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

	WHITE				BLACK				OTHER MINORITIES				TOTAL
	MALE		FEMALE		MALE		FEMALE		MALE		FEMALE		
	N	%	N	%	N	%	N	%	N	%	N	%	
Officials & Managers	10,188	81.3	1,748	14.0	407	3.2	133	1.1	31	0.2	18	0.1	12,525
Professionals	5,947	44.9	5,749	43.4	453	3.4	1,016	7.7	56	0.4	33	0.2	13,254
Technicians	9,186	76.3	2,201	18.3	301	2.5	246	2.0	87	0.7	12	0.1	12,033
Sales	6,922	66.0	3,126	29.8	168	1.6	273	2.6	6	0.1	0		10,495
Clerical	5,541	20.3	19,379	71.1	887	3.3	1,357	5.0	27	0.1	48	0.2	27,239
Craftsman	10,396	78.0	663	5.0	2,087	15.6	178	1.3	12	0.1	0		13,336
Operations (semi-skilled)	6,397	43.7	3,493	23.9	2,775	19.0	1,883	12.9	64	0.4	10	0.1	14,622
Laborers	1,954	43.2	260	5.7	2,067	45.7	183	4.0	60	1.3	0		4,524
Service workers	5,489	27.2	4,722	23.4	3,548	17.6	6,357	31.5	57	0.3	23	0.1	20,196
TOTAL	62,020	48.4	41,341	32.2	12,693	9.9	11,626	9.1	400	0.3	144	0.1	128,224

*Figures include persons employed in 1972 and persons with experience but unemployed.

†Numbers are based on 1972 figures, percentages are based on 1970 census data.

APPENDIX E

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR 1973-74

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

APPENDIX E

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR 1974-75

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

APPENDIX E

PROJECTED SPA COMPLEMENT FOR ACADEMIC YEAR 1975-76

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

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

January 14, 1974

PREFACE

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

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

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

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

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

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

March 9, 1973

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I. THE HISTORICAL RECORD

Minority Groups

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

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

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

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

Women

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

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

II. THE SITUATION NOW

Minority Groups

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

The following table gives the breakdown by position classification:

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

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

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

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

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

Women

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

<u>POSITION</u>	<u>SEX</u>
<u>ADMINISTRATION</u>	
1 Director (EPA)	Male
1 Systems Librarian (EPA)	Male
2 Typist III (SPA)	Female
1 Library Assistant II (SPA)	Female
<u>DIVISION OF GENERAL SERVICES</u>	
1 Assistant Director (EPA)	Male
1 General Service Librarian (EPA)	Female
<u>Circulation</u>	
2 Library Assistant II (SPA)	1 Male 1 Female
9 Library Assistant I (SPA)	1 Male 8 Female
5 Part-time Library Assistant I (SPA)	Female
2 Part-time Intermediate Clerk (SPA)	Male
<u>Photocopy</u>	
1 Typist III (SPA)	Female
1 Typist II (SPA)	Female
1 Intermediate Clerk (SPA)	Female
1 Clerk I (SPA)	Female
<u>Mail Room</u>	
1 Mail Clerk (SPA)	Female
1 Clerk I (SPA)	Male
<u>Reserve Room</u>	
1 Library Assistant II (SPA)	Female
5 Library Assistant I (Part-time) (SPA)	Female
<u>DIVISION OF REFERENCE SERVICE</u>	
1 Assistant Director (EPA)	Male
<u>Reference</u>	
1 Department Head (EPA)	Male

POSITIONSEX

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

Documents

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

Interlibrary Center

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

Technical Information Center

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

DIVISION OF COLLECTION DEVELOPMENT AND ORGANIZATION

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

Acquisitions

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

Chief Bibliographer

1 (EPA)	Female
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Marking

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

Cataloging

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

POSITIONSEXSerials

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

Periodical Service Center

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

Design

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

Textiles

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

Forest Resources Library

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

III. AVAILABILITY OF MINORITY GROUPS AND WOMEN FOR LIBRARY POSITIONS

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

Non-Academic PositionsMinority Groups

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

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

Women

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

Academic Positions

Minority Groups

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

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

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

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

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

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

Women

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

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

IV. THE COMMITMENT AND GOALS

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

Goals for Minority Groups

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

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

Goals for Women

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

V. PROPOSED ACTION TO IMPLEMENT COMMITMENT AND REALIZE GOALS

Minority Groups

Non Academic

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

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

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

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

Academic

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

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

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

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

Women

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

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

VI. REPORTING PROCEDURES TO MEASURE PROGRESS

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

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

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

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

VII. RESPONSIBILITY

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

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

APPENDIX A

BLACK EMPLOYEES
PRESENTLY ON STAFF

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

APPENDIX B

FORMER BLACK EMPLOYEES

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